RESEARCH IN MANAGEMENT LEARNING & EDUCATION
*un*Conference

2024 Research in Management Learning and Education (RMLE) Unconference

Bond University on
The Gold Coast, Australia
June 13-14, 2024

PROCEEDINGS

Conference Chair:
Professor Amy Kenworthy, Bond University

Conference Executive Committee:
Associate Professor Maribel Blasco, Copenhagen Business School
Professor Bill Harley, University of Melbourne
Professor Peggy Hedges, University of Calgary
Associate Dean George Hrivnak, Bond University
Professor David Jones, Northumbria University
Professor Jennifer Leigh, Nazareth University
Professor Tony Wall, Liverpool Business School

Note: Included QIC document contributions were accepted based on a double-blind peer review process.

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 2024 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 2024 RMLE Unconference held in partnership with Bond University, our goals were to:
- Share ideas about key research areas participants are interested in,
- Find answers and "paths forward" regarding current research questions or concerns,
- Learn from others about their experiences with research project design, development and publication processes,
- Consider issues that are emerging through recent research and publication,
- Meet and network in an intimate and informal setting with other faculty members interested in management education research, and
- Interact 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 nine previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, the included submissions focused 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 have with respect to research in management education. The content of this year's QICs is varied and rich, resulting in the following initial discussion group clusters. These assigned groups applied to our first discussion session only, after that we encouraged participants to electively and organically shift/morph/adapt the groups based on their experiences and what is 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. As always, our group names are reflective of the country we are gathering in with respect to a few of the diverse innovations that have their home there.

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

- Group "Google Maps" – Building bridges, facilitating collaboration, and expanding our approaches to community, connectedness, and inclusivity: Reflecting upon where we are today and where we go from here

- Group "Wi-Fi" – Exploring the Tensions, Truths, and Joys of Embedding AI in Management Education

- Group "Permaculture" – Embedding diversity, justice, and a synergistic and boundaryless approach to management learning and education into our academic environments

- Group "Ultrasound" – Examining the Tools, Techniques, Challenges, and Innovative Interventions Related to Increasing Student Learning and Retention in Today's Higher Education Institutions

- Group "Didjeridu" – Indigenising and Diversifying Organizations: Exploring the Challenges and Opportunities of Decolonialization within Management Learning and Education

Participant Contributors

We were a group of 26 highly engaging (and engaged) people representing 17 universities, seven countries, and three continents. The countries represented by our contributors included Australia, Canada, Italy, New Zealand, Norway, the United Kingdom, and the United States of America.

The tertiary institutions and organizations represented included the Auckland University of Technology, Bond University, Charles Sturt University, Griffith University, Haverford College, Liverpool John Moores University, North Park University, Northumbria University, Università di Torino, Universitetet i Agder, University of Auckland, University of Calgary, University of Melbourne, University of Notre Dame, University of Queensland, University of San Francisco, and Utah State 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 we did. We had a truly amazing, engaging, participant-driven time together generating knowledge via a minimally-structured organic format. Each group left with a high level of enthusiasm and connectivity. We look forward to seeing where the continued conversations lead everyone.

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 *Academy of Management Learning and Education*, as well as Bond University and the incredible team of people who sit on our RMLE Unconference Executive Committee every year. This year, we would also like to send a special thank you to the team from the events team at Bond for helping to organise this year's activities, Uncle John for his beautiful "Welcome to Country" and the evening he spent with us, and Professor Keitha Dunstan, the Bond Provost, for her heartwarming "Acknowledgement of Country." Without our institutional and individual supporters, as well as our engaging and engaged participant contributors, our RMLE Unconferences wouldn't exist.

Attached Documents

Group "Google Maps"

Building bridges, facilitating collaboration, and expanding our approaches to community, connectedness, and inclusivity:
Reflecting upon where we are today and where we go from here

Bill Harley
Peggy Hedges
Fiona Hurd
Ryan James
David Jones
Pier Rogers

Fun Fact: Danish brothers Lars and Jens Rasmussen developed the platform for Google Maps in Sydney in the early 2000s. Along with Australians Neil Gordon and Stephen Ma, they founded a small start-up company called Where 2 Technologies in 2003. The following year it was bought by internet giant Google, which also hired the four men, and the technology was turned into what we now know as Google Maps.

See: https://www.australiangeographic.com.au/topics/history-culture/2010/06/australian-inventions-that-changed-the-world/

Building Engagement and Rebuilding Connections in Institutions of Higher Learning:
Navigating "The New Normal"

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The issue that I would like to encourage discussion of is how business schools can re-engage staff and students in the wake of some years of travel disruptions, lockdowns and online teaching and learning, in a wider context of institutional restructuring and change. My concern here is based on my own experiences and observations, as well as conversations with colleagues at other institutions in Australia.

The challenges for staff appear to be twofold. First, in the medium term collegial governance has been displaced by more managerialist approaches. Performance management systems focused on outputs – publications and citations – have grown. There has been an erosion of professional autonomy and collegial decision making. Second, the COVID-19 pandemic resulted in long periods of home-based work for many, loosening ties between colleagues. Rounds of restructuring and redundancies have damaged morale and increased workloads. Together, these changes appear to have increased work pressure and stress, and reduced morale and trust in institutional leadership, at the same time as bonds between colleagues have been stretched or even severed. Many staff are disengaged from institutions and colleagues as a result.

Several factors seem to have fed student disengagement. First, in the longer term the 'massification' of higher education and the need for student fee revenue to fund research has increased class sizes in many business schools, which reduces opportunities for engagement. Second, more recently border closures and the shift to online teaching during the early years of the pandemic have meant that, particularly for international students, bonds to classmates, teachers and institutions have not developed. Third, practices such as lectures being presented live, but simultaneously live-streamed and recorded, means that many students do not attend campus often and do not engage in meaningful ways with academic staff and classmates. Lecture attendance is often low, and students appear to be very instrumentally focused – the aim is a qualification, not an education.

Not all of these challenges are new, of course, but they have intensified since the beginning of the pandemic in 2020. The challenge facing business school academics in 'the new normal' is to find ways to build engagement with the institution by both colleagues and students, as well as to rebuild connections between and within these two groups. The unconference seems to me to be an opportunity to think creatively about how we might do so. A few examples of questions which might be discussed are:

- Is it possible to rebuild genuine collegiality in business schools and if so how?
- How can business school and university leaders rebuild institutional trust?
- How can academic staff manage increasing workloads and find satisfaction in what they do?
- How can we engage/re-engage students in business schools?
- Can we adapt our delivery modes to cater to current student needs while still offering meaningful educational experiences?
- Is mass higher education antithetical to the desire to meaningfully engage with students?

Managing to Stay Grounded – Ignoring Academic Wellness

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Prior to the COVID 19 pandemic, participants in RMLE Unconferences explored the challenges on managing their own personal lives, and mental health (see Wall 2018, Rhew 2019, Jones 2019 2020, and others). At the 2023 RMLE Unconference, this issue was raised in a number of QICs (see Jones 2023, Davidson/Knibbe 2023, Hay/Robinson 2023 and others).

Many of the conversations at these Unconferences had, as a central theme, physical and mental wellbeing. Further, there have been a few papers published by participants at the Unconferences which have explored how we create space, conceal, and make sense of our environment.

What we find interesting is that this personal wellbeing conversation has become quite prominent. Our institutions promote wellbeing, but their collective actions are not conducive to promoting faculty wellbeing. For example, the trend toward bigger classes, less resources, desire for more work integrated learning, curriculum redesign to meet PRME/SDG principles, means faculty have even less time to look after their personal lives.

While it is easy to say that academics are their own worst enemy, they are in a very complex environment. They want autonomy, they are often bound by discipline boundaries and reward systems that emphasize individual rather than team achievement, and they want perfection (and often control). We would like to further explore how individual faculty are working to promote their own wellbeing, and how their practices have evolved over the past few years.

Sample questions:
-   Does faculty wellbeing change from junior, intermediate, to senior levels? How? Why?
-   How could faculty wellbeing be integrated into promotion decisions?
-   Is faculty sharing of vulnerabilities more likely in a teaching community than a research community? Why?
-   Faculty sharing vulnerabilities appears to come with more experience. What could be done to have junior faculty feel more comfortable sharing their vulnerabilities?
-   Could cross-faculty communities provide vulnerability sharing within the same institution when sharing within each faculty is less likely?

**Exploring Management Curriculum and Pedagogies that Support and Empower Learners
Who are Facing Seemingly Unsurmountable Challenges**

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The focus on student/learner success is currently a pivotal focus for universities. This focus is in response to a growing recognition in the late 2000s and early 2010s of barriers to education for underrepresented groups, and changing student behaviour, resulting in drops in classroom attendance, engagement and completion rates. The trends were not only heightened, but perhaps saw a fundamental shift, as a result of the widespread disruption to education provision through covid-19, compounded by global economic changes and a cost of living crisis (Bryant, 2023; Gerritsen, 2023). This, alongside the increasing presence of the climate emergency, has typified this moment as one of significant disruption and anxiety for our learners. As such, we are seeing significant increases in mental health concerns, complex life situations, and the need to work and study. Additionally, and alongside these conditions, the role of the facilitator/educator has become one that is also, in turn, increasingly complex (Skilling et al, 2022).

In our context, the national university funding body, Tertiary Education Commission, has required all universities to embed a learner success approach throughout their operations, including curricula, responding to the following questions (TEC, 2023):
- Where do our learners come from?
- What do they do outside of tertiary education?
- What else could be happening in their lives?
- What do they need to succeed?
- What do we do that works for them?
- What do we do that doesn't?

The imperative to centre learners in all that we do is clear, however the changes required to enable this less so. Seemingly, all of our 'taken for granted' assumptions about how we teach, what we teach, where we teach, and even our role as educators, are potentially problematised by this unique set of conditions being faced by our learners (Colombo, 2023). Therefore, the critical question posed to management education is how do we go about designing curriculum and learning spaces that are centred on learner success, and recognise the unique and challenging context that has been navigated when our learners arrive at the classroom? Specifically:
- How do we design management education that recognises our students' definitions of success within this unique set of conditions, not our own definitions of success?
- How do we, as management educators, prepare ourselves to deal with the increasingly complex range of student needs and emotions?

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From QICs to QIC (Slow)-SPBs in the Meandering Unconference Journey

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Emerging research exploring alternative collective learning spaces for academics, challenges the exclusionary practices of the conventional conference format (King et al., 2022; Bell & King, 2010; Ravn and Elsborg, 2011). Alternatively, some hope has been raised with the notion of the unconference, which the RMLE embraces, around the unstructured organic way of organising events, in contrast to the exclusionary, male dominated, 'cockfighting mentality' (Knights, 2006: 712) embedded in the bureaucratic form (Giroux, 2011).

