Curricula Change at Hanken School of Economics, Finland

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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)
» 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 focus 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!

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