



27 – 29 September 2022, Innsbruck | Austria

9TH RESPONSIBLE MANAGEMENT EDUCATION RESEARCH CONFERENCE

Societal Impact through Entrepreneurship & Innovation

TRACK 09: SOCIETAL IMPACT THROUGH CLIMATE CHANGE EDUCATION

TRACK CHAIRS

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KEYWORDS

Climate change, carbon literacy, climate action

TRACK DESCRIPTION

Climate change has been described alongside biodiversity loss as the most pressing issue facing humankind this decade (UNESCO, 2021). Accordingly concern about human induced climate change and its impacts is rising, (Bouman et al., 2020; Molthan-Hill, Hope, & Welton, 2020) particularly among younger generations who will experience these impacts more acutely in the future (Lee, Gjersoe, O'Neill, & Barnett, 2020; Wu, Snell, & Samji, 2020). During a single week in March 2019 more than 1.6 million young people across all seven continents took part in the youth climate strike demanding governments, policy makers and business leaders take action to make climate change their top priority (Warren, 2019). It is these students who will have to devise and implement strategies for successfully competing in a world subject to major challenges such as technical and demographic changes, growing inequality, ethical scandals and arguably most importantly, climate change (Bagley, Sulkowski, Nelson, Waddock, & Shrivastava, 2020). Indeed, the importance of education in addressing climate change is recognised explicitly within the targets pertaining to the United Nations Sustainable Development Goals (SDGs) under Goal 13 which relates to climate action.

It is not only the youth who appreciate the need for climate change education. An increasing number of academics from all disciplines are voicing their support for calls to act on climate change. Alongside this, the role of business in addressing climate change issues and the need for organisations to develop mitigation and adaptation strategies is becoming increasingly clear.

During COP26 it emerged that businesses are far more engaged than ever before, taking the initiative and not waiting for governments to act. This was demonstrated by the Glasgow Financial Alliance for Net Zero (GFANZ), which has US\$130 trillion of assets under its control. Indeed John Kerry, United States special presidential envoy for climate stated that 'We are trusting big business, not states, to fix the climate crises.' The question is how may both current and future business leaders develop the skills, knowledge and mindset required to understand high-impact climate solutions and their contributions to a positive, equitable future for all. The Societal Impact through Climate Change Education track seeks to elicit submissions that encourage debate on how responsible management educators can engage students and



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business leaders in creative thinking, the development of new mindsets and approaches, and to exhibit brave and responsible leadership. We aim to showcase both practice and theory-driven research on implementable strategies for climate change management education, scholarly impact, and the development of conceptual models relating to the integration of climate change topics in business and management education. We also call for more empirical research in climate change and business that will lead to an understanding of the implications for what we teach, how we teach it, how we engage in research, and how we disseminate new knowledge. We aim to promote the track and solicit submissions through the UN PRME Climate and Environment working group which the track chairs' co-lead, as well as the UN PRME Chapters worldwide. We will also seek to engage with our networks in the British Academy of Management Responsible and Sustainable Business Special Interest Group, and the Academy of Management Organizations and the Natural Environment and Management Education and Development interest groups of which both of us are active members.