Call for contributions

7th Responsible Management Education Research Conference

The promise of digitalization and artificial intelligence: Implications for responsible management education and moving forward with the SDGs

Chur, Switzerland; 18th – 21st October 2020

As part of our university's commitment to champion responsible management and the United Nations' Agenda 2030, we are pleased to invite the members of the global PRME community to join us this year in the beautiful alpine landscape of Switzerland for the RME Research Conference 2020.

We invite contributions from a wide range of disciplinary traditions that explore responsible management issues from both conceptual and practical perspectives, and we encourage contributions, which are multi-disciplinary and cross-disciplinary in nature. We welcome contributions that can be of a conceptual, qualitative or quantitative nature.

Contributions to the conference, i.e. to its streams, can be submitted in the form of abstracts (up to 200 words), extended abstracts (up to 1,000 words), working papers (research-in-progress) (up to 2,500 words) or full papers (up to 6,000 words, excluding references).

The conference will feature an AMLE Paper Development Workshop (PDW). This PDW provides a space for members of the RME community to receive feedback on their research-in-progress pieces and to further develop them for possible submission to AMLE or other relevant outlets. PDW places will be limited and competitive; those submitting *working papers* who wish to be considered for inclusion in the PDW should indicate this during the submission process.

The submissions window opens on 1st May 2020. The link will be available on the conference website on this date (www.fhgr.ch/rmerc-2020). To be accepted, contributions must be submitted only through this website. All submissions must be in English. Each accepted contribution must be accompanied by at least one full conference registration at the speaker rate. The submission deadline is 31st May 2020.

We encourage contributions, which address the following topical streams:

Stream 1: Alleviate poverty and hunger

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- How can companies help promote the equitable distribution of wealth throughout society and reduce wealth inequalities?
- How can management address poverty alleviation in the core functions of organisations?

- How can digitalisation and AI help reduce the social and technological divide prevalent in societies and support poverty alleviation?
- How can research into managerial and leadership capabilities facilitate the use of new digital technologies for poverty alleviation?
- How can research into poverty alleviation be integrated into responsible management education and leadership development?
- How can we develop mind-sets and capabilities for poverty alleviation in (future) professionals and decision-makers?

Stream 2: Ensure healthy lives and well-being

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- How can higher-level healthcare education be structured to enhance the capabilities of (future) healthcare professionals in the digital age?
- How can digitalisation and AI be utilised to achieve better health quality and controlling of diseases?
- What is being done to maximise the benefits of digitalisation and AI in the health sector?
- What can be done to safeguard responsibility in the healthcare sector in the digital age?
- How can the global discussion on healthcare be fostered to forward the sustained improvement of global health?
- How can digitalisation, AI and international knowledge sharing contribute to the global well-being of individuals?
- What frameworks exist to ensure the ethical sensitivity of healthcare professionals in the wake of the digital age?

Stream 3: Achieve equality

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What does equality mean in different contexts and how can it be achieved?
- What is the responsibility of companies in providing equal opportunities to marginalized sections of society compared to the mainstream population?
- What role do digitalisation and AI play in addressing the social divide?
- How can digital inclusion lead to the sustainable development of nations and individuals?
- What role do digital literacy and other approaches play to address the technological divide created by digitalization and AI?
- Which mechanisms exist to foster stakeholder involvement and commitment in deploying advanced technology in public systems and processes?
- Which models and frameworks can help integrate social good with technology deployment, incorporating the drivers, barriers, enablers and critical success factors?
- How can societal actors work to alleviate social barriers to foster inclusion and parity?
- How can political decision-makers provide equal opportunities to marginalised parts of society in an era of eroding boundaries of the nation-state?
- How can companies and data scientists work towards unbiased and fair AI applications?

Stream 4: Explore the role of Higher Education Institutions (HEIs) and PRME in sustainable development

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is the role of HEIs in the path towards responsibility/ sustainability?
- How can HEIs mainstream responsible management education and the SDGs in higher education curricula?
- Which models, frameworks and perspectives can help mainstream responsible management education and the SDGs in higher education?
- How are the teaching, research, outreach and campus operations of HEIs aligned with the SDGs?
- How are HEI leaders addressing the challenge of mainstreaming responsible management education and the SDGs in their institution?
- How are responsibility and sustainability integrated into the strategic planning of HEIs?
- How can HEIs make sure that their own organisational practices serve as an example of the responsible values and attitudes they convey to their students?
- How can HEIs bridge rhetoric and practice on responsible management and avoid decoupling?
- How can HEIs ensure that responsible management initiatives are integrated holistically throughout the business functions and are not isolated initiatives?
- What progress has been made concerning the addendum principle of PRME?
- How do HEIs bring responsibility to life? Are they role models, leaders or laggards?
- How can HEIs innovate their teaching concepts in the digital age to enhance responsible management education?

