

2024 ISSUE 2 · JUNE

CMS NEWSLETTER

CMS is a Division of the Academy of Management

Editor's Note

BY KRISTIN S. WILLIAMS

In our June issue, we are focused on Chicago and getting you ready for the annual meeting. We have an update for you on this year's program, including the new keytune feature. Also included is information on the the doctoral and early career scholar consortium, PDW sessions and our scholarship opportunities.

I would like to take this opportunity to welcome our incoming newsletter editor, Keshav Krishnamurty. To help you get to know him, he has penned this issue's Early Career Spotlight feature. Welcome Keshav!

Our feature article is authored by CMS contributors Genevieve Shanahan, Joe O'Mahoney, Mehreen Ashraf and Katherine Parsons. Through the style of a fireside chat, they engage with one of the hottest topics in academia: generative AI.

We also have your regular feature favourites, including a closer look at the Journal of Management History as a home to critical work and a round up of critical calls for critical scholarship.

Finally, I would like to thank the CMS community for their support during my term as editor of the newsletter. I have enjoyed the role immensely.

If you would like to contribute to the newsletter, please contact our new editor, Keshav Krishnamurty at keshav.krishnamurty@iiml.org.

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A LOOK AHEAD TO CHICAGO 2024 CMS DIVISION

PENELOPE MUZANENHAMO AND MARIANA PALUDI
MAIN PROGRAM CHAIRS

In Chicago, August 2024, the Critical Management Studies Division will be welcoming, showcasing and celebrating research by some of its scholars on the theme of 'Innovating for the Future: Policy, Purpose, and Organizations', at the 84th Annual Meeting of the Academy of Management. While the unprecedented global events of the last months have presented significant challenges for many of us—and tested our courage and resilience as CMS scholars—the volume, quality and diversity of submissions to the Division is testimonial to our individual and collective commitment towards the multifaceted work we do as researchers, educators and activists.

At the forthcoming 84th AoM annual meeting, our fellow CMS scholars will not only share their research with other conference attendees, but also represent our community and its ideals through their engagement with the following themes:

- Digitalization, Pedagogy and Emotions
- Agency, Care and Vulnerability
- Warriors, Rebels and Environmental Justice
- Accountability
- Bodies, Performativity and Belonging
- Violence: Organised, Concealed and Routinized
- Work, Connectivity and Belonging
- Resistance, Restoration and Belonging
- Leaders, Leading and Being Led
- Neoliberalism, Postcapitalism, Humanism and Hope
- Decolonization.

Further, the AoM CMS Chicago 2024 symposia will address a diverse array of issues that include innovating for critical management education in general, and more specifically, innovating for critical management education to potentially emancipate learners. Labour relations and worker voice are also integral to this year's palette of symposia, among other topics that both convene us and inform our aspiration for positive impact as CMS scholars.

This year's CMS case studies on the Dark Side of organizations/businesses -- led, and has been led by Elina Riivari for the past 4 years -- will delve into mental health, toxic police culture, and vulnerability in speaking out, thereby, exposing the unethical management and organizational practices that require redressing across organizations.

Last but not least, the CMS Division continues to foster fruitful relationships with journals and to partner with new journal outlets such as Human Relations, Culture and Organization (C+O), and Qualitative Research in Organizations and Management (QRQM). We are thrilled to announce that we now have partnerships with at least 10 journals. Some of our partners offer cash prizes and/or free one-year subscriptions to Best Paper awardees. This sponsorship underscores our journal partners' commitment to the growth of both Critical Management Studies and CMS scholars. We thus thank all our partners, and we will be providing further details on Best paper awardees in our next newsletter.

Further, we are excited to announce the continuation of our tradition of celebrating excellence with the Best Doctoral Student Paper Award. This year, as in the past, we also take great pride in highlighting the significant contributions to postcolonial research by our fellow CMS scholars. Thus, we are honored to present The Professor Anushman Prasad Award for the Best Paper on Postcolonial Scholarship and Decolonial Practice. We hope you will join us in recognizing and applauding these outstanding achievements.

We are looking forward to welcoming you all in Chicago at the '84th Annual Meeting of the Academy of Management 2024, Innovating for the Future: Policy, Purpose, and Organizations!



CMS DIVISION KEYTUNE: CRITICAL INNOVATIONS

ALEXANDRA BRISTOW & GHAZAL MIR ZULFIQAR
DIVISION CHAIRS ELECT

In the previous newsletter, we asked for contributions from the CMS community to the keytone – the innovative twist on our annual meeting star event, the keynote. We are grateful for all the enthusiasm and support that this idea has received, and in particular to everyone who has sent us their clips and thoughts.

As a reminder, the keytone is a play on this year's AOM theme of 'innovation', giving us a timely opportunity to challenge the usual 'sage on the stage' keynote format. Instead, the keytone is about reimagining the keynote as a more polyvocal and inclusive occasion that can make heard the diverse voices of our community, weaving them together in resonance. We feel this is particularly important and timely in a world that constantly tries to pull us apart, and in which few voices dominate and silence many others.

