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MESSAGE FROM THE DEAN

Dear reader,

It is a pleasure to present to you our first PRME Report. AMSIB joined the PRME UN Global Compact because we are convinced that as a business school we have our societal duty to contribute to find sustainable solutions for the challenges ahead. These challenges are manifold. And all can be related to the 17 Sustainable Development Goals adopted at the 2015 UN Summit by all national leaders. The agenda has been set to 2030 to achieve these goals in a global combined effort. That is only 11 years from now.

Though global awareness on the 17 SDG’s has undoubtfully increased and more and more actions to support achieving them have started or are well underway, still a lot has to be done to reach the goals by 2030. The essence of the challenge is simple, if the world population is about to grow from the current 7 plus billion to 9 billion in the next two decades, there is no time to loose. As Kate Raworth convincingly argued for in her book ‘Doughnut Economy’, we as world population are overstepping the social and planetary boundaries.

So far we as humanity have achieved great progress, see also the book ‘Factfullness’ by Hans Rosling among others, but we have overstepped boundaries and may soon reach a tipping point beyond which we will have to face the dire consequences. Time is short, and we have to find creative, attractive solutions to create momentum in the actions needed for the SDG Agenda 2030. AMSIB as a business school wishes to contribute to gear its global business education to creating awareness on SDG’s, triggering students creativity and out of the box thinking to find sustainable business solutions transforming the way we do business. Solutions which will have a direct impact towards sustainability. We have set ourselves the task to embed this in both our bachelor, master education and our research, and to entice our corporate stakeholders to work together to implement the solutions found by faculty, students and company representatives.

Our current research projects ‘Alliance for Responsible Denim (ARD)’ and ‘Cities and Visitors’ are fine examples of close cooperation between faculty/students and corporates to find solutions for becoming more sustainable as a corporate and/or governmental body. More will be done going forward. In future editions we wish to update you on the progress made.

John Sterk, Dean AMSIB
AMSTERDAM SCHOOL OF INTERNATIONAL BUSINESS

The Amsterdam School of International Business provides students global business education in the field of applied sciences. AMSIB is an international, educational hub where students learn and connect as they acquire the skills and knowledge needed to lead in tomorrow’s global labour market. This is how the Amsterdam School of International Business of the Amsterdam University of Applied Sciences, educate the next generation of international business leaders.

By the time our students complete their studies, they will have become broadly educated entrepreneurs: trained creative thinkers and capable problem solvers. With around 1.5 years of accumulated international experience, they will be able to apply what they have learned and to critically assess new situations.

Students at the Amsterdam School of International Business (AMSIB) learn to take responsibility for a sustainable tomorrow. Our international staff teaches this next generation of leaders the challenges, pitfalls and opportunities of doing business in the complex digital 21st century.

VISION AND MISSION

We envision a world where our students offer creative and socially responsible business solutions for the challenges of tomorrow.

Mission Statement: We create graduates with the hands-on skills, knowledge, and global mindset to thrive in the world of international business.

The main ingredients of our vision and mission are:

A GLOBAL MINDSET

The global mindset we embrace derives from the history of Amsterdam, focusing on an appreciation of cultural diversity and international business orientation. At AMSIB we are operationalising the Global Mindset with the acronym GPS: Global Knowledge, Passion and Social Skills.

- Global knowledge refers to international business awareness
- Passion for diversity and finding your own passion
- Social Skills, such as cross-cultural dexterity, networking and communication

A HANDS-ON ATTITUDE

We excel at the application of a hands-on, learning-by-doing approach to business and management education and research. Students come to AMSIB to master the actual mechanics of global business. As we see it, international business requires a profound knowledge of business administration in a global context, along with the ability to effectively work with people from all kinds of cultural backgrounds. This can only be learned by taking an action, reflecting upon it, and acting again.
SOCIAL RESPONSIBILITY

As a business school, we need to foster a deep understanding of ethics with respect for norms and values across the globe, as well as the true belief that profitable, sustainable business models can and should be developed and executed. We include these issues in our curriculum, but want to address this critical area in a more systematic way.
AMSIB KEY FIGURES

