

2024 Sharing Information on Progress **(SIP) Report**

Amsterdam School of
International Business

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

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Letter of Commitment

Amsterdam School of International Business demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

Dear colleagues, readers,

As the Director of Research and member of the Amsterdam School of International Business (AMSIB) management team, I am delighted to share with you our progress and commitment to responsible management education. Since 2016 when AMSIB became a PRME signatory, we have been steadfastly working towards integrating the Principles of Responsible Management (PRME) into all aspects of AMSIB.

A collaborative spirit to creating responsible business solutions is at the heart of AMSIB. We embrace our role as an international business school to empower our learners to become leaders of sustainable business transformation. We believe in creating sustainable change beyond borders through the power of collaboration.

AMSIB fosters an open and inclusive environment and our faculty and learners reflect the diversity of our vibrant and multicultural location in Amsterdam. As a city that is dedicated to becoming net zero and circular, we understand the opportunities and challenges associated with these transformations. We encourage and support our faculty and learners in deep engagement with international organizations, companies and startups for local and international field-based learning and practice-oriented research.

We are grateful to be part of the PRME network as it encourages us to continuously integrate ethics, sustainability and responsible management into our curricula, research and operations. We have learned from our peers in the PRME network and from being involved in the France-Benelux chapter meetings and PRME conferences. We remain fully committed to the Principles of Responsible Management and the continuous improvement process that it stimulates.

We look forward to much more collaboration with the PRME community and to achieving greater levels of sustainability and socially responsible management education worldwide.

With kind regards,



Dr. Lori DiVito
Professor Collaborative Innovation & Entrepreneurship
Director of Research, AMSIB

Institutional Mission, Vision, and Strategy

The following outlines Amsterdam School of International Business's institutional mission, vision, and strategic approach to responsible management education.

Mission, Vision, Strategy or Purpose

Mission, vision and values

Relevant Stakeholders

Partners, students, faculty

Purpose

Higher education

AMSIB UN PRME Object Mission, Vision, Values

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Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At Amsterdam School of International Business, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Responsible Management Education Accountability

PRME accountability within AMSIB organizational structure

Relevant Stakeholders

Partners, students, faculty

Purpose

Higher education

AMSIB UN PRME Object Accountability

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Responsible Management Education Accountability

Responsibility and accountability within the organizational entity

The AMSIB Management Team is accountable for ensuring that responsible business is integrated into AMSIB's curricula, research and operations. We appointed a PRME Coordinator who works with the Heads of Department and faculty members to support, monitor and report on PRME-related activities.

Organizational Structure for RME

The following organizational entities at Amsterdam School of International Business are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Teaching-Focused Entity
- ❖ Community Engagement Entity



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

Amsterdam School of International Business integrates responsible management education into its degree programs through 5 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

“Kia Ora” or “I see you” perfectly explains the goal of our ‘Collaboration through Diversity’ event held last Thursday 14 September, where we had the pleasure of inviting Susannah Gordon New Zealand Ambassador to the Netherlands, representatives to the International Criminal Court, and our COIL partners from the Auckland University of Technology to share their knowledge of cultural awareness and the dynamics of working in multicultural teams. The event opened with a traditional Pōwhiri or Māori welcome ceremony, a first for many of our students, and a beautiful introduction to the Māori culture. Illustrations and experiences were shared of working in multicultural teams at the ICC, building Māori worldview into diplomacy, that students could related to and understand cultural awareness from multiple perspectives. “The cross cultural event proved to be highly beneficial for me due to its profound impact on broadening my perspective and understanding of diverse cultures. Thanks to the invited speakers I gained insights into different customs, traditions, and world views”. said a first year student attendee. We would like to thank our invited representatives for sharing their knowledge and helping our students on their journey to becoming the global leaders of tomorrow. A special shout out to Carole Emily Rutland - Beenakker and Irena van Nynatten-Janikowska from the Model To Practice Dialogue™ honours team for helping to make this event possible.

(www.mtpdculture.org)

Date

July, 2024 - July, 2024

Location

Amsterdam

Speakers

Susannah Gordon, New Zealand Ambassador to the Netherlands

[Supporting Links](#)

Creating cultural awareness for multicultural teams

Examples of guest speakers and showcase events - OLC

Event for Organization, Leadership and Change major, titled "One Leading Community - Embracing Diversity and Inclusion". Presentations and speakers from AMSIB faculty, alumni and students.

Date

April, 2024 - April, 2024

Location

Amsterdam

Speakers

Pegy Ibrahim, A Beautiful Mess; Hord Wbi, Rabobank; Amie van Woudenberg-Swicegood, AMSIB; Eva Kuijper, AMSIB

[Supporting Links](#)

Inaugural event for the major Organisation, Leadership, and Change (OLC), titled 'One Leading Community - Embracing Diversity and Inclusion'. The event brought together researchers, corporates, and students to underscore how diversity and inclusion management shapes not just organisations but society as a whole.