Stream 5: Ensure quality responsible management education, teaching and learning

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- How can HEIs innovate their teaching concepts to address responsible leadership development in business education and at the workplace?
- How are (future) professionals empowered by the Giving Voice to Values (GVV) approach to be able to speak their minds when they know what responsible behaviour demands and to act on this knowledge?
- How can education institutions use digital tools to foster the understanding of responsibility and sustainability-related challenges?
- How can digital applications be used to enhance responsible management education, teaching and learning?
- What potential do digital tools and AI hold to provide authentic, networked, and research-based learning experiences that allow for the development of awareness and skills of organisational members and business students?
- What role does Massive Open Online Courses (MOOCs) and Open Education Resources (OERs) play in responsible management education?
- How can digital credentials be used to certify learning in the field of responsible management?
- What are educators doing in the classroom to achieve a responsible and sustainable mindset of (future) professionals?

- How can the ethical sensitivity of (future) professionals be enhanced in the wake of the digital age?

Stream 6: Promote responsible leadership

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- How can business schools cultivate characters and conscience in (future) managers who are not only fit to practice management, but also fit to lead with humanity?
- How can leaders and managers find equity between employee autonomy and automatisation in the wake of digital transformations at the workplace?
- How can responsible leaders counteract the instrumentalisation of human behaviour and the degradation of human dignity at work?
- How can responsible leaders mitigate the tendencies towards "surveillance capitalism" at the workplace and the possibility to progress into a totalitarian society due to digitalisation and AI?
- How can education institutions help develop ethical sensitivity to produce responsible leaders?
- What role do digital learning tools play in fostering responsible thinking and behaviour of organisational members and business students?
- How should management education be structured to foster responsible leadership?
- How can HEIs address resistance to change from faculty in order to develop curriculum/teaching concepts, which foster responsible leadership?

Stream 7: Expand research on responsible management

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What are current and emerging themes in the field in responsible management research?
- What is the contribution of responsible management research to responsible management education?
- How do artificial and human intelligence manage (ir)responsibly together?
- How do responsible management practices change in increasingly blended online-offline, digitalized, and technology-enhanced managerial work environments?
- What kind of digital innovations for responsible management have arisen to address the SDGs?
- How may technologies, for instance, mobile apps enable (ir)responsible management practices?

Stream 8: Promote responsible economic growth and decent work

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is decent work?
- Are automatisation, digitalisation and AI a blessing or a curse for the working conditions of the future?
- What are current challenges of decent work and how are they addressed by companies?

- How are digitalisation and disruptive innovations linked to responsible management?
- What are the social consequences of automatisation, digitalisation and AI?
- How can the rapidly growing numbers of social issues raised by digitalisation and disruptive innovation be addressed?
- How can we ensure that automatisation, digitalisation and AI lead to economic growth to the benefit of all?
- How can companies counteract the centrifugal forces that are associated with automatisation, digitalisation and AI?
- What is the role of responsible management education in promoting responsible economic growth and decent work?

Stream 9: Ensure responsible production and consumption patterns

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is the role of family firms in achieving the SDGs?
- What are the motives for companies to engage in responsible management?
- Can multinational enterprises (MNEs) be entrusted with achieving responsible production and consumption patterns?
- What are alternate economic models that MNEs can deploy quickly?
- What will cause a sizeable shift from the utilisation of new products/services (made from virgin resources) to a circular economy?
- Are humans being programmed to favour and consume new products?
- As consumption in emerging economies rises, is it at all possible to avoid increased consumption of virgin resources?
- How do MNEs approach responsible production and consumption, and how are such initiatives managed within the organization?
- How are CSR initiatives of MNEs linked to responsible production and consumption?
- How are government policies influencing MNEs' approach towards responsible production and consumption?
- What is the role of digital technologies in bringing about responsible market actors?
- How does the representation of new technologies shape responsible practices?
- How can social media platforms enable and constrain ethical consumers?
- What is the role of social media influencers or "influencer networks"?
- What is the role of responsible management education in promoting responsible production and consumption patterns?

Stream 10: Explore the role of sustainable development in developed and emerging economies

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is the role, relevance and intended impact of sustainable development, responsible management and PRME in emerging economies?
- What is the role, relevance and intended impact of sustainable development, responsible management and PRME in developed economies?
- How can technological innovations help to reconcile fast economic growth and sustainable development in emerging economies?

- Which desired and/or unintended impacts does digitalisation have in developed and/or emerging economies and their respective populations?
- What is the role of business and corporate social responsibility in helping the development of emerging economies?
- What is the role of responsible management education in helping the development of emerging economies?