<table>
<thead>
<tr>
<th>Faculty</th>
<th>115 FTE, 130 Headcounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Staff[1]</td>
<td>12 (employed at AMSIB)</td>
</tr>
<tr>
<td>Visiting lecturers</td>
<td>not administered[2]</td>
</tr>
<tr>
<td>Competence centers</td>
<td>The internship is assessed by certified assessors, trained by the AUAS assessment centre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study programs</th>
<th>International Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Full time (4 years)</td>
</tr>
<tr>
<td></td>
<td>• Fast track (3 years)</td>
</tr>
<tr>
<td></td>
<td>• Evening programme (4 Years)</td>
</tr>
<tr>
<td></td>
<td>(IB is a merge of the International Business and Management Studies and International Business and Languages study programme. These programmes will be phased out as of September 2018)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alumni worldwide</th>
<th>3874 (currently in our Salesforce CRM system, which has very recently been implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate partnerships</td>
<td>&gt;1000 internship- and thesis companies</td>
</tr>
<tr>
<td></td>
<td>10 member of International Business Advisory Board</td>
</tr>
<tr>
<td>Knowledge Partnerships</td>
<td>Eureka platform (<a href="http://www.ureka.eu/">http://www.ureka.eu/</a>)</td>
</tr>
<tr>
<td></td>
<td>From AUAS, not specific AMSIB</td>
</tr>
<tr>
<td>Academic partnerships</td>
<td>137 Partner Institutions (exchange)</td>
</tr>
<tr>
<td></td>
<td>• Double degree agreement with the Berlin School of Economics and Law and Northumbria University</td>
</tr>
<tr>
<td></td>
<td>• MoU with NU (but that is at AUAS level)</td>
</tr>
</tbody>
</table>

[1] AUAS is a matrix organisation.

[2] Guest lecturers are currently organised by faculty members themselves. Guest lecturers are invited to give one or two lectures within a module or to give a lecture at a special occasion (for example the International Week)
The Amsterdam School of International Business has contributed global minded and skilled people to the world of international business for more than 135 years: firmly rooted in the Golden Ages of Amsterdam business ever since the rise of its first multinationals, the merchant traders of the high seas.

Under the name Hogeschool voor Economische Studies (HES) we were situated in the heart of this city. In 2004 we relocated to the south-eastern region of Amsterdam – as the International Business School, part of the Amsterdam University of Applied Sciences. Today the Amsterdam School of International Business (AMSIB) is home to 2,800 students and 150 employees with real-world experience.

Many have worked for companies like Hewlett Packard, Barclays Bank, Deloitte, Intel Corporation and Cap Gemini, while other have run their own businesses. They have taught and worked in developed economies and emerging markets, providing our students with a unique lens on international business.

They contribute their knowledge and know-how to education as lecturers, expert, coaches, study advisors, programme managers, curriculum designers, mentors and skills trainers. Currently over 35% of the AMSIB staff has an international background.
DIVERSITY

AMSIB’s student and faculty come from over 80 countries and across 90 nationalities. The diversity at AMSIB can be felt through our curriculum, faculty body, classes and student organisations.

The AMSIB community embraces people ranging from different socioeconomic backgrounds, religion, sexual orientation and cultural heritage.

Student clubs bring together our diverse student body on different topics and activities. These include:

- Associations for gender/sexuality
- Associations for religion and spirituality
- Associations for international students
- Associations on ethnicity and culture
QUALITY ASSURANCE, MEMBERSHIPS & ACCREDITATION

The university is committed to excellence in all aspects of its programme offerings. By submitting its programmes to accrediting bodies for review and accreditation, we ensure that our programmes are of high quality and international standard.

We are proud to be accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and the Network of International Business Schools. The Amsterdam School of International Business is also a member of the European Foundation of Management Development (EFMD) and the SAP University Alliance.
THE ROLE OF PRME AT AMSIB

In January 2017, AMSIB joined Principles of Responsible Management Education (PRME). The mission of PRME is to transform management education, research and thought leadership globally by providing the Principles for Responsible Management Education framework, developing learning communities and promoting awareness about the United Nations’ Sustainable Development Goals.

