

## ADDRESSING SOCIOECONOMIC INEQUALITIES THROUGH MANAGEMENT EDUCATION AND LEARNING

AMLE Showcase Session (Program Session **1163**: In-person only)

**August 08 2022**, Monday, **0930-1100AM** (UTC-7), **Grand Crescent, The Westin Seattle**

Although belated, management research is paying increasing attention to socioeconomic inequalities (Amis et al., 2020; Bapuji et al., 2020). However, concerted scrutiny of the links between management education and re/production of socioeconomic inequalities has been limited (Fotaki & Prasad, 2015). This silence is more telling at a time when socioeconomic inequalities are widening globally (Piketty, 2020).

The limited attention on inequalities in management education and learning is particularly significant as higher education is considered a crucial site of social mobility and integral to alleviating inequalities. In what has since come to be known as the “rhetoric of rising”, the idea that those who had hitherto been at the receiving end of inequalities could move ahead in life, depending on their talent, ability and hard work, has gained ground (Sandel, 2020). Among others, the meteoric rise of business schools in post-World War 2 USA has been attributed to this expansion of state-funded higher education, which was premised on the idea that societal well-being required large numbers of university graduates (Khurana, 2007).

However, recent studies have since debunked the myth of merit-based social mobility as the solution to inequalities. In fact, more than countering, educational institutions are increasingly being recognised as sites of transmittal of pre-existing and creation of new inequalities. Khan (2010), for example, outlines how elite institutions train their students to embody their privileges. That is, entitlements arising from class and cultural capital, and racialized identities are mobilized and enacted in educational settings. Building on which, extant scholarship (albeit limited) from the field of management education and learning has been insightful in terms of scrutinizing business schools as sites of reproduction of inequalities and enactment of privileges (Zulfiqar & Prasad, 2021). Its extensive use and reliance on economic orthodoxy further sediments the hegemony of neoliberal capitalism – and exacerbation of economic inequalities (Fotaki & Prasad, 2015).

The full call for papers and a list of potential themes can be found [here](#).

### Session Format

This AMLE showcase session is organized in two parts:

- The *first part* is **open to all participants**. We will begin with two short presentations: an overview of *AMLE*'s editorial practices and expectations, and the special issue's theme; followed by some questions from the audience.
- The *second part* is **only for authors of short papers accepted** for this session. The participants will be organized into breakout groups (each corresponding to a theme), with a member of the editorial team chairing the discussion. The participants will receive detailed feedback from their peers and on behalf of the editorial team.

- In addition to discussing their own paper, all participants will be encouraged to provide feedback on the papers allocated to their table.

The session will close with brief remarks from the organizers.

This showcase session is part of the program of the 82<sup>nd</sup> Annual Meeting of the Academy of Management and is open to all registered participants attending the conference. Please note that this session is scheduled as an in-person, on-site session only and requests for remote participation cannot be accommodated. Participation in the session is not a prerequisite for submitting your papers to the special issue.

### Submission instructions

- The maximum word limit for the short paper is 2,000 words, excluding references and appendices but including figures and tables
- The first page of your short paper must have title and author information, including names and email ids.
- Prospective authors are invited to submit their short papers by email to [arun.1.kumar@kcl.ac.uk](mailto:arun.1.kumar@kcl.ac.uk) by July 10 (please insert AMLE Sp Issue in subject line)

### Organizers

Arun Kumar (University of Essex, and from July 2022 King's College London, UK); Hari Bapuji (University of Melbourne, Australia); Vivek Soundararajan (University of Bath, UK); Tine Köhler (University of Melbourne, Australia); Rafael Alcadipani (Escola de Administração de Empresas de São Paulo da Fundação Getulio Vargas, Brazil); Mette Morsing (UN PRME); and Diego M. Coraiola (University of Victoria, Canada)

### References

- Amis J. M., Mair, J., & Munir, K. A. (2020). The organizational reproduction of inequality. *Academy of Management Annals* 14(1), 195-230.
- Bapuji, H., Ertug, G., & Shaw, J. D. (2020). Organizations and societal economic inequality: A review and way forward. *Academy of Management Annals*, 14(1):60-91.
- Fotaki, M. & Prasad, A. (2015). Questioning neoliberal capitalism and economic inequality in business schools. *Academy of Management Learning & Education*, 14(4): 556-575.
- Khan, S. R. (2010). *Privilege: The making of an adolescent elite at St. Paul's School*. Princeton: Princeton University Press.
- Khurana, R. (2007). *From higher aims to hired hands*. Princeton University Press.
- Piketty, T. (2020). *Capital and ideology*. Harvard University Press.
- Sandel, M. J. (2020). *The tyranny of merit: What's become of the Common Good*. New York: Farrar, Straus and Giroux.
- Zulfiqar, G., & Prasad, A. (2021). Challenging social inequality in the Global South: Class, privilege, and consciousness-raising through critical management education. *Academy of Management Learning & Education*, 20(2), 156-181.