Stream 11: Alleviate climate change and provide clean energy

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is the role of digital technologies in changing the production and consumption patterns in the energy sector?
- What are the consequences of the introduction of global carbon pricing on employment, technological development, quality of life and economic growth etc.?
- What are possible mechanisms for turning the tide in the direction of a carbon-free economy?
- What impact do different sectors such as food have on our climate and vice versa?
- How can climate change mitigation tools be integrated into various disciplines or/and functions?
- Which climate change solutions can be implemented to have the highest impact and which are "quick win" solutions?
- Which strategies and skills for communicating and/or teaching climate actions can be implemented in organisations?
- What are your personal possibilities to take action privately in your current/ future role?
- What is the role of responsible management education in alleviating climate change and providing clean energy?

Stream 12: Promote strong institutions and reduce corruption

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What are the causes and consequences of weak institutions and corruption?
- What are the efforts of the public and private sector to reduce corruption?
- How should corporate compliance programmes and integrity management systems be structured to empower employees to act responsibly when faced with dilemma situations?
- What is the role of digital technologies in the fight against corruption?
- How do digital technologies need to be designed in order to prevent or mitigate the risk of being misused for corrupt purposes?
- What is the role of collective action in tackling corruption risks?
- What are the experiences with and the opportunities that arise from anti-corruption collective action initiatives?
- How do behavioural approaches improve the success of private-sector collective action initiatives in fighting corruption?
- How can expanding legal regulations create new challenges for research institutions and their members to comply with those regulations and stick to ethical and integrity principles?

- What frameworks and measures exist to ensure ethics, compliance and integrity in academia?
- Which successful models, pedagogical innovations and strategies exist to integrate transparency, ethics and compliance education into management curricula?
- How can research and teaching be aligned for effective transparency education?
- What is the role of responsible management education in promoting strong institutions and the fight against corruption?

Stream 13: Foster partnerships and dialogue on sustainable development

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- What is the impact of multi-stakeholder partnerships on responsible management education?
- What are tensions and paradoxes that are linked to partnerships of HEIs with their stakeholders?
- What can we learn from failed partnerships?
- What are alternative forms of cross-sector dialogue beyond the formal types of partnerships?
- How can internal and external collaboration (within and beyond the landscape of RME) be facilitated to help advance the SDGs in the Decade of Action?
- What are the current activities, outputs and future plans of the major international associations and networks operating in the landscape of responsible management education?
- What opportunities exist for a closer collaboration and possible synergy for RME implementation and impact?
- How can South-North cooperation contribute to academic achievement, innovation, capacity building and socio-economic development in both the global South and North?
- How can UNGC signatories and PRME signatories collaborate to forwarding the responsible management agenda?
- Which communicative conditions must be safeguarded so that knowledge about responsibility can be shared in public discourses?
- How can both communication about responsibility and responsible communication be supported by managerial practices?
- What is the role of responsible management education in promoting partnerships and dialogue at both a national and international level?

Stream 14: Assess and measure the impact of responsibility efforts

Contributions to the tracks in this stream may focus on, but are not limited to, the following questions:

- How can normative concepts such as moral integrity, legal compliance, sustainability, and responsible behaviour be quantified?
- How can the SDGs be effectively and realistically measured?
- How should a framework to evaluate sustainability and responsibility efforts by organisations look like?
- How should we deal with the implications of quantifying ethical concepts and the conclusions derived from the classification of companies as "ethical" or "unethical"?

- What are the hygiene standards for developing non-financial indices and concepts from an ethical perspective?
- How can non-financial key performance indicators be included in the annual, CSR and sustainability reports of organisations?
- What influence do quantified ethical concepts exert on the decisions made by corporate executives and investors?
- How can digitalization and artificial intelligence help in developing new approaches for sustainability assessment and reporting?
- How do organisations assess their progress (or not) towards responsibility?
- What are the contributions of formative and summative assessments to effective responsible management and public policies formulation?
- What frameworks and methods exist for companies to measure and take into account the SDGs and their effects?
- How do sustainability assessments complement conventional evaluation methods from a sustainable development perspective?
- How can trade-offs among different goals of and contributions to sustainable development be evaluated?

Stream 15: Conference general stream

The general stream welcomes contributions that take the overarching theme into consideration and/or relate to others topics in the fields of responsible management education, sustainable development, SDGs and corporate social responsibility (CSR), as well as other themes relevant in the context of the conference.

Conference dates:
18th October 2020   Arrival and informal get-together in the evening
19th and 20th October 2020   Conference
21st October 2020   Topic-related field trip (optional)

Conference venue:
University of Applied Sciences of the Grisons,
Pulvermühlestrasse 57, 7000 Chur, Switzerland

Important dates:
1st May 2020   Submissions window opens
31st May 2020   Deadline for contributions submission
10th July 2020   Notification of accepted contributions
31st August 2020   Deadline for early-bird registration
9th October 2020   Deadline for regular registration

For more information on the conference, please visit www.fhgr.ch/rmerc-2020
or send an e-mail to rmerc-2020@fhgr.ch