The keytone will be a compilation of contributions on the theme of 'critical innovations', accompanied by live commentary and plenary debate. It will include CMS scholars from across different career stages, geographical locations, and degrees/lengths of involvement with the CMS Division. It will include those who are planning to attend the conference in Chicago and those who cannot or wish not to travel to Chicago for financial, environmental, political, or any other reasons.

If you are attending the annual meeting, do make sure you join us for the keytone. Come and learn what 'critical innovations' mean to fellow CMS scholars, how they are innovating as researchers, educators, and activists, and what the particular strengths of CMS are in terms of innovating critically. Join the conversation and have your say on what critical social and organizational innovations are needed right now, and how CMS itself needs to be critically innovated.

Whether you are already a member of the CMS Division or are interested in joining, the keytone is the ideal opportunity to become (more) involved in the CMS community, so do please encourage colleagues and friends to come along. Everyone is welcome!



CMS DOCTORAL AND EARLY CAREER SCHOLAR CONSORTIUM 2024

FABIO SALDANHA, OZAN ALAKAVUKLAR AND ALISON PULLEN
EARLY CAREER & PHD INITIATIVES

Call for participation

The CMS Doctoral and Early Career Scholar Consortium offer PhD Students who are at any stage in their program and Early Career Scholars an opportunity to connect with like-minded individuals and share knowledge about Critical Management Studies research, teaching and engagement. While the consortium targets early career scholars affiliated with the CMS Division, we also welcome scholars with a primary affiliation to another Division, whose scholarship is critical.

The Consortium will be held from 8am to 10:00am on Friday, August 9, at the Fairmount Hotel in Royal Room. The workshop will use an interactive round-table format to enable participants engage in focused discussions with experienced CMS scholars. To ensure that the Consortium is tailored to the developmental needs of the participants, the application form asks participants to note areas of discussion that they would be interested in. These may relate to specific issues relating to the PhD Dissertation (PhD candidates); Research and Publishing; Teaching and Critical Pedagogy; Engagement and Impact and Early career challenges.

Application form, click this link:



Additionally, for early career attendees, we have a mentorship matching program initiative whereby we will help introduce you to an academic mentor in the CMS community.

To sign up for the consortium, please complete these two steps:

1) Complete the application form and send by the deadline (Friday, June 28, 2024).

2) Register for the AOM conference (please note that participants must be registered for the AOM conference).

Please note that places are limited and will be assigned on a first-come, first-served basis. Light breakfast will be served.

We look forward to hearing from you!

Fabio, Ozan and Alison - Organizers of the Consortium:

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CMS PDW PROGRAM

MARCUS GOMES & PAULINA SEGARRA
PDW PROGRAM CHAIRS

We are excited to share with you the PDW Program ahead of the Chicago Conference and want to give you a taster of the plethora of sessions we have in our program this year!

We hope old and new faces to our division's activities will enjoy the PDW program. We hope to welcome colleagues from all around the world and would like to encourage new colleagues to attend our CMS activities for the first time. If you have not attended a CMS session before, maybe because this is your first time at AOM or perhaps you were not too sure if CMS was 'your kind of crowd', then we hope that the 2024 conference will be your chance to be surprised!

CMS is an inclusive, welcoming and diverse community. Our scholarship allows critical and emancipatory conscience to play a central role and covers a breadth of areas, from mounting attention on social and environmental impacts to promoting equality and a just world for us all. We do so by embracing a diversity of theoretical and methodological approaches.

Such broad and diverse scholarship is reflected in the 2024 PDW program, where you will find sessions in partnership with several other divisions. These are facilitated by a community of ECRs and more long-standing scholars from all around the world. In the 2024 PDW program you will have a taste of some topics our community is interested in. You will also find sessions covering topics like innovation on teaching, writing differently, writing critical cases, decolonizing the neoliberal economy, and innovating for the future of CMS.

We would like to extend once again our invitation to join us in both the PDW sessions and the full program. If you are an ECR and/or PhD student, please also come to our Doctoral Consortium and don't forget to come and meet us at the CMS social! Hope to see you all in Chicago this August!



CMS Division Doctoral Student and Early Career Scholar Consortium	Friday	08:00	10:00
CMS Executive Committee Meeting		10:30	12:00
The invisible Career Companion: Committing to Academia with physical health Constraints		12:30	14:00
Unpacking Quality in Decolonising Mos Research		14:30	17:30
CMS Business Meeting	Saturday	09:00	10:30
Innovating Research: Doing Methods Differently		11:00	12:30
Decolonizing Field Research in a Neoliberal Economy		13:00	14:30
Writing, Teaching and Publishing Critical Cases		15:00	16:30
Innovating the Future (of Management Teaching): Psychoanalytic Perspectives on Anxiety and Defence		15:00	17:30
CMS Social		18:00	20:00
Innovating for a Future of CMS	Sunday	09:00	11:30
Breaking the Managerialist Ice? Critical Management Education Through Conversational Card Games		12:00	13:30

- Please note that the Executive Committee Meeting is for exec members only.