Despite the participant driven, peer-to-peer, agenda-less, self-managed meeting format (Wolf, Hansmann, & Troxler, 2011; Budd, et al., 2015)), emergent findings from King et al. (2022) have shown the lack of progress even within these more egalitarian organising forms (Bell & King, 2010). They argue that even these horizontal practices conceal hidden hierarchies which shape knowledge creation in exclusionary ways, such as around class, gender and organizational seniority (Mair & Frew, 2016). This QIC thereby would like to open a conversation around how to improve the practice of an unconference from the RMLE participants perspective. It also offers a provocation to explore the possibility that progress could be made by accounting for our diverse bodies within a greater integration of appropriate socio-material-temporal spaces and places, conducive to the specific deliberative learning and exchange of the unconference (Owen, 2008). Whilst King et al. (2012) highlight how unconference participants and organizers see the collective, embodied (Bell & King, 2010) experience of participation as a vital part of the learning experience, could this be a wish more than the lived experience for participants. Their research argues for a more explicit emphasis on inclusion, in contrast to implicit inclusiveness emerging from unconferences, around a Habermasian ideal speech assumption that inclusion would necessarily follow from commitment to equality of participation (Roberson, 2006). The unconference intent is to provide safe spaces for the emergence of different, less privileged voices, but does a safe space emerge without any prior thought and is this the only generative inclusive space which could emerge? Could an explicit emphasis on recognising and actively fostering a reflexivity around diverse spaces-places-bodies enable an inclusive experience from the participants perspective?

It is argued that emergent attempts at including a greater focus on inter-corporality within unconferences and even within the odd more conventional conference, only tackle this matter either in a piecemeal way or in a fashion which does not entangle the 'space(s)-place(s)-bodies' elements - for example, my experience of a recent critical organisational related conference by the coast, simply included a 'walk plus dialogue' to the beach as a final session to a more conventionally structured conference. Ironically, this conference was themed around solidarity, but by placing such an add-on session at the end of the conference, people were left feeling a lack of embodied solidarity and inclusion, whilst simultaneously at best departing the conference with the odd theory, memory of some dialogical moments and an ego boost about their own paper. Moreover, the usual inclusion of space and place within (un)conferences has been focused solely on social events and excursions separated off from the main academic related activities. Could recent unconferences integrating space and place more fully (such as the 2023 RMLE) be a springboard to more fully integrate space-place-bodies meandering within any emergent academic dialogue. As Bell and King (2010) argue this acknowledgement of the feeling body, could mean not only being aware of the physical environment, but reshaping the environment in ways that disrupt established practices. In particular, could such an intracorporeal turn be enhanced by taking account more fully of the diversity and vulnerability of different academic bodies? Could this potentially require a more diverse spatial and place offering and engagement - this would be in the spirit of the organic bottom-up meandering notion of unconference. This would require an integrated addition to the 'Questions, Interests and Concerns' (QICs) within the unconference to include attention to local 'SPB' (Spaces, Places, Bodies) beginning at the different groups' formation. Let's call it 'QIC-SPB' even leading to a Slow-SPB, recalling the entangled temporal implications of taking this seriously!

In order to facilitate these choices, could an unconference include more involvement with local community, business, NGOs who would be situationally local enough to talk about the historical/ cultural/ economic/ natural environment of the specific area in which the unconference is held? By doing this, participants and organisers can appreciate and choose a diverse spatial and place offering, conducive to the capacity and expression of their bodies, the specific individual QICs and their emergent group's QICs. The implication of this triad for unconferencing, would be a wider embrace of not only the (dis)organisation of space of the unconference venue, but of the local regional places and spaces. Moving beyond the immediate physical place of the venue, this would include where in the locality, when, how and with whom participants move about, 'what they do with their bodies, where they go and how they walk, who

they stand near or move away from, who they seek out and who they ignore' (Halford and Leonard, 2006: 98). This could offer the opposite of the usual conference promise of unfamiliarity with the local context and removal of familiar objects and relationships. This also acknowledges the role of the feeling and physical body in context, as well as the rational mind in implicit and explicit inclusion (King et al. , 2022) - in this process of jointly crafting the effective unconference (Edenius and Yakhlef, 2007).

The unconference can then be an opportunity to raise our awareness and sensitivity to not only one's own embodied selfhood, but to caring for and with others in all their diverse embodied forms.

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What if we let physical ecosystems drive business/management education toward more just and inclusive approaches?

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The 2023 RMLE Paint Rollers group shared a common desire to be engaged with purpose-driven business/management education—one that values societal contributions as well as the creation of wealth, makes learning transformational as well as transactional, and privileges sense-making as well as "cents-making". But the way we each approach reform varies. This subgroup was specifically interested in three of the identified Paint Roller issues:

- Fostering an inquisitive and entrepreneurial mindset by incorporating creativity, innovation and a willingness to engage with uncertainty.
- Using reflective practices to reveal implicit assumptions embedded in the curriculum, instructional modes and the participant engagement of students, faculty and community.
- Mutualizing the relationships between faculty, students, and community partners as co-researchers and collaborative learners.

Questions:

- *How do we reconnect and ground business/management education within communities-of-practice that intentionally include those traditionally marginalized?*
- *What does our practice look like under these circumstances?*
- *How do we gauge our success?*

Ideas:

How do we reconnect and ground business/management education within communities-of-practice that intentionally include those traditionally marginalized?

What is the current end goal of applied management learning for business students?
- Business theory and conceptual domain knowledge.
- Opportunity/innovation skills to conceptualize and start enterprises (entrepreneurship).
- Intrapreneurship skills to better manage/lead in existing companies.

We argue if we only provide instruction that addresses traditional business or management skills, but omit a detailed analysis of the overall context in which all types of businesses exist, we miss an opportunity to enhance the ability of learners to go out and truly be successful – in a whole way – rather than only in enhancing their individual well-being (of having a "good job", or making "a lot of money"). The same applies if we only rely upon the Teslas, Facebooks, and Googles as our "success" examples - we can squelch learning opportunities for students and perpetuate their sense that only those "big" entities are valuable enough to seek to learn from. Further, if students are not also aware of the systems that surround companies, particularly those initiated by BIPOC individuals – the physical and electronic neighborhoods, relevant history, zoning laws, government policies and regulations, the banking environment and more - we offer they lack the capacity to be successful in either business or management over the long haul (McArdle & de Koning, 2022).

What does our practice look like under these circumstances?

Our instructional mode would include place-based instruction that leverages the physical environments surrounding educational institutions, particularly those located in BIPOC communities. The intent would be to use the real-world laboratory of actual neighborhoods to identify planning and revitalization practices that can provide a meaningful

departure from neoliberal urbanism as well as expand students' notion of how nascent entrepreneurship and business ownership operate, even prior to subsequent gradual or accelerated growth (Pearsall, 2013).

How do we gauge our success?

We offer that projects and reflective works that evidence learners' integration of critical perspectives and conceptual frameworks that allow them to address future career situations as self-employed professionals and entrepreneurs is a worthwhile endeavor in and of itself (McArdle & de Koning, 2013). Our belief is that use of such place-based learning will also demonstrate the larger value of civic engagement and provide a sense of agency in addressing community challenges. The latter is something sorely lacking in current US society, where too many are engaged in a cycle of "what can I/one person do"? Our proposed discussion will focus on validated outcome data to indicate how, if students have opportunities to learn in these circumstances, it positively influences their sense of the ways the physical environment can make a difference in the survival and thriving of businesses AND communities, particularly places where BIPOC individuals reside.

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Group "Wi-Fi"

Exploring the Tensions, Truths, and Joys of Embedding AI in Management Education

Naor Cohen
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Fun Fact: In 1992 John O' Sullivan and the CSIRO developed Wi-Fi technology, used by more than a billion people around the world today. The core parts of the technology came out of research in the mid-1970s in the field of radio astronomy, when John and his colleagues at the CSIRO were originally looking for the faint echoes of black holes. As a result of this work, the CSIRO has held key patents for Wi-Fi technology since the mid-1990s, bringing the organisation millions of dollars in royalties every year.

See: https://www.australiangeographic.com.au/topics/history-culture/2010/06/australian-inventions-that-changed-the-world/

# Beyond the Algorithmic Veil: A Quest for Truth in AI-Enhanced Education

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When I think about artificial intelligence's impact on education, I can't help but picture the enigmatic architecture of M.C. Escher's "Relativity." This artwork, a visual paradox, symbolizes a world where the ordinary rules of up and down do not apply, challenging the laws of gravity. This QIC suggest we use Escher's metaphorical lens to confront our disorientation and intrigue the generative AI technology poses to the axioms of educational truth and authenticity.

This QIC stands at the crossroads technology and philosophy, and it wishes to explore the essence of learning in the age of algorithmic representation. Are generative models like ChatGPT—a statistical echo of language and, by extension, reality itself—merely a simulacrum of human cognition? What constitutes a true measure of learning versus a performative mimicry of learning so easily reproduced by tools like ChatGPT?
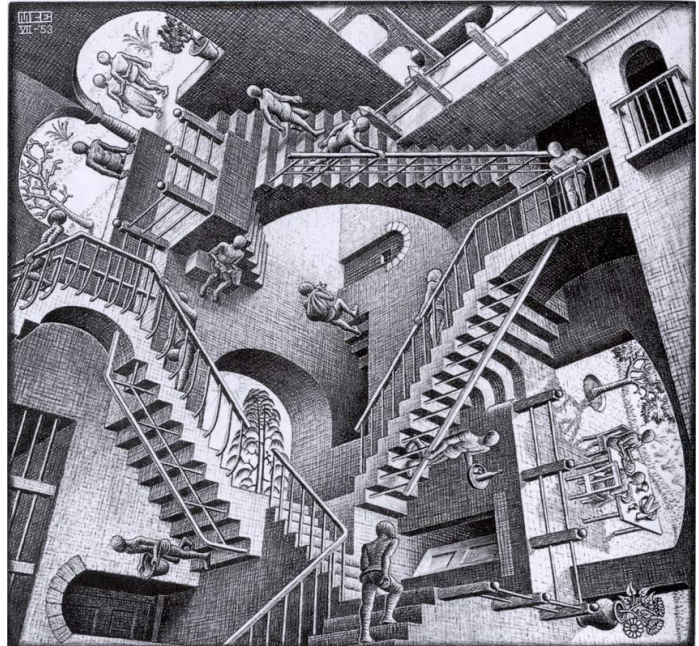
Through this lens, the production of convincing imitations, such as a student essay, is to be scrutinized not merely as a technical marvel and efficiency but as a potential divergence from the quintessence of genuine understanding and insight. In an educational context, this raises the critical question of the extent to which we are willing to immerse ourselves and our students in a reality where the lines between the performance of learning and substantive intellectual growth are increasingly blurred.

Amidst the technicalities of AI governance, there lies a deeper ontological unrest—a concern about a shift towards a post-truth paradigm. As we navigate this Escheresque reality, where the practical applications of AI are undeniably mesmerizing, the commitment to maintaining an inquiry into the value of truth and the authenticity of the learning process remains paramount. The provocative suspicion of whether this QIC—potentially authored by AI—invites a reflective dialogue on the nature of our perceptions and the intrinsic value we place on the source of intellectual creation.

I would welcome the opportunity to meet with other faculty who are interested in exploring the philosophical implications of AI in education as well as developing strategies to preserve the authenticity and integrity of learning amidst the rise of generative technologies.

Micro-Expressions of Care: Building an Ethic of Care Within Academia

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*Note: George's interest in this space relates to the ways in which educators both require and express care for others in terms of their experimentation with, shared learning, and innovative integration of GAI in their teaching and research.

Our current neoliberal environment in higher education has been described as 'stressful' and 'toxic' (Jarden and Jarden, 2023: p.95), through its 'surveillance and audit' culture (Black, 2023: p.121), resulting in 'damage, harm, toxicity' (Brunker and Gibson, p.154) as well as frequent burnout on the part of academics (Watts, 2023). In response, academics from all over the world are calling for a detoxification of higher education institutions (Binder, 2023). As Lemon (2023a) so eloquently summarizes in a preface to her edited book on wellbeing and self-care in academia, 'It is not uncommon to hear about burnout, stress, anxiety, pressures with workload, having too many balls in the air, toxic cultures, increasing demands, isolation and feeling distressed… The reality is that universities are stressful places" (p.xvi).

