RESEARCH IN MANAGEMENT LEARNING & EDUCATION

unConference

2023 Research in Management Learning and Education (RMLE) Unconference

Banff Centre for Arts and Creativity partnered with the Haskayne School of Business, University of Calgary

June 29-30, 2023

PROCEEDINGS

<u>**Conference Chairs:**</u>

Professor Maribel Blasco, Copenhagen Business School
Professor Ken Brown, University of Iowa
Professor Peggy Hedges, University of Calgary
Associate Dean George Hrivnak, Bond University
Professor David Jones, Northumbria University
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Professor Jennifer Leigh, Nazareth University
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Note: Included QIC document contributions were accepted based on a double-blind peer review process.

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Overview

Research discussions shouldn't have to rise from the ashes of recycled rhetoric and boring presentations prepared months in advance. Interactions about research should be exciting, organic, and engaging. For those who are interested in being generators of innovative, cutting-edge research in management education or those who have questions related to research in management education that are not addressed through traditional conference or workshop forums our 2023 Research in Management Learning and Education (RMLE) Unconference was the place to be.

Unlike traditional conference formats that involve fixed agendas, established streams, and planned presentations, our RMLE Unconferences are organic and participant-driven. The fundamental goal of the RMLE Unconference is to bring together interested, passionate, and knowledgeable people to create a forum where they can share, learn, engage, question, contribute, discuss and debate about issues they deem to be important. Each participant is a contributor and all interactions take place in a flexible and highly interactive format (see http://en.wikipedia.org/wiki/Unconference for more information).

During the 2023 RMLE Unconference held in partnership with the University of Calgary at the Banff Centre for Arts and Creativity, we:

- Shared ideas about key research areas participants are interested in,
- Found answers and "paths forward" regarding current research questions or concerns,
- Learned from others about their experiences with research project design, development, and publication processes,
- Considered issues that are emerging through recent research and publication,
- Met and networked in an intimate and informal setting with other faculty members interested in management education research, and
- Interacted with numerous current and former board members and/or editors of the *Journal of Management Education* (JME), *Management Learning* (ML), and the *Academy of Management Learning & Education* (AMLE).

In terms of scope, the domain for this RMLE Unconference was the same as the eight previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, the submissions included here focus on a diversity of issues related to the business of management education (whether that be in universities, consulting agencies, or other organizations) as well as the processes and outcomes of management education.

The submissions included in these proceedings are called "Questions, Ideas, and Concerns" (QIC) documents. The QICs were written as free-flowing thoughts which encapsulate any questions, ideas, and concerns participants had with respect to research in management education. The content of this year's QICs is varied and rich, resulting in the following relatively large initial discussion group clusters. These assigned groups applied to our first discussion session only, and after that participants organically shifted into groups based on both their experiences and what was shared during the reporting back sessions. As expected, through the course of a few discussion rounds, new idea- and project-specific discussion groups were formed.

The initial discussion group clusters for this year's event were:

- Group "Paint Roller" - Expanding Our Worldview of Management Education
- Group "IMAX" - Examining the Diverse Impacts of Technology on (and in) Management Education
- Group "Egg Carton" - Exploring, Transforming, and Capturing the "Why" in Management Education
- Group "Hawaiin Pizza" - Inspiring Engagement, Collaboration, and Learning in Management Education
- Group "Trivial Pursuit" - Considering Responsibility, Society, and Community in Management Education
- Group "Snowmobile" - Assessing the Current Challenges of Learning and Teaching in Management Education

Participant Contributors

Given the challenges of international travel today, we ended up with a few participant contributors who were unable to make it to Banff. We sincerely hope they will be able to join us next year in Australia. Those who did make the journey all the way to Canada included 43 highly engaging participants representing 28 universities, seven countries, and four continents. The countries included Australia, Canada, Israel, Italy, Norway, United Kingdom, and the United States of America.

The tertiary institutions and organizations represented included the Augustana College, Bond University, Bucknell University, Emory University, James Madison University, Liverpool John Moores University, Minnesota State University, Nazareth University, Northpark University, Northumbria University, Nottingham Business School, Prescott College, Purdue University, Rennes School of Business, Santa Clara University, Sapir Academic College, Università di Torino, Universitetet i Agder, University of Calgary, University of Iowa, University of Notre Dame, University of Oregon, University of Pennsylvania, University of Reading, University of San Francisco, University of Warwick, Utah State University, Warwick Business School, and Western University.

Event (Un)Structure

As this was an Unconference, there were only two formal presentations - a welcome and a summary – each facilitated by members of the conference chair group listed above (see the "Unconference (Un)schedule" at the end of this document). The minimalist formality of the event's structure is based on its underlying ethos. The bulk of the RMLE Unconference is designed to be 100% driven by the people who are there.

Beyond reading the QICs in this document, the only preparation that was asked of participants prior to the Unconference was to bring energy and enthusiasm, a collaborative mindset, and an open-mindedness to going wherever our time together took us. And wow… did we ever achieve that. This Unconference was full of knowledge generation via a minimally-structured, highly-engaging, and participant-driven format. The outcomes speak for themselves. Please note that the QICs below are listed in participants' initial groups because the emergent groups were so varied and organic that we don't have an exact record of who ended up where (a sign of a truly engaging Unconference).

Outcomes

The outcomes from this year's Unconference were novel, complex, and full of promise. We had six groups, with the following research goals shared during our final reporting back session:

(1) Writing a Manifesto of Care with a focus on community, collegiality, and mentoring and their intersection within a dystopian higher education context.
(2) Exploring the intersection and integration of a liberal arts based approach to business education.
(3) Using a collaborative autoethnographic approach to capture the fears and vulnerabilities faculty members' experience as they consider and/or engage with the process of integrating service-learning into their courses.
(4) Designing a transdisciplinary taxonomy with respect to increasing the experimentation of new tools and technologies as well as looking at resistance to change and the different interventions and opportunities that are used within that context.
(5) Creating an approach to facilitating a growth mindset as well as deep and meaningful reflection practices for ourselves, as faculty members, and our students.
(6) Building a repository of the rich and varied knowledge drawn from the experiences of retiring faculty members.

Following our time together, we look forward to hearing from our emergent groups as they navigate their journeys forward focused on their initiatives and projects with the knowledge, passion, and excitement that were generated during this event.

A Special Thank You

As with each of our previous RMLE Unconferences, we would like to thank our ongoing partner organizations, the *Journal of Management Education*, *Management Learning*, and the *Decision Sciences Journal of Innovative Education*, Bond University, and the incredible team of people who sit on our RMLE Unconference management board. This year, we would also like to send a special thank you to the team from the Haskayne School of Business at the University of Calgary, with a particularly warm "thank you" to Leighton Wilks for his institutional support and Peggy Hedges for her help in organizing everything onsite. Without our institutional and individual supporters, as well as our engaging and engaged participant contributors, our RMLE Unconferences wouldn't exist.

Attached Documents

Attachment A: Pictures from our amazing event (pp. 66-71)
Attachment B: Unconference (Un)schedule (pp. 72-73)
Attachment B: Map of the Banff Centre (p.74)
Attachment C: Map of the Town of Banff (p.75)

Discussion Group "Paint Roller"

Expanding our Worldview of Management Education

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Amy David
Julie Engerran
Simona Grande
Anne Greenhalgh
Andrea Hershatter
Tony Wall

Fun Fact: The paint roller was invented by Norman Breakey, a Torontonian who wanted to apply paint quicker without sacrificing a smooth finish. Up until his invention, which he developed in 1940, painting was done with brushes.

Liberal Learning: Maintaining Momentum as We Move from the Margins to the Center

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For more than a decade, the Aspen Institute's Undergraduate Consortium has been committed to enhancing the integration of liberal learning into undergraduate business education (Aspen Institute, n.d.). With support from an Advisory Board of faculty and staff representing Consortium participants, the Aspen Institute has organized nine convenings at institutions of higher learning in the United States and abroad. In January 2022, Aspen announced that it would take supporting role and that the Advisory Board would need to take a leading role in charting the future. In June of 2022, the David Eccles School of Business at the University of Utah and The Wharton School at the University of Pennsylvania stepped forward and hosted a one-day, remote convening. As members of the Advisory Board, we are committed to building on our past, maintaining our momentum, and continuing the effort to move the conversation about liberal learning in undergraduate business education "from the margins to the center," the theme of the 2022 convening (McNulty Leadership Program, n.d.).

We recognize that the need to build on our foundation and draw on the wider community of business educators is great. Business education is big business:

> Of the 2.0 million bachelor's degrees conferred in 2019–20, some 58 percent were concentrated in six fields of study: business (387,900 degrees); health professions and related programs (257,300 degrees); social sciences and history (161,200 degrees); engineering (128,300 degrees); biological and biomedical sciences (126,600 degrees); and psychology (120,000 degrees). (National Center for Education Statistics, 2022).

The need is great not only because business education is big business but also because business education risks turning faculty into producers and students into consumers (Gross & Hogler, 2005) and, ultimately, into products themselves.

Questions

1. If faculty around the globe agree that business education as it stands risks reproducing the traditional capitalistic consumer model, would we agree that liberal learning provides a way forward, a way to address the world's most serious environmental and social issues?
2. What would the way forward look like? At the level of the course, program, school, or university?
3. What role might business leaders play?

Ideas

1. We would like to inspire projects on campuses that integrate liberal arts and business
2. We would like to learn more about how to make higher-level institutional changes that would support liberal learning
3. We would like to expand our learning community of academics concerned about and dedicated to fostering liberal learning

Concerns:

1. We are aware of implicit associations and biases, unconscious or not, that work against integrating liberal arts and business. Liberal learning can seem superficial at best and elite at worst (soft courses of study in the Ivory Tower removed from harsh realities).
2. The stakes are great. Can we maintain momentum, hold on to hope, and forge a path forward?

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Transdisciplinary business schools?

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Many scholars have invoked that addressing the so-called "grand challenges" requires dialogue and integration of diverse understandings (Ferraro et al., 2015) toward new pathways and systemic paradigms (Willett et al., 2019). At the global level, this effort has been acknowledged by adopting the Sustainable Development Goals (SDGs) and the Paris Agreement. Transdisciplinarity is at the core of the New European Bauhaus, the soul of the European Green Deal (European Commission, 2022). Transdisciplinarity is a reflexive, integrative, method-driven scientific principle aiming to solve or transition societal and scientific problems by differentiating and integrating knowledge from various bodies of knowledge (Lang et al., 2012).

From prior research, we know that universities have been recognized as uniquely positioned actors to help accelerate the transition to a sustainable future (Hart et al., 2015) with their adaptive role in society (Katz & Kahn, 1966) and are central to the growth of their ecosystems (Heaton, Siegel & Teece, 2019). Yet, higher education institutions (HEIs) have often been condemned for their disciplinary silos (Kueffer et al. 2012). Particularly, business schools have traditionally been structured to educate future managers and administrators through accounting, finance, and economics courses. At the turn of the 20th century, organizations started to respond to increasingly complex environments by adopting new organizational structures. In the seventies, business schools joined the trend and began to pride themselves on having become the academic repository of multidisciplinary knowledge oriented toward managerial practice and as a focal point for the intersection of psychology, sociology, anthropology, economics, political science, and more (Corley & Gioia, 2011). However, entry-level job positions still required functional expertise (Allred et al., 1996), and many programs continued to stress functionally based curricula (Campbell, 2006). Management schools are still criticized nowadays for being too isolated and exclusively focused on business-oriented curricula (Abzug et al., 2020), although the knowledge they produce and disseminate is often expected to be supportive of other disciplines, such as engineering or healthcare (Currie et al., 2016).

To cope with the criticism, some business and management schools around the globe have started to experiment with various related top-down approaches with varying degrees of success (Starik et al., 2010), such as critical pedagogy and inquiry-based learning (Dehler et al., 2001). Concurrently, the implementation of transdisciplinary perspectives has not been exempted from disapproval either and has been claimed to be clichéd since the earliest references in the 1990s.

In a turbulent era of organizational ambiguity and complexity, a key task of resilient organizations and ecosystems will lie in the capability of their actors to continuously adapt and reinvent their role and understanding of phenomena with the goal of tackling major real-world problems (Tushman & O'Reilly, 2008).