SCHOLARSHIP OPPORTUNITIES TO ATTEND AOM

ARTURO E. OSORIO
TREASURER

With the help of the AoM, we are continuing to offer scholarships to attend the annual conference this year in Boston, MA.

The scholarships are part of our ongoing efforts to be inclusive. Thus, we target two groups: division members facing economic hardships and division members coming from places where exchange rates prevent them from participating in the conference. In concrete, we are aiming to help Ph.D. students, early career scholars, and CMS members who may have economic hardships preventing them from attending.

At the Executive Board, we want to foster a community where critical scholarship is not just a way of writing but also a way of living and sharing. Thus, the economic relief provisions that were started because of the pandemic have been continued. The scholarships are paid by the division's own funding. Yet, we don't see them as expenses; they are investments in the future.

Timeline for Scholarship Applications and Procedures
The scholarship application includes several consecutive steps, each one with its own deadline. To help you plan, these are the steps, including their timeline
Scholarship Application. Apply at your earliest convenience. The absolute deadline for CMS Div applications is Thursday, 27 June 2024, at 17:00 ET (UTC-4/GMT-4). No applications will be considered after the deadline.

Response to Application. The CMS division will respond within 5 business days. If you do not hear back from us within 5 business days, please contact me directly via email at osorio@business.rutgers.edu. Please include a PDF copy of your application.

Voucher Validation

If getting a positive response to your application, you must fill out the AoM Scholarship recipient form. The form requires to include the CMS Division's positive response to their application. The Voucher Validation form will verify your AoM status and will provide you with a "Promotional Code." The absolute submission deadline for Voucher Validation is Monday, 1 July 2024, 17:00 ET (UTC-4/GMT-4). The AoM will respond to your validation within 3-5 business days. If you do not hear from them, contact them directly. The CMS does not control or participate in the Voucher Validation process.

Conference Registration. After getting your "Promotional Code," you must redeem it by enrolling in the AoM conference. You must enroll as soon as you get your voucher to avoid problems. The absolute deadline for your self-registering using your "Promotional Code" is Tuesday, 13 August 2024 17:00 ET (UTC-4/GMT-4).

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SCHOLARSHIP OPPORTUNITIES TO ATTEND AOM (continued)

ARTURO E. OSORIO
TREASURER

Scholarship rules

We currently have 10 scholarships available to members of the CMS Division. The scholarships only cover the annual conference fees. The scholarships do not pay the AoM annual fees. The scholarships do not provide any traveling money. The CMS division pays the scholarships directly to AoM to avoid the financial distress of applicants. There is no reimbursement procedure.

The scholarships are granted on merit on a first-come-first-serve basis. The scholarship requirements include:

- Scholarship must be requested by the person who will be attending the conference. Scholarships may not be requested on behalf of someone else.
- Applicants must be in good standing at AoM. This means applicants must have all the 2024 annual fees paid in full at the time of the application.
- Applicants must be members of the CMS Division.' This implies that all applicants must be officially registered as members of the CMS Division.
- Scholarships are for in-person attendees only. It is expected that applicants will be onsite during the conference.
- Applicants must plan to have an active engagement at the annual AoM. We want to support engagement, thus applicants are expected to do at least one, if not all, the following; presenting papers, PDW organizing/ participating, and chairing sessions.

- Applicants must commit to attending at least five (5) CMS sessions. We want to ensure the best of the conference experience. Thus, we ask for recipients to be engaged and active in the conference.
- Applicants must be willing to share their experience in a forthcoming CMS newsletter.

Building the future

Like in previous years, to help recipients move forward with their careers, the scholarship provides an opportunity to chair / co-chair a session at the AoM. This leadership responsibility comes with mentoring from the Exec Board to help succeed in this role. This opportunity to chair / co-chair serves the scholarship's intent to provide Ph.D. students and early career scholars with support to grow professionally.

Do you have any questions?

If you have any questions regarding the Scholarships or Waivers, email me at osorio@Business.Rutgers.edu Please allow 2-3 business days to respond. If you do not get a response within 2-3 business days, kindly send a reminder.

We are ready for a new tomorrow

Let's make our 2024 Academy of Management Annual meeting a warm event for all our members. Let's meet in Chicago and get some coffee or tea.

To apply for scholarships use this link:

[CLICK HERE](#) 





EARLY CAREER SPOTLIGHT

KESHAV KRISHNAMURTY
YORK UNIVERSITY & THE UNIVERSITY OF TORONTO



Keshav Krishnamurty is currently affiliated with both York University and the University of Toronto as a researcher and non-tenure track faculty member. He is a PhD graduate from the University of Massachusetts Boston, and his research covers the areas of Business History, Organizational Theory as well as Diversity, Equity and Inclusion with publications in JMH and numerous book reviews. He was a member of the Anti-Asian Racism Working Group at the University of Toronto and a former organizer of the student-led International Doctoral Consortium (IDC) at Saint Mary's University Halifax. He has been a CMS member since January 2016 and has a long history of service as a reviewer. He has also edited the Organizational and Social Change blog at UMass Boston.