We are interested in exploring enactments of care in academics settings, at the organizational, interpersonal and self-care levels. This is in response to our own experiences, coupled with the calls for reformation from other academics around the world, to engage in exploration and action regarding the ways in which we can enact care, for self and other, in institutions of higher education (Lemon, 2023a). To achieve this aim, we contextualize our work with definitions from the extant literature. Organizational care has been defined as a 'deep structure of values and organizing principles centred on fulfilling employees' needs, promoting employees' best interests, and valuing employees' contributions (McAllister and Bigley, 2002: p.895). In terms of self-care, Lemon (2023b) defines it as a complex process, with a relational foundation, enacted through "proactive action to support your wellbeing" (p.1). It requires a systems approach through which psychological safety is created and nurtured via the successful interconnection of university administrators, academics, students, and community members (Lemon, 2023b).

Drawing upon the above, our assertion is that a cultivation of expressions of care, which we define as manifestations of empathy, kindness and relationality, has become not just a desirable aspiration but an imperative in the higher education sector (Kintsugi Collective, 2022). We are interested in exploring business school organisational members' reflections on the differences, if any, between micro expressions of care (which we define as small acts of empathy, kindness and relationality at the interpersonal- and individual-level) and macro expressions of care (which we define as systematic acts of empathy, kindness and relationality at the strategic- or organisation-level) (Parola, Spiess-Knafl, & Thaler, 2022).

One approach to examining interventions in the care and wellbeing area is through a lens of positivity and expressions of 'creativity, making and movement' (Lemon, 2023b, p.1). Acts of wellness-oriented self-care take place in varying forms. Examples of creative practice as a way to interrupt damaging environments and encourage self-care include creating visual representations and images as a form of activism and therapy (Selkrig, 2023), taking and sharing photographs that represent moments of reflection and self-care (Brunker and Gibson, 2023) and rearranging of a personal collection of stones as a morning ritual (Binder, 2023). Examples of relationship-inspired self-care include reflection and sharing through holistic and transformative community-based workshops on activities like poetry (Hoyser, 2023), nurturing physical feminism through regular shared running practice (i.e,. training on a marathon route) (Tarabochia, Brugar, Ward, 2023), and knitting in small groups with others (McDonough and Lemon, 2023). Examples of movement-inspired self-care, connecting our mind and body together, as well as creating space for social interaction and connection, include exercise and purposive physical movement like cycling (Crane, 2023), walking paired with reading and journal writing (Watts, 2023), and connecting with your 'whole body' through culturally-inspired dance and rhythmic movement as in the Māori haka (Wilson, 2023). We hope to explore these and other manifestations of care, and their associated outcomes, with other participants at the RMLE Unconference.

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"Ex Machina, but where is Deus? Recasting generative AI with joy"

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By the time we write this (11th August 2023), we have heard or seen AI-generated speeches, assessments, lesson plans, articles, essays, reflexive statements, 1-2-1 coaching dialogues, policies about the inclusion of non-human generated material in journals and university assessment guidance, and "new principles" for the sector (Russel Group, 2023). A recent governmental statement highlights the tone of these developments emphasising the need to "protect", for "security", and for the prevention of "attacks" and "harm" (DfE, 2023, p3-4), reflecting a call for a global halt on further development in the machine (*ex machina*). It resembles a crisis situation which can only be resolved through divine intervention – or *Deus ex Machina* ('god in the machine') in Greek theatre. Here, *Deus ex Machina* is where an apparently unsolvable problem is quickly resolved through a highly improbable and unexpected act, often with comedic effect (e.g. a trap door opens and swallows a problematic AI, or a large, magical wand arrives from the sky and bestows all on earth – or in business schools – new, AI-enhanced bodies).

Informing this QIC, we are interested in exploring *Deus ex Machina* perspectives and solutions which rebalance the tone often associated with generative AI. Specifically, this might include improbably and unexplored solutions which help build, for example, staff and student digital, navigational, or futuring capabilities. For example, faculty collectively watching the movie *Ex Machina* (YouTube 2023) with digital popcorn, or each faculty member using avatar robots to become a student for a month to build collective intelligence of student life, or mandating a class on artificial-emotional intelligence entirely through digital avatars online? Or with ChatGTP4, we could explore:

- Collaborative Curriculum Adventure: Both faculty and students receive surprise prompts from AI for topics slightly outside their standard curriculum. In a collaborative setting, faculty provide historical or theoretical context, while students brainstorm modern applications or case studies. This positions AI not as an instructor but as a catalyst for joint exploration, fostering deep conversations and shared discoveries between faculty and students.

- Faculty-Student Role Reversal with Avatars: In this playful exercise, faculty take on the role of students and vice-versa for a day, facilitated by AI avatars offering prompts. It could culminate in a joint reflection session. This challenges traditional power dynamics in classrooms and, with AI's help, promotes mutual empathy and understanding.

- Cultural Business Journeys: Both faculty and students embark on a virtual AI-generated journey to diverse business landscapes from different times and cultures. Upon return, they share insights, with faculty offering historical context and students providing fresh perspectives. Here, AI becomes a gateway to collective experiential learning, breaking down barriers of time and geography.

- Joyful Creation Workshops: Interdisciplinary teams of students and faculty work together to create projects (like the Business Board Game or Business Poetry). The AI can provide resources, constraints, or even critiques based on historical or modern business contexts. Here, the AI augments the creative process, fostering joy and collaboration, and reshaping its image from a data-cruncher to a creative partner.

- Global Virtual Forums with AI Mediation: Faculty and students are grouped into diverse teams to tackle global business challenges. An AI mediator guides the process, offering cultural insights, language translations, or historical context. Here, AI's role transforms from mere information provider to a facilitator of global dialogue and understanding.

The amalgamation of these ideas creates an ecosystem where faculty and students collaboratively experience the positive interventions of AI. The essence of "Deus ex Machina" shines through as these interventions offer unexpected yet joyous solutions to challenges in management education – despite the 'joy gap' (Liu, 2019) – all the while rebalancing the narrative surrounding AI. The possibilities are endless, each leading to possible new approaches to respond to the situation with greater positivity and joy. This necessarily means recasting capabilities with longstanding histories and literatures (such as creativity, impromptu response, and improvisation) specifically in relation to digital learning in the context of emerging educational technologies.

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Indigenous Leaders Leveraging AI and Traditional Knowledge for Enhanced Governance

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Introduction

With over 20 years of hands-on business experience, I've been fortunate to have been both an entrepreneur and executive leader (C-suite) in a range of industries and functional areas including Fintech, manufacturing, professional services and FMCG. On a personal level, through my leadership contributions with various non-profit organisations, I am able to advocate for the economic and education parity of First Nations peoples and breaking the cycle of youth homelessness. As someone who is about to embark upon a doctoral program in business, I am keenly interested in exploring issues related to Indigenous governance and the role of traditional knowledge and protocols as they can be supported and enhanced through the use of artificial intelligence (AI). Specifically, I would like to talk with others at the 2024 RMLE Unconference about ways in which Indigenous leaders can leverage AI and traditional knowledge systems and protocols to strengthen culturally informed enterprise governance, decision- making, and organisational & community well-being.

QICs

Some of the questions, ideas and concerns I would like to talk about include the following:
- Indigenous governance often emphasises the importance of involving all community members in decision-making processes. Similarly, effective enterprise governance requires engaging diverse stakeholders, such as employees, customers, suppliers, and shareholders, to ensure that decisions reflect their needs and priorities. How do these two areas overlap and how can AI be leveraged to ensure engagement of all involved stakeholders?
- Enterprises also face the challenge of respecting their established values, culture, and practices while adapting to new market demands and technological advancements. I'm curious as to the variety of applications through which Indigenous leaders can blend traditional knowledge and protocols within modern technologies like AI while retaining the personalised approach to community togetherness and support.
- What practices do we need to work to embed to ensure there is a responsible and culturally appropriate use of AI in Indigenous contexts both in their enterprises and communities.
- How will the use of AI impact Indigenous governance's prioritisation of the well- being of future generations and the sustainability of natural resources? Similarly, how can we embed a long-term perspective in AI-assisted effective enterprise governance, considering the company's lasting impact on its stakeholders, the environment, and society as a whole?
- Indigenous communities have demonstrated resilience in the face of historical challenges and ongoing change. How can we leverage AI to support their governance and offer insights for enterprises seeking to build resilience and adaptability in the face of economic, social, and technological disruptions?
- The co-design approach to developing AI systems in Indigenous contexts emphasises collaboration and shared decision-making. How can other enterprises/organisations learn from this model to foster more inclusive and collaborative governance practices that harness the collective intelligence of their stakeholders? And how, if at all, will AI fit into that process of organisational sharing/learning?

I hope to be able to discuss these, and other, questions, ideas and concerns with other participants at this year's RMLE Unconference.

Group "Permaculture"

Embedding diversity, justice, and a synergistic and boundaryless approach to management learning and education into our academic environments

Lisa Callagher
John Ferguson
Simona Grande
Monika Hudson
Helena Liu
Jessica McManus Warnell

Fun Fact: In 1972, Bill Mollison had the epiphany which led to the development of permaculture, a concept that uses a natural approach to designing self-sufficient human settlements and agricultural systems. Today permaculture is an alternative to chemical-based agriculture which can be harmful to humans and the environment.

See: https://www.australiangeographic.com.au/topics/history-culture/2010/06/australian-inventions-that-changed-the-world/

Embedding management education in not management/business programs

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What?

I'm interested in exploring how learning activities and assessments used to teach management education can be effectively adapted to embed management education into the broader curriculum. As well as codifying experiences as 'Instructional Change in Context' or 'Instructional Innovations', I'm equally interested in developing a processual-type model that MED educators might use to guide decisions in adapting existing MED learning activities and assessments to teach management in the broader curriculum.

Why?

During my ten years of teaching management, innovation, and entrepreneurship (MIE) topics as part of courses and programs located in the science faculty, I have experienced several perspectives from key stakeholders. The program directors in those contexts often (but not always) perceive MIE to introduce 'soft skills' that can enhance student employability or simple heuristics that help students start new ventures or as common sense. The student perspective seems equally diverse; some perceive management as a 'dirty' term, while others recognize aspects of their work require management. Yet, what seems consistent is that it is rare for either stakeholder group to conceive of students in science programs as future or current 'managers' or as employees or entrepreneurs with responsibilities that require knowledge and skills that MED educators might label as 'management.' In those instances when management knowledge and skills are recognized as valuable, it is not always clear how they can be embedded into the existing curriculum. Instead, students are allowed to take management courses and are expected to translate insights from general courses to their science context.

Why now?

Future work patterns elevate the value of management skills, emphasizing lifelong learning while altering barriers to higher education. Alternative models like MOOCs and micro-credentials offer options alongside traditional models such as the MBA. Management skills are crucial for addressing global challenges, making knowledge for change more critical than ever. I aim to explore embedding management education for broader impact, with questions like:

- How does embedding management education into the science curriculum impact students' interdisciplinary skills and ability to apply scientific knowledge in real-world scenarios?
- What are the perceived benefits and challenges of integrating management principles into science courses, as reported by both students and instructors? And what guidance can be offered to students and instructors to overcome those challenges?
- What instructional strategies and pedagogical approaches are most effective in promoting engagement and enthusiasm among science students when incorporating management principles into their coursework?
- How can the implementation of management education in the science curriculum be optimized to address the diverse needs of students with varying levels of prior exposure to management concepts and principles?