*The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact’s Ten Principles, and provide an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.*

THE PRME PRINCIPLES

**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 | 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.

**Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**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.

**Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
AMSIB PROFILE

AMSIB considers internationalisation to be a tool that enhances both the employability and employment skills of our graduates. A strong element is the use of our global corporate and academic networks for study abroad, internship, and thesis assignments. AMSIB’s vision on internationalisation includes not only compulsory mobility, but also curriculum, partnerships, and research. Both incoming exchange and degree-seeking students contribute to the international classrooms that are so critical to the IB curriculum. The employability skills of AMSIB’s IB alumni culminate in the global mindset we embrace. This global mindset enables our graduates to be (come) successful professionals and citizens. AMSIB considers this a focal point of our heritage and identity.

AMSIB has adopted the following definition of internationalisation: “The intentional process of integrating an international, intercultural, and/or global dimension into the purpose, function, and delivery of post-secondary education to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” (De Wit et al, 2015). Within this description, the School has adopted the following definition of internationalisation at home: the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015).

Figure 1: Visual representation of the relation between the AMSIB International Business (IB) program ILOs.
Global mindset: The global mindset we embrace derives from the history of Amsterdam, focusing on cultural diversity and international business orientation (see Internationalization below). At AMSIB, we are operationalizing the global mindset through the acronym GPS: Global knowledge (international business awareness), Passion (for diversity and finding your passion), and Social skills (cross-cultural dexterity, networking, and communication).

Social responsibility: As a business school, we need to foster a deep understanding of ethics with respect for norms and values across the globe, as well as the true belief that profitable, sustainable business models can and should be developed and executed. We include these issues in our curriculum, but want to address this critical area in a more systematic way.

We measure our success by the following factors:
1. Students are satisfied with the design and delivery of our programmes.
2. The corporate world perceives our graduates as adding value.
3. Our faculty feels empowered and engaged.
4. Society perceives that AMSIB is contributing to global economic and societal developments in a positive and sustainable way.

The Executive Board feels that AMSIB’s international reputation contributes to the reputation of AUAS.

Entrepreneurial Mindset: we teach our students to be innovative, resourceful and create value. Our students learn how to be innovative and resourceful in any kind of organization and as community organizers, academics, inventors, lawyers, politicians, economists and public servants.
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.

Our bachelor programme International Business (IB) aims to train students to become professionals who:
- have a solid knowledge base that makes them able to operate across a wide spectrum of international business sectors;
- possess research skills which assist them to co-create novel, scientifically sound and relevant knowledge with multiple stakeholders that makes an impactful and practical contribution to not only professional and academic knowledge but also the management and growth of local and international business.
- possess a global mindset that makes them able to act as a connector across various sectors and within a culturally diverse environment;
- possess the hands-on and entrepreneurial skills to cope with changing job market conditions, and are primed to adapt to the demands and challenges of our rapidly changing 21st-century economy and world; and
- have the knowledge base and mindset needed to find socially responsible solutions for the challenges of tomorrow.

These aims are directly reflected in the intended learning outcomes of our IB programme. The strength of our International Business (IB) programme is its focus on skills for global professional business practice. IB students all gain a solid knowledge base in global business administration in the first year, deepen their knowledge and skills in Year 2, and further specialise during the specialisation tracks, study abroad, internship, and thesis in Years 3 and 4. Throughout the programme set, modules on research, foreign language proficiency, and personal and professional development help round out important skills.

‘It is our plight to leave our planet in good shape to our children so they can live a good and healthy life. Creating a sustainable tomorrow starts now, we have to educate our students with the knowledge and mindset so they can offer creative and responsible business solutions...’ said Dean John Sterk.
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.

Amsterdam School of International Business offers coherent and transparent programs in business education. Our programs are designed to address the complex requirements of the digital 21st century. Ethics, Responsibility and Sustainability (ERS) is an integral part of AMSIB vision, function and curriculum. However, continuous improvement is a necessity for AMSIB to achieve sustainable development. At AMSIB, ERS means promoting ethical behavior, responsible decision making and eco-friendly lifestyle amongst staff and students.

AMSIB defines ethics as honoring the values of honesty, loyalty, sensitivity, integrity, equality, caring and professionalism in all internal and external activities of the school. AMSIB promotes ethical behavior amongst students, teachers, and administrative staff through ethical leadership and improvement of organizational citizenship behavior.