Few people in India enter a classical humanities Bachelor of Arts program, fewer move from a BA to an MBA, and even fewer move direct from an MBA to a PhD (in the United States). I've done all three things. Life has been in the slow lane lately, not the least because of the pandemic delaying everything I've wanted to do for years – that was NOT a good time physically or mentally, and I think it does leave its effects. However, this has given me the time I need to decide what I really want to do. That's not easy for someone whose interests go from World War II tanks to planetary science to the history of religion and who wants to see the sociopolitical influence in all of these.

My academic interests revolve around three axes. First, I am very interested in the archives and the elements of their significance that haven't been explored – when it comes to discourse, rhetoric, and creating a unified social reality. The second axis is around the current perpetration of prejudice and inequality in all its forms. Why do our conceptions of meritocracy and inequality seem to converge? Why are liberal democracies broadly converging around the same neoliberal, managerialist system, no matter their politics, culture or history?

Third, more broadly, how do the broad, big-picture historical, political, religious cultural changes inform changes in organizations right here and right now? Also, how do we, as individuals, organizations and societies move forward in a positive way in an age of Artificial Intelligence, climate change, growing political instability and economic precarity? Linking all three axes together is an interest in power in the Actor-Network Theory sense. How is power manifest within globally and historically assembled networks of actors? This is one of the reasons I've been so close to Albert Mills and the Halifax School, who I find ask many of the same questions that I do. My dissertation roughly covers all three areas, and my recent JMH publication reexamines the spread of American management education in the light of 1960s Cold War politics and developmental imaginaries.

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EARLY CAREER SPOTLIGHT (continued)

KESHAV KRISHNAMURTY
YORK UNIVERSITY & THE UNIVERSITY OF TORONTO

Why do I care so much about inequality and power? I've seen conservatism and tradition being taken to the point of being destructive. I have seen mindless prejudice from people who could be far better. I have seen enough of hierarchical violence and bullies who think they have the right to pick on anyone who doesn't fit their narrow conceptions. And I am deeply opposed to all such nonsense. Teaching-wise, I am not sold about the use of generative AI in classrooms, since being bullied by an AI is much worse than by another human being – I think far too many of us have been programmed to think that computers are better than us, and wrongly so! Now, I don't know how good I am as a teacher, but I do try to talk about brand new research in undergraduate classrooms. I'd rather have my students better equipped to go forward especially since the big picture doesn't look too bright.

Now I'm looking for the right university to call home, in a tenure-track position. It's rare to have someone who isn't in the tenure track and who's involved in all this sort of stuff, but I guess I shouldn't be surprised, and neither would you be if you met me in person.



FEATURE ARTICLE:

Getting behind the hype: Critical reflections of AI application in teaching and scholarship

GENEVIEVE SHANAHAN, JOE O'MAHONEY, MEHREEN ASHRAF & KATHERINE PARSONS
CMS CONTRIBUTORS

This feature article aims to address the hype surrounding AI in academia. Spurred by my own frustrations and confusion surrounding the practical implications of the technology for our profession, I crowd-sourced a range of perspectives from critical management studies colleagues within my institution, Cardiff Business School. This article aims to unpack the feelings, hopes and fears faced by academics and address the elephant in the room – asking, what does this mean in practice?

I sat down for a 'fireside chat' with three scholars at varying stages of their career - Dr. Genevieve Shanahan, Professor Joe O'Mahoney and PhD student Mehreen Ashraf to discuss their own personal perspectives of AI in academia. Each reflect on their own thoughts and experiences of using AI within their own teaching and scholarship and the major opportunities and concerns they see going forwards. At the end of the article, we open the floor to you, the CMS community, providing you the opportunity to respond to the issues raised in this feature article on AI application in academia.

Genevieve, Joe, Mehreen, thank you for taking the time to share some of your thoughts and reflections for our feature essay on this critical topic of AI in academia. AI is a truly divisive topic with many social implications on ethics, morality, equality and fairness as well as huge potential ramifications on the nature of knowledge. This is something I have been grappling with in my own teaching and scholarship but is also something I have seen very little guidance on within the academic community. Popular views of AI more broadly seem to range from polar extremes of great excitement and possibility at one end of the scale to dread and fear at the other. And in the middle, I think many of us have our 'heads in the sand', perhaps, in denial as to the significance of this technological change. And so, I'm interested in understanding, what is your take on AI in academia? Where do you sit on the continuum between excitement/ opportunity and fear/concern?