While my experience is working with science programs, I can see that instructors working to embed management with other disciplinary (and interdisciplinary programs) might have similar experiences. Thus, I'm not wedded to the science context. It might be helpful to think of this puzzle as embedding management education in not management/business programs.

Holistic Approaches to a Liberal Management Education

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Interdisciplinary approaches to education have been of interest and touted for decades. In academic circles this usually manifests in faculty co-teaching a course or sprinkling bits of material from another discipline. In the business world it often involves training sessions that push people out of their comfort zones, whether that be a survival training weekend to sharpen management skills or an improv class to help sales teams be more creative. The problem with most interdisciplinary efforts is that they usually either engage only those disciplinary interests that are closely aligned (e.g., including economics or finance as part of a management course) or they make surface level connections for the purpose of proof texting (e.g., reading a literary source to validate a management concept). These efforts avoid the uncomfortable introspection that deeper connections require. This failure robs both disciplines of their authenticity and minimizes the cognitive dissonance that spawns real learning. True interdisciplinary educational methods would first require the disciplines in question to evaluate the core assumptions and principles of each and open them to critique from an external system. This exposure to outside evaluation is only possible when the entities involved are actually willing to allow external evaluators to damage or even eradicate core ideas so that new ideas and foundations can be built.

This approach is crucial, especially in academic environments, due to the lived realities graduates will face when entering their social and work worlds. Given the wicked problems university graduates (especially Gen Z) must now, and will be, facing, holistic approaches to all disciplines is crucial for societal well-being. Management education is beneficially situated to engage in this work as management has always had interdisciplinary elements at its core.

Questions:
1. Instead of continuing to narrow, how can academics broaden the educational environment to reflect the holistic realities where education will ultimately be manifested?
2. How can interdisciplinary approaches break out of the confines of traditional connections to business adjacent or co-opted fields to more inclusive outlooks?
3. How do faculty prepare themselves and connect with others to make truly interdisciplinary work possible?

Ideas:
1. Interdisciplinary approaches need to be allowed into the curriculum development and deployment of management education at all levels. While this can be dangerous to fundamental disciplinary ideas, it allows for growth that better responds to the lived realities of modern students (especially Gen Z).
2. Academia's drive to publish or otherwise provide outputs fails to recognize the need for developmental opportunities for faculty. Developmental freedom for faculty to expand their own knowledge and comfort base through non-output related collaborations with colleagues outside their field are crucial for advancing this area.

Concerns:
1. While many people may agree with the idea of interdisciplinary education, funding models and university structures often work against this type of cross department or even cross college collaboration.
2. Another worrying concept in innovating in these areas is the fear faculty will experience in risking their currently safe position to try something new, especially in light of the realities in point 1.

Revisiting Disciplinary Boundaries in Management Education

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Ensuring that management education remains not only relevant but also at the vanguard of change in a world characterized by rapid evolution and grand challenges necessitates questioning established norms, paradigms, and definitions that have thus far governed the landscape.

In this pursuit, revisiting and rethinking disciplinary boundaries is often encouraged.

Indeed, the influence of existing disciplinary boundaries reverberates throughout educational experiences and impacts the design of management education curricula, the selection of teaching methods, and even faculty. Simultaneously, institutionalization and accreditation pressures play a pivotal role in molding management education. These external factors exert considerable influence on program and organizational structures, objectives, and the very identity and reputation of management education institutions.

In light of these dynamics, the QICs presented serve as an invitation to explore, question, and inspire change in the realm of management education during the 2024 RMLE UnConference.

Questions (Q):
1. What are the prevailing perceptions and definitions of disciplinary boundaries in management education, and to what extent do they vary among different institutions?
2. How do the existing disciplinary boundaries shape the design of management education curricula and the selection of teaching methods, and what are the impacts for students and faculty?
3. To what degree do institutionalization and accreditation pressures impact the dynamics of disciplinary boundaries within management education?

Ideas (I):
1. Investigate the diverse perceptions and definitions of disciplinary boundaries in management education, and how they vary among different institutions.
2. Explore innovative approaches to curriculum design and pedagogy that challenge and adapt to existing disciplinary boundaries, considering the implications for both students and faculty.
3. Analyze the extent to which institutionalization and accreditation pressures affect the dynamics of disciplinary boundaries in management education and identify strategies to navigate these pressures effectively.

Concerns (C):
1. Managing varying perceptions and definitions of disciplinary boundaries in management education among different stakeholders, including faculty, students, administrators, and accreditation institutions.
2. Overcoming resistance and difficulties in reshaping management education curricula and teaching methods and balance the need for breadth and depth.
3. Guiding the evolution of accreditation standards proactively to suit the ever-changing landscape of management education and respond to the ever-changing demands and complexities of the modern world.

Looking for Justice in the Business School Classroom

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bell hooks avows in her book, *Teaching to Transgress*, that "the classroom remains the most radical space of possibility in the academy". Yet classrooms in the Business Schools were built for the growing managerial class, proselytising the values of productivity, performance, and profit. Indeed, the power and privilege of billionaires are often romanticised in management classrooms, appealing to prospective students through the promise of prosperity. As a critical management educator, it has been an enduring imperative in my classrooms to interrogate the ways orthodox ideologies of neoliberal capitalism, imperialism, white supremacy, and patriarchy reproduce global inequities.

Teaching for justice within this climate can be challenging. For some students, frank conversations about inequity can trigger shame, rage, and despair. Others may dismiss critical pedagogy as biased, ideological drivel. Academics fortunate enough to secure positions in an increasingly precarious academy may not wish to endanger their hard-won livelihoods by rocking the boat. Assimilation remains a common strategy among academics who confine themselves to 'safe' teaching topics rather than risk being branded a Troublemaker. Universities have become more corporatised under neoliberalism, adopting more authoritarian approaches to management that threaten to stifle critical pedagogy.

Liberatory education, and the backlash against it, is nothing new. Outside business schools, many departments have been practising anti-racist, decolonial, Indigenous, feminist, and queer pedagogies for decades. Justice-oriented educators have developed a range of evolving pedagogical interventions including diversifying/decolonising the curriculum, establishing safe/brave/principled spaces, conscientisation, embodied learning, autoethnographic storytelling, 'asking the other question', just to name a few. The demand for justice-oriented pedagogy is also driven in part by student-led movements around the world such as #RhodesMustFall and #WhyIsMyCurriculumWhite.

How might we respond to this reckoning for justice?

Teaching for justice demands an enormous investment of time and energy that is often above a normal workload, and therefore unpaid. Redesigning the curriculum as well as learning and teaching activities often requires careful consideration of the subject, adaptation to class sizes and dynamics, and shaped through ongoing trial and error. Institutional directives and requirements around teaching and learning can also constrain the kinds of interventions that can be introduced. In some cases, justice-oriented educators may face institutional surveillance, bullying, and harassment.

Although the costs of liberatory education may be high, so too are the costs of not teaching in line with our integrity. With growing racial, ethnic, religious, class, gender, sexual, neuro, bodily diversity on campuses, many of us are committed to creating radically inclusive spaces where all students feel welcome and recognised. Perhaps we may yet see our institutions responding in kind, empowering critical educators to cultivate life-affirming classrooms.

Those of us who teach for justice have an opportunity to build coalition and community at the Unconference. May our conversations open up avenues for consciousness raising and resource-sharing. May we collectively hold space for inspiration and healing.

What if we let physical ecosystems drive business/management education toward more just and inclusive approaches?

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The 2023 RMLE Paint Rollers group shared a common desire to be engaged with purpose-driven business/management education—one that values societal contributions as well as the creation of wealth, makes learning transformational as well as transactional, and privileges sense-making as well as "cents-making". But the way we each approach reform varies. This subgroup was specifically interested in three of the identified Paint Roller issues:

- Fostering an inquisitive and entrepreneurial mindset by incorporating creativity, innovation and a willingness to engage with uncertainty.
- Using reflective practices to reveal implicit assumptions embedded in the curriculum, instructional modes and the participant engagement of students, faculty and community.
- Mutualizing the relationships between faculty, students, and community partners as co-researchers and collaborative learners.

Questions:

- *How do we reconnect and ground business/management education within communities-of-practice that intentionally include those traditionally marginalized?*
- *What does our practice look like under these circumstances?*
- *How do we gauge our success?*

Ideas:

How do we reconnect and ground business/management education within communities-of-practice that intentionally include those traditionally marginalized?

What is the current end goal of applied management learning for business students?
- Business theory and conceptual domain knowledge.
- Opportunity/innovation skills to conceptualize and start enterprises (entrepreneurship).
- Intrapreneurship skills to better manage/lead in existing companies.

We argue if we only provide instruction that addresses traditional business or management skills, but omit a detailed analysis of the overall context in which all types of businesses exist, we miss an opportunity to enhance the ability of learners to go out and truly be successful – in a whole way – rather than only in enhancing their individual well-being (of having a "good job", or making "a lot of money"). The same applies if we only rely upon the Teslas, Facebooks, and Googles as our "success" examples - we can squelch learning opportunities for students and perpetuate their sense that only those "big" entities are valuable enough to seek to learn from. Further, if students are not also aware of the systems that surround companies, particularly those initiated by BIPOC individuals – the physical and electronic neighborhoods, relevant history, zoning laws, government policies and regulations, the banking environment and more - we offer they lack the capacity to be successful in either business or management over the long haul (McArdle & de Koning, 2022).

What does our practice look like under these circumstances?

Our instructional mode would include place-based instruction that leverages the physical environments surrounding educational institutions, particularly those located in BIPOC communities. The intent would be to use the real-world laboratory of actual neighborhoods to identify planning and revitalization practices that can provide a meaningful

departure from neoliberal urbanism as well as expand students' notion of how nascent entrepreneurship and business ownership operate, even prior to subsequent gradual or accelerated growth (Pearsall, 2013).

How do we gauge our success?

We offer that projects and reflective works that evidence learners' integration of critical perspectives and conceptual frameworks that allow them to address future career situations as self-employed professionals and entrepreneurs is a worthwhile endeavor in and of itself (McArdle & de Koning, 2013). Our belief is that use of such place-based learning will also demonstrate the larger value of civic engagement and provide a sense of agency in addressing community challenges. The latter is something sorely lacking in current US society, where too many are engaged in a cycle of "what can I/one person do"? Our proposed discussion will focus on validated outcome data to indicate how, if students have opportunities to learn in these circumstances, it positively influences their sense of the ways the physical environment can make a difference in the survival and thriving of businesses AND communities, particularly places where BIPOC individuals reside.

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Use reflective practices to reveal implicit assumptions embedded in the curriculum.

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The concept of purpose-driven business education centers on the notion that business endeavors involve sense-making in addition to cents making—and therefore professional preparation requires both transformational as well as transactional learning.

We believe that reflective practice has great promise for driving transformation in teaching and learning and hope to encourage faculty members in business schools to engage in critical reflection on the implicit messages embedded within the topics they teach.

Building upon Mezirow's (1990) transformative learning theory and using the syllabus as a central object for higher levels of reflection, we aspire to equip individual business faculty with actionable steps that serve to provide practical insights in support of a higher purpose.

Questions

1. How might we empower individual instructors to drive transformation in teaching and learning in support of purpose-driven business education within their sphere of influence?
2. Who are we as educators? In relationship to the content we teach? In relationship with students? Who do we need to become?

