



JONES INTERNATIONAL UNIVERSITY® (JIU®)

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

SHARING INFORMATION ON PROGRESS (SIP) REPORT 2009-2010

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PRINCIPLE 1

PURPOSE: WE WILL DEVELOP THE CAPABILITIES OF STUDENTS TO BE FUTURE GENERATORS OF SUSTAINABLE VALUE FOR BUSINESS AND SOCIETY AT LARGE AND TO WORK FOR AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY.

JONES INTERNATIONAL UNIVERSITY – VISION AND MISSION

In 1993, Glenn R. Jones envisioned a way to extend education’s reach globally, and became a pioneer in the field of online education. He founded Jones International University to enable students to learn from anywhere in the world, at any time. Mr. Jones vision for creating global access to education through technology is fundamental to the origins of, and continued focus of JIU on providing access to life-long learning.

Mr. Jones has also helped other universities benefit from his pioneering in Internet-based education. He founded Jones e-education: Software Standard® (JESS™), a groundbreaking online course management and delivery platform, and Jones e-global library®, an entirely virtual library originally created to support JIU faculty and students. Both have been made available for license by universities, corporations, and individuals. Additionally, the JESS platform was provided free of charge to over two hundred educational institutions, and government and professional associations; nearly fifty of the organizations have adopted the platform.

Fostering and supporting inquiry, creativity, practice, and social responsibility by providing global access to education in order to promote life-long learning *is* the vision and mission of JIU.

VISION

Through the enabling power of education, Jones International University® (JIU®) nurtures individual empowerment, enriches societies, promotes understanding and helps create a world where hope is alive. Accordingly, the success of our students and the viable, global democratization of education are our urgent concerns.

MISSION

JIU, an institution of Higher Learning, engages with learners to inspire and empower them to accomplish their educational goals, lead richer lives, and shape the futures of their organizations and communities.

JIU is committed to fulfilling this mission by:

- offering readily available student-centered services
- providing innovative and relevant curriculum delivered by accomplished, supportive faculty
- implementing state-of-the-practice, learning-centered technology, and learning resources
- engaging with constituents to create an exceptional educational experience

JIU SCHOOL OF BUSINESS

The JIU School of Business was created in 2006 with the merger of four business administration and communication degree programs. The vision and mission for the school were established at that time as extensions of the JIU vision and mission, with ethics playing a central role:

JIU SCHOOL OF BUSINESS VISION

The JIU School of Business develops today's and tomorrow's business leaders who are effective decision makers with an ethical, global perspective in the organizations they serve.

JIU SCHOOL OF BUSINESS MISSION

The mission of the JIU School of Business is to develop exceptional business leaders by offering a rigorous, professionally oriented business curriculum grounded in current theory and practical application with an emphasis on global citizenship and ethics.

In 2008 the JIU School of Business became one of the original 100 signatories to the United Nations initiative, Principles for Responsible Management Education (PRME). The JIU School of Business notes on its website:

"The PRME was developed as a framework for "academic institutions to advance corporate social responsibility through the incorporation of universal values into curricula and research." The School of Business has incorporated the concepts of Corporate Responsibility and Effective and Ethical Global Leadership throughout its programs. JIU will further incorporate concepts of Sustainable Global Growth and actively encourage the students in its graduate programs to research and promote these principles."

While the various dimensions of social responsibility have always had a place in the learning outcomes of the Business degree programs, in the two years since pledging adherence to PRME we have made a number of further adjustments to our graduate and undergraduate curriculum including improvements to courses in General Education, Business Administration, and Business Communication. Examples of change include:

- A new course was created in the in the DBA program, BA714 Sustainability and Innovation in the Business Enterprise, that iss a comprehensive overview of historical, current, and emerging perspectives that relate to theory and practice of management of innovation, with a specific focus on sustainability in the business enterprise.
- The topic of sustainability has been woven into the master's level specialization in Entrepreneurship.
- BC607 "Leading from a Global Perspective" has been bolstered in the area around the discussion of social responsibility and ethical and political issues.
- The School of Business offers two courses exclusively focused on ethics
 - ETH401 Making Ethical Management Decisions – an undergraduate, case based course
 - ETH501 Making Ethical Management Decisions – a masters level, simulation based course
- In addition to the discussion of professional ethics in finance, accounting, and project management courses, the School of Business also integrates the topics into other, relevant, courses:
 - Ethics – 14 courses
 - Sustainability – 4 courses
 - Social Responsibility – 5 courses

ASSESSMENT

Most importantly, while the emphasis on these topics has increased, JIU assesses students' performance against course outcomes, reports those results to the student and aggregates the results by courses and degree programs. As students complete their course projects (see project description under [Principle 2](#)) the course professor evaluates each student's work against each course outcome on a scale of Basic, Developing, Proficient, and Advanced which are defined as:

- **Basic:** The student demonstrates an understanding, but is not yet able to apply the learning outcome in the field.
- **Developing:** The student demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.
- **Proficient:** The student demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.
- **Advanced:** The student demonstrates exemplary performance and skillful application of the learning outcome in the field.