Genevieve - Thanks for inviting me! I'm delighted to have the opportunity to think out loud about this topic. I'm quite convinced that "AI" technologies will trigger some pretty significant socioeconomic upheaval, and that it's important for us - both as workers and as social scientists - to have our eyes open regarding the threats and opportunities this upheaval presents. I have been a little worried to witness colleagues dismiss the significance of these technologies based on, for instance, an underwhelming interaction with ChatGPT using the GPT-3 model. I think we can maintain healthy scepticism regarding the extravagant claims of tech evangelists while at the same time engaging critically with live questions regarding the potential implications of the pace of development of these technologies. Indeed, as workers in the higher education sector we already need to reckon with the consequences of these tools' present capabilities.

Joe - Hi, Katherine. Where do I sit on the continuum between excitement versus fear? I don't think it's a continuum. I think you can be both at the same time. Personally, I wish AI had never been invented. I think it's particularly dangerous, not in terms of artificial general intelligence, but more in terms of what bad actors can do with it from an academic perspective.

Mehreen – Hi Katherine. I think the hype has actually become an essential part of creating the desirability to adopt AI applications in these diverse educational settings. I have mostly come across excitement about AI adoption in academia. In fact, I was surprised when I received an email through AOM as a PhD student to sign up for a paid masterclass on using ChatGPT in my research and teaching. So, the commercialisation aspect has already taken flight. The tagline was along the lines of 'harnessing the power' of AI applications for academia. And I think that's a common theme across most universities. The promise of something better, the crystal ball that AI promises universities to get ahead in the future. On the other end, yes there is catastrophizing when it comes to these

FEATURE ARTICLE:

Getting behind the hype: Critical reflections of AI application in teaching and scholarship (continued)

GENEVIEVE SHANAHAN, JOE O'MAHONEY, MEHREEN ASHRAF & KATHERINE PARSONS
CMS CONTRIBUTORS

discussions as well. But I think what's missing is reconciling both these ends. It's not all bad and not all good. And this is where the discussion goes wayward. It's not about the technology, it is our lack of understanding about where it can enhance our work as PhD students and academics and the limitations of its use. And this comes back to understanding how to use AI. It is not a magic wand. Simply put, AI systems are a hybrid application of statistics, computer science and mathematics. Most of their core functionality is borrowed. And so, they essentially just churn out the highest probabilistic results. No thinking involved. It cannot think on my behalf when I am writing my thesis or working on an article. It only regurgitates information it has been fed. No context. No depth or complexity. And for me it is this understanding that can enable us to use AI applications for our work.

So, we have some mixed responses on the surface, it seems, which just shows this is a topic demanding critical healthy debate, isn't it? When designing this feature article, I was really keen to 'get beyond the hype' and so I wonder if we could, whilst acknowledging the significance of the topic on a human and societal level, take the discussion to a more practical footing for a moment? I think our readers, like me, will be really keen to hear how fellow academics are dealing with some of the potential challenges and opportunities of AI in academia on a practical, day-to-day level. Could you share with us what does this mean, for you, in practice? What are some of the ways in which you have applied, or experimented with AI within your own scholarship and teaching?

Joe - I use it to summarise papers. I use it to check I haven't missed any ideas. I use it to polish drafts. I've also trained AI bots to act as different Personas. So, I've got...let's have a look - I've got a few AI bots on the go at the moment. One is an AI professor which students can ask questions to and mark their essays and give them ideas on improving their essays. I've got an AI consultant which is trained on my consultancy material, which provides insight to businesspeople. And I've got a little proposal bot that I've trained to help write proposals for me. I could probably train another one to work better to develop my academic writing. For my teaching, I'm developing an AI bot that I will train to roleplay with students. It is an audio and oral based bot. In other words, you talk to it, it listens, and it speaks back to you. It seems to work pretty well at the moment.

Mehreen - On the research side, for me, using AI applications has been fruitful in helping me initiate certain tasks that would otherwise take me a long time to do and therefore are not a very efficient use of my time. Specifically, I have used ChatGPT to convert zero drafts of some chapters into coherent texts. Delegating the cleaning up of rough, initial thoughts and arguments that I planned to write into a chapter and making it coherent and concise has been helpful.

Another use which has been helpful for me has been converting some voice notes about my research into text form. It has come in extremely handy having a chunk of text from my voice notes in the form of a coherent monologue that I could build on for conference presentations, for example.

FEATURE ARTICLE:

Getting behind the hype: Critical reflections of AI application in teaching and scholarship (continued)

GENEVIEVE SHANAHAN, JOE O'MAHONEY, MEHREEN ASHRAF & KATHERINE PARSONS
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Another use has been summarising longer reports I've had to review for my PhD which I knew were only tangentially relevant, but I still wanted to cover the basics with them. This has been so much easier by plugging the entire report into ChatGPT. Its ability to summarise the key points has saved me so much time and if need be, I can go back into a section of the report that I thought I needed to know about in more depth. I think many initiator tasks, cleaning up texts and rough drafts and summarising key discussions or topics I would want a surface level understanding of has been great with AI. Large Language Models (LLMs) in this regard are great when one uses them to perhaps gain information rather than knowledge. For outcome-oriented knowledge, low stakes and low-level knowledge, LLMs are great. If, however, we are looking to enhance the process-oriented knowledge like developing critical thinking in the way we review literature, which is a key focus in my PhD for example, then LLMs are a disaster. So again, it comes back to what I mentioned previously - see where the AI system is useful and use it only for that task and understand its limitations because that's where you know it will just do harm.

