To:
PRME Steering Committee
Secretariat
New York, NY 10017, USA

Renewal of Commitment to the PRME

As an institution of higher learning involved in the education of current and future managers School of Business, JAMK University of Applied Sciences (Finland) reaffirms to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education, reporting on progress to all stakeholders and exchanging effective practices with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions, and associations to adopt and support these Principles.

Jyväskylä 5th September, 2016

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Attachment: SIP Report
JAMK UNIVERSITY OF APPLIED SCIENCES, SCHOOL OF BUSINESS

Progress on PRME

The School of Business of JAMK University of Applied Sciences has been a member in PRME since 2011, thus this is our third report of progress.

The JAMK School of Business includes five departments which each advance responsible management, education and operations in their activities. The departments are: Business and Entrepreneurship, Global Business Management, Tourism and Hospitality, Continuing Education and Research and Development.

Our commitment and many of the activities reported in our earlier report are still valid. Since 2014 we have continued developing further the curricula of the different degree programmes concerning both contact and virtual courses. New courses have been launched, and existing further developed. Sustainability and responsibility is still most visible in the curricula of the Tourism and Hospitality department with the ‘Sustainable gastronomy’ programme. This programme integrates and evaluates the whole process from ‘farm to fork’ in the light of environmental effects and other dimensions of sustainability.

Since our last report we have organized two major events directly concerning responsibility. First, a project ‘JAMK United for Refugees’ that aimed to contribute to the situation and prospects for refugees. Students acted a major role in this project organised by the Global Management department. The project was active both in the campus area and in social media. Second, the Tourism and Hospitality department organized an international conference on responsible tourism last June (jamk.fi/rtdfinland2016).

Below you can find some of the proceedings within the past two years that are relevant when considering 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.)**

Corporate responsibility has been integrated more deeply to the curricula for master’s degree students both in hospitality and tourism management, and business competence and entrepreneurship programmes.

**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.)**

In spring 2016 the theme in the entrance exam for master’s degree candidates of ‘business competence and entrepreneurship’ focused on corporate responsibility; business ethics, green innovation and the
creation of shared value in communities. Candidates had to read articles of these issues before the exam. We found this a good way to familiarise all the future master’s level students to these important phenomena.

Faculty members have been active in different academic and social forums within the field of sustainability and corporate responsibility, for example participating the working group that is putting together research concerning ‘Food, Sustainability and Health’ (EUPHA, Food and Nutrition Section), and publishing articles dealing with ethical management (e.g. in Journal of Business Ethics).

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

Social responsibility was in focus within the project ‘Managing Diversity’ that aimed at stimulating and contributing to the knowledge and skills of master level students and thus influencing on the surrounding community and working life as well. The project was financed by the Ministry of Culture and Education in 2014 – 2015. Together with three other universities of applied sciences we developed for example courses that use blended learning methods and are open to students from these universities. We also arranged seminars, carried out research, and published a book that can be used as learning material.

‘Responsible Management’ course at masters’ level will be organized in English as virtual studies.

In summer 2016 we organized an international summer school ‘For Seasons in Responsible Tourism, and the theme is going to be continued within the curricula by launching a new course ‘Responsible Tourism’ in spring 2017.

**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.*)

Within research projects carried out by the Research and Development department together with local business actors, responsibility issues are taken into consideration.
Principle 6. (DIALOGUE: We will facilitate and support dialogue and debate among educators, students, 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 JAMK United for Refugees project developed and executed a campus-wide awareness campaign that brought many local stakeholders together, including faculty and staff, foreign and Finnish students, local immigrants and asylum seekers of diverse origins, local NGOs, and global educators. The main aim of the project was/is to bring people together to share their stories and experiences in order to foster better understanding between cultures. One of the means to promote this was the development of an intercultural competence training game (Diversophy card game).

https://www.facebook.com/jamkunitedforrefugees/?fref=ts