At AMSIB, responsibility is defined as to be morally responsible for all our individual decisions and actions. AMSIB emphasizes the evaluation of the consequences of individual and group decisions before taking any action. Our business school seeks ways to make students and staff aware of their impacts on society. Over 60 of our faculty (almost 50% of our faculty) have signed commitments to participate in social responsibility activities.

At AMSIB, sustainability means constantly learning to live eco-friendly lifestyle. AMSIB encourages activities that lead to maintaining a healthy planet with healthy people and businesses. To achieve this goal, our business school is looking for methods to educate people in conscious use of goods and services so that the needs of current generation and future generation could be met.

One of the standards set by the Dutch Association of Universities of Professional Education concerns professional ethics and social orientation. This standard is the reference point for all universities of applied sciences and is one of the items evaluated during the NVAO accreditation process. This standard is fully embedded in the AMSIB curriculum. ERS is a component of the ILOs for the IB programme.

Our faculty are involved in several social responsibility activities and put their focus on teaching students how can we have positive impacts on our society. We also make our students aware of the fact that we are responsible for every decision we make and all actions we take. In early
2017 we organized a seminar on Social Responsibility in our school in which seven elevator pitches were presented by our faculty and staff, aiming at making AMSIB more socially responsible in the classroom, on campus and within its culture and curriculum. These include:

- Using urban mining to make the mobile phone supply chain tactile
- How to create a socially responsible mindset for tomorrow’s leaders
- The non-profit challenge-learning how to raise money for non-profits
- Becoming a socially responsible citizen: Helping students to follow their moral compass
- The alliance of responsible denim: making denim companies more sustainable
- A sharing economy: Creating an AMSIB marketplace where we can trade our used products
- Co-Creative Entrepreneurship and specialization: From a linear to a circular economy
- Creating sustainable cities and visitors
- Improving gender equality in our school

Over 60 of our faculty and staff made commitments to participate in socially responsible activities.

**Principle 3 | Method:**

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

*Figure 1. The curricular spider web (van den Akker, 20031)*
Our educational vision is operationalised through the ‘curricular spider web’ (Figure 1) of Van den Akker (2003). The metaphor of the spider web emphasizes the vulnerable nature of a curriculum. Although a spider web is relatively flexible, it will most certainly rip if certain threads are pulled at more strongly or more frequently than others. The spider web thus illustrates a familiar expression: every chain is as strong as its weakest link. By using the metaphor of the spider web we make sure that we balance all elements that matter in educating and assessing our students and realizing our aims.

**Aims & Objectives**
- The way we deliver our education and assess our students is strongly linked to our AMSIB IB profile which aims to enable our students to obtain solid business knowledge and propagate our AMSIB values (have a global mindset, be entrepreneurial and socially responsible) all within an evidence based (research) context.

**Content**
- In year one there’s a (more or less) equal focus on obtaining solid business knowledge as on application of this knowledge. In year two the focus on (the assessment) of theory decreases whereas the application of theory gets more emphasis. In years three and four it’s all about integrating knowledge and demonstrating higher cognitive skills.

**Learning activities**
- We do not see learning as a spectator sport: sitting in the classroom and listening does not teach students adequately. Instead we employ a flipped classroom model where students study and prepare at home and work and interact with each other and the lecturer in class. They hence learn by doing and through interaction with others.

**Teacher role**
- Our educational delivery and assessment model is geared to create an optimal balance between qualitative good education and assessment on the one hand and efficient delivery of it on the other. Where possible, lecturers are supported in managing their work-load and pursuing other academic interests (research, scholarly activities, curriculum development).

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professional development, etc.) by automating and outsourcing lecturer tasks and investing in creating reusable teaching and assessment materials.

Materials & Resources

- We incorporate technologies for efficient and modern educational delivery and assessment. We have provided our faculty and students with digital environments that are user friendly and facilitate the learning process from several aspects. Brightspace, SAP, LMS system and virtual classroom technologies that we use are examples of mentioned tools.

Grouping

- Our grouping adage for classes is ‘large what can be large and small what needs to be small’. To implement this approach in an effective way, we provide teachers with larger classrooms for each lesson in which a higher number of students can attend to learn relevant theories for a specific topic, then a short tutorial will be delivered to small groups of students in which they can learn practical aspects of that topic by doing exercises and case study analysis.