Genevieve - Even in their current form, I've found LLM text generators like OpenAI's ChatGPT and Anthropic's Claude to be really useful tools for performing some of the more "menial" tasks involved in knowledge work. I regularly use these models to do the tasks one might, in a previous era, have asked of a diligent teaching or research assistant. In teaching, for instance, mentimeter quizzes are a great way to get a quick read of the depth of understanding of a given class - but this requires devising questions that actually assess deep knowledge, which demands a degree of imaginative thinking not really accounted for in the typical workload allowance for a teaching session. It's not exactly a rational use of my time to, for instance, come up with multiple plausible but incorrect definitions of a core concept that can effectively determine whether or not my students have internalized the meaning. Generative AI can do this in a matter of seconds, cheerfully solving tedious puzzles like how to fit these definitions into 70-character limits.

I also use these tools to generate full essay responses to the module's final assignment prompt as examples for students to grade, helping students understand the marking criteria and the difference between an essay that accurately presents relevant facts in an appropriate structure, and one that configures these elements into something meaningful. Writing such an example essay myself would be a waste of time - there is no pedagogical or professional value to this menial knowledge work in and of itself, but the output itself can be of great pedagogical value when deployed in a teaching context.

On the research side I've also found relatively low-level tasks these tools can effectively take off my plate. For instance, while advanced spellcheckers like Grammarly can spot problems in sentence structure or tone, AI tools can also usefully appraise written work from a broader and more meaning-focused perspective. For instance, after spending probably too long on a peer review assignment I ended up with a four-page document and little time to re-read it myself. I popped it into ChatGPT and asked it to let me know if there were any significant typos or errors. Amongst its observations, GPT-4 recognized that "the distinction between X and Y is crucial to your argument" (it was) and recommended that I "ensure this distinction is clearly defined early on to aid comprehension" (I hadn't).

So, at their current level of development, LLM tools can reduce the amount of time and energy we need to spend on low-level knowledge work tasks. That's cool in itself, but we can also use these tools to uncover more interesting capabilities when we allow ourselves to think more imaginatively. There are a whole variety of things we don't think to do because it would involve far too much menial knowledge work, and so it might take us some time to adjust to this no longer being a real limitation. For example, the fact that LLMs can now extract information from text based on its meaning, even granting that this ability may be quite modest and imperfect as-yet, loosens the constraints on what it is possible to do with qualitative

FEATURE ARTICLE:

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work. A colleague and I are thus currently working on a review of literature addressing the ethics of cooperatives that aims to include the widest possible range of disciplines and languages, an approach enabled by LLMs' ability to assess the meaning of each text's contents rather than relying on keywords. All this is to say that, at scale, the automation of even relatively modest knowledge work tasks can unlock genuinely new capabilities.

That's great, you have each provided a really helpful overview of tangible ways in which we, as academics, can make effective use of these technologies to assist us in our work, undertaking menial tasks, as you say Genevieve, much more efficiently and possibly effectively as well. Furthermore, you have provided some insight there as to how, as scholars, you are drawing on such technologies to assist you in potentially actually broadening your knowledge and expertise to an extent that perhaps might not have been possible without the technology. So, all of these are positive examples of utilising AI in academia and my feeling here is that they are positive and helpful practices because the power is in your hands as academics. In these cases, you are carefully working with the technologies in bounded ways so that they are working with and for you, as Mehreen says, recognising their limitations. However, as we touched on at the start, many people reading this will be sat towards the other end of the continuum, a bit more trepidatious of the potential benefits of using AI in the types of ways you have described and maybe even fearful of the potential for such technologies to make some elements of our jobs as academics redundant. What would you say in response to those kind of concerns? Where do you think we are headed? What are the major opportunities and concerns for the future of AI in academia as you see it?

Joe - On the one hand, you've got this incredible opportunity for personalised learning, for better research, for actually more rigorous analysis than what is being done at the moment. On the other hand, you've got the use of AI for cheating by both academics and students. Whether that makes academia less relevant than it already is is a different question. I think there are major opportunities to use AI as a companion for both students and academics in terms of understanding things, in terms of data collection, in terms of data analysis, in terms of writing, creating better knowledge quicker. However, this is always supplemented or mitigated by the threat that people are just going to use it to cheat.