Some examples of these measurements can be seen in the [Table 1](#) which represents data from the fourth quarter of 2009. When the results are aggregated at the course level, academic leaders look for red flags that may indicate an issue. For example, 36% of students in BBA204 are rated as 'basic' against the course outcome, "Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas"; students should be scoring at a higher level on this topic. This information is combined with other assessment data in order to understand if the issue is with the curriculum or the instruction and adjustments are then made accordingly as part of the universities Program Review process. BBA204 is currently being reviewed with a focus on improving student learning.

PRINCIPLE 2

VALUES: WE WILL INCORPORATE INTO OUR ACADEMIC ACTIVITIES AND CURRICULA THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED IN INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS GLOBAL COMPACT.

SERVICE LEARNING THROUGH SPONSORED PROJECTS

The main form of learning in JIU courses is project based learning. In the majority of JIU courses each student submits a portfolio-ready professional deliverable that demonstrates that learning objectives have been met. This project is a critical method of inquiry JIU students utilize in using creative and innovative solutions to solve real world problems, and, when demonstrating application of scholarly inquiry.

There is no more important element to a student's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential business and education leaders know how to build relationships with clients, political leaders, business leaders, media professionals, and other professionals.

In each program, a student has multiple opportunities to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include teacher leaders,

program chairs and principals, legislators, business managers and consultants, professional associations, etc. Students work closely with their professors and sponsors to complete projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations. Often, a student chooses to work with the same sponsor for two or more projects. This offers students and the organizations that they serve the opportunity to explore an important question or problem over time and in considerable depth.

Examples of Sponsored Projects:

- Project A - A Strategic Plan for the Human Resources section of an educational institution.
- Project B - An action research project was conducted to address the question: “How can Company B improve the efficiency of the On-Boarding Process for new Account Managers?” A variety of literature on successfully on-boarding new employees is examined and potential solutions are suggested.
- Project C – A study of how micromanagement is perceived in the workplace of a telecommunications company. In this company, micromanagement was perceived as effective with new employees, but less effective and even negative when employed in the long run with established employees.
- Project D – An exploration the destructive conflict between the Maintenance Technicians and the Line Operators in Company D. The objective is to offer insight into the dynamics of their relationship; as well as offer applicable solutions to direct the teams to a path of collaboration, efficiency, and a cohesive working environment.

PRINCIPLE 4

RESEARCH: WE WILL ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT ADVANCES OUR UNDERSTANDING ABOUT THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS IN THE CREATION OF SUSTAINABLE SOCIAL, ENVIRONMENTAL AND ECONOMIC VALUE.

As noted earlier, emphasis on sustainability has been added into the doctorate level curriculum. However, this program is only two years old. We do not yet have any dissertation projects to report on.

PRINCIPLE 6

DIALOGUE: WE WILL FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANIZATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

WE UNDERSTAND THAT OUR OWN ORGANIZATIONAL PRACTICES SHOULD SERVE AS EXAMPLE OF THE VALUES AND ATTITUDES WE CONVEY TO OUR STUDENTS.

The School of Business holds bi-annual faculty meetings. The main topic for the June 2010 meeting is: “The further integration of responsible management education topics into the JIU business curriculum”. This is an asynchronous online meeting that was still in progress at the time of this report. The discussions held in this meeting will serve to drive future changes in the School of Business curriculum.

TABLE 1 - SELECT COURSES, OUTCOMES, AND STUDENT LEARNING; Q4 2009

Select Course Learning Outcomes	% Basic	% Developing	% Proficient	% Advanced	N
HUM201 Peace and Conflict Studies					
Analyze efforts toward achieving world peace and the organizations in existence that help nations resolve conflict.	14.3%	14.3%	71.4%	0.0%	7
Analyze real-life conflicts in terms of their structure, dynamics, and underlying narrations and belief systems.	14.3%	28.6%	28.6%	28.6%	7
BBA110 History of Business					
Determine how culture, ethics, and technology have shaped and are shaping business; and discuss their potential long-term effect.	7.0%	10.0%	63.0%	20.0%	100
BBA204 Legal Environment of Business					
Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas.	35.7%	7.1%	54.3%	2.9%	70
BC345 Organizational Communication					
Identify ethical issues faced by an organization and describe the organization's communication of these issues to employees and the public.	21.7%	0.0%	26.1%	52.2%	23
BC475 Organization Training and Development					
Identify key cultural, social and political issues to consider when designing training for employees in various locations throughout the globe, and develop strategies for addressing the issues.	0.0%	0.0%	80.0%	20.0%	5
BC607 Leading from a Global Perspective					
Adopt and demonstrate in practice the perspectives of global citizenship, especially as a member of a business organization.	15.0%	0.0%	30.0%	55.0%	160