At RMLE Unconference 2023, I would like to suggest the exploration of the structures, the efficacy, and the outcomes related to transdisciplinary initiatives in business schools and open discussions on the following QICs:

- How has the role of business schools been evolving regarding crossing disciplinary boundaries?
- How to move along the spectrum, from disciplinarity, multidisciplinarity, and interdisciplinarity, to transdisciplinarity?
- Which kinds of engagements make it more likely to achieve transdisciplinarity?
- How do we imagine a transdisciplinary business school?
- How might transdisciplinary business schools help people be better prepared to tackle grand challenges and purposefully work towards sustainable development?

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Creativity and innovation as learning objectives in management education

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Idea:
Depending on the survey cited, 50-60% of Gen Z young adults hope to launch their own business. This is not surprising; they are inundated by stories of social influencers who achieve wealth by showcasing their passions, and anecdotal evidence of stand-out Zoomer founders creating billion dollar companies. However, while this population might be conceptually attracted to entrepreneurship, we know from business school placement reports that 90%+ pursue a conventional full time job at graduation. When they do so, although corporations often proclaim the value of workforce innovation, creative capacity will not be the focus of most hiring processes they encounter.

On the other hand, there are many reasons to focus on innovation as a learning objective. A crucial function of management education is not only to prepare students for the functional demands of a first post-graduate position but also to equip them with the knowledge and skills they will need for the pathways they will later follow. The most pressing world problems - those our students care about most deeply - ranging from social justice to climate change, will have to be addressed through radical innovation. On a more personal level, their own upward mobility in the world, especially for those who come from historically under-represented populations, will be dependent on either launching their own enterprise or creating meaningful change in the organizations they serve.

Questions:

- In light of the ever-widening knowledge base that falls within the scope of management education, is it incumbent upon us to elevate innovation as a learning objective?
- If so, how do we prepare our students to feel empowered and qualified to innovate on behalf of their organizations?
- What meaningful processes, capacities and content can we deliver that will equip them to create meaningful change in the world?
- Where do creativity and innovation naturally fit within a curriculum? How might we give these topics a multi-layered and reinforced home within our coursework?

Concerns:
Even when the desire to enhance creative thinking exists, it is not clear how to best accomplish this goal within the context of traditional curricula. Even courses in entrepreneurship, including those with a strong design-thinking pedagogical basis, focus only partially on the process of creating a solution that addresses a specific market need and more expansively on building a venture around it.

Students often compartmentalize whatever creative processes they encounter to a particular class, rather than converting it into a capacity. Additionally, while drivers of innovation exist within the content of all functional business areas, in practice creative competency seems drowned-out in a core that is increasingly driven by data analytics, and in electives that are highly specialized around building expertise.

Finally, or perhaps as a first consideration, it seems unclear that business schools are the best source of content around innovation and creativity. What does this mean for what we should teach with internal capacity, what contextual liberal arts resources we should incorporate into our own offerings, and what we should entrust to other partners and alliances across the university?

Faculty using reflective practice to reveal the hidden curriculum in business education and to make way for alternative worldviews

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The contributors of this proposal are long-time associates in the Aspen Undergraduate Consortium, dedicated to enhancing undergraduate business education. In the wake of the global pandemic and associated societal events, we were inspired to come together to reflect on our role as educators in the context of recurring calls for reform in business education.

Perhaps the most important target of criticism in our eyes is the mastery of facts and techniques that has come to overshadow inquiry and questioning (Pfeffer & Fong, 2004) in business schools. On this point, we believe that reform is difficult because it requires that we challenge implicit and long-standing assumptions that inform what we traditionally do and how we do it. Drawing on transformative learning theory (Mezirow, 1990), we would like to explore if and how the intentional use of reflective practice might reveal underlying values and assumptions and allow different worldviews to emerge. We believe that reflective practice has great promise for driving transformation in teaching and learning.

Questions

4. Who are we as educators? In relationship to the content we teach? In relationship with students? Who do we need to become?
5. How can we equip students with the courage and curiosity to ask hard questions and allow for different worldviews to emerge?
6. What mindsets can contribute to a “reset” in business, moving us toward a more just, equitable and sustainable version of capitalism?

Ideas

1. Beginning with ourselves as models of reflection, we would like to apply higher levels of reflection into the language, habits of mind and worldviews implicit in our own courses.
2. We hope to inspire other faculty to become instruments of change through such practices of deep reflection—surfacing the assumptions and premises embedded in the everyday practice of teaching and learning and welcome opportunities to broaden our learning community.
3. We also anticipate that meta-level reflections may emerge, making connections to larger onto-epistemological issues and teaching philosophies.

Concerns:

3. Despite signals from the market for a move toward stakeholder capitalism, a widening chasm persists between business and society. Moreover, business education—charged with preparing future professionals for an increasingly complex and volatile world—risks perpetuating an economic system that fails both people and planet.
4. Through the inculcation of managerial habitus, business educators may find themselves reflecting and reinforcing dominant cultural values (Blasco, 2012).
5. Educators need to build awareness of the impact of their conversations with learners and be cautious about imposing pre-determined theoretical constructs (Reynolds & Vince, 2004, p. 42).

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Performance art as expressive and integrative pedagogy for ambiguity and social issues in business

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Performance art is an aesthetic practice committed to the provocative creation and critique of ‘performances’ – the rituals, habits, everyday acts as well as what they embody and how they implicate the world – often with a wider aspiration of social or ecological justice and liberation (Nelson, 2013; Shrivastava, 2010). Performance art embodies levels of symbolism, ambiguity and irony, that are atypical in business and management classrooms (Thaning et al, 2020), so can deeply sensitize learners to very subtle behaviors which have destructive effects in the world as well as develop navigational capacities to make sense of ambiguity (Holt and Zundel, 2016; Whiteman et al, 2018). I have drawn significant questions from a 4 year-long international project using pedagogical performance art in the context of exploring sustainability issues such as climate change, inequalities, and health, in business and management curricula (Wall et al, 2018; Wall, 2022). I am curious to explore different pedagogical tactics for integrating performance into business and management curricula from undergraduate to doctoral levels and in executive education, and provided practical guidance about how to frame such activity. Two key integration strategies might include (1) dialogic prompts for performative analysis and (2) performance making and documenting for dialogue, the development of skills, imagination and foresight development, as well as assessment. I would like to explore both strategies and generate new ideas about how and where to integrate performance art into their own teaching and learning context.

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Discussion Group “IMAX”

Examining the Diverse Impacts of Technology on (and in) Management Education

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Fun Fact: The Canadian-designed IMAX (Image MAXimum) format was created by Graeme Ferguson, Roman Kroitor, Robert Kerr, and William C. Shaw. The history of IMAX goes back to 1967, when two films shown at Montreal Expo—Roman Kroitor’s *In the Labyrinth* and Graeme Ferguson’s *Man and the Polar Regions*—attempted to use multiple screen, multiple projection techniques.

Immersive VR – Just Another Media for Learning Delivery or Something More?

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"Consistent evidence is found for the generalization that there are no learning benefits to be gained from employing any specific medium to deliver instruction" (Clark, 1983)

A persuasive argument about training delivery medium (the technology used to provide learning stimuli) is that it matters less for learning outcomes and more for variables such as time to complete, cost to develop and deliver, and accessibility (see, for example, Clark, 1996; Russell, 2001). A more recent meta-analytic review shows minor benefits for web-based over classroom instruction, as one possible technology comparison, but observed differences are diminished when training methods, the pedagogical practices used in the learning experiences examined, are held constant (Sitzmann, Kraiger, Stewart, & Wisher, 2006). The question of whether training media influence learning outcomes has been called the "great media debate" in educational technology circles (Carson, 2018).

Whenever a new technology emerges, practitioners and scholars examine its relative effectiveness to past technologies. Such comparisons can be practically useful but often conceptually and theoretically deficient because of confounds inherent in comparing different training programs. Specifically, efforts to hold "all else constant" while comparing programs delivered by different technology is often challenging.
Viewed from this perspective, are recent advances in the latest technology -- immersive VR technology -- a revolution for learning and development or simply another technology that can (and sometimes should be to good effect) be deployed. Is VR just the next technology or does it offer new capabilities that we did not have before? Some argue unequivocally yes (e.g., Carson, 2018).

While research on VR for learning is not new, rigorous evidence for its effectiveness is still being gathered (Xie et al. 2021). Recent reviews suggest promise of VR for developing knowledge and skill (Abich et al., 2021; Xie et al., 2021). One application that has promise is the use of VR for someone to embody a new person. This may be particularly useful for developing empathy related to others' experiences.

In this vein, research has found that an immersive VR experience, specifically experiencing the world as a person with darker skin, can reduce implicit bias against those with darker skin. Peck et al. (2013) employed VR so subjects with light skin could see themselves in a dark-skinned avatar; the results showed a decrease in negative implicit associations toward black individuals (see also Hasler et al,. 2017). A similar study was conducted by Banakou et al. (2016) showing decreased implicit bias was sustained 1 week after the intervention. Similar studies could be conducted to see what people learn when they experience the world embodies in other genders, cultures, and so on.

Even with some promising results, the question of whether these findings are unique to VR remains. And diversity training has been widely criticized and documented to be ineffective at times, and even detrimental (Dobbin & Kalev, 2016). The Devine and Ash (2022) review suggests that little is known about how VR diversity-related training might change learners' behaviors.

In the Tippie College of Business, University of Iowa, we hope to explore the potential use of VR to change our students' empathy and attitudes toward diversity so they behave in more inclusive ways to each other. In theory, such changes should increase collaboration and teamwork, lead students to feel a stronger sense of inclusion and belonging in their project teams, and enhance their ability to build effective group norms.

As we embark on this journey, we have more questions than answers:

- What immersive VR experience would be practical and effective for engaging learners who are in an online MBA program?
- How can we recruit participants from MBA classes in a way that facilitates both internal and external validity?
- How can VR experiences be supplemented or framed to facilitate learning, transfer of learning, and long-term change?
- What behavioral dependent variables are of interest to scholars and practitioners alike, and closely tied to possible outcomes from a VR training experience in the diversity realm?
- If VR changes how students interact with one another in the class in ways that effect grades, would it be unethical to withhold that treatment from some students in the class as part of a control group?

We look forward to discussing diversity training, immersive VR technology, and assessment in MBA classes with RMLE attendees.

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Achieving Equity in Degree Outcome using AI-enabled Grading Systems.

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In the quality assurance of the assessment grading process, we often use a second marker and/or an external examiner (EE) to verify the marks and feedback comments to minimise inconsistencies and ensure fairness. This quality assurance measure, often, does not fully address the inconsistency and fairness issues, especially the issue of unconscious bias that currently plagues the grading process. Several studies have provided empirical evidence of the existence of unconscious/implicit bias in grading within higher education (HE) and this is often prevalent in essay-type assessments (such as written exam, report, reflective essay etc) where the answers to a question are not often straightforward. Unlike other disciplines where answers to assessment questions often take a binary form (right/wrong), answers to assessment questions in the field of social science, specifically management education, are usually not that straightforward. It is therefore imperative to address the issue of unconscious bias as this contributes to the award gap that exists in HE, where the proportion of students from underrepresented background achieving an upper second class or distinction is significantly less than the proportion of white students achieving the same degree classification.

One solution that has been proffered has been the use of a more objective system, such as artificial intelligence (AI), in the grading process. AI-enabled grading systems is a more promising solution, where in-built objective considerations will allow for consistency in how students are graded. However, one of the arguments against the use of such systems is that AI replicates the same unfairness or unconscious bias inherent in the training set used to train it. Other aversion towards the use of AI includes safeguarding issues (ethical considerations) and issues around how AI deals with unstructured responses. To the author's knowledge, there has not been any real response or working solution to the arguments above, especially with regards to unconscious bias in academia.

Therefore, this study seeks to explore the various ways the issue of unconscious/implicit bias first argument mentioned above can be circumvented. We propose the following research question: How can we ensure that AI systems used in assessment grading do not perpetuate unconscious bias in grading? Answering this can help HE institutions improve our quality assurance of the marking process thereby ensuring that every student, regardless of their context, have equality of opportunity to do well and achieve the degree classification they truly deserve.