Genevieve – I think people are absolutely right to be concerned about the potential negative impacts of AI technologies, particularly as it is being developed and deployed within a politico-economic context that is not exactly designed to serve human wellbeing and security. I share these concerns, which is why I think it is so important for us to get a clear view of what these technologies are, behind the hype, and how they potentially change the landscape of political possibilities.

As a researcher focused on the climate crisis, for instance, I think critics are right to sound alarms regarding the energy demand implications of these systems. Reflecting on the actual and potential uses of these AI tools, then, leads me to believe that this issue is most salient in regards to the development of new functions that depend on the aggregation of significant quantities of individual operations. My understanding is that the energy required, for instance, for an LLM to identify the epistemological stance adopted in a given piece of research is not more than the energy I consume to do the same. It's when we start discovering things automation enables us to do that

FEATURE ARTICLE:

Getting behind the hype: Critical reflections of AI application in teaching and scholarship (continued)

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we couldn't have conceived of before that I think critical questions arise regarding net benefits and costs to society as a whole. I'm less worried about, for instance, the climate impacts of kids messing around making AI images than I am about those of the novel financial products that could be made possible by AI-enabled high-speed trading. In an ideal world, I would imagine that pricing tied to the true energy costs of automated tasks would limit the risk of unmanageable energy use, but that is not the world we live in. Critical management scholarship is therefore urgently needed to help us understand and respond to the risks accompanying the development of such new capabilities within our current system of finance capitalism.

Similarly, I think people are right to be worried about the threats AI poses to jobs in higher education. I expect some major upheaval in this regard, but here I think much of this upheaval will be socially necessary. A second-year student I spoke to recently explained how she uses ChatGPT as a personal tutor - having loaded custom instructions detailing her existing knowledge, skills and interests, ChatGPT now answers her questions and gives feedback on her work in a manner that is reliably accessible and engaging for her. Try as I might with my mentimeter quizzes and pop culture analogies, I'll never be able to communicate with my students in a way so precisely calibrated to their individual learning needs and potential. Naturally there are other crucial aspects of classroom teaching, like the experience of reciprocally engaging with other classmates' perspectives, that LLM tools can't replicate. Nevertheless, I am quite convinced that a good portion of what I do in the classroom will be done better by an appropriately configured LLM personal tutor, and it would be absolutely wrong for me to impede students' access to this more inclusive and effective means of knowledge acquisition.

The application of AI in academia seems like a bit of a moral maze and so I am really thankful to you all for sharing the ways in which you are navigating the ethical and pedagogical issues raised. This seems, however, an inherently individual endeavour. Why do you think there has been a lack of guidance and policies on AI-use in academia?

Joe - I think universities have got no idea at all about the potential of this. I think they're quagmires when it comes to IT purchasing. I think that they are usually strategically very much behind the times and quite risk averse. I would like to see universities getting ahead of the curve, running experiments and testing the outcomes of those experiments in terms of teaching, especially because it's teaching where I think there's a huge opportunity here.

Mehreen- There are no policies in place. I have only seen one email on the uses of ChatGPT in research and teaching at our institution. It raised caution, but again, lacked creating any way for us, as academics, to address the problematic aspects of AI use in our scholarship and teaching. I think the most important support mechanism would be to create educational programs for academics where we see the benefits and harms of AI use in the context of our work as educators as well as researchers. Everything will then go beyond that. Legislation is still lagging, and so before we see any semblance of governance or a policy, we need to start educating ourselves at work. We need to be proactive rather than reactive in only taking action when something goes terribly wrong.

FEATURE ARTICLE:

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The current financial struggles of business schools make matters worse. To gain that competitive edge, the adoption of AI is rapid, and yet the implications are barely ever thought of. AI discovery and its commercialisation trump the ethical considerations and Big tech companies capitalise on that. Ethical AI should not be a sub-category, essentially all AI should be ethical but, in fact, there is perhaps even a lack of understanding of what ethical risks these systems are posing in the first place. I know academics who are struggling to understand what these systems are in their own work context as well as their scholarship. This is because its use in academia is still considered to be predominantly a low-stakes endeavour. I've only seen academics uptake the task of being aware themselves and also creating that awareness amongst their students as self-motivated. Collectively, the effort is lacking because no one knows where to start. Is it ethics? Is it the technicalities of AI systems? Is it both? I think governance and policies of any form need to reconcile the business value AI delivers with the social value it needs to create. The writing of laws is the last step, first there is a need for awareness, which is collectively lacking in every realm of AI adoption.

Which brings me nicely to my last question. What is your call for action? What would you like to see happen or what do you think should be happening to address the issues raised today?

Mehreen - I would be interested in how CMS takes this discussion further and how they create safeguards around AI use in academia. CMS is an apt platform for that because the future needs are to demystify the advantages of AI use in academia and present a way forward that goes beyond the discussions of creating capitalistic value. That's step one. Step two then would be provision of some kind of education that is directed towards academics, open dialogues, practical use cases of success and failure with AI. Step three would then

follow where we can build on how social value can be created through these systems. The danger may also be precarity in academia, which already is at a precipice. It is not so much about the devaluation of academics and their work as knowledge creators and disseminators, but rather, is AI a cheaper and more efficient fix to addressing the lower admission rates in universities?

