



HANKEN



Curricula Change at Hanken School of Economics, Finland

*Global Forum for Responsible Management
Education, 4-5 December 2008*

Rector Marianne Stenius

How to progress in Curricula Change

- » About HANKEN.fi
- » Where do we stand now wrt PRME and Curricula Change?
- » How did we get to this point?
 - research and curricula change
 - involvement of faculty and students
 - involvement of the business community
 - extra curricular activities and hidden curricula
- » Lessons learned and challenges

About HANKEN.fi



- » a stand alone business school celebrating its 100th anniversary in 2009
- » a research-based business school with a core faculty of 100 (78% hold a PhD)
- » a business school offering BSc, MSc and PhD programmes as well as executive education (incl. eMBA)
- » 2000 MSc students and 165 PhD students registered
- » 65% of MSc courses and 100% of PhD courses offered in English
- » Compulsory semester abroad for MSc students
- » Internationally accredited since 2000 (EQUIS)

About HANKEN.fi (cont.)

» **Mission**

”Hanken creates new knowledge in economics and business administration and enhances the level of knowledge in the corporate world and generally in society. *Hanken fosters high-level ethical competence and acknowledges its social responsibility*”

- » **Strategy for Sustainable Development** covering Education, Research, Interaction and dialogue with the business community and society, Staff and Students, and internal attitudes within HANKEN wrt transparency, co-operation, respect, equality and academic fraud

PRME principles 1 and 2

» **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

» **Principle 2**

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as United Nations Global Compact

Curriculum change?

- » "the" curricula – i.e. the School´s officially approved curricula
- » the "hidden" curricula
- » extra curricular activities – students involvement

=> all three matters!

Key principles when changing the curricula at HANKEN



- » Strategy based
- » Integration into existing courses as well as specific courses
- » The change must occur on all levels (i.e. BSc, MSc and PhD, not only on MBA level)
- » The implementation has not (yet?) been based on compulsory elements in the curricula
- » Research activities and a focus of PhD projects on issues relevant for PRME 1 and 2 (we need involvement of faculty *and* a new generation of faculty, "change begins with me")
- » Not something which is just "added on", permeates many activities

Key principles when changing the curricula (cont.)

- » All specific courses on CR are given in English – cross cultural as well as political content can better be achieved
- » Cross disciplinary approach
- » Focus on research programmes where HANKEN is internationally at the forefront (faculty involvement is achieved): eg. Intellectual Property Law, Gender, management and organisation, SCM and Humanitarian Logistics
- » Curricula change takes place at HANKEN not only because CR is one of several criteria in international accreditations; we need to find actions which are in line with the mission and vision of the School

Where does HANKEN.fi stand today?



- » Specific courses have been developed as well as integration of CR themes into existing courses,
- » Specific MSc programmes (e.g. MSc in Intellectual Property Law and MSc in Corporate Governance) are running
- » CR minor subject introduced this academic year
- » PhD projects on topics related to CR have been initiated increasingly, specific PhD courses on CR issues
- » We have focussed the research activities so that distinctive expertise has been achieved
- » There are still a few subjects where we are in the beginning

What has HANKEN.fi learned?



- » We cannot genuinely change the curricula without investing also in research activities, i.e. curriculum change is part of a holistic process
- » What parts of the curricula do we leave out when CR related topics are included?
- » We must change the curricula to leave more time for students to reflect and to intellectually challenge the students even more (the "hidden curricula" aspect)
- » We must support faculty, because faculty often "lags behind" the corporate world

What has HANKEN.fi learned? (cont.)



- » The change would not have been achieved without students' involvement and extra curricular activities.
- » Attitudes towards CS issues vary between our students. We need longitudinal surveys of our students' attitudes, i.e. to continue what has already been initiated.
- » We must focuss our international alliance network especially from a CS perspective and send students on compulsory exchange to partners that are strong at CS
- » We must develop strategic alliances to cover CR issues more holistically (courses, research and corporate world)
- » Focus!

Some challenges...

- » How do we increase the long-run faculty involvement?
- » We must extend curriculum change to all programmes delivered, not just to MBA programmes (which in many business schools is the case right now)
- » We must prevent accreditation-driven actions, which do not necessarily lead to long-run effects
- » We need a balance between top-down and bottom-up initiated actions
- » Business schools must internally support transparency, respect, equality and support all activities against academic fraud.
- » How do we prevent a standardisation of implementation of CS issues into the curricula?



*Thank you and
greetings from HANKEN!*



Keep in touch!

Rector, professor Marianne Stenius

marianne.stenius@hanken.fi

www.hanken.fi