The Tyranny of Data: The Rise of Big Data, AI, And the Changing Landscape of Management

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The workplace today looks very different from the workplace a decade ago or even five years ago. At the forefront of this sea wave of change is the emphasis on data. Big data and artificial intelligence are creeping into workplaces at a faster rate than ever before. Organizations big and small are increasingly branding themselves as "data-driven" or invested in "big data" and using data to "empower" the work process. Within business schools, majors and concentrations in data analytics are gaining momentum, and analytical skills are becoming an indispensable part of management curriculums as well. Granted, the latest technological tools, such as AI and machine learning, definitely give executives new insights that they could not obtain before, this emphasis on data and a data-driven approach to management risks being turned into an obsession with or worship of data. Managers are relinquishing the critical responsibility of management and handing it to algorithms and AI in the name of fairness and efficiency. As a result, workers are increasingly being watched, analyzed, and managed as data. For many jobs, particularly in the gig economy, workers are constantly supervised by computers that monitor their work and make management decisions regarding reward and punishment. Even white-collar office workers are not exempt from the evolving supervision of AI, as "bossware" becomes popular with companies, which tracks employees' every move and turns them into data and productivity scores that are tied to their performance evaluations.

As a result, workers, and increasingly managers too, are losing control of their work and struggle to please the oftentimes arbitrary, biased, and opaque model of supervision by these computer programs. Meanwhile, the validity and effectiveness of these data analytical tools often elude the necessary examination. This unchecked power shift from humans to computers may potentially lead to a tyranny of data. As management education helps shape the minds of the next generation of managers and executives, it is important that we use our platform to address these emerging issues.

Therefore, in this upcoming RMLE unconference, I would like to explore and discuss these interrelated QICs with other attendants:

1. How do we, as management educators, embrace these fast-evolving technologies and their consequences? What is our responsibility as management educators to inform and inspire the students regarding AI, big data, and other disruptive technologies?
2. Given the changing landscape in management, how should management education keep up? What management knowledge may be obsolete, and what needs updating? Should we shift our focus of the content that we teach?
3. How should we explore the philosophical and ethical questions with AI (such as in hiring, performance review, monitoring, etc.) in management classrooms?
4. And finally, on a higher level, how should we, as workers and as humans, coexist with the computers and tango and not step on each others' feet?

Charting a Future for Business Education in the Age of AI

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The launch of version ChatGPT 3.5 in late 2022 captured much of the world's attention. Since then, pundits and opinion leaders have pondered its potential and perils, while those in higher education have raced to formulate responses to ChatGPT and other generative artificial intelligence tools which range from embracing them to outright banning them.

Despite calls from many technology leaders and AI experts to temporarily halt the release of new AI advances, the proverbial AI horse is already out of the barn. For business school educators and their institutions, this raises several important and substantive questions about how we teach and assess student learning, how we design our curricula, and how we support and develop staff.

1. In the short-term, how do we support business school educators and students to know when to responsibly use AI tools? How do we deal with educators and students who want to learn in an AI-free environment? How can we adapt current teaching and assessment practices in the short-term to safeguard academic integrity?

2. Longer-term, how can business educators work together to explore the potential of AI in business education? How can we use this technology to personalize the learning experience and provide tailored, ongoing feedback to students, all while monitoring student motivation, engagement, and learning progress?

3. In the age of AI, what should be the focus of business education? Although critical thinking, problem solving, ethical decision-making, communication, and collaboration have long been promoted in business school curricula, these competencies are likely to take on even greater importance in the future. Now is the time to take stock of our approaches to developing these competencies and truly evaluate our effectiveness.

4. In addition to these long-valued competencies, recent AI developments have renewed calls for digital literacies to become central to program learning objectives. Where do we find space for these in our current, already overcrowded business curricula?

5. More broadly, is this an opportunity to fundamentally rethink how business school's approach education? Should fundamental assumptions regarding program design (e.g., length of program, organization of content, delivery methods) be reconsidered?

6. Regardless of our response to AI, business school educators will need support from their institutions in exploring what these developments mean for their respective disciplines and in iterative adapting as necessary. Following on the heels of the fatigue from the pandemic and adopting our teaching to remote and hybrid delivery, what else must institutions do to support the health and well-being of their academics through yet another significant environmental shift?

This year's Unconference provides a serendipitous opportunity to explore these and related questions with a group of passionate business school educators. See you there!

What Should Every Manager Know about Ethics in Artificial Intelligence?

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Artificial intelligence (AI) systems based on machine learning (ML) are increasingly used to support decision-making in numerous sectors of business. In these systems, a ML technique is used to develop a model for predictive purposes that 'learns' from a training dataset consisting of example cases. There is a large body of evidence showing that the data-driven decisions made by ML models can be more accurate than those that rely on either human intuition or expertise (Barocas, Hardt, & Narayanan, 2019). However, since they use an inductive process to derive general rules from historical examples, the reliability of ML predictions is dependent on the quality and quantity of those examples. In addition, the high degree of complexity in ML models often results in a 'black box' that lacks interpretability.

Thus, while ML has enormous potential to create business value, this technology also poses risks and has limitations when used to make decisions about entities such as customers, employees, or transactions. The rapid development and adoption of AI systems raises a number of ethical concerns for management, from data privacy to transparency of decisions (Franks, 2020). Moser, den Hond, and Lindebaum (2022) posit that it is critical for business management educators to teach their students to question assumptions about decision-making informed by AI.

My QIC is how should we educate managers on best practices for the application of ethics in AI? Some curricular topics for consideration are:

- Principles of AI ethics (Floridi & Cowls, 2019)
- Ethical collection and use of data
- Data governance tools
- Dimensions of data quality
- Understanding how ML algorithms work
- Ethics in communicating ML predictions
- Monitoring system outcomes over time
- Implementation of interpretability methods
- Data literacy education for employees

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Game design to mediate design thinking learning in entrepreneurship education

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In our research, we examine the design thinking pedagogy in entrepreneurship education. The entrepreneurial activity is intrinsically related to designers' work. The mental process employed by designers to conceive their artifacts, services, or systems resembles an entrepreneurial endeavour. Successful entrepreneurs and skillful designers share some similarities. Both are characterized by the ability to create value for themselves and related stakeholders through the solutions they propose.

We adopted a game-based learning perspective grounded on board game design to mediate our design thinking pedagogy in entrepreneurship education. There are many different conceptual representations to understand business and entrepreneurial activity. We chose game design based on the possibilities that games open up to create these representations as dynamic conceptual models. Games have the capacity to tell stories and emulate the real world. Furthermore, as an open-ended activity, game design does not provide stated problems. Instead, the students must identify them by asking and answering important questions.

We considered board games as more appropriate for our activities based on the possibilities regarding socialization and reflection. Board games slow down the learning process and promote students' reflection. Currently, the time needed for reflection is suppressed by the urgency, instantaneousness, and immediacy induced by technology, globalization, and the functioning of the economy in real-time (Rosa, 2013). The *sense of urgency*, predominant in the current discourse, contrasts with the time necessary for learning, promoting the decoupling of expectations and fewer opportunities for reflection.

Two research questions move our work:

1. How may engaging in game design shape students' assumptions about entrepreneurship education?
2. How may learners build a cognitive perspective in design by engaging in game design?

One of the learning theories that support game design as a pedagogical activity is constructionism, first proposed by Seymour Papert (Papert, 1991). Constructionism views learning as an active process in which learners construct new ideas or concepts based on their current and past knowledge, social interactions, and motivation. Instead of embedding lessons into the games, constructionism supports that students should construct their own games as artifacts to build new relationships with knowledge during the design process (Kafai, 2006).

We observed that business students anchored their approach to this task on four interconnected elements in the absence of design expertise. First, their social-cultural contexts in which students play roles within the group developed their analogies based on their backgrounds and created representations. Second, a multidisciplinary approach in which students reconfigure their knowledge about basic business subjects into new game elements. Third, using an interaction between two systems. One represents their beliefs about the real world, and the other is the game itself with its elements and mechanics. Finally, employing (instinctively) cognitive aspects of design thinking (e.g., framing, analogical reasoning, abductive reasoning, mental simulation) to translate their world representation into the game.
We would like to explore these and other questions in engaging scholarly conversations about entrepreneurship education.

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Discussion Group "Egg Carton"

Exploring, Transforming, and Capturing the "Why" in Management Education

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Fun Fact: In 1911, newspaper editor Joseph Coyle of Smithers, British Columbia, invented the egg carton, to solve a dispute between a local farmer, Gabriel LaCroix, and hotel owner in Aldermere, near present-day Telkwa, in British Columbia, over the farmer's eggs often being delivered broken.

How (and if) are business schools managing the successful development of DEI initiatives?

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Diversity, equity, and inclusion have become foremost values in AACSB accreditation as well as most business schools. At business schools, we teach students how to grow customer bases, retain customers, change culture, and manage organizations for long-term survival. However, research into how business schools are growing diverse enrollment, retaining students, and shifting culture has largely been limited to studies of the diversity of faculty and faculty opinions on DEI initiatives (Beer, Rawls, and Sirotnik, 2022).

Business schools have an opportunity to lead DEI initiatives. Business schools teach organizations to adapt. Are business schools practicing the theory and methods taught in our courses to evolve for DEI needs as the US and global demographics shift?

Which business schools are successfully managing DEI initiatives? What practices are those schools taking? Do business schools actively use business theory and methodology regarding organizational change to design and implement organizational change?

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Finding the "Why" in Management Education: Overcoming the Transactional Nature of Modern Management Education

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Students, "Generation Z" in particular, increasingly question institutions, economic systems, and broader business practices in their search for meaning and purpose (Ernst and Young, 2021). Despite this shift in purpose, management education remains in statis. It is time for a paradigm shift as we question worn out tools and perspectives and instead engage with new frameworks, pedagogies, and ways of thinking to help students find sought after meaning.

For too many of our students, a decision to pursue a degree in business is done for "practical" reasons such as to get a job, make money, or to make their parents happy. Management education reflects this by providing a trade-school style pedagogy from faculty educators and leaders that don't mirror current demographic realities (Grier and Poole, 2020). Yet research indicates Gen Z students are dissatisfied with this approach to both their education and future (Maloni, 2019; Thompson, 2021). Such approaches also fail to prepare students for the realities of the modern workforce (Valero, 2021). The field of management education is primely located to help students critically think about the constructs of human interaction and frameworks for generating greater societal benefit from these interactions. But more must be done to help faculty re-orient their thinking and approaches through both support and incentives.

Questions

1. Have we forgotten the "why" behind management education? What value does the field of management bring to society? How can we better disseminate this understanding to our students?
2. What obstacles prevent educators and students from recognizing the broader and complex value inherent in management studies? How do we overcome these obstacles?
3. How do we relate this deeper understanding of management to the modern student's desire for greater meaning in their career and life? What meaning can students derive from business education beyond the transactional realities of employment? How does this meaning impact students' ability to make a change in the world?

Ideas

1. The field of management provides a framework and context for human activity in business and beyond. When seen holistically, this creates the connection to action that Gen Z is looking for in both their education and future vocation. (Sladek and Grabinger, 2022)
2. We need to redefine and broaden ideas of "success" for students to better capture the potential of the field of management to transform individual lives and broader collectivities.
3. We need to promote interdisciplinary collaboration to spur creative thinking and better demonstrate and inform the value of management beyond the classroom and the boardroom.

4. Management education needs to better reflect current world realities (ie., diversity, social division, inequality, climate change, etc.) and problems and help empower students to address them.

Concerns

1. The perception that there is no meaning in business/management education other than to make money or find employment.
2. The dominant framing of business/management value in monetary terms limits the ability of educators, students, and external audiences to think creatively and holistically about how business benefits individuals and society, more broadly.
3. Failure to reinterpret management education in terms Gen Z appreciates will lead to the withering of the field and stultification of the potential for the discipline.

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Humanifying the Management Educator Role

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Our concern is that as educators "we have become lost to ourselves- to what it means to be human" (Cunliffe, 2022). More and more, we feel a disconnect between who we are expected to be as management educators and our everyday lived experiences of our role. We are concerned by the increasingly inflated and grandiose expectations set for us which demand that "You need to be excellent at everything, you need to be fucking amazing" (Knights & Clarke, 2018). We are expected to be all knowing, always right, in control and ultimately successful. Furthermore, in turn we are tasked with ensuring that these expectations are also fulfilled by the students we teach. This stands in sharp contrast to our lived experiences where we and our students often do not know, are wrong, make mistakes and fail. Ultimately, as humans we are fallible and vulnerable (Corlett et al, 2019; Hay, 2022) and yet these facets of our being are progressively marginalised.