Ideas

1. The concept of purpose-driven business education centers on the notion that business endeavors should extend beyond profit maximization, embracing a broader societal context.
2. Faculty, as catalysts of this transformation, are encouraged to embark on a reflective journey, questioning premises, and assumptions embedded within their courses.
3. Using a set of common expectations and best practices for a syllabus, we would like to offer a tool for individual faculty to apply higher levels of reflection into the language, habits of mind and worldviews implicit in their courses.

Concerns

1. The choice of how to design a syllabus comes with underlying assumptions, so we would need to unpack premise, content, process reflection on the syllabus design itself along with the components that relate to purpose-driven business education.

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Purpose-Driven Business Education: A Call to Action

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The 2023 RMLE Paint Rollers share a common desire: purpose-driven business education—one that values societal contributions as well as the creation of wealth, makes learning transformational as well as transactional, and privileges sense-making as well as cents making. But the way we each approach reform varies:
- Integrate the study of liberals with business
- Take a transdisciplinary rather than siloed, disciplinary approach
- Foster an entrepreneurial mindset by incorporating creativity and innovation
- Use reflective practices to reveal implicit assumptions embedded in the curriculum
- Recognize the benefits of international mobility among our students, and
- Equalize the relationship between faculty as researchers and community partners as subjects

Questions:
- *How do we synthesize our varying approaches?*
- *How do we act as agents of change?*
- *How do we gauge our success?*

Ideas:
Synthesizing our approaches through liberal learning
In their landmark work, Colby, Ehrlich, Sullivan, and Dolle (2011) define the purpose of "liberal learning": "to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means

to engage responsibly with the life of their times" (p. 60). Of the four dimensions of liberal learning, "Multiple Framing" and "the Reflective Exploration of Meaning" are essential to the ways we approach reform. Moving from disciplinary to transdisciplinary education, fostering an entrepreneurial mindset, revealing the implicit assumptions embedded in the curriculum, valuing the international mobility of our students and input from our community partners – all require deep reflection in order to take multiple points of view.

Acting as agents of change
In The Digital Transformation Roadmap, David Rogers (2023) reminds us that "transformation" is "iterative," "unending," "bottom up," and "starts small" (p. 265). Transformational leaders are authors, teachers, and servants, articulating a vision "in words, stories, symbols, and actions" and enabling "others to bring that vision to life" (p. 267). We can transform business education by starting small – with individual instructors, courses, or programs – and by working from bottom up – from students to faculty and staff to deans and presidents. No matter what our rank, we can give voice to purpose-driven education and empower others to help make that vision a reality.

Gauging our success
We could gather perceptual and behavioral measures of success from:

- Current Students: Analyze course evaluations; and assess the depth of student responses to reflective assignments.
- Faculty and Staff: Track the inclusion of creative thinking and reflection as objectives in syllabi; monitor participation in conferences and numbers of publications on creative thinking, reflection, liberal learning, or purpose-driven education.
- Recent Graduates: Survey alumni; take stock of the types of roles, companies, and industries graduates choose.
- Financial Supporters: Gather testimonials; monitor the number and size of contributions allocated to initiatives designed to transform business education.
- The Local Community: Get feedback from community partners on their experience working with us; track the number and assess the quality of purpose-driven projects, workshops, or events.

Concerns:
Synthesizing our approaches seems probable, serving as change agents seems possible, measuring our success seems the most daunting!

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Group "Ultrasound"

Examining the Tools, Techniques, Challenges, and Innovative Interventions Related to Increasing Student Learning and Retention in Today's Higher Education Institutions

Laura Dixon
Chelsea Gill
Sean Mitchell
Kate Power
Ryan Waters
Tony Wall

Fun Fact: In 1976 Ausonics commercialised the ultrasound scanner. Studying ultrasound from 1959 onwards, the Ultrasonics Research Section of the Commonwealth Acoustrics Laboratories Branch (later to become the Ultrasonic Institute) discovered a way to differentiate ultrasound echoes bouncing off soft tissue in the body and converting them to TV images. This discovery forever changed pre-natal care as it gave expecting parents a window to the foetus without x-ray exposure. Ultrasound technology is also used in the diagnoses of medical problems of the breast, abdomen, and reproductive organs.

See: https://www.australiangeographic.com.au/topics/history-culture/2010/06/australian-inventions-that-changed-the-world/

Title: Blocked Out: post-Covid, can intensive modes of teaching facilitate transition, aid retention, and improve attainment amongst increasingly diverse management students?

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As the Covid-19 pandemic recedes, there is little doubt that the landscape of management education has changed significantly. Disruption to education during Covid-19 was substantial, with challenges such as managing learning around other lockdown-related responsibilities, difficulties in the transition to online learning, insufficient access to appropriate workspaces, and instances of digital exclusion. Yet despite this, the shift to remote teaching was overall, nonetheless generally seen as having been successful, so that although the long-term impact of Covid-19 still remains uncertain, such shifts that the pandemic precipitated have opened up spaces and opportunities for curriculum innovation.

Anecdotal evidence, for example, shows that the accelerated adoption during the pandemic (and consequent retention post-Covid) of online elements of teaching and learning, has seen an upswing in digital literacy amongst students. Being able to function successfully within this intensely transformed learning environment necessitated the acquisition and continued development of digital skills, in ways that are directly transferable to a new business landscape that values hybridity. Online learning has therefore had the somewhat indirect effect of enhancing graduate employability.

Another key area of pandemic-era change was around the format of delivery, with a number of institutions adopting (in whole or part) more intensive or 'blocked' modes of teaching, whereby modules are taught in a condensed timeframe, usually over 3-6 weeks consecutively, rather than multiple modules being run concurrently, across an entire term or semester. The University of Melbourne (AUS) for example, adopted a blocked format for the entirety of its first-year undergraduate programmes, with the University of Suffolk (UK) adopting a similar approach, whilst a number of other universities, like De Montfort, Manchester Metropolitan and Bristol universities piloted block modes in smaller-scales and slightly differing formats. Initial research has shown that block-taught modules can help to improve attainment and retention (particularly amongst students from minority groups), create stronger, closer relationships between students themselves, as well as between students and staff, and enable students to establish a better study-life balance.

At the same time, block-teaching can present new challenges, including: a heavy workload for students, making it challenging to keep up with the pace; limited time for reflection which may affect students' ability to retain and fully comprehend the material in the long term; limited flexibility where students are struggling or require extra help; incompatibility with some learning styles; challenges around designing fair and effective assessments within a compressed timeframe; and navigating the impact on students with disabilities or those who require additional accommodations.

While block teaching can therefore seemingly offer impressive benefits, effective strategies for mitigating these downsides are needed. This raises the possibility of a number of different research avenues including:

1) How can technology be leveraged to maximise the benefits of block-teaching?
2) How can blocked modules be integrated within a traditional institutional framework?
3) How can assessments be designed specifically with intensive modes in mind?
4) Can blocked modules be used for transition into university and between years?
5) What extra support / institutional provision is needed to allow block-teaching to flourish?

Crafting a theory of servant leadership development

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Leadership is widely taught at business schools across the globe, yet leadership development remains an under-evidenced area (Day et al., 2021; Leroy et al., 2022). The stimulus for this QIC came from AMLE's call for papers for their special issue about leadership development. I welcome discussion with any scholars interested in this space.

The focus of this QIC is the realm of servant leadership, which is my research interest. Servant leadership is "an (1) other-oriented approach to leadership (2) manifested through one-on-one prioritizing of follower individual needs and interests, (3) and outward reorienting of their concern for self towards concern for others within the organization and the larger community" (Eva et al., 2019). Its' foundation of compassionate love, coupled with virtuous traits such as humility, forgiveness, gratitude, altruism, and servant leadership behaviours including stewardship, empowerment, and authenticity (van Dierendonck & Patterson, 2015) may seem unnatural for some leaders who display other styles of leadership. How do we teach that to our students or via executive education?! While empirical research attests to the positive impact servant leadership has on organizational, team and individual level outcomes (Eva et al., 2019), there is minimal leadership development theory to inform our practice.

One recent model of Servant Leadership Oriented-Leader Development (SLO-LD) focuses on follower development as a means of leadership development (Bragger et al., 2023). It integrates the Center for Creative Leadership's (CCL) Assessment, Challenge, and Support (ACS) model of Leadership Development into the SL domain, yet requires further investigation. Wallace, Torres and Zaccaro (2021) proposed classification scheme of 'leader and leadership development learning outcomes' (see diagram below) emphasises the importance of capturing various longitudinal measures from an individual and collective perspective and provides more value for potential research designs.
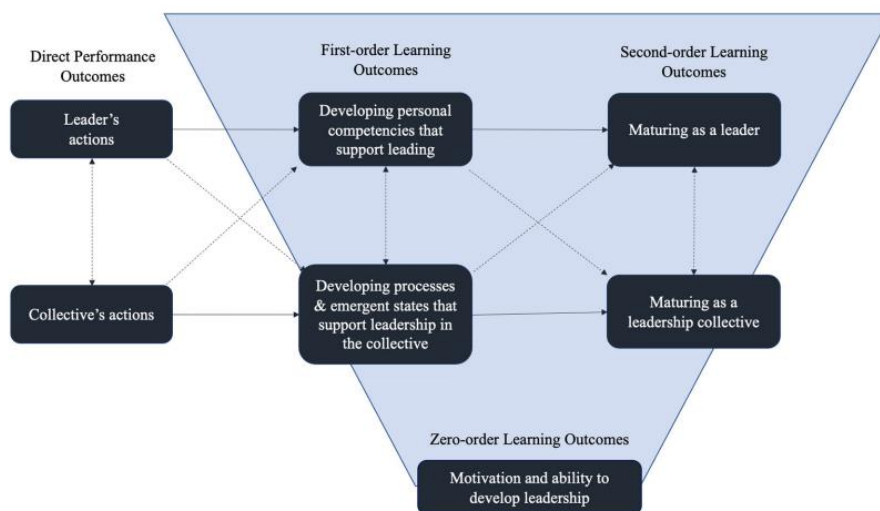
QICs
- How do we as management educators, evidence the effectiveness of our leadership programs and the various leadership theories taught? Do we know whether our graduates adopting various leadership styles have different impact/outcomes?
- What theories from education / management learning may be useful to explore the development of servant leadership identity/behaviours?
- What longitudinal research designs might help capture a developmental perspective of servant leadership behaviours/characteristics (considering both the individual and collective; as well as behavioural, cognitive, affective and motivational outcomes)?

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Comic Book Case Studies: Visual Storytelling in Management Education

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Case studies are a mainstay in modern management education, and case-based learning is generally regarded as an effective method of contextualising management concepts into real-world examples. I am interested in improving student comprehension by enhancing traditional text-based management education case studies with visual storytelling techniques in other words – **comic case studies.**

As a learning designer in a business school, I come across a wide variety of cases used in management education. Cases can take many forms, from humble one-page text resources to interactive multimedia simulations Some draw inspiration from true events, and others are entirely fictionalised. Some of these are of a very high-calibre, and some leave a lot to be desired. However, at their core, cases share a common trait: they are a story.

I wish to enquire into the narrative elements of case-based teaching, and their pedagogical benefits in management education. What role do character-, plot- and world-building play in student comprehension? What is the benefit of using a case with audio-visual elements instead of a text-only resource?