Location (learning environment)

- Our learning environment breathes the high expectations we have of our students. This is not only reflected by the quality of the work they need to deliver but also the professional attitude we expect students to demonstrate right from the start. This professional attitude is operationalised by the AMSIB code of professional conduct which is consistently modelled and stimulated by our lecturers.

Time

- We use a clear and consistent programme structure so that deadlines / exams are known already at the start of the academic year and students can plan their study work accordingly.
- We acknowledge that time is precious and can only be spent once. We therefore try to reduce time losses for both lecturers and students to a minimum by curbing the number of resits.

Assessment

- All of our assessments guarantee insight into individual student performance: every (core business) module in years one and two assesses both solid business knowledge by means of
a theory exam and the application of that knowledge by means of an (individual) assignment in which students work on authentic tasks that originate from the (business) world (professional tasks / products that are directly derived from our AMSIB IB ILOs).

- Multiple choice questions are only allowed in year one.

It should be mentioned that in Ethics, Responsibility and Sustainability (ERS) has been added to our curriculum as a mandatory module for first year students and we put our efforts on developing a sustainable mindset amongst our students from their first year of study not only via our ERS classes but also in other modules so that they can use what they learn at AMSIB in order to sustainable communities, sustainable businesses and environment. To measure the efficiency of our curriculum and teaching methods in regards to ethics, responsibility and sustainability we signed an agreement for a research collaboration with Copenhagen Business School to do a longitudinal study and measure students attitudes towards irresponsible management once a year through all four years of their study at AMSIB. The findings of this study will help us to improve our curriculum or teaching methods where necessary.
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.

AMSIB’s research goals comply with our research strategy plan outlined in “Creating passion for research (2015-2020)”, and they include:

• Initiating and executing research projects that produce academically and practitioner-relevant output leading to publications or other dissemination to stakeholders.
• Recruiting through internal promotion three PhDs as assistant professors into the CEDIS (Centre for Entrepreneurial Dynamics and International Strategy) research group (2018-2020).
• Engaging students in CEDIS research projects through extracurricular activity and Research Lab thesis projects.
• Establishing a “research culture” within AMSIB that engages research and teaching faculty. This is accomplished by:
  o Internal research seminar series (4-6 seminars per academic year).
  o Teaching Case Writing Centre that encourages non-PhD faculty to collaborate with PhD faculty in creating and publishing teaching cases.
  o Showcasing Research Lab theses in the biannual Research Lab Symposium.
• Embedding research into the International Business (IB) curricula by having CEDIS professors involved in the development and teaching of modules.

Within AMSIB, we formed our own research group and community, the Centre for Entrepreneurial Dynamics and International Strategy (CEDIS). CEDIS is part of the FBE’s Centre for Applied Research on Economics and Management (CAREM). CEDIS aims to be a vibrant research group that engages in interdisciplinary research and knowledge transfer with students, other academic institutions, business partners, and organisations to become a leading research unit in our respective fields locally, nationally, and internationally.

The research focus of CEDIS is sufficiently broad in concept to encompass a variety of research lines and to expand with the growth of AMSIB research faculty. The key term “entrepreneurial” refers to many types of organisations and is not limited to the field of entrepreneurship. It can be argued that in our dynamic, fast-changing world, all organisations need to respond to their environment in an entrepreneurial fashion. “International” represents AMSIB’s focus on the
international context and that all organisations must consider their interconnectivity in the
globalised business environment.

The mission of CEDIS is to co-create novel, scientifically sound, and relevant knowledge
with multiple stakeholders (students, teachers, practitioners, organisations, and entrepre-
neurs) that creates impact and provides practical contributions to professional and academ-
ical knowledge, as well as to the management and growth of local and international busi-
ness. CEDIS members at AMSIB put specific focus on contribution to development of SDGs
through research activities and integrating relevant research into our teaching activities.

Research within CEDIS is grouped into three research lines:

1. Sustainable customer-oriented marketing and communication strategies
2. International inter-organisational relations and global supply chains
3. Entrepreneurship, innovation, and finance

AMSIB research faculty working at CEDIS have time allocated for teaching in the IB pro-
gramme and for research activities. CEDIS faculty initiate research projects that fit within the
remit of CEDIS research lines and align with the wider AUAS focal programmes (like en-
trepreneurship). There are currently 12 on-going research projects that to varying degrees
involve AMSIB students and businesses from the AMSIB network.