We have issue with this marginalisation as it matters both to our individual well-being and to the learning possibilities that we can create for our students. Increasingly we feel inadequate, dejected, burnt out, self-doubting, anxious, and guilty- and studies would suggest that we are not alone (Knights & Clarke, 2018; Ratle et al., 2020). Moreover, since we are barely able to discuss these feelings with our fellow colleagues, it perhaps becomes unthinkable that we might work with such feelings in the classroom. Yet, this is to overlook an important opportunity to connect to our students by presenting insights which resonate, reverberate, and provoke them into reflecting on different ways of being, doing and relating (Cunliffe, 2022). Fundamentally, we wish to explore how we can better focus on who we are as human beings and how we experience self, life and work- for the benefit of ourselves and our students.

Our Questions

- As colleagues, how might we create spaces to discuss our fallibility and vulnerability?
- How might recognition of our fallibility and vulnerability challenge managerial practices in business schools?
- How can we legitimise fallibility and vulnerability in management education?
- What might educating from a more human perspective look like?
- What are our experiences of humanifying our role in the classroom to date?
- Which human experiences might resonate and provoke most?
- What benefits for management practice might humanifying our role have in the classroom have?
- What are the risks of foregrounding our human ways of being in the classroom?

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To what extent do levels of learning exhibited on personal development assignments translate into learning and attainment outcomes for senior leaders on management education programmes?

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Our questions, interests and concerns:

Higher education has been increasingly criticized as ineffective in preparing graduates for the workplace with key skills and behaviours such as giving and receiving feedback and being courageous and brave. Some HEI programmes are aiming to address this through the integration of personal development (PD) modules that encourage learners to reflect on these attributes. Our interest in these modules is from a UK context through the government supported Senior Leaders Apprenticeship scheme.

By its very nature PD extends beyond the delivery of a subject content to require learners to engage in reflexive practice around who they are and how they position their learning in the context of their broader lives. The value of critical reflexivity for managers has been debated extensively by management education scholars (e.g. Cunliffe and Hibbert) but it can be hard to teach and learn. Many PD modules make use of different forms of reflective writing; and we use this as one of the assessment methods on the programme.

The emphasis personal development modules place on developing reflexivity aligns with prior research into orientations to learning which focus on understanding why some students engage with learning through meaning making whilst others do not. Orientations have been defined by Beaty et al. as '*all those attitudes and aims which express the student's individual relationship with the course of study*'. Early work (Marton and Saljo) found that, when faced with a learning task, students engaged in either deep or surface cognitive processing, manifested as a focus on abstraction, understanding and developing as a person or with memorisation and acquisition of concepts. Later researchers proposed an additional orientation known as the strategic approach, characterised by intentions to adopt good time management and study methods and understanding of the assessment requirements and marking schemes.

Deep learning, with its concern around meaning and abstraction appears particularly relevant for students engaging in PD, similarly the strategic or achieving approach has been described by previous commentators such as Haggis and Entwistle as a way for learners to achieve successful deep learning outcomes.

Earlier commentators (Dummer et al) have written about the importance of reflective writing, pointing out that reflection is crucial in the promotion of 'deep learning' however, we recognise that not all students are able to write reflectively. We are interested to explore whether learners who enjoy higher levels of academic success on the programme appear to evidence a deep learning orientation in their reflexive personal development assignments.

We therefore suggest the following **questions, interests and concerns** for the Unconference and look forward to the discussions developing:

1. We are **concerned** about how we design an inclusive range of learning activities to develop the reflexivity necessary for deep learning.
2. We are **questioning** the approach we might adopt to discern whether students are evidencing a deep learning orientation in their personal development assignments?

3. We are **interested** to explore if a relationship appears to exist between deeper levels of learning and programme outcomes.

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A Provocation to Imagine a New HE(teropic), Loving Future

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'One can live magnificently in this world if one knows how to work and how to love' (Troyat, 1967, p.158)

My QIC asks if we could could collectively reimagine a HE future which places academic well-being as a central focus. It stems from a learning process I have been on in organizing various global academic development initiatives for the past 5 years, around how to enact a more inclusive, counter-performative, generative space and time. This calls for a greater voice given to 'the academic' amongst what seems like a diminishing role in the wider managerialist apparatus, tending to exasperate an inequality of power of academics. Just looking at the roots of such inequality of power, Kolsaker (2008) argues, managerialist practices represent a distinctive discourse based upon a set of values that justify the assumed right of one group to monitor and control the activities of others, through research rankings, impact agendas and accreditations.

The QIC asks if and how we could craft fundamental alternatives to the usual tokenized piecemeal nods to well-being (such as around well-being days and yoga sessions), combined with a centralized form of academic faculty development and support in HE, which focuses upon instrumental offerings within institutions around writing, publishing and bidding, around disciplinary specialisms or generic offerings? Kolsaker (2008) notes that, while some academics appear to accept such managerialism as a facilitator of enhanced performance, professionalism and status, others emphasize the negative impact that such control mechanisms impact upon, such as limiting the notion of academic freedom, undermining the morale, motivation and goodwill of academics (Vostal 2015). As O'Neil (2014) argues, it is time to pause, reflect upon and resist the relentless managed, performative agenda and the 'co-construction of academic life through myriad measures' that are 'recursively defining the practices and subjects of university life' (Kelly and Burrows, 2012, p.130).

So what is happening in a more de-centralized way to provide this temporal and spatial contestation for academics, who are concerned that academia is moving in a worrying direction? Drawing from the lessons learnt from the above academic development initiatives, an emerging paired theme is around universities becoming generative, heterotopic 'other' spaces, places and times, whilst also celebrating a love of scholarship (both teaching and/or research), rather than instrumental, game playing? By enacting such notions, could the growing managerial zeitgeist, such as the emerging management driven 'impact agenda' then transform into a much more generative, processual 'love of making a difference', in diverse ways to match the diversity and intersectionality of HE actors? My hope with this QIC is to invite a diverse set of academics of the RMLE to discuss HE futures and the above emergent themes. For example, my wish is to stimulate a conversation around reflecting upon, renewing, searching for and growing different forms of love of scholarship and relate this to how this could be enacted within the institutional structures of academia. I argue that only through such a loving, heterotopic process, of disconnection and connection can we offer a heartfelt alternative, which is conducive with embracing the frailty and vulnerability of a diversity of academics who are constantly trying to be 'good enough' but always lacking at some level.

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If You Build It, They Will Come: Developing the SOTL Metrics We Need

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Globally externally administered rankings have come to dominate the lives of many academics, including management educators. These include institutional rankings like in national league tables (c.f., Dill & Beerkens, 2005) and more recently, the Research Excellence Framework in the UK (https://www.ref.ac.uk/). These quality rankings also include specialized research-focused journal ranking lists created by associations (CABS' Academic Journal Guide, Australian Business Dean's Council [ABDC]), business schools (e.g., Erasmus Research Institute of Management [ERIM] Journal List (https://www.erim.eur.nl/about-erim/erim-journals-list-ejl/), and even independent researchers (e.g., Dr. Ann-Wil Harzing https://harzing.com/resources/journal-quality-list). Even with numerous types of journal lists, these journal rankings are highly reliant on citations as a core element of the scoring methodology.

There are other concerns with journal rankings. For instance, some organizations, like CABS, involve an extensive scientific committee and use a variety of data points (CABS, 2021) and others like Clarivate's Journal Impact Factor are opaquer, potentially not evidence-based, and proprietary (O'Grady, 2022). Another issue is that some list updates are not currently allowing re-rating (i.e., ABDC, See https://abdc.edu.au/research/abdc-journal-quality-list/) or ranking decisions are not negotiable in any way (i.e., Clarivate Impact Factor). Some of this decision-making variance is the result, in some part, due to the sector of various entities which include private sector organizations like newspapers and magazines, professional societies, many of which are often non-governmental organizations (NGOs), and governmental organizations. Accordingly, each sector has different business models, incentives, and stakeholder priorities.

One fundamental issue in the Scholarship of Teaching and Learning (SOTL) is that this research is often used and not always cited. Therefore, citations are an incomplete measure of scholarly impact. Yet these ranking lists drive all manner of faculty evaluation and rewards. What's a SOTL Scholar to do?

With the advancement in bibliometric studies, machine learning, and AI technology, many questions about new possibilities emerge:

- How can we craft new metrics that serve researchers, journals, and their institutions?
- What is needed to better develop measures that incorporate the use of SOTL in addition to its citation?
- What disciplines struggle with measuring practice impacts and have developed alternative measurements that we can learn from?

In summary, my **Question** is about creating SOTL and management education teaching and learning material metrics that leverage our resources and don't force them into a structure they don't fit. My **Idea** is that big data could be an opportunity that can provide solutions to this dilemma. My **Concern** is that the dominant rewards systems and associated metrics of academia are: 1) outdated and ill-suited for the majority of institutions and individuals globally and 2) create the wrong incentives and misdirect our amazing human intelligence when it is needed to support the learning of the next generation of citizens and leaders who must take on many grand challenges in their lives and in their jobs.

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You're One of The Best in the World at What You Do, and Now You Plan to Retire

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As I talk to my colleagues there are several who are finding themselves thinking about retiring. In many instances, academics don't remove themselves from the classroom and continue to teach or contribute on a more limited basis in roles such as adjunct lecturers. Others remain active but on their terms in the teaching community in less formal ways. The consistent question in our conversations is how do we continue to lend our expertise? There are two targets to focus on, new academics, and programs we have built and cared for over their teaching careers.

As someone who is in this position with one year of active teaching left in his teaching career, I don't have the answers. I have some ideas but no definitive answers. As I lay out my plan for the next year and a year on a terminal sabbatical, I am searching for what I might do. I have found myself asking many questions which have grown into this QIC.

What are those questions? To start are some of the big questions I have been asking myself. These are questions I think can lead to opportunities for good discussions at the RMLE Unconference.
The first of those big questions is how to collect the knowledge gained over a career in a format that is useful to others? I think there are at least two players in this gathering exercise which leads to two more questions. What is the role of the educator in this process? What is the role of the institution in this process?

The second big question I have been asking is how can a retiree, mentor new faculty members without being actively involved in the school consistently? At our school, we are introducing a learning lab in which faculty members can exchange ideas, run seminars, and mentor each other. As a retiree, I would like to drop into the lab now and then. But maybe the real question is how is it ensured my knowledge is available anytime? Which leads to more questions like how do I collect the materials? Where do I find the time in that last year or two of a teaching career to make this happen?

Next on the list of questions is what is the balance between giving back or potentially creating marketable materials for educators worldwide? With my retirement announcement, I have received several opportunities to develop materials for some education platforms. Some of these are materials for the classroom well others are aimed at educating the next generation of case competition coaches. As my coaching colleagues and I have spent tens of thousands of hours developing approaches to develop a great reputation for our business school, one of the questions we all think about is how much of the secret sauce do we give away? In the case coaching community, there is more and more discussion between community members of the individual approaches, but most coaches are still protective of at least a portion of their approach.

As SOHTL has developed over the past number of years more and more practical advice has become available to educators. That said there are still lots of great things happening in classrooms around the world that are not publicly available even at the school level. My first focus is how do we capture this from those about to leave the teaching academy before they get lost?

Discussion Group "Hawaiian Pizza"

Inspiring Engagement, Collaboration, and Learning in Management Education

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Kate Black
Naor Cohen
Peggy Hedges
Karen MacMillan
Fernando Olivera
Ash Roberts

Fun Fact: The invention of adding canned pineapple as a pizza topping, commonly referred to as "Hawaiian Pizza" is credited to the Greek Canadian cook and businessman, Sam Panopoulos, in 1962. As a testament to this, in February 2017, when Iceland's President Guðni Th. Jóhannesson said that pineapple should be banned from pizza, Canadian Prime Minister Justin Trudeau tweeted: "I have a pineapple. I have a pizza. And I stand behind this delicious Southwestern Ontario creation."