Joe - What would I like to see happen to address these things? I'd like universities and business schools to integrate the use of AI and also automation. Now, we're talking about weaving it into the curriculum of every business degree in terms of students learning about it. I'd like universities and business schools to have AI supporting students and academics, and to have guidelines on that. And I'd like us also to have some education and awareness around the ethical side of it, not least how damaging it is for the environment.

Genevieve - I look forward to being surprised by what emerges from CMS thinking and strategizing regarding AI. From my own limited perspective, the following two elements are at the top of my wish list.

FEATURE ARTICLE:

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In terms of the clear and imminent danger that AI tools are used to exacerbate precarity amongst higher education workers, I would like to see the CMS community taking on a strong role in developing guidelines for the use of AI tools in teaching and research that would favour worker power. Given that universities are proving to be quite slow to make the first move in this regard, there seems to be an opportunity here to establish some norms that would, for instance, encourage and legitimize the use of AI tools to minimize the time we spend on menial knowledge work tasks and ourselves invest the liberated time and mental energy for work that enhances our power and security, including not just deep work on our research but also collective organizing.

Thank you all so much for giving your time to participate in this 'fireside chat' on AI in academia. I hope that this feature articles comes some way towards providing the open dialogue that you are calling for and I look forward to seeing how the CMS community respond to some of the pertinent points raised today.



FEATURE ARTICLE: Getting behind the hype: Critical reflections of AI application in teaching and scholarship (continued)

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At this point, we open the floor to you, the CMS community. This feature essay is intended as a conversation-starter, a series of provocations to ignite further reflective discussion, critical debate, and experimental action. We would love to keep this conversation open and encourage our readers to respond with your own comments, concerns, good practice or guidance on AI-use in academia.

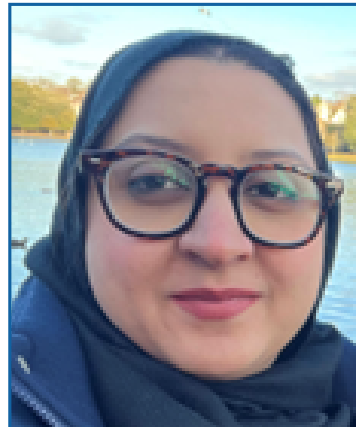
Please send your thoughts in 250 characters or less to Katherine parsonsk1@cardiff.ac.uk or the newsletter editor, Keshav keshav.krishnamurty@iiml.org.



Genevieve Shanahan is a lecturer in Management, Employment and Organisation at Cardiff Business School. Her research focuses on alternative organizing for just and sustainable real utopias, with a particular focus on how technology might open up new democratic possibilities. She received her PhD in Business Administration from Grenoble Ecole de Management in 2022. Her work has been published in journals including *Organization Studies*, *Organization*, *Human Relations*, and the *International Journal of Human Resource Management*, among others.



Joe O'Mahoney is a leading authority on the consulting industry. His research on the profession has won several prestigious awards from the British Academy of Management, the Centre for Consulting Excellence and the ESRC. His book, *Management Consulting* (published by Oxford University Press) was the best-selling in Europe and his academic research has been published in top internal journals including *Work*, *Employment & Society*, *Management Consulting Journal* and *Journal of Management and Organization*.



Mehreen Ashraf is a doctoral student at Cardiff Business School. Her research explores how our substantive understanding of organizational control has changed in light of algorithmic technologies, with a focus on AI systems. She is broadly interested in exploring how emerging information technologies inform the future of management and management education.



Katherine Parsons is a Post-Doctoral Research Associate at Cardiff Business School. Broadly, her research interests include social purpose and responsible business; innovation and entrepreneurship and digital futures of work. Her work has been published in academic outlets such as *Review of Regional Research* and *Organizational Ethnography: an experiential and practical guide* (published by Routledge) and in policy documents and reports (for example, for the ESRC and Innovation Caucus).

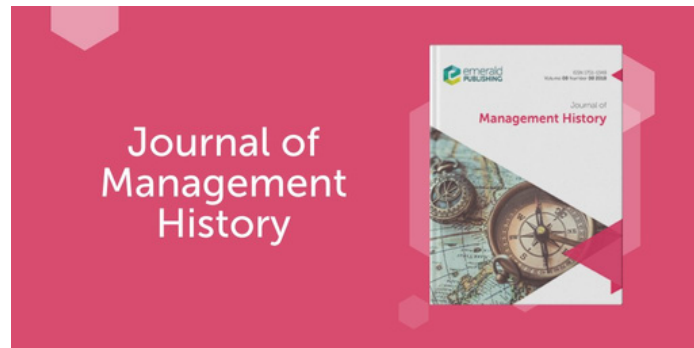
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