The current number of faculty who are research-active is low compared to international
business school standards; however, within the national context of international business
programmes at universities of applied sciences in the Netherlands, AMSIB has a high num-
ber of PhD-qualified faculty. AMSIB leverages five professors (CAREM), and there are six
associate and five assistant professors within the School. There are also four PhD can-
didates, who will be granted PhD degrees before 2020. AMSIB encourages other faculty
members to pursue PhD or DBA programmes.

A broad dissemination of CEDIS research output to key stakeholders – academics, edu-
cators, students, practitioners, and policy makers – is essential to fulfilling our institutional
mission and ambition. The research is academically rigorous with high practical relevance
for our key stakeholders. The aim is to provide insight into solving international business
challenges, to contribute to the education and training of students, and to engender colla-
boration between global partners (business and academic) and experts in the field. CEDIS
faculty publish in peer-reviewed academic journals and present working papers at peer-re-
viewed international

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1 Informal inventory made at national platform IBMS in 2016.
conferences. These faculty members also publish in trade journals to disseminate research findings to industry practitioners and stakeholders. CEDI also publishes teaching cases for use by other academic institutions.¹

One of our successful research projects that makes us proud is “Alliance for Responsible Denim”.

**Research Project Alliance for Responsible Denim**

The project Alliance for Responsible Denim brings leading denim brands together in order to make shared strides towards more sustainable production practices. This in particular by developing standards and benchmarks for the use of resources during production and by establishing best practices for effective collaboration between competitors.

The fashion industry faces many complex challenges with regard to sustainability. The denim industry in particular is subject to criticism as a result of the pollution and damage associated with its production. A more sustainable method of producing denim, especially one that reduces the use of water, chemicals and energy, will require cooperation between various participating parties – including competing denim brands. When these parties work together, knowledge and resources can be shared and change can be affected at a scale that will truly make a difference. Cooperation between competitors, however, is a highly complex endeavor.

The funding was approved by SIA RAAK, the Dutch National Coordinating Body for Practice-Based Research. The project is a cooperation with the Centre of Applied Research on Economics and Management (CAREM), professorship Amsterdam Knowledge Economy, by professor Willem van Winden.

Professor Lori DiVito from the Amsterdam School of International Business is one of the involved researchers.

Our colleagues work on other sustainability and CSR projects as well. From which we can refer to project “Cities and Visitors” which is linked to SDG11, “Sustainable Cities and Communities” and “Gender Bias in Business Schools” which looks at gender equality specifically in business schools.

Erik Kostelijk, Associate Professor at AMSIB conducted a research with a focus on “Sustainable innovative food industry”. He argued that: “the main objective of this project is to stimulate SME companies in the food industry to pro-actively shape transitions in food consumption, and to innovate more effectively and efficiently to respond to these transitions.”

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Based on interviews with SME entrepreneurs, it was found that they experience an important bottleneck in staying in touch with trends and developments. Because of this, innovation often lags behind. Entrepreneurs in the food industry would like to proactively tailor their product innovation to transitions in consumer patterns, ideally to help shape these transitions, in order to achieve a sustainable competitive advantage. But in the absence of this proactive approach, many SMEs don’t seem to be able to cope with these transitions. An important transition is responsible food consumption. Many SMEs see the need and opportunities for sustainable food, but the problem they face is that consumers often do not want to pay for it. Because more sustainable food production is more expensive, developments often stagnate. Whereas a proactive approach would possibly circumvent this price element, and uncover other buying motives.

Dr. Kosteljik added: "The use of young people ("Millennials") is essential here: they are the consumers of the future. Our aim is to develop cooperation between knowledge institutes (universities) and SMEs in order to stimulate innovation in the food industry. We will investigate in which way we can involve and engage students in projects or experiments in order to make the food industry more responsive to societal trends, so that both education and the industry benefit."

AMSIB also recently initiated a joint research with Northumbria University and Maastricht school of Management with focus on “gender equality in labour market”, considering the rapid pace of technological developments and the emergence of Artificial Intelligence which may negatively affect women employment prospects.