International Mobility in Education: Exploring the Modalities of Post-Pandemic MBA Global Learning

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The benefits of international mobility for university students have been well-documented, with learners standing to achieve improved academic and employment outcomes, this is especially true for low income, black or Asian mobile students as compared to their non-mobile peers (Allinson and Gabriel, 2021; UUKi, 2021; Lucey, 2018). Students with international experience are considered twice as likely to get a job after graduation (Stiasny and Gore, 2017) and will build capital in global citizenship, intercultural competency development and of increased exposure to cognitive diversity. The benefits are impressive; students with some measure of outward mobility do better at every key indicator in Higher Education, from attainment to employability (see; UUKi, 2021; Wake and Allinson, 2016).

However, the past few years have brought significant, unprecedented challenges, and opportunities, for international education, so it is time to revisit to modalities of global mobility. In this QIC we share our collective questions, ideas, and the challenges we see when discussing this issue by focussing on the example of MBA education in business schools; a setting where the importance of international mobility has been at the forefront of the educational experience globally. So far, we have identified four key factors we would like to discuss with others at the Unconference. Firstly, we are interested in others' views of how the pandemic has impacted overseas learning in their institutions. Secondly, we like to talk with others about how the moving dial of ranking and accreditation bodies is influencing their changing expectations of MBA course international exposure. Thirdly, we'd like to look at the increased focus on sustainability and, although welcome for so many of us, to talk with others about the challenges it brings to global travel and university mobility policies. Finally, we would like to explore the challenge of social mobility for inclusion and sustainability. We know that within-degree international experiences are particularly impactful for widening participation learners, yet these students are often not able to travel though due to their personal or financial situations (UUKi, 2021). Moreover, social mobility goals could be at conflict with broader sustainability agendas.

We believe that global academic institutions need a new strategy for transnational mobility and collaboration in order to enable enriching global student learning opportunities that are overseas. If accepted as contributors to the Unconference, we would like to talk with others to share and learn about the issues above and how they are impacting different learning and teaching formats and modalities of current mobility. It is our intention to garner and share best practices where concerns such a carbon offsetting, social mobility, and the suite of alternative forms of offering internationalisation at home activity can be discussed to enable positive student learning experiences in the future.

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“*There should have been 27 in this first class but there were only 11*”
Is low student engagement a concern?

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Student engagement, or rather disengagement, is a wicked problem within English universities. With the field of engagement being characterised by definitional disarray, I define engagement as encompassing students’ efforts to:

- attend scheduled classes
- participate in-depth within classes
- use online-learning materials
- participate in extra-curricular activities
- demonstrate ownership of their learning
- commit to working in academic partnership.

Student disengagement is not a contemporary phenomenon but within undergraduate Business cohorts it has become more pronounced with massification and marketisation and has escalated post-pandemic. Although students clamoured to return to campus, it seems that this wasn’t to return to classrooms. Attendance has plummeted, and passivity has escalated. Many Business academics estimate only around 35% undergraduates are attending classes and fewer than 50% are engaging with online materials. As one colleague exclaimed “*There should have been 27, but there were only 11* [students in the class] *and this is the very first class of a final year module*”.

Within England, disengagement by students is particularly puzzling within the context of tuition fees. Why are students not attempting to leverage their investment which is made on the premise of securing their future employability?

It has been suggested that disengagement is due to students’ lack of belonging to their institution/School, with research demonstrating how feeling part of their institution/School influences students’ emotional and behavioural engagement, and that this impacts their satisfaction and success.
That dis/engagement influences students’ success and satisfaction means that it is of paramount significance to university senior managers due to the contribution these measures make to inter/national rankings. Students’ disengagement is though also of concern to academics, endangering their sense-of-self as an educator and their wellbeing. Accordingly, many academics invest significant energies in innovative approaches to enhance engagement. Such efforts though typically meet with little active response.

So, why are we seeing such disengagement within our Business Schools? Is this a global phenomenon or distinctive of England? Is it confined to those universities where most of the increased participation in higher education has occurred?

In reflecting upon this wicked problem in my own institution a number of questions arise:

1. Is the obsession with regular testing throughout English schooling encouraging more passive, surface learning?
2. Is university, and a business education in particular, just a simple way to delay the challenges of adult life and work? Should we therefore be surprised that students are reluctant to put effort into learning?
3. Are Gen Z just a more passive generation? Are they much more depoliticised, reticent to actively engage in discussion and debate? Do they not see a need to engage collectively in co-constructing solutions to life’s challenges?
4. Has our relatively stable economic and political position resulted in a lack of drive and ambition in Gen Z?

5. Are we kidding ourselves that students would demonstrate engagement? Do they really come to university to study our discipline-subject because of an innate interest in, or love for, it?

I look forward to discussing this wicked problem of student engagement.

Can you round my grade up? Alternative grading and lessons from the classroom

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Traditional grading is considered the fundamental currency of our educational system. It signals "academic achievement and non-cognitive skills to parents, employers, postsecondary gatekeepers, and students themselves" (Pattison, Grodsky, & Muller, 2013,p. 259). Traditional grading is universally recognized, easy to interpret and understand and allows for direct student comparisons. However, it also promotes a testing culture. It is easy to manipulate due to its subjective nature (realistically, nobody can tell the difference between 90% and 93% in any meaningful way). It does not accurately reflect learning and is time-consuming (Kohn, 2011).

Faculty members are familiar with students' questions such as: "Is this for a grade? Will this be on the test? I am only 0.7% away from the next letter grade. Can you round my grade up?" Professors are familiar with the experience of agonizing over points: Is this one a 79 or 80? Yes, it's just one point, but for the student, it's the difference between a C and a B. Some professors may even feel they are putting more effort into grading students' work than students put into producing it. COVID-19 exacerbated many educational inequities, but it also invited business schools to think critically about their educational practices, including how we assess and grade our students.

Alternative grading systems forgo the traditional approach to grading and favour holistic and continuous forms of assessment and feedback. It helps students think critically about their learning and educational goals, but how can that be done? Research points to three common alternative grading systems: specifications grading, contract grading, and ungrading (Streifer & Palmer, 2021).

In winter of 2022, I used a specification grading system in one of my senior business leadership courses. Specification grading outlines satisfactory/unsatisfactory specifications. The course content is then structured into grade bundles with corresponding assignments. Students are given the autonomy to determine their final grade by completing the corresponding grade bundles. Each bundle also contains ample opportunities for revision and flexibility. At the end of the semester, students were invited to write a reflection concerning the specification grading system. While challenging to grasp and confusing at first, an overwhelming majority of students pointed out the positive outcomes of the system.

This QIC aims to explore the opportunities and challenges brought by alternative grading systems. What are the barriers to grading reform? Can alternative grading be the incremental progress toward competency-based education? Would alternative grading systems yield the same educational outcomes as traditional grading? Can it reduce students' stress and fear of punishment? Can it increase intrinsic motivation, autonomy, and accountability? Equally important, can alternative grading systems be less time-consuming for faculty members? Does it allow faculty to provide quality feedback to students? Will it reduce ongoing grade negotiations with students?

I would welcome the opportunity to meet with other faculty who are interested in the effects of grading on our students' motivation and achievements, as well as on our teaching practices and curriculum development. I am also interested in exploring potential SoTL research collaboration around the effectiveness of alternative grading in business education.

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Engaging the disengaged learner: creating classroom activities that motivate learners to contribute.

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Disengaged students can create classroom frustration for students and instructors alike. Prior to the pandemic, we were struggling to incorporate classroom engagement techniques in an attempt to keep students engaged, now as we slowly return to the face-to-face classroom, many of the students continue their COVID inspired behaviours. Rather than muting their cameras and microphones, they sit passively, refusing to participate or engage in meaningful contribution to classroom activities, discussions, exercises, etc. return.

Further, the pandemic has reinforced some of the behaviours that we used to see in students in the early years of their university studies. That is, university was seen an extension of the high school, "Teach me" mentality. These students expected that the class was "story time," an opportunity for the professor to read the textbook to them.

Even with the advancements in technology and curated course materials that provide basic information for the class activities, including discussions and exercises, many students do not engage with the materials (i.e., passive reading). These students begin reading materials without understanding the purpose and do not reflect on their understanding and application of the content.

Management education is about taking our students beyond the basic information in the materials and giving them opportunities to think critically and question the status quo.

The challenge is, to create learning activities that motivate students to practice active reading so that they can participate and contribute to, not only their own learning but the learning of others (to mentor and be mentored). These activities should motivate the students to prepare readings for class, provide a challenge for the students, and an opportunity to collaborate, practice critical thinking and communication skills, and problem solve.

Our challenge: What should these activities look like?

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Facilitating Learning Connections

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Post-secondary institutions struggle with providing relevant educational content to workers in today's changing environment. Our traditional educational model is built around providing set curriculum in large chunks (e.g., courses or programs) with a hopeful design approach that tries to predict what students will find useful in the future. While this model can provide a solid foundation for addressing a broad range of challenges our students are likely to face, there is wide recognition that learning is an ongoing process and that much learning occurs on-the-job within the context of the workplace.

Yet the workplace is not what it used to be. It has become common to work in remote locations away from colleagues. Perhaps even more dramatically, the pandemic has drastically changed expectations around the need to be together to get work done. Many have experienced the benefits of working remotely and some are not interested in coming back to the way it was. While this flexibility is seen as valuable in some ways, we have yet to uncover the impact of having part of, or even an entire workplace where people are separated from each other. We are interested in the ways that the current approach to virtual work will affect learning on the job. This is an important question for educators. Our post-secondary educational offerings are built to supplement the ongoing learning that naturally happens in organizations. If learning does not happen in the workplace the way it used to, that means our offerings may no longer be sufficient.

Traditionally, the work environment has provided support to the learning process through mentoring and coaching, peer learning, and regular opportunities for obtaining feedback. When everyone is together, learning can happen almost through a process of osmosis: watching and listening day after day can result in significant learning, especially of tacit knowledge. Opportunities for connections happen within the cracks of a regular workday – walking to a meeting with a colleague allows the chance for information sharing. Yet those chances to connect are less likely in virtual systems.

As we contemplate a future of work with significantly reduced presence in the physical workspace, newcomers are finding themselves disconnected from the social ties and practices that typically support their personal growth. We are seeing workers who, even two years after joining their organizations, have yet to meet their coworkers in person and have limited opportunities in their day-to-day routine to engage in the type of generative interactions that promote personal growth.

We propose engaging in conversations about how we, as educators, can design and implement tools that promote learning connections beyond the formal training we provide in our classrooms. We see this as complementary to discussions of lifelong learning and focused specifically on finding ways to orchestrate learning opportunities through connections. This may include developing peer networks, book clubs, internal or alumni coaching programs, etc. Our goal is to find ways to build learning connections in ways that allow individuals to learn throughout their careers.

Discussion Group "Trivial Pursuit"

Considering Responsibility, Society, and Community in Management Education

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Monika Hudson Bowens
Fahd Jamil
Amy Kenworthy
Long Le
Pier Rogers
Brent Snider
Leighton Wilks

Fun Fact: The game Trivial Pursuit was created on December 15, 1979, in Montreal, Quebec, by Chris Haney, a photo editor for Montreal's The Gazette, and Scott Abbott, a sports editor for The Canadian Press. After finding pieces of their Scrabble game missing, they decided to create their own game.

AACSB Societal Impact Standard: Political Football or Guiding Light?

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Words matter. So do initials. Consider how differently people react to the following sets of initials: BLM, ESG, DEI, the UNSDG. Could a phrase like, "Societal Impact" become the next political football like "Black Lives Matter" or "Environmental, Social, and Governance" or "the United Nations Sustainable Development Goals"?

Since the adoption of the 2020 standards, AACSB-accredited colleges and schools of business have been expected to demonstrate "Societal Impact," Standard No. 9, as outlined in the white paper attached. The accreditation of the Jon M. Huntsman School of Business at Utah State University where I serve as dean was recently renewed for another five years under these standards. One could say that societal impact is at the heart of our mission and statement of purpose: "to be a career accelerator for our students and an engine of growth for our community, the state, the nation, and the world." Certainly, our purpose statement focuses on the enduring need our School exists to serve. Yet, that statement by itself is insufficient. How will we know when we have achieved our purpose? What metrics will focus our efforts? What impact have we had? Are we improving? Are we leveraging our resources by applying them to their highest and best use?