Professor-Discretionary Course Topics

Examples of topics in courses

IB courses integrating RME topics

Department

AMSIB

Learning Object Subject

Several

Educational Level

bachelor

Learning Outcome

IB graduates understand, assess and apply responsible management practices

Interactivity Type

Education

Learning Object Description

Overview of courses

[Supporting Links](#)

AMSIB UN PRME Teaching - RME courses

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Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals

Overview of courses with RME learning objectives

Department

several

Learning Object Subject

several

Educational Level

bachelor

Learning Outcome

several

Interactivity Type

course design

Learning Object Description

overview of courses with RME learning objectives

AMSIB UN PRME Teaching - RME LOs

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Program-Level RME Integration

Testimonial of Circular Economy and Organizing for Sustainability Transitions courses in GSBM

Impact on GSBM master student

[From Annika Furr LinkedIn post:](#)

This semester, I took part in two meaningful group projects for my Master's in Global Sustainable Business Management, where [Catharina Druck](#), [Ibrahim Khdair](#), Elias Issa and I worked together to translate intentions into tangible actions. In [#Amsterdam](#), known as a city with more [#bikes](#) than people, our team focused on the environmental and social implications of the city's ubiquitous bicycle culture. 🚲

First, in [Rob Lubberink's](#) Circular Economy course, we developed a circular business model for inner bike tubes, frequently discarded as [#waste](#) after repairs, for a local bike shop in Amsterdam. By utilizing the [CIRCO MURAL](#) platform and drawing from various principles of [#circulareconomy](#) and [#biomimicry](#), we proposed partnering with [#reuse](#) product designers and rubber recyclers in the area to transform these used bike tubes into [#repurposed](#) products like bike baskets and handlebar tape. This initiative would create a new revenue stream for the business and significantly reduce rubber waste in their value chain by giving the tubes a second life. We also had the exciting opportunity of pitching our idea at the Urban Upcycling event during Interclean 2024 at RAI. Special thanks to [Lori DiVito, PhD](#) as well as [Enrico Koggel](#) for your support in helping us bring this project to life.

Second, in [Iteke van Hille](#) and [Jakomijn van Wijk's](#) Organizing for Sustainability Transitions course, we explored the social challenges posed by bike congestion and overcrowding in the streets of Jordaan, Amsterdam by orchestrating a [#roundtable](#) discussion with key stakeholders. According to Smart Cities Dive, it is estimated that the average Amsterdam resident owns 1.5 bicycles, and 15% of bikes parked outdoors in Amsterdam are unused, creating unnecessary waste and impacting residents and small businesses alike. Through the collaborative nature of our roundtable and providing space for an open exchange of ideas from diverse areas of expertise, we gained a comprehensive understanding of the problem, identified root causes, and uncovered potential long-term solutions and opportunities for future [#partnerships](#). A big thank you again to [Martin Trčka](#), [Devi Van Huijstee](#), [Mike Russell](#), and [Niels Vermeer](#) for joining our roundtable, and to [Iteke van Hille](#) for your unwavering guidance throughout the process.

The sum of these experiences highlighted the power of [#collaboration](#), an approach that is much needed in the world to make significant progress on complex, ever-changing [#business](#) challenges. It is a process that I aspire to embrace further throughout my career concerning sustainability matters. 🤝 🌍

Global Sustainable Business Management master program

AMSIB offers a master programme fully focused on sustainable and responsible business

Relevant Stakeholders

Partners, students, faculty

Purpose

Higher education

[Supporting Links](#)

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

Amsterdam School of International Business incorporates responsible management education into its research endeavors through 5 different methods:

Regular Research Seminars

Examples of responsibility-related regular research seminars

Number of seminars in 2022-2023 and 2023-2024 academic years and a sample of the topics covered

Date

September, 2022 - June, 2024

Location

Amsterdam

Speakers

Several

AMSIB Research Seminar Series

AMSIB UN PRME Objects - Research
Seminars

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Dedicated Research Funding

Research award for responsibility-related research

Research award for responsibility-related research

Research grant from Dutch Research Council, Task force for applied research, on circular procurement decision making simulation

[MOdelling Dynamic Lifecycle Impacts of Circular Procurement in Healthcare \(MODLI\) | NWO](#)

Research Conferences

Examples of responsibility-related conferences

Date

November, 2022 - June, 2024

Location

Maastricht, Lisbon

Speakers

Several

Conferences

AMSIB UN PRME Objects -Research
Conferences

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Required Research Reporting

SDG Barometer

Presentation of the SDG Barometer at UN PRME Chapter Meeting 2024

Date

March, 2024 - March, 2024

Location

Belgium

Speakers

Carolyn O'Rourke

[Supporting Links](#)

UN PRME Chapter meeting Benelux-France

Description of research publications related to responsibility

List of research publications related to responsibility

A list of publications related to sustainability and responsible management

Chapters

Research publications related to responsible management and sustainability

Extract of publications from HvA (AUAS) Research Database (PURE)

[Find Research outputs – HvA Research Database](#)

Research award for responsibility-related research

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Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

Amsterdam School of International Business partners with external stakeholders to advance responsible management education through 2 different approaches:

Knowledge Translation and Dissemination

External Community Dialogue



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

Amsterdam School of International Business has implemented 5 policies to support its commitment to responsible management education:

Buildings/real estate

Local staff/student/faculty transportation

Travel

Employee equity, diversity, inclusion

AMSIB DE&I

Supporting diversity, equity and inclusion

Creating an AMSIB community that embraces DEI

Chapters

AMSIB DE&I Principles

In our AMSIB community we strive for engagement of all stakeholders, diversity by embracing people ranging from different socioeconomic backgrounds, religion, age, sexual orientation and cultural heritage and inclusion by removing of obstacles to the full participation and contribution of students and employees at AMSIB. In order to be a happy, inspiring and connected community we need to be aware of the hidden issues that affect individuals and groups and to raise these issues, to discuss, to be inclusive, and to embed approaches into our 'DNA'. These approaches must always be a positive: the issues should not be approached as problem areas but issues that are a part of our community that we need to take care of, improve, and resolve. We want to reach hearts as