I believe that the use of comics in case-based management education may benefit further enquiry. Comics have been used in educational settings in a growing capacity over the last fifty years, and comics pedagogy is now well established. Once regarded as a quotidian art form, comics or "sequential art" have found new significance and application in a variety of fields. From aircraft safety cards, manga Shakespeare, to econ-comics the use of comics as an instructional tool has well and truly taken off. means of instruction quickly and simply communicating complex ideas is an enormous but still growing field growing field. Recently, some research has been published into comics as effective teaching tools in management education. Sari (2018) considered how comics can be used as an "Alternative Learning Media for Introductory Accounting Course", and Da Silva et al investigated the use of comics as an active teaching strategy in learning of students in a management undergraduate program". But from my preliminary searching, it seems that using comics in case-based learning is an area with potential for exploration.

One aspect that is of particular interest in this field is the potential for comics to help communicate concepts to culturally and linguistically diverse student cohorts. In my own professional context, a large number of our management students speak English as a second language, and many instructors remark on the difficulties this can pose in communicating difficult and nuanced concepts and ideas in management.

I believe that a management comics pedagogy using case-based learning to be a field ripe for enquiry, and can inform teaching innovations that can improve management education.

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Researching the Shared Repertoires of Ethical Business Communication

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I would like to propose a discussion exploring how business students can be supported to learn the real-world "shared repertoires" (Wenger, 1998) of ethical business communication, such as by conducting primary research with different types of organisation (e.g., for-profit, not-for-profit, government agencies) reflecting different industries or sectors (e.g., IT, human services, the arts, etc.).

When surveyed, employers routinely identify "communication skills" as one of the most important graduate attributes. However, employer and teaching faculty understandings of what "communication skills" mean are not always sufficiently well-aligned (Coffelt et al., 2019). Moreover, communication skills that are valued in for-profit organisations do not always translate well into not-for-profit organisations or government agencies, and vice versa.

To be helpful for students, and meaningful for employers, business communication instruction should not only address the needs of both parties but also reflect the nuances of ethical business communication in "real-world" and give students opportunities to practice ethical business communication in both the classroom and assessment tasks.

To this end, I have recently included a group assessment task in a redesigned undergraduate business communication course, requiring students (working in small groups) to conduct their own primary research to identify the "shared repertoire" of a specific organisation, focusing on that organisation's approach to ethical communication. Student groups were required to:
- adhere to the university's human research ethics protocols, including securing both gatekeeper and participant consent.
- recruit and interview industry partners about the organisation's approach to ethical communication.
- collect sample (internal and/or external) documents from the industry partner.
- develop and deliver an "onboarding session for new staff" (classmates) about how to communicate ethically when working with their partner organisation, using sample document(s) to illustrate how that organisation actually practices ethical communication.

For the most part, students responded positively to this authentic assessment task, and I saw several benefits flowing to them. First, this task helped them understand the "real-world" application of ethical communication principles. Second, it gave them opportunities both for primary research (particularly relevant to those planning to complete graduate studies) and for collaboration and networking (important business communication "skills"). Third, the selection of different organisations by different groups gave students an opportunity to compare and contrast ethical communication practices across different organisation types and sectors. Fourth, it fostered social relationships within the class. Drawbacks included issues that are common in group assessment tasks, including some free-riding, poor time management, and avoidance of working in multicultural teams.

As a critical discourse analyst with a commitment to the Principles of Responsible Management Education (PRME), I am keen to collaborate with other educators and researchers around
- developing students' understandings of ethical business communication principles,
- comparing ethical communication cross-culturally and in different types of organisation and sector, and
- equipping students to understand and practice "real world" ethical communication repertoires.

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Real-Time Situational Responses for Authentic Managerial Assessment

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My greatest interest in providing higher education is developing authentic assessment to engage and prepare learners for the realities of professional careers and develop in them the soft skills necessary to adapt and excel in their continuous learning journey.

While most assessments I see fall under reports, presentations, and reflections – all authentic to some extent – I notice a distinct lack of assessment aimed at real-time situational responses. By this I mean assessment in which learners are asked to listen to another person's information or issues, evaluate the situational stimuli, act critically and ethically to resolve the issue or accomplish the task at hand, and continuously reflect on the situation and their own actions as the encounter's cycle progresses.

I would argue this example of real-time interaction is a more common occurrence in all professions, not just managerial, than presenting uninterrupted to an audience with a slideshow, which has become the default tool for developing in learners the confidence to speak and act amongst peers but does not at all prepare them for the daunting realities of a two-sided conversation, let alone debate or argument.

Even the viva voce assessment, gaining in some popularity due to the rising concern regarding generative A.I., tends to revert to a basic assessment of recall and understanding to ensure learners can further explain the information they've just presented.

I'm interested to see more assessment that provides learners the opportunity to respond to situations in real-time, applying their knowledge of management principles to demonstrate that they can manage people and work-place scenarios effectively and ethically. A few examples of these activities are role-play scenarios, running a service design workshop, or simply adapting existing presentations to include a viva voce element that introduces new information and requires the learner to adapt their solution to accommodate it.

I'm interested to see management courses developing the skills in learners to allow them to listen, evaluate, act, and reflect in real-time, and so better prepare them for management in their professional and personal lives.

I'm interested to see research in this area so we can better understand and improve our impact on developing the soft skills required of management and preparing learners for the innumerable situations they will face in their career and continuous learning journey.

Everything Everywhere All At Once: an *antithetical* experiment?

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In 2022, the movie "*Everything Everywhere All At Once*" (*EEAAO*) received critical acclaim, and became known for using (apparent) chaos as an evocative and provocative device to inculcate an immersive and unpredictable experience. Artistic direction flipped from scene to scene without clear or explicit narrative (or scaffold in learning design terms). Paradoxically, some were gripped by – what seemed like – the evolving storyline. Others were frustrated by the absurdist rendering of disconnected stories leading to overwhelm of randomness. Whilst an immediate analogous interpretation of *EEAAO* is the need *for* pedagogic scaffolding, it is also – paradoxically – a potential case for a possible *antithesis* of scaffolding. As such, it provides a contemporary case in point of the possibility that even with an absurdist educational philosophy, learners can make their own sense within disorganised and chaotic settings (Wall, 2016). This QIC is therefore a curious thought experiment around the value of an *EEAAO*-inspired educational philosophy in contemporary, neo-liberal management education where scaffolds to enhance and provide an 'excellent' experience are highly prized.

This QIC is important and significant because contemporary management education still struggles to address the complexities and uncertainties of sustainability; *EEAAO* can be analogous to 17 Sustainable Development Goals and their constituent 169 targets (Leal Filho et al, 2022). Conceptually, *EEAAO* follows Søren Kierkegaard's (de silentio, 1843) exposition that the absurd steps in when reflection fails: "It is, as may quite easily be seen, that I, a rational being, must act in a case where my reason, my powers of reflection, tell me… you cannot act and yet here is where I have to act... I must act, but reflection has closed the road so I take one of the possibilities and say: This is what I do, I cannot do otherwise because I am brought to a standstill by my powers of reflection" (Dru, 1938, np).

To make this concrete and explore the consequences of such *EEAAO*-inspired pedagogy, this QIC describes and explores an immersive experience with learners around 'futuring' (the pragmatic dealing with the future in the now) (Minkkinen et al, 2019) in large lecture theatre spaces (between 100-150 learners). The experience started with minimal context setting, no theory, and predictive clapping to highlight the fallacy of human prediction – and proceeded through erratic, emergent scenarios where groups of learners have to make 'leaps of faith' (de silentio, 1843) to *just act*. Despite the chaos evoked, evaluation of the immersive experience (n=310) indicates that students report an increase in 6 of the 7 indicators of behaviour change (van Valkengoed & Steg, 2019). I am curious to explore the boundary conditions of such provocative learning designs in the context of a neoliberal management education, for example, the affordances of topic, facilitator, and space.

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Group "Didjeridu"

Indigenising and Diversifying Organizations: Exploring the Challenges and Opportunities of Decolonization and Embedding Care within Management Learning and Education

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Samantha (Sam) Cooms
Amy Kenworthy
Harsha Sarvaiya
Helen Taylor
Mariel U'Ren

Fun Fact: The didjeridu has many names and has potentially been in use by the Indigenous Australians of the northern part of the continent for tens of thousands of years, but it can only be reliably dated back to around 1,500 years ago. The wind instrument is made of a piece of wood, hollowed out by termites. The wood is carefully shaped. The tongue, cheeks, vocal cords and lungs are all skilfully used to produce a hypnotic and quite beautiful sound.

See: https://www.cnet.com/pictures/best-aussie-inventions-of-all-time/2/

Indigenising a Commerce Course:
Challenges and Opportunities for Non-Indigenous Educators

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Power imbalance between Indigenous and non-Indigenous created through colonisation has led academics to engage in intellectual decolonisation (Woods et al., 2022). Universities Australia call for staff and students to hold cultural competencies which encompasses:

> *"...an understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples"* (Universities Australia, 2011, p. 3).

This cultural competency work has started to be embedded in humanities, health, leadership, entrepreneurship, and creative studies; however, there is minimal discussion on Indigenising the curriculum in commerce-finance degrees which prepares students to take on management roles (Bennett et al., 2016; Williamson & Dalal, 2007). It is not yet known if the Indigenising of the curriculum is a particular challenge for commerce courses because the origins of commerce lie in colonial assumptions (Andrews, 1914).

Introductory Indigenous perspectives are not comprehensively taught at the start of a commerce student's university studies. Rather Western ways of knowing are reinforced. Most commerce students have not had an opportunity to consciously deconstruct their own cultural situatedness, let alone be aware of the complexities of cross-cultural sensitivities to be ready and open to "bridge the divide between different knowledge systems" (Williamson & Dalal, 2007, p. 55). It is not known if these students have engaged in self-reflection enabling them to hold an epistemic humility to engage in dialogue which challenges mainstream commerce theory as it applies to Indigenous experiences (Marshall, 1997).

The question asked is what are the challenges of Indigenising the business school curricula for commerce students? And what is the role of non-Indigenous educators in this space? Here there is a concern that nothing may done, because people 'do not want to offend.' Aligned with this concern is there is no baseline of what knowledge staff and students have on Indigenous ways of knowing, being, and doing; and to commence this work requires time and resources when university budgets are strained and people are time poor.

In terms of ideas, there is much that can be done such as experiential learning which includes learning on country, reflective practice, case study analysis, and inviting Elders into the classroom. However, questions still arise regarding how to approach Indigenous Knowledge with commerce students because the nature of Indigenising curriculum challenges Western finance logic. Some of this behaviour was evident when introducing Indigenous perspectives to commerce students and observing them initially snickering at an acknowledgment of country as well as a suggested course improvement: "No Indigenous stuff."

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Taking Care of Each Other:
It's Time We "Walk the Talk" of Recognising and Supporting Students who are Neurodivergent

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My name is Imogen Clarence. I am a proud Kamilaroi Woman from Goondiwindi and Toomelah. I moved to the Gold Coast to study at Bond University, completing my degree in December 2023 and graduating in February of 2024 with a Bachelor of Business/Bachelor of Social Science Psychology and Counselling Interventions. I am excited to continue my studies, inspired by the research interests I share with you below, as I embark upon graduate research.

My dream career is to be an art therapist who specialises in ASD and ADHD. I believe this work is both desperately needed and has the potential to be incredibly powerful as an approach for use within management education settings. To help contextualise my research interests, I have both ASD and ADHD, each comes with co-occurring conditions. However, while my mum (a behavioural specialist and counsellor) picked up on it when I was very young, many doctors did not believe her, and I went undiagnosed until I was 17.