Our strategy and "Statement of Impact" must support our mission to "develop leaders of distinction in commerce and public affairs," without getting caught up in ideological entanglements. In the course of the last fifteen years, we have developed a shared point of view and a vocabulary to guide us. We believe that as we enable our students to expand their individual capacities in "Analytical Rigor, Entrepreneurial Spirit, Ethical Leadership, and Global Vision" their ability to make contributions to society and to lead lives of meaning is greatly enhanced. We believe this should be our starting point as we consider more deeply the "Societal Impact" of the Jon M. Huntsman School of Business. It's important to us, and it's important to our students. I am proud of what we have accomplished. But we can do an better job than we are doing now. This merits our best thinking and shared commitment.

During the coming year we will work to define more precisely the School's desired societal impact. This important initiative needs to be managed thoughtfully and well. I welcome the opportunity to discuss with members of the Unconference the role of a business school in achieving "Societal Impact," and I look forward to learning with and from them.

Digital pedagogies in management education: Beyond enjoyment and employment, towards social value and impact

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In recent years and in line with the UN's PRME initiative, there is an ongoing focus in business schools on 'greening the curriculum' (Donath et al 2020) with a view to preparing students for sustainable business environments. Similarly, there has been an emergent development of digital pedagogies for education for sustainable development (Neriz et al, 2020). Here, there are many digital platforms and mechanisms currently utilised in HE such as gamification, Virtual/Augmented/Mixed Realities, web design and podcasts. We are interested in thinking beyond the use of these digital pedagogies for the purposes of entertainment (or edutainment) – and beyond the acquisition of skills simply to help a student pass an assessment and ultimately become more employable.

In contrast, and spurred by the Liverpool Business School 'Impact Incubators' community, we are interested in exploring the potential for impact on a broader scale, using those skills developed by the students to make positive changes in local communities. Here, we want to explore working with external organisations, students and digital companies to co-create initiatives to support marginalised, disenfranchised groups in the community. At Liverpool Business School, we have initiated the development of pedagogical designs to involve students with a local charity that supports girls from the least advantaged communities. Here, it is conceptualised that students could teach web design or podcast development to allow the girls a space to develop a new skill and a platform to express themselves.

Our model currently embraces experiential learning similar to that used in service learning but departs from it in terms of its digital inclusion (Wall et al, 2018). This contribution therefore seeks to test our pedagogical design and learn about other social value initiatives, where students actively contribute to enhance communities, supported local causes, or reflected other UN's Sustainable Development Goals in their curriculum activities.

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How can we begin to develop recognized and effective community-based research?

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If we are honest, many in the academy, especially those of us trained in business-related subjects at research 1 universities, really don't "value" the communities we study, other than as objects for experimentation. We would never be so rude as to treat our subjects with distain but we rarely, if ever, view them or the organizations they are members of, as fellow truth seekers, curious learners and certainly not as peer researchers.

In the course of developing a book chapter about the emergence of those who proudly refer to themselves as pracademics, we deliberately forced ourselves to consider why it is so hard for classically trained business academics to think outside of the traditional frameworks of what constitutes rigorous research. Coming from religious-founded universities that require some amount of experiential learning, we decided to explore ways we might become actual learners and our business or community-based organizations might concurrently become true research partners. We determined we might need to yield some of what currently constituted our knowledge base if we really wanted to change the research paradigm.

There is a rich intellectual ecosystem that examines business and community interactions in light of dependency relationships, structures, systems, roles, functions, and practices. Concurrently, there is a paucity of scholarship elevating the relevance of research that equally engages academics, business and the broader community. We found the predominance of short-term, shareholder-centric thinking, in particular, contributes to "othering" and devaluing community-based knowledge and expertise.

We offer that, within the academy, the power represented by asymmetries of definitions, information, resource control, political access, and communication channels is as unexamined as it is critical to the emergence of equitable decision-making frameworks that can help humanity grow. With management training in professional power and influence as our backdrop, we want to engage our fellows in conversations that are designed to illustrate the importance and the potential of community-based studies as an integral part of management research.

We were excited to discover the William T. Grant Foundation offers Institutional Challenge Grants (https://wtgrantfoundation.org/grants/institutional-challenge-grant) that are designed to encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality. This "put-your-money-where-your-mouth-is" approach should permit academic institutions to shift their policies and practices to value collaborative research. While it may also allow researchers to build capacity to produce relevant work as well as build the capacity of agency and nonprofit partners to use said research, we offer that conversations at relevant venues such as the Unconference may be necessary pre-cursors for academics to even consider pursuing this type of grant opportunity.

In summary, we believe the discounting of community-based research from a participatory action basis is rampant in the business academy. The fact that donors are now putting their money where their mouths are to inspire more "out-the-box" thinking about the value of both participatory action research and community-centered research, not just academia, is something relatively new in the States; it may be more common elsewhere in the world, which we hope conversations in Banff will allow to surface. We are excited about the prospect of spending time at the Unconference engaging in rich, reflective, and productive discussions regarding questions, ideas, and concerns surrounding our overarching theme of how can we begin to develop recognized and effective community-based research?

Managing Information Equivocality to Facilitate Shared Understanding

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'I wish I was dead.'

No, this is not the title of the next Hollywood thriller. This is what Iran's top aerospace commander, Brigadier-General Amir-Ali Hajizadeh, said at a press conference days after a Ukraine International Airlines passenger jet was accidentally shot by the Iranian authorities on January 8, 2020, killing all 176 on board. Hajizadeh reported, 'we have been reassured that [the passenger aircraft] was on its normal flying route when an air defense operator at a nearby sensitive military base misidentified the passenger plane as a hostile target. The operator misinterpreted the situation as highly dangerous, and within seconds, two surface-to-air missiles were fired at the passenger aircraft, bringing it to the ground. We assume that misunderstanding and confusion in a pressured situation led to this tragic accident.'

Two years later, on May 24, 2022, nineteen children and two teachers were killed in a massacre at Robb Elementary School in Uvalde, Texas. Initial evidence suggested that the state law enforcement officers and U.S. Border Patrol agents misidentified the severity of the situation, which resulted in egregious poor decision-making and a delayed response operation. Investigations further revealed that part of the chaos surrounding the law enforcement response stemmed from a misunderstanding over who was in command of the operation. This inevitably put the situation in the hands of muddled response team members as they struggled to correctly interpret information needed to move forward jointly.

These events remind us that crisis environments are laden with various forms of information challenges. Recent studies have confirmed this notion and propose that issues such as inaccurate, late, superficial, irrelevant, and unreliable information can negatively affect the management of turbulent environments, such as crises (de Walle and Turoff, 2007; Muhren et al., 2009). The opening vignette here, however, highlights a different kind of information-processing challenge that researchers have scarcely discussed. That is, information equivocality.

Equivocality, or confusion, refers to conditions that evoke multiple meanings, meanings that cannot be easily merged or compromised (Weick, 1979). Daft et al. (1987) viewed equivocality as a means of confusion, disagreement, and lack of understanding. In sum, equivocality is problematic—especially in situations where allowing confusion or misunderstandings could mean risking human lives and valuable resources—and, therefore, must be reduced. I ask:

Questions:

1) Is it always bad to have multiple interpretations of the same piece of information?
2) How important factors like power dynamics, language structures, and routine training are in influencing information equivocality?
3) What kind of discussion or social support is required to manage information equivocality?

Ideas:

1) Improved communication (interactions) can be useful in reducing equivocality.
2) The art of storytelling as a management learning and education initiative can help in improving the communication skills of organizational actors, possibly leading to reduced equivocality in information-sharing episodes.

Concerns:

It seems the world is unprepared to tackle the myriad of grand challenges (e.g., climate change, pandemics, poverty and hunger, etc.) that desperately need our attention. The last thing we need is our inability to collectively understand and act in such circumstances. Confusions and misunderstandings that emerge because of the multiple meanings that we give to a situation must be managed. The question is, what can we learn from each other that can add to our management learning and education processes, so we are better prepared for the next challenge?

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The Normalisation of Disconnection:
Counteracting the Embodied Isolation of Business Education through Service-Learning

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There can be no doubt that the COVID-19 "had a profound impact on higher education around the world" (Leigh and Edwards, 2021: 823). We became disconnected. Doors were closed. Masks covered our faces. Physical contact in social setting became non-existent. If we did shake someone's hand, or touch something someone else had touched, we sanitized. We taught and interacted over laptops and phones. We rarely went out. Disconnection and isolation permeated almost every aspect of our lives then, and we are still experiencing it now (Brammer and Clark, 2020; Greenberg and Hibbert, 2020; Simpson et al., 2023).

As higher education practitioners, the pandemic forced us into an unprecedented and immediate shift to a framework rife with disconnection and isolation as we shifted into an educational environment reliant upon online learning and teaching (Echambadi, et al, 2022; Xie, Rice, and Griswold, 2021; Zhang, et al., 2022). The seemingly innocent yet potentially destructive aspects of this approach can be seen in the practitioner and scholarly terms we use to describe online learning environments, including words like "remote" and "distance" which, for many of us, aptly describe what happened to our sense of connectedness with each other during that period. We were left longing for connection (Kociatkiewicz and Kostera, 2023). Although many tertiary institutions have returned to face-to-face teaching, we are left with a *normalisation of disconnection* resulting in a profound sense of individualisation and isolation in the business education community.

During the RMLE Unconference, I would like to talk with faculty who are both experiencing disconnection in their roles as educators and simultaneously reinforcing isolatory learning experiences as normative for their students. I would like to talk about the often frail and tenuous connections our students are making with others around them. Are we encouraging thoughtful, connected, and efficacious action on the part of our students or are they passively enduring an extension of the often discrete, mechanised, and isolatory experiences we adopted during the pandemic?

I believe that thoughtful and selective integration of service-learning has the potential to counteract our current pendulum swing toward disconnection and reorient the swing in the direction of a meaningful, long-term, awareness- and reflection-based, community- and connection-oriented educational environment, and am excited to talk about this with others.

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What is the Mindset Needed for Undergraduates to Embrace the Creative Tensions in Our Pluralistic World?

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In my course on international business, I am preparing my students for a world that is VUCA*P*: volatile, uncertain, complex, ambiguous, and *paradoxical*.

Many of us have probably heard and perhaps agree that the world is VUCA, especially with advent of the Covid pandemic. More recently, it seems to me that our world is also becoming explicitly paradoxical. That is, our world is paradoxically embracing and resisting digital disruption, increasingly overwhelmed by information and disinformation, and seemingly interconnected by diverse cultures but disconnected by national differences at the same time. With the US-China trade war tensions, a recent study shows a majority of respondents in US and China see the other country as an enemy/unfriendly; and yet bilateral trade between the United States and China has in recent months have rebounded to all-time highs.

At least in the political realm, does it seem that it is becoming impossible for citizens in US and China to embrace co-opetition: competing and collaborating simultaneously?

What do our US students think? What do our international students from China think? Should our teaching make way for alternative worldviews?

As a teacher, I have grappled with these questions through reflective practices via Donald Schon's The Reflective Practitioner. In so doing, I notice my own "hidden" view in which I had promoted Western capitalism over state-capitalism. While I promoted a debate in class about these two approaches, the debate was essentially "fixed," including the textbook that I used which "leans" towards the Western approach.

Just before Covid, I started to make changes – teaching with paradox. However, I have come to realize that the answer isn't just paradox thinking in which we should embrace the varieties of capitalism – rather than either/or approach – that could result in more productive outcomes. This is because even with productive outcomes, it doesn't quite answer who the productive outcomes are for and how to scale the productive outcomes given current politics of nationalism in general.

Through a research grant in fall 2021, I started to explore three types of thinking that could be basis for a new mindset not only for the business school but the university as a whole. The three that I focus on is the interaction between: the common good thinking, paradox thinking, and design/system thinking. The deliverables of the noted research grant do not focus on the future of capitalism per se, rather they aim to measure to what extent do our students demonstrate cognitive mindsets related to the common good, the power of paradox, and design/system leadership.

I have prototyped and tested a student survey on the noted three types of thinking. I was planning to conduct a campus wide survey at the end of the spring semester of 2023. But if my proposal is accepted, I will use the unConference to leverage meta-level reflections that might emerge, connections to larger onto-epistemological issues and teaching philosophies. Then conduct a campus wide survey in the beginning of fall 2023.

I'm excited to discuss my preliminary findings during the unConference session.