**Principle 5 | Partnership:**

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

AMSIB’S network strategy goals are as follows:

- Launch a double degree with an international partner by September 2018 (This goal is achieved ) and a Master with an international partner by September 2019.
- Expand AMSIB’s International Business Advisory Board (IBAB) as well as our International Academic Advisory Board (IAAB) to include more culturally and geographically diverse representatives.

AMSIB intends to maintain and reinforce our robust networks with businesses, alumni, students, and academic institutions. The goal of these networks is to create communities around AMSIB that include all stakeholders and are mutually beneficial.
Our primary current networks include:

- An international network of more than 137 business schools and university partners worldwide. The major part of interactions within this network centre around student exchange. The School’s agenda in the coming years is to develop this network by focusing more on gaining partners across all continents that truly complement AMSIB’s strategy and curriculum. We will also explore new opportunities for cooperation in the fields of education (i.e. double-degree or joint-degree programmes and the recently founded Ureka consortium by AUAS⁴) and research, including acquiring research funding. For example, in the IBMS specialisation track Entrepreneurship, we are considering setting up a network of university incubators.

- The Global Corporate Council (GCC) is a network of more than 1,000 international companies.⁵ At present, its relationships are focused around internships, thesis assignments, and guest speakers. The goal is to strengthen these relationships via more structured relationship management and communications (including collaboration in academic and research projects) and expand the network to include the School’s alumni.

- The SAP University Alliance,⁶ a global programme with more than 2,900 member institutions in over 103 countries, aims to shape the future of higher education. The programme exposes students and faculty to the latest SAP technologies and enables universities and business schools to integrate SAP software into their teaching by partnering to build technology skills.

- The Network of International Business Schools, of which the director of the IBL programme has been a member of the Board of Directors since 2002.

- AMSIB also supports several student networks such as AMSIB’s Student Society of the International Business School (SSIBS), Excellence Association Amsterdam (EVA), the Amsterdam Chinese Student Network, and the Amsterdam Finance Club. Furthermore, AMSIB maintains study councils for each programme and a student advisory board for the School.

- AMSIB initiated forming PRME Chapter Benelux and France and now is an active member of the community. We are a part of steering committee and put our effort to bring business schools and multi-stakeholders together in order to develop SDGs in our region. The third chapter meeting will be held at AMSIB on 31st January and 1st February 2019.

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⁵ Our database includes more than 1,000 companies that had one or more students doing a thesis or internship assignment at their company in 2015-2016.
⁶ See http://www.sap.com/netherlands/about/careers/university-programs/students/on-campus.html
Principle 6 | Dialogue:

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

AMSIB uses different methods to facilitate and support dialog and debate among students, instructors, internal and external stakeholders, government and society. As an example, we can refer to the project running by Prof. Lori Divito, Alliance for Responsible Denim. This project mobilizes and facilitates denim brands in collectively taking initial steps towards improving the ecological sustainability impact of denim production, particularly by establishing measurements, benchmarks and standards for resource use (e.g. chemicals, water, energy) and creating best practices for effective collaboration. The project’s consortium consists of key stakeholders and experts within the Amsterdam denim industry. Denim brands, together with industry experts form the Alliance for Responsible Denim. Key project deliverables include the creation and adoption of standards and benchmarks for sustainable denim production and a handbook of best practices for effective collaboration with competitors (AUAS, 2018).

AMSIB is also organizing an event in which there will be a panel discussion with representatives of a Think Tank associated with Shell. In this event researchers from our school and Northumbria University as well as Royal Dutch Shell representatives come together to discuss the climate goals and how we can begin to achieve them considering the role of educators and businesses. This event will be open to all AMSIB students. The event is being organized by Mrs. Simona Petkova, assistant professor at AMSIB.

Together with the Amsterdam Economic Board, AMSIB also co-organizes events like International Talent Event Amsterdam (ITEA), in which students are provided with the opportunity to meet company representatives in order to find internship, traineeship or job opportunities. Amongst the partner companies we can refer to Expatica, The Student Hotel, UvA & VU Masters, and Nuffic; as well as heavyweights ING Nederland, Nike, and Huawei (AUAS, 2018).