

Call for Expressions of Interest: Book Chapter Contributions

The Principles for Responsible Management Education (PRME) and Routledge are excited to announce a call for contributions to a new co-edited book titled:

“Accelerating Responsible Management Education in the Arab World: Embedding SDG 16 into Leadership, Accountability, and Societal Progress”

Co-Editors:

- Prof. Agnieszka (Aggie) Chidlow, University of Birmingham, UK
- Dr. Heba Younis, SOAS University of London, UK
- Ms. Zein Ibrahim, Columbia University, USA
- Prof. Saïd Elbanna, Qatar University, Qatar
- Dr. Panagiotis Kokkalis, Rochester Institute of Technology, UAE

We invite scholars, educators, and practitioners affiliated with Principles for Responsible Management Education (PRME) Signatory institutions, as well as those from institutions in the process of becoming or aspiring to PRME affiliation, to submit expressions of interest to contribute to this co-edited volume commissioned by the PRME and Routledge.

The PRME Routledge Book Series is a prestigious partnership that disseminates research on responsible management education and sustainable business practices globally. As part of the Taylor & Francis Group, Routledge regularly submits its book content and metadata to Scopus, ensuring that publications in this series are considered for inclusion in this major academic citation database.

Once contributions are confirmed, we will share details about the upcoming Book Chapter Development Workshops, which will offer the selected authors a unique opportunity to further refine their work contributing their expertise to advance the United Nations’ Sustainable Development Goal 16 (SDG 16) and promote research-led responsible management education in the Arab context.

As the inaugural volume, this book will serve as the “go-to” resource for business schools and policy-driven leaders in the Arab World. It will support the embedding of the Principles of PRME into strategy, leadership, research, and teaching, while reinforcing the role of business schools as drivers of responsible leadership, societal progress, and community engagement.

Business schools, across the region, are increasingly rethinking their value propositions to enhance their societal impact, by more effectively integrating academic scholarship, teaching, and practice (Cornuel, 2022). They face increasing expectations to produce research that is both credible and relevant to policymakers and society (Chidlow *et al.*, 2025; Chidlow & Karolyi, 2026), while ensuring insights inform teaching and equip future leaders to address global challenges. Achieving this requires transformative institutional approaches that support responsible management education underpinned by methodologically rigorous and socially relevant scholarship.

This co-edited book focuses on the Arab world, addressing critical gaps in the education sector – a strategic area with limited scholarly attention (Elbanna *et al.*, 2020). It amplifies Arab voices by advancing context-sensitive scholarship and moves beyond description to promote research that explicitly addresses regional priorities, linking academic insights to

practical and socially meaningful outcomes (Elbanna, 2025), contextualizing research for regional challenges, and bridges theory and practice for scholars and practitioners alike.

More specifically, the volume examines how Arab business schools can align their value propositions with SDG 16 – promoting peace, justice, and strong institutions. In a rapidly growing region, enhancing governance and accountability is essential to transforming management education which is research-led and supports sustainable development. The volume highlights how business schools can equip future leaders to navigate complex challenges and cultivate responsible decision-makers who contribute to resilient, competitive institutions.

Structured around the Seven Principles of PRME: Purpose, Values, Teaching, Research, Partnerships, Practice, and Sharing – each chapter provides a clear framework for advancing SDG 16 in the Arab region. Across these Principles, the volume emphasises the integration of responsible research – producing credible, socially relevant, and context-sensitive scholarship – and responsible management education – equipping future leaders with ethical and credible research-informed knowledge to drive positive societal change.

Suggested Chapter Topics:

Chapter 1: Purpose

Title: Reframing Institutional Purpose: Shaping Responsible Leadership for Mission-Driven Business Schools

Note: Explores how aligning institutional mission can support resilience and inclusive institutions in line with SDG 16.

Chapter 2: Values

Title: Building Responsible Business Schools: Embedding Core Values of Integrity and Accountability

Note: Highlights how foundational values promote responsible governance and strong institutions in regional contexts.

Chapter 3: Teaching

Title: Teaching for Impact: Developing Responsible Leadership Through Contextual Pedagogy

Note: Emphasises the Impactful Five (i5) pedagogy applied to SDG 16 and the regional need for responsible pedagogical leadership.

Chapter 4: Research

Title: Cross-language Knowledge for Institutional Leadership: A Responsible Research Approach

Note: Focuses on responsible research as a method for producing credible, relevant knowledge, strengthening scholarship, and restoring public trust.

Chapter 5: Partnerships

Title: Collaborating for Institutional Resilience: Strategic Partnerships for Regional Impact

Note: Explores multi-stakeholder collaboration to reform business schools and promote responsible management education for SDG 16.

Chapter 6: Practice

Title: Leading by Example: Embedding Responsible Management in Business School Practice

Note: Showcases how business schools can model responsible governance and conduct while advancing SDG 16.

Chapter 7: Sharing

Title: Fostering Collective Learning: Sharing Innovations for Responsible Development Through Collaboration

Note: Highlights regional collective learning and mutual exchange necessary to advance SDG 16.

Chapter Contribution: Each chapter should be between 1,500 and 2,500 words, including references, and should be accompanied by a short author bio of 200–250 words.

Proposal Submission: Interested contributors are invited to submit a proposal of 300–500 words, specifying the chapter to which their work will contribute and explaining how it advances the aims of the co-edited volume. Proposals should demonstrate how the contribution to the chosen chapter advances research-led responsible management education in the Arab context and contributes to SDG 16. Names, affiliations, and the roles of all contributing authors should be included outside the proposed word limit.

Deadline for proposals: 31 July 2026

Submit proposals to: Ms. Loreta Armstrong at Loreta.armstrong@qu.edu.qa

Reference:

1. Chidlow, A., & Karolyi, A., (2026). Shaping Trust and Impact: Business Schools, Responsibility, and Societal Impact: Reflecting on the Path Towards Integrated Research and Education, *Global Focus, The EFMD Business Magazine*, 50(1) ([Open Access](#)).
2. Chidlow, A., Antonacopoulou, E.P., Reibstein, D.J., & Steingard, D. (2025). Building Impact Through Strategic Unity: Business Schools' Responsibility to the Common Good, *Global Focus, The EFMD Business Magazine*, 19(2) ([Open Access](#)).
3. Cornuel, E. (2022). Positive impact: An important role for business school leadership in a changing precarious world. *Global Focus, The EFMD Business Magazine*, 14: 9-11 ([Open Access](#))
4. Elbanna, S. (2025). Editorial: Reflecting on MSAR's growth and strategic direction: Pioneering sustainability and research in the Arab World. *Management & Sustainability: An Arab Review*, 4(1): 1-3.
5. Elbanna, S., Abdelzaher, D. M., & Ramadan, N. (2020). Management research in the Arab World: What is now and what is next? *Journal of International Management*, 26(2): 1-21.