Augmenting the UN Sustainable Development Goals through Reflective and Reflexive Practices

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Management students of today will become the future leaders of organizations and their decisions will have a disproportionate impact on communities (people) and the environment (planet) relative to other post-secondary faculties. The United Nations (UN) recognized this disproportionate impact of management education students and correspondingly developed the Principles of Responsible Management Education (PRME) with the goal of applying the UN's Sustainable Development Goals (SDGs) to management students' curriculums (*United Nations Principles for Responsible Management Education (n.d.)*. Over 800 business schools worldwide have since become signees.

Calls for management education to provide increased skill development, including a focus on social and emotional skills have been sounded repeatedly (McKean, 2018; Ungaretti et al., 2015). While incorporating sustainability content into the curriculum is a good start, the content itself may not be sufficient to truly develop 'moral managers'. For management education students to eventually become managers and leaders who are "critical thinkers and moral practitioners", Cunliffe (2004) argues that they must become reflective and reflexive practitioners. This requires one to routinely take the time to consider how they acted in a certain situation, the subsequent direct and indirect outcomes of those actions, why they acted the way they acted, and what they correspondingly plan to change about their future actions. This of course, requires distraction free time to occur to any level of significance.

Within the United Nations Principles for Responsible Management Education (n.d.), Principle 1 (purpose) calls for the development of capabilities for students, Principle 2 (values) asks that educators incorporate values into our academic activities, and Principle 6 (dialogue) asks that educators facilitate and support dialogue and debate. Rather interestingly, Principle 3 (method) asks that educators created educational frameworks, materials, and processes, but does not elaborate. We assert that incorporating reflective and reflexive practices into our courses could provide a viable method (i.e. educational framework and process) that increases the incorporation of the UN SDGs into business courses in a meaningful way. Is it then incumbent on business schools to incorporate reflective and reflexive practices into their curriculums, akin to how they committed to incorporating sustainability into their curriculum via PRME? If so, how do we support management educators to do this? Would management education students value and appreciate practicing these skills given they must repurpose class time that was traditionally used for content delivery?

This term, we are incorporating reflective and reflexive time and submissions both in-class and outside of class at three different points during the term (beginning, middle, end) in a required undergraduate second year business course with over 300 students enrolled. The reflective and reflexive submissions will be based on scenarios that reflect the UN SDGs. An end of term survey of participants will provide insights into student's thoughts on the value, importance, and impacts of this. If these students do end up valuing the opportunity to practice being reflective and reflexive, we then would have a call from researchers, employers, and students for incorporating reflective and reflexive practices into management education.

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Discussion Group "Snowmobile"

Assessing the Current Challenges of Learning and Teaching in Higher Education

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Fun Fact: In 1936, Joseph-Armand Bombardier introduced his first commercial snowmobile, the B7 auto-neige. In 1937, Bombardier patented his seven-passenger B7 snowmobile. The first buyers included doctors, ambulance drivers, and priests living in remote areas. The market soon expanded to a wide range of businesses and services including recreational outdoor sport.

Learning remotely, or remotely learning? The challenges of the return to face-to-face classes

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"Protect the social spaces provided by schools as we transform education. The school as a physical space is indispensable. Traditional classroom organization must give way to a variety of ways of 'doing school' but the school as a separate space-time of collective living, specific and different from other spaces of learning must be preserved." (UNESCO, 2020, page 6)

In an earlier QIC, we had queried whether Universities, and faculty themselves would be in a position to redesign their programs and classroom approaches. COVID-19 helped answer that question! The challenge now becomes how do we use this disruption to transform our classrooms to become a broader space for learning, one which improves both human interaction and overall well-being.

Prior to the pandemic, many educators had, or were in the process of, reducing their teacher driven engagement practices in favour of student driven engagement (that is, reducing lecture based instruction to creating challenging collaborative learning opportunities). However, educators are reporting that students are returning to the face-to-face environment more passive, with less sense of belonging, and are disengaged from learning (Toth, 2021).

This passive disengaged student, especially when in required courses, is challenging. Their attitude might be summed up as ambiguous; they know what they are to learn, but not sure that they really need to. As a result they sit back, defer to decisions made by the instructor and/or group members, resist if they perceive it is not relevant, and retain the right to protest.

So how do we reengage these students and move them back into the social interaction that helps them to become critical thinkers?

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Vocation: The pursuit of purpose and meaning for students in Business education

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Summary:
Working with our campus leaders in career preparation and spiritual guidance and business education, I am developing a proposal for a program that would utilize the language, messaging, and action that might attract and resonate specifically with those students in our programs who are, generally, less likely to engage in the experiences offered on our campus related to vocation.

The RMLE Unconference would be an ideal opportunity to exchange ideas, concerns, plans, practices, and measures of effectiveness among faculty from around the globe who see the value of this work for our students, faculty, graduates, as well as for the enterprises at which these students ultimately will work.

Background:
The Vocation of Lutheran Higher Education conference (summer, 2022) once again inspired me to find some way to more actively and effectively engage our Business students in the vocational reflection and discernment. More recently, I viewed the "Importance of Purpose for Business Panel Discussion" from the 2022 Undergraduate Consortium. I found myself connecting the two experiences and feel that work with individual college students may be one avenue toward the "long game" improvement in business education, corporate governance, and community impact discussed by Dr. Samuelson.

Not only are students in our Business Administration programs less likely to engage in campus-wide programs dedicated to vocation, but many of our students are also athletes who, even if inherently interested in vocational discernment activities, find it difficult to find the time and energy to engage in, let alone seek out, those opportunities. Nevertheless, in class discussions with students and in one-on-one meetings with my advisees, they tend to express the feeling that the idea of a meaningful life and the idea of a successful career are in conflict. These, typically brief, discussions only allow for a cursory – and likely unpersuasive – exchange.

In my experience with Business students, while not an insignificant proportion have plans and dreams of pursuing a career related to (or at least in support of) their individual passions and/or the pursuit of a cause that centers prominently in their lives, most seem more resigned to pursuing a career in a professional field will provide a relatively (if not very) comfortable financial foundation. Many also express a general hope that - *at some point* - they will have the means and time to pursue some path that provides meaning for them. While they express a yearning for a "life of purpose," they do not seem to have an understanding of what that might mean, what it might look like, how they might find an organization that aligns with their values, nor how their vocation might change over time.

Help, I'm drowning in papers!
Valuable assessments in increasing class sizes of senior-level qualitative classes

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How long do you spend grading papers? Hours? Days? A week? Many instructors have watched painfully as their families and friends headed out on weekend plans while they settled in for the long-haul with a caffeine IV drip and a mountain of paper to mark.

Unfortunately, this will only get worse as class sizes in universities are increasing (Kara, et al., 2021). Instructors are being forced to choose between effective and impactful assessments and time-saving alternatives, to the detriment of their students. Ake-Little et al. show that class sizes of between 31 and 40 students may be the "maximum limit before an instructor is forced to incorporate more time-saving, but less academically meaning assignments" (2020, discussion section, para. 4). With classrooms that can accommodate 80-100 students, many senior level qualitative course instructors worrying about how they will properly assess their students. Many of us will agree that the tired practice of 'lecture, cram, multiple-choice exam' does not enhance the student experience, foster creativity or problem solving abilities (Shulman, 2020).

The question we want to explore is: how can we effectively assess our students in larger qualitative senior-level classes without compromising what little personal time we have left? Considering growing budget constraints, is there anything we can do to challenge class size growth?

Issues impacting this problem include:

1. Assessments need to go beyond creating a grade separation between students.
    a. Perception: We may produce amazing assessments based on the latest research, yet if students do not feel that the assessment accurately reflects their mastery of the concepts being assessed, then we spend extensive time defending our assessment.
    b. Quality: Does the assessment provide the opportunity for the student to show what they have learned and applied at the level of the course in which it occurs?
    c. Impact: Providing feedback is a valuable tool for student growth but consumes time.

2. When class sizes grow, time-demand factors increase for instructors.
    a. Course re-design, class preparation, and student communication all increase with class sizes.
    b. For qualitative senior-level courses in programs like Entrepreneurial Thinking, a key objective is developing the ability to integrate multiple concepts and business facets in a cohesive manner. While essays and case analyses provide the student an opportunity to demonstrate their comprehension and integration abilities, it creates tremendous grading demand on the instructors.
    c. Senior-level courses are not conducive to identifying TA support since eligible teaching assistants typically need to have passed the level of the course and not yet graduated.

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Class Debates and Advocacy Bias

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The drift of North American business firms and North American business education away from mainstream thought, beginning in the 1970s, has a complicated background. That background includes the desire of researchers at the University of Chicago and Harvard Business School to find a real-world anchor for a theory regarding debt and equity, the desire of instructors across the continent to find a quantifiable baseline for business performance, and the relentless advocacy of (then-considered) market extremists. The roots of this drift are being sorted out.[1] The results of this drift, however, are clear: for decades, business schools in North America taught students that business is separate from the rest of the society, and is meant to enrich investors with little consideration of social norms, rules, or responsibilities.

As the damage inflicted on business firms and other members of society by this perspective becomes apparent, business firms and associations are drifting back to the historical mainstream – that business is an integral part of society and business firms are like any other member of society.[2] Business education is responding more slowly, but is responding. The first two of the AACSB's ten Guiding Principles are "Ethics and Integrity" and "Societal Impact." Organizations such as the Aspen Institute advocate integrating business education into a broader liberal arts curriculum, and conferences such as this address novel questions in business education. Business classes are bringing in new topics and pedagogical techniques.

One very common technique is class debates, which are intended to hone critical and analytical reasoning. The introduction of a broader range of often-controversial social topics into those debates, however, raises a very serious concern. Recent research, much of it within the realm of business management, shows that arguing for a position creates an incredibly powerful bias – the "advocacy bias" – in favor of that position.[3] This bias withstands reasoned argument and factual evidence, and seems to persist over time; even when the advocacy bias is explained and people are shown how it affects their reasoning, the bias persists. **Concern**: In our laudable efforts to bring a broader social perspective into our business classes, therefore, it is possible that we are creating, in some of our students, biases that are in fact socially problematic. The context of this potentially counterproductive technique, a return in business education, raises the possibility that other disciplines have lessons that business education can borrow.

Questions

1. Do class debates on socially controversial issues create problematic biases in our students?

2. If we are concerned about problematic advocacy biases, are there other techniques for teaching critical and analytical reasoning?

3. Are there pedagogical techniques to borrow from disciplines that stayed in the mainstream?

[1] A short summary, with further references, can be found in Cydney Posner, "So Long to Shareholder Primacy," https://corpgov.law.harvard.edu/2019/08/22/so-long-to-shareholder-primacy/.
[2] See, for example, the Business Roundtable's "Statement on the Purpose of a Corporation," https://s3.amazonaws.com/brt.org/Business-RoundtableStatementonthePurposeofaCorporationwithSignatures.pdf, and their follow up "One Year Later," report on how business leaders responded, https://purpose.businessroundtable.org/).
[3] See Melnikoff & Strohminger, "The Automatic Influence of Advocacy on Lawyers and Novices, https://www.nature.com/articles/s41562-020-00943-3).

The Challenges of Learning and Teaching in Higher Education Today: From Increasing Class Sizes to Student Mental Health

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Questions:

I would like to know how other educators at the unconference measure the effectiveness of their learning activities. By that I mean, do they have a formal process for determining which activities work best for their students & why? When they develop new activities, how/where do they share them with other educators? What is needed in order to develop a publication from these activities?
I am also interested in different approaches to teaching social enterprise as I am not particularly attached to entrepreneurial intention or identity in my students (what seems to be a common measure of learning outcomes in social enterprise classes). I am curious if there are any other educators who teach social enterprises from a strategy perspective vs entrepreneurial perspective. Is anyone teaching social intrapreneurship, and if so how?

Ideas:

Class sizes are getting bigger at our university and with that it is possible that classes will become more didactic & lecture-based and exams/assignments will become more multiple-choice. I have been teaching fairly large class (80 students) in a highly experiential way with reflective written assignments and hope to share some ideas with others that may be facing increasing class sizes. The 2 things I have found most successful so far are:
(1) robust "feedback rubrics" so when students get their grades back, they get considerable, standardized feedback along with it. I went through 4 years of feedback on similar assignments to create standardized feedback so that grades are consistent across very large sections of students and students get lots of feedback without having to write it down again on every single paper.
(2) With "Students as Partners" I am making considerable use of undergraduate marker/proctors (MPs) to grade these assignments and provide support to current students. The class typically has 12 MPs, 2 of them as "head" MPs, 6 of them are returning from the previous year(s) and 6 of them are new: students that have recently completed the course. This ensures that there are always direct communication channels to and from me/the other instructor, MPs always have a partner to work with and ask questions and these students become advocates for the course and help to create some of the most meaningful changes in the course to date. They often act as a conduit to the students as well.