Background and my Questions, Ideas and Concerns
My lived experience has brought me here, fuelling my curiosity and passion for wanting to explore the following interests. One of the major issues in this area is the fact that the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) is structured around male symptoms and presentations; we also know that females are commonly misdiagnosed or have co-occurring conditions that obscure the identification of ASD and ADHD for them. Some of the challenges of living with ASD and ADHD contribute to the increased risk of depression, anxiety, OCD, eating disorders, and suicide. Each of these significantly impact young women in their abilities to not only engage, but also thrive, within higher educational and professional environments. Specifically, women who have both ASD and ADHD have impaired relationship dynamics which impact their ability to learn, socialise and fully participate as an integrated member of our management education classrooms and their full experience at university. This isolation will inevitably impact them as they transition into a professional career. And yet we are doing so little in this space. Why? What more can we do? Our students are suffering, their educational experiences are being compromised and we are looking away. And everyone reading this QIC is in management education… we should be at the forefront of developing support systems for not only our students, but people in organisations across all industry sectors.

I can tell you from my personal experience, it was a very isolating and jarring first year at university. I was lost, confused and did not feel supported or connected. There is so much we could, and should, be doing to support students who are neurodivergent. I would like to talk about that here with you.

Statistics supporting the importance of this research:
- Autistic adults with no learning disability are 9 times more likely to die by suicide.
- 80% of adults and 70% of children with ASD will experience mental health difficulty, 40% will have at least two.
- ASD people make up 1% of the population but 11% of suicide rates (assumed to be higher due to the number of women that go undiagnosed).
- Suicide attempt rates: Just ASD; 1 in 20 men, 1 in 13 women. ASD and ADHD (but no intellectual disability); 1 in 11 men, 1 in 5 women.
- The average life expectancy for ASD is 38 years, while data is limited on the gender impact and having ADHD as well, the life expectancy for females with both ASD and ADHD is expected to be much lower due to the statistics of suicide and suicide attempts among this group.

I look forward to exploring these topics with you at the RMLE Unconference at Bond this year.

Decolonising Equality, Diversity, and Inclusion:
Embracing Indigenous Perspectives for Inclusive and Sustainable Organizational Practices

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This paper explores the potential of decolonising Equality, Diversity, and Inclusion (EDI) practices by integrating Indigenous ways of knowing, being, and doing within organizational contexts. By applying Indigenous perspectives, studies or knowledges organizations can create more inclusive and sustainable approaches that prioritize interconnectedness, reciprocity, and respect for all entities (Cooms, 2023; Graham, 1999).

Within a decolonised framework of EDI, practices are reframed to encompass not only human diversity but also the inclusion of all entities within and beyond the organization (Gainsford & Evans, 2017; Martin, 2003). This approach fosters a deeper sense of interconnectedness and mutual respect among diverse stakeholders, including employees, communities, and the environment (Kwaymullina, 2005). By recognising the intrinsic value of all entities, organizations can create environments where diversity is celebrated and sustainable practices are prioritised for the well-being of all (Cooms, 2023; Graham, 1999).

Applying Indigenous ways of knowing, being, and doing extends beyond internal dynamics to encompass relationships with external stakeholders, such as clients, customers, and ecosystems. Organizations embracing Indigenous perspectives aim to build authentic and collaborative partnerships based on trust, reciprocity, and shared values (Eva et al., 2023). By honouring Indigenous knowledge systems and practices, organizations can cultivate long-term relationships contributing to both EDI goals and sustainable practices, benefiting present and future generations.

In summary, decolonising EDI practices and integrating Indigenous ways of knowing, being, and doing offer a promising pathway for creating inclusive and sustainable organizational cultures. By embracing Indigenous perspectives and values, organizations can create environments where diversity is celebrated, relationships are nurtured, and sustainable practices are integrated into all aspects of decision-making and operations.

Questions, Interests, and Concerns:

- How can organizations effectively integrate Indigenous ways of knowing, being, and doing into their EDI initiatives to ensure inclusivity of all entities, including non-human stakeholders?

- What strategies can organizations employ to overcome potential barriers or resistance to decolonising EDI practices and embracing Indigenous perspectives?

- Are there specific examples or case studies where organizations have successfully applied Indigenous ways of knowing, being, and doing to drive inclusive and sustainable practices?

- How can leaders and managers effectively communicate the importance of decolonising EDI and embracing Indigenous perspectives as a guiding framework for organizational culture and decision-making?

- What role can research and education play in promoting awareness and understanding of Indigenous knowledge systems and practices as transformative approaches to EDI and sustainability within organizational contexts?

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Micro-Expressions of Care: Building an Ethic of Care Within Academia

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Our current neoliberal environment in higher education has been described as 'stressful' and 'toxic' (Jarden and Jarden, 2023: p.95), through its 'surveillance and audit' culture (Black, 2023: p.121), resulting in 'damage, harm, toxicity' (Brunker and Gibson, p.154) as well as frequent burnout on the part of academics (Watts, 2023). In response, academics from all over the world are calling for a detoxification of higher education institutions (Binder, 2023). As Lemon (2023a) so eloquently summarizes in a preface to her edited book on wellbeing and self-care in academia, 'It is not uncommon to hear about burnout, stress, anxiety, pressures with workload, having too many balls in the air, toxic cultures, increasing demands, isolation and feeling distressed… The reality is that universities are stressful places" (p.xvi).

We are interested in exploring enactments of care in academics settings, at the organizational, interpersonal and self-care levels. This is in response to our own experiences, coupled with the calls for reformation from other academics around the world, to engage in exploration and action regarding the ways in which we can enact care, for self and other, in institutions of higher education (Lemon, 2023a). To achieve this aim, we contextualize our work with definitions from the extant literature. Organizational care has been defined as a 'deep structure of values and organizing principles centred on fulfilling employees' needs, promoting employees' best interests, and valuing employees' contributions (McAllister and Bigley, 2002: p.895). In terms of self-care, Lemon (2023b) defines it as a complex process, with a relational foundation, enacted through "proactive action to support your wellbeing" (p.1). It requires a systems approach through which psychological safety is created and nurtured via the successful interconnection of university administrators, academics, students, and community members (Lemon, 2023b).

Drawing upon the above, our assertion is that a cultivation of expressions of care, which we define as manifestations of empathy, kindness and relationality, has become not just a desirable aspiration but an imperative in the higher education sector (Kintsugi Collective, 2022). We are interested in exploring business school organisational members' reflections on the differences, if any, between micro expressions of care (which we define as small acts of empathy, kindness and relationality at the interpersonal- and individual-level) and macro expressions of care (which we define as systematic acts of empathy, kindness and relationality at the strategic- or organisation-level) (Parola, Spiess-Knafl, & Thaler, 2022).

One approach to examining interventions in the care and wellbeing area is through a lens of positivity and expressions of 'creativity, making and movement' (Lemon, 2023b, p.1). Acts of wellness-oriented self-care take place in varying forms. Examples of creative practice as a way to interrupt damaging environments and encourage self-care include creating visual representations and images as a form of activism and therapy (Selkrig, 2023), taking and sharing photographs that represent moments of reflection and self-care (Brunker and Gibson, 2023) and rearranging of a personal collection of stones as a morning ritual (Binder, 2023). Examples of relationship-inspired self-care include reflection and sharing through holistic and transformative community-based workshops on activities like poetry (Hoyser, 2023), nurturing physical feminism through regular shared running practice (i.e,. training on a marathon route) (Tarabochia, Brugar, Ward, 2023), and knitting in small groups with others (McDonough and Lemon, 2023). Examples of movement-inspired self-care, connecting our mind and body together, as well as creating space for social interaction and connection, include exercise and purposive physical movement like cycling (Crane, 2023), walking paired with reading and journal writing (Watts, 2023), and connecting with your 'whole body' through culturally-inspired dance and rhythmic movement as in the Māori haka (Wilson, 2023). We hope to explore these and other manifestations of care, and their associated outcomes, with other participants at the RMLE Unconference.

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From precarity to permanence – navigating social justice values in management education as an early career academic

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Membership in the academy in 2024 continues to present challenges that hold collegiality, social justice and personal security in constantly shifting tension. Teaching and researching management calls for care from those determined to contribute critical and reflexive approaches in business schools often practiced in individualist, capitalist frameworks, models and case studies for our students. Managing these tensions is a well-established challenge that has been thoughtfully articulated through important work from valued colleagues (Dar et al., 2020; Grimes, 2001; Nkomo, 1992; M. Parker, 2021; P. S. Parker & Grimes, 2009; Rumens, 2016; Swan, 2017). It is clear that our way forward holds great possibilities, but we are well aware of the barriers, exclusions and possible violences we will face in our pursuit of an anti-racist, anti-capitalist, feminist future for the academy.

Encouraged by the work of published colleagues as well as the dedication of activists, practitioners and other educators, this QIC frames my personal position as an early career researcher and teacher having recently transitioned from precarious employment in the higher education sector to continuing employment in a lecturer role. My role and responsibilities allow for new possibilities in my approach to management education. Within the structures of subject delivery set by my university, I am now able to move from intersectional feminist teaching practices undertaken as a casual academic tutor into introducing critical and reflexive approaches to subjects I have inherited as part of my workload. These possibilities are compelling, and motivate new levels of engagement with and understanding of management education.

However, the tension persists. Alongside greater opportunity to lead the direction of my teaching through subject delivery and re-development comes a continued awareness of a new type of precarity – the early career teacher and researcher. Both my university and the discipline more broadly set out structures and expectations requiring my attention. I recognise both formal and informal prompts towards a particular direction for HRM/IR and management teaching that hint at and reveal ways in which the structure of the academy limits and tempers more radical approaches. I will undertake a unit of study designed to educate me on teaching approaches suitable for higher education and be allocated a teaching and learning mentor by my university.

Precarious academics and early career academics have often spent a number of years navigating their workplaces, and are practiced at identifying allies, co-conspirators and mentors amongst their colleagues. My QIC seeks to draw from the depth of organizational knowledge that will be present in the room at RMLE 2024 and asks others to reflect on approaches an early career academic might take to further their social justice-oriented values in the Business School. Understanding when and how to prioritise students, to adhere to requirements of our roles and responsibilities and to speak up seem to be an important and inevitable part of learning the way. With this QIC I hope to prompt reflection, insight, support and encouragement, and hope others will find the discussion helpful and motivating in their own ways.

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The Aftermath of the Indigenous Australian Voice Referendum: The Perception and Potential Impact of Higher Education Practitioners on Australian Culture

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In the aftermath of the failed 2023 referendum, Indigenous politics in Australia finds itself at a critical juncture, marked by a potent mix of frustration, resilience, and determination. The rejection of the referendum has stirred deep-seated emotions within Indigenous communities, highlighting the ongoing struggle for recognition, rights, and reconciliation. Despite the setback, Indigenous leaders and activists continue in their efforts to address systemic injustices and push for the necessary, meaningful change, which will benefit Indigenous and non-Indigenous Australians (and politicians) alike (Cox, 2023). Grassroots movements and advocacy groups continue to mobilize, amplifying Indigenous voices and pushing for greater autonomy, self-determination, and cultural preservation. As the nation grapples with its colonial past and present, the conversation around Indigenous rights and representation persists, signaling a renewed commitment to forging a more inclusive and equitable future for all Australians (Morris, 2023; Gillan, Mellor, and Krakouer, 2017).

