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 8th September, 2014

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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, and this is our second report of progress.

We recently changed the name of the school to a more fluent form from the previous ‘School of Business and Services Management’ to simply ‘School of Business’. The school still 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 2012 we have continued developing further the curricula of the different degree programmes concerning both contact and virtual courses. Especially the department of Tourism and Hospitality has further developed their curricula by launching (as the first higher education institution in Finland) ‘Sustainable Gastronomy’ specialization as part of Bachelor of Hospitality Management degree this autumn.

What comes to the everyday life and operations in our School of Business the main achievement within this two years period has been the preparation and approval of the WWF Green Office label to one of our campus buildings (Dynamo) this summer.

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.)

The aim of the ‘Sustainable Gastronomy’ specialization is to consider the whole food system through the sustainable food lens, enhancing the dialogue between the food system stakeholders and education. In order to be able to develop their branch in a responsible way, graduates will have a comprehensive understanding of the sustainable food chain and eco-gastronomy both on local and global level, and they understand their value for responsible business. The pedagogical method chosen is experiential learning which was chosen to meet the challenges of the complex multidisciplinary/transdisciplinary nature of food studies.

Waste recycling have been in focus within the High Tech Management specialising education programme. The skills needed for the anticipation of future have been brought up in our education work and e.g. in the ‘Future Visions 20 years from now’ research.
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.)

‘International Business’, the study programme in English, was granted the EPAS qualification in May 2012. We consider this as a proof of our ability to provide business education that is of good quality in many respects including corporate social responsibility. The accreditation officials brought up especially the ability of incorporating teaching and business cooperation in the programme which enables the development of education according to global needs.

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

As a regional and political means to contribute the employability of unemployed JAMK School of Business was authorized to organise education which provided the participants with tools, methods and processes. The five-month education programme started in the autumn 2013 and consisted both teaching and practical training. Half of the participants have found employment after the programme.

A group of teachers and students in the programme of Hospitality and Tourism participated in the Erasmus Intensive Programme on Ecopreneurship Approach in the Context of European Environment for the third time, organised in Finland, Jyväskylä, in 2014. The other participants came from Belgium, Lithuania, Poland and Spain.

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.)

Sustainable Tourism II (KESMA II) project develops the ecological, cultural and social sustainability of rural tourism in the central Finland region. Communication and marketing of sustainability is also part of the project. One of the goals in the project is to produce a guide book for entrepreneurs that will give instructions how to integrate sustainability and communicate about it to customers. Students are participating actively in the project and there will be several thesis dealing with the project theme.

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.)

As the average age of population gets higher extension of working careers is a challenge facing Finland and many other western countries. The Regenerative Leadership project that ended last year, had its main focus on corporate social responsibility. The project was carried out in cooperation with the University of Jyväskylä and 12 companies. As a result models and tools for developing employee wellbeing and better leadership were created. Mutual workshops, morning coffee events and ‘talkshows’ facilitated interaction, and thus the creation of new networks was a relevant consequence of the project as well.
Principle 6. (DIALOGUE: We will facilitate and support dialog 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 Innovative Village Transnational Leader Cooperation project will end this autumn. In the project JAMK School of Business together with other partners and active rural communities have developed new types of service production in rural areas. The project has looked for methods and new ways for stimulating services in rural areas and solutions to organise local services in target villages. Cooperation with communities instead of enterprises have required more flexibility as there are no bosses in the villages telling people what to do. The work have been done by listening to the villagers and together with the villagers. The project brought together heterogeneous villages in local and international idea workshops and study trips. Innovation was regarded not only as “something totally new” but also “new for us but tested in some other village”.

We were approved to get the WWF Green Office label to one of our campus buildings (Dynamo) this summer. Our aim is to continue by extending the ‘green office process’ into the other buildings of our campus as we gain knowledge from the pilot building.

Future

There are two specific objectives we would like to highlight considering our future activities. First, our service provider and we are committed to further improve the restaurant and cafeteria services in our campuses according to all aspects of sustainable development. This standpoint was a major criteria when choosing the new provider (Sodexo) last spring. We hope that we both learn and benefit from this mutual development work.

The second project focuses on ethics and responsibility in multicultural higher education contexts. Occasionally within these contexts culturally based problems may arise as traditions and expectations considering teaching and learning vary. At the department of Global Business Management we are working on this issue, and guidance texts and videos are to be produced. The vision might be to produce a game for students and teachers, which teaches about ethics in education across cultures. The game might prove particularly useful for schools that are in the process of internationalization.