Concerns:

Team dynamics – how do you deal with students that are not contributing to their group? This seems to be an increasing trend.
Student mental health – students are increasingly concerned about receiving feedback and "having their ideas judged." I want class to be a safe space AND I want my students to be able to receive constructive feedback and be able to respond to it appropriately without feeling overly anxious. Students are told that their mental health really matters but I don't feel like they are actually being taught what to do about it.

Boundaries & Balances, Loyalties & Responsibilities in Management Education

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From the 1990's many organizations have redesigned organizational work from the individual to the team levels, with the understanding that teams have the potential to better cope with complex organizational problems, and to provide qualitative and innovative solutions (e.g., Salas, Goodwin, & Burke, 2010), which in turn enable organizational survival, sustainability, and success (Scott-Young & Samson, 2008). To date, teams have become the major work unit in most organizations. These organizations seek to recruit individuals who have the knowledge, skills, and abilities (KSAs) to be effective team members (Bailey, Sass, Swiercz, Seal & Kayes, 2005; Chen, Donahue & Klimoski, 2004).

However, building organizational work around teams does not ensure that teams will realize their potential. The realization of such team potential depends not only on KSAs of individuals to become effective team members, but also on the KSAs of managers (and management) to manage, develop, support, and lead their teams to effective performance.

Seven years ago, I headed a team of lecturers in the design and development of a graduate management program (no-thesis track), relying on evidence-based management literature and practices as a core guideline in the development of the syllabi. During our team meetings, we discussed and debated (to date) what is the desirable balance between theory & research, experiential learning, and hands-on skill development. For example, while I was designing my syllabus of an annual workshop for our graduate students on teams, I struggled with the question: how can I best design a learning experience that will enable my students to develop an in-depth understanding not only of the literature and research, but also to personally uncover (realize) and experience the complexities of teamwork as individuals, to cope with them, and to practice the skills that will enable them to be an effective team member, as well as an effective team leader?

I find this unconference as an opportunity to discuss the conflict of defining reasonable boundaries/balance between providing management students with: (a) an in-depth understanding of theory and research, (b) an engaging and experiential learning experience designed to develop relevant and practical KSAs related to teamwork and team management, and (c) the opportunity to learn about themselves and reflect as individuals, as team members and as managers (e.g., their strengths and weaknesses) through/with their teams?

What is the scope of our responsibility and to whom is our loyalty: to academia and research? To our students to ensure their "employability" as team members and managers? To organizations?

References

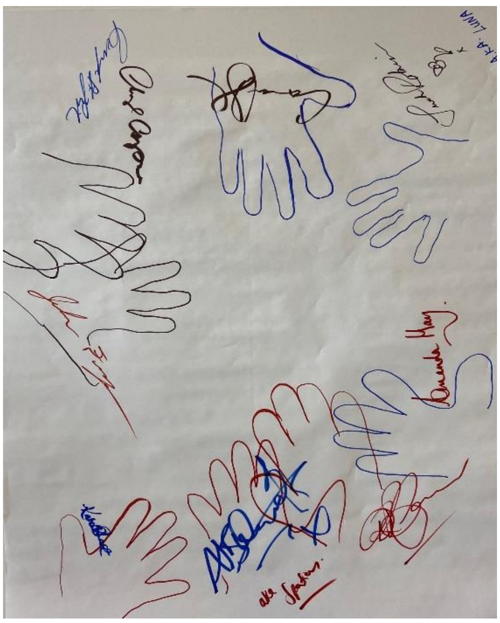
Bailey, J., Sass, M., Swiercz, P. M., Seal, C., & Kayes, D. C. (2005). Teaching with and through teams: Student-written, instructor-facilitated case writing and the signatory code. *Journal of Management Education*, *29*(1), 39-59.

Chen, G., Donahue, L. M., & Klimoski, R. J. (2004). Training undergraduates to work in organizational teams. *Academy of Management Learning & Education*, *3*(1), 27-40.

Salas, E., Goodwin, G., & Burke, C. S. (Eds.). (2010). *Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches*. Hillsdale, NJ: LEA.

Scott-Young, C., & Samson, D. (2008). Project success and project team management: Evidence from capital projects in the process industries. *Journal of Operations Management*, 26(6): 749-766.

Attachment A: Pictures from our Amazing Event




Shaw) Amphitheatre


Amphitheat


Amphitheatre

Attachment B: Unconference (Un)Schedule

RESEARCH IN MANAGEMENT LEARNING & EDUCATION

unConference

RMLE Unconference (Un)schedule - Thursday, June 29, 2023

TIME	ACTIVITIES	LOCATION
8:00am – 9:00am	Event sign-in, meet and greet and refreshments at the Banff Centre for Arts and Creativity (address: 107 Tunnel Mountain Drive, Banff, Alberta, Canada, T1L 1H5).	Registration will be in the Kinnear Centre (KC), just outside of room 201
9:00am – 9:15am	Welcome to the 9th RMLE Unconference held at the Banff Centre for Arts and Creativity in collaboration with the Haskayne School of Business of the University of Calgary.	KC 201
9:15am – 10:45am	Group Discussions: Session 1	Discussion spaces
10:45am – 11:30am	Idea Sharing: Record and Review of Session 1	KC 201
11:30am – 1:00pm	Working Lunch in Discussion Groups: Session 2	Vistas Dining Room
1:15pm – 1:45pm	Board Bus to the Banff Gondola (**bus will depart at 1:15pm** with 1:45pm gondola rides). Idea Sharing: Record and Review of Session 2	Bus pick up TBA
2:00pm – 4:15pm	Group Discussions at the Top of the World: Session 3 takes place at the top of Sulphur Mountain with 360-degree views of the majestic Canadian Rockies.	Sulphur Mountain
4:15-4:30	Make your way to the Gondola to ride down to bus. **The bus will depart from the parking lot at 5:00pm.**	Sulphur Mountain
5:00pm – 5:30pm	Conversations continue as we ride back to the Banff Centre.	
5:30pm – 7:30pm	Working Dinner for all participants (Unconference Group Discussion, Session 4) at the Banff Centre for Arts and Creativity. Idea Sharing: Review Session 3 Note: There is an onsite bar that will be open until 11:00pm if you would like to continue your conversations after dinner.	Vistas Dining Room: Three Ravens Space

RMLE Unconference (Un)schedule
Friday, June 30, 2023

TIME	ACTIVITIES	LOCATION
8:00am – 8:45am	Excitement Resurgence & Tea/Coffee refreshments	Just outside of KC 201
8:45am – 9:00am	Welcome to Day 2: Let’s Jump Back In!	KC 201
9:00am – 11:00am	Unconference Group Discussion: Session 5 Time to Refine Ideas and Create Action Plans	Discussion spaces
11:00am – 11:45pm	Idea Sharing: Record and Review of Session 5 and Action Plan Emergence	KC 201
11:45am – 1:30pm	Lunch is served and conversations continue in Session 6	Vistas Dining Room
1:30pm – 2:30pm	Final Sharing of Ideas, Action Plans, and Overall Impressions: Wrapping Up Our Two Amazing Days Together	KC 201

A heartfelt special “thank you” to our ongoing partner organizations, the *Journal of Management Education*, *Management Learning*, *Decision Sciences Journal of Innovative Education,* and Bond University, and to the truly wonderful organizing team of faculty and staff at this year’s host institution, the Haskayne School of Business at the University of Calgary. Thank you!

UNIVERSITY OF CALGARY
HASKAYNE SCHOOL OF BUSINESS

BOND UNIVERSITY
BOND BUSINESS SCHOOL

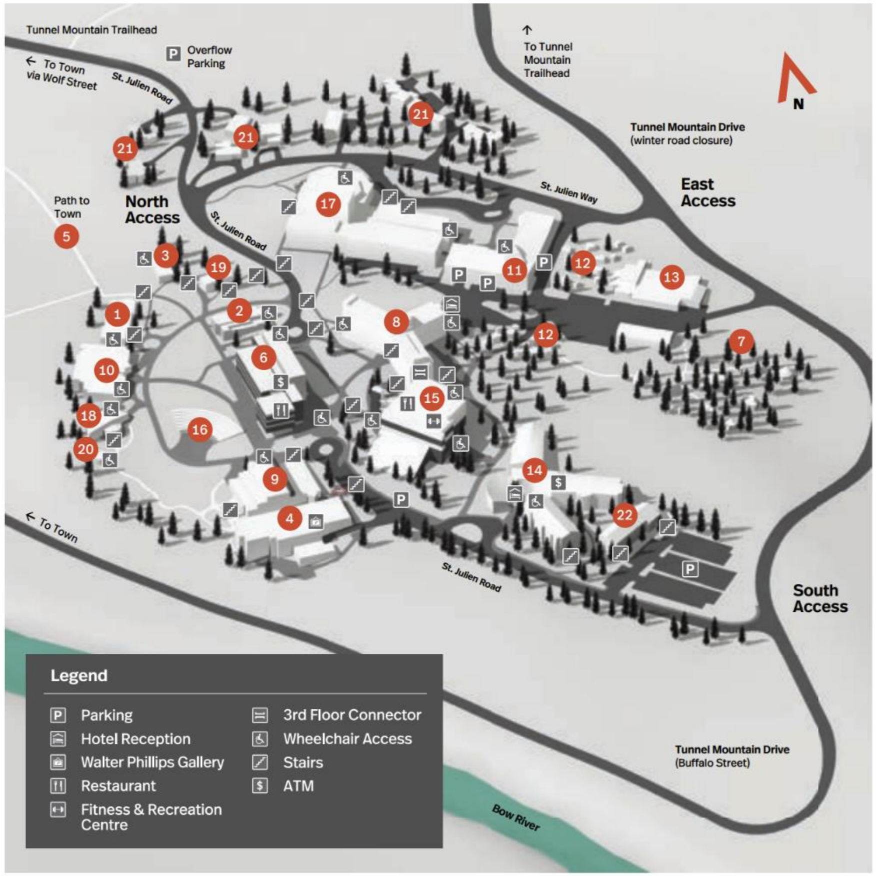
DECISION SCIENCES
JOURNAL OF INNOVATIVE EDUCATION

Attachment C: Map of the Banff Centre

BANFF
CENTRE FOR ARTS AND CREATIVITY

Welcome. Bienvenue. Taan-shi.
Dâ âûch yahine. Oki. Gwanistłi naniya.

Getting Around Campus



1. **Corbett Hall**
2. **Donald Cameron Centre**
   Administration Offices
3. **Farrally Hall**
4. **Glyde Hall**
   Walter Phillips Gallery
5. **Ken Madsen Path to Town**
6. **Kinnear Centre for Creativity & Innovation**
   Maclab Bistro
   Meeting Rooms & Banquets
   Paul D. Fleck Library & Archives
7. **Leighton Artists Studios**
8. **Lloyd Hall**
   Hotel Reception
9. **Jeanne & Peter Lougheed Building**
10. **Max Bell Building**
11. **Music Building**
    Bentley Chamber Music Studio
    Rolston Recital Hall
12. **Music Huts**
13. **Physical Facilities Building**
    Print Shop
    Shipping & Receiving
14. **Professional Development Centre**
    Hotel Reception
15. **Sally Borden Building**
    Fitness & Recreation Centre
    Participant Resources
    Three Ravens Restaurant
    Vistas Dining Room
16. **Shaw Amphitheatre**
17. **Theatre Complex**
    Box Office
    Jenny Belzberg Theatre
    Laszlo Funtek Teaching Wing
    Margaret Greenham Theatre
    The Club
18. **TransCanada PipeLines Pavilion**
    Banff International Research Station
19. **Vinci Hall**
20. **Yurt**
21. **Staff Housing**
22. **Staff Housing**
    Becker Hall

banffcentre.ca | 403.762.6100 | 1.800.413.8368 | 107 Tunnel Mountain Drive Banff, Alberta, Canada T1L 1H5

Attachment D: Map of the Town of Banff