There is no doubt that the lead-up to the Indigenous Voice Referendum in Australia last October was a time of political and social turbulence across the country. There were marches, protests, and speeches. There were influential, opposing campaigns endorsed by media moguls, politicians, artists, activists, and businesspeople. Even as a university student in the United States – a young Australian watching and engaging from afar – I felt the dividing ripples of the Yes versus No Vote debate (Evans and Grattan, 2024). My friends in Australian universities described an overwhelming feeling of purpose and solidarity, as well as disconnection and apathy, amongst different groups of their peers – a phenomenon that could be observed across the country (Lambert, et al., 2024). These feelings only intensified after the result of the referendum was announced.

As a higher education research student, these conversations piqued my curiosity about the perceptions of Australian culture among higher education practitioners, particularly in the field of management education, and given the deeply embedded and pervasive nature of colonization and institutional whiteness in the Academy (Jones, Stanton, and Rose, 2024).

- How do they understand the role of the educator in shaping culture?
- How were their opinions of this culture affected by the outcome of the referendum?
- In what ways do their perceptions influence their teaching?

This last question speaks to the implications of the influence of professors on the minds of future leaders in Australian business, law, and other sectors, all of which had an impact during the lead-up to the referendum, and all of which could be influential in bringing dialogue about Indigenous Australian socio-political impact in the future. I look forward to discussing these questions and implications with faculty who are either in this position or interested in these questions of perspective, positionality, and influence as related to Indigenous voice in education.

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RESEARCH IN MANAGEMENT LEARNING & EDUCATION
unConference

## RMLE Unconference (Un)schedule - Thursday, June 13, 2024

TIME	ACTIVITIES	LOCATION
8:30 – 9:00am	Event sign-in, meet and greet and refreshments in the Bond University Club room (Building 6 on the map, third floor). There will be signage around campus helping direct you to the Unconference space.	Registration will be on the 3rd floor of Building 6 just outside of the University Club.
9:00 – 9:15am	Welcome to Bond University and the 2024 RMLE Unconference: Bond Business School Dean, Terry O'Neill, and RMLE Executive Team members, Amy Kenworthy & George Hrivnak	University Club
9:15 – 11:00am	Group Discussions: Session 1	Discussion spaces (break out rooms and open spaces)
11:00 – 11:15am	Morning Tea Refreshments Available	University Club
11:15am – 12:00pm	Idea Sharing: Record and Review of Session 1	University Club
12:00 – 1:45pm	Working Lunch in Discussion Groups: Session 2	University Club
1:45 – 2:15pm	Idea Sharing: Record and Review of Session 2	University Club
2:15 – 4:00pm	Group Discussions: Session 3 (afternoon tea refreshments available at 3:45pm)	Discussion spaces
4:00 – 4:45pm	Private Indigenous Artwork Tour	Tour begins and ends at the University Club
4:45 – 5:15pm	'Welcome to Country" by Bond University Elder, Uncle John	University Club
5:15 – 6:00pm	Board private bus at approximately 5:15pm for transport to Jellurgal area (aka., Burleigh Headland) with Uncle John. Weather permitting, we will go to the headland area to briefly look at the culturally significant area Uncle John has shared with us. If weather is poor, we will go directly to dinner.	We have organised transportation to the Jellurgal/headland & restaurant area from the university.
6:00 – 9:00pm	Working dinner for all participants (Unconference Group Discussion, Session 4) to be held at Rick Shores restaurant (Goodwin Terrace, Burleigh Heads, QLD). See: www.rickshores.com.au	You will need to secure transport back to your accommodation after dinner.

RMLE Unconference (Un)schedule

Friday, June 14, 2024

TIME	ACTIVITIES	LOCATION
8:30 – 8:45am	Excitement Resurgence & Tea/Coffee refreshments	University Club
8:45 – 9:00am	Welcome to Day 2: Let's Jump Back In!	University Club
9:00 – 11:00am	Unconference Group Discussion: Session 5 Time to Refine Ideas and Create Action Plans	Discussion spaces
11:00-11:15	Morning Tea Refreshments Available	University Club
11:15 – 12:15pm	Idea Sharing: Record and Review of Session 5 and Action Plan Begin Emergence	University Club
12:30 – 1:45pm	Lunch is served and conversations continue	University Club
1:45-2:30pm	Final Sharing of Ideas, Action Plans, and Overall Impressions: Wrapping Up Our Time Together	University Club

A special "thank you" to our ongoing partner organizations, the *Journal of Management Education*, *Management Learning*, and to the *Academy of Management Learning and Education* team as well as our host organisation, Bond University, and to all of you. What a wonderful event this will be!
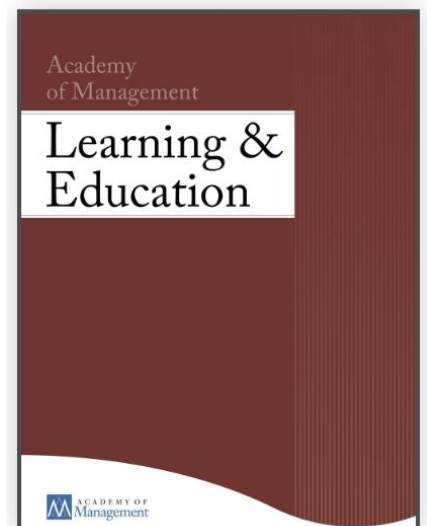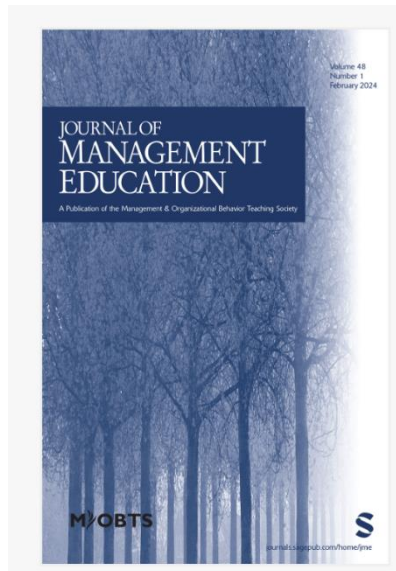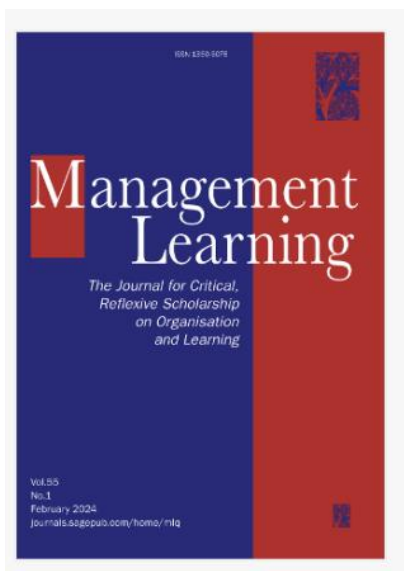
RMLE Unconference:
- Note that visitor parking is in the dark blue areas. The closest to Bldg. 6 are PG9 & PG10, but PG2, PG4, and RRPG7 usually have the most space.
- The easiest location to get dropped off is the circle (RD).
- Registration is at the University Club in Bldg. 6.

Legend:
- Ring Road Parking General
- Parking General (PG)
- Parking Restricted (PR)
- Parking Restricted (PR2)
- Loading Docks (LD)
- DP Disability Parking
- M Motorcycle Parking
- 3 hour parking
- RD Rideshare / Dropoff

BOND UNIVERSITY

No.	Building / Location	Level
1	**Arch Building**	
	Chancellery Offices and Meeting Rooms	Level 6
	Loggia and Council Meeting Room	Level 6
1a	**Faculty of Society & Design**	
	Alumni and Development Office	Level 1
	Film and Television Offices	Level 2
	Interdisciplinary Centre for the Artificial Mind (iCAM)	Level 1
	Creative Hub	Level 2
	Balnaves Foundation Multimedia Learning Centre	Level 2
	Society & Design Students' Association Office	Level 1
1b	Bond FinTech Hub	Level 1
	Computer Labs	Level 1
	Journalism Newsroom	Level 1
	John and Alison Kearney Main Library	Level 2
	Library and Computing Service Desk	Level 2
	Student Assist	Level 2
	Papyrus Café	Level 2
	University Print Shop	Level 2
1c	Information Technology Services	Level 2
	Office of Learning and Teaching	Level 3
	Library Services	Level 4
	Research Services	Level 4
2	**Bond Business School**	
	Administration	Level 2
	Business Students' Association	Level 2
	Bond Business School Reception	Level 3
	Bond Business Commercialisation Centre	Level 3
	Transformer	Level 3
3	**Society & Design Precinct**	
3a	Centre for Data Analytics	
3b	Abedian School of Architecture	
3c	Architecture Workshops and Robotics Laboratory	
3d	Architecture Workshops and Fabrication Laboratory	
4	**Faculty of Law**	
	John and Alison Kearney Law Library	Level 2
4a	Faculty of Law Reception	Level 1
	Law Students' Association Office	Level 1
	Legal Skills Centre	Level 2
	Moot Courts	Level 3
4b	Psychology Clinic	Level 1
	Finance and Payroll	Level 3
	Human Resources	Level 3
	Workplace Health and Safety	Level 3
5	**Faculty of Health Sciences & Medicine**	
	Faculty Reception	Level 1
	Anatomy and Science Laboratories	Level 2
	Gregor Heiner Lecture Theatre	Level 3
	Atrium	Level 3
	Pulse Cafe	Level 3
	Teaching Rooms	Level 3
	Health Sciences and Medicine Students' Association Office	Level 4
	Institute of Evidence-Based Healthcare	Level 4
6	**University Centre**	
	Bond Express	Level 1
	Lakeside Restaurant and Bar	Level 1
	Office of Future Students	Level 1
	Bond University Student Association Office	Level 2
	eSports Hub	Level 2
	Film and Television Studios	Level 2
	ITS Procurement	Level 2
	Theatres 2, 3 and 4	Levels 2, 3
	Teaching Rooms	Levels 2, 3, 4
	Basil Sellers Theatre	Level 3
	Princeton Room	Level 3
	The Cecil and Ida Green University Club and Restaurant	Level 3
6a	Bond Student Deck and Muslim Student Room	Level 1
7	**South Tower Student Accommodation**	
	Office of Marketing	Level 1
8	**North Tower Student Accommodation**	
	Nyombil Indigenous Support Centre	Level 1
9	**Student Centre**	
	Career Development Centre	Level 1
	Cashier	Level 1
	Office of Admissions	Level 1
	Student Business Centre	Level 1
	Academic Skills Centre	Level 1
	Staff and Student Medical Clinic and Disability Support Office	Level 1
	Swimming Hall of Fame	Level 2
	Bond University College	Level 2
	Bond University Sport	Level 2
10	**Recreation Centre**	
	Campus Safety and Security	Level 1
	Campus Life and Events Centre	Level 1
	Don's Tavern	Level 1
	Mail Room	Level 1
	Residential Tutoring Services	Level 1
	Student Housing	Level 1
	Student Systems and Data	Level 1
	Sports Hall	Level 2
11	The Halls Student Accommodation	
12	The Halls Student Accommodation	
13	Office of Facilities Management	
14	Bond Rugby	
15	AFL Clubhouse - Change rooms	
16	The Fabian Fay Clubhouse	
16a	Somerset Boathouse	
17	ADCO Amphitheatre and Alumni Court	
18	Sports Centre and Aquatic Centre	
19	Bond Institute of Health and Sport	
20	Bond University Clinical Education and Research Centre	
21	Bond Newsroom	
22	Faculty of Society & Design Loan Store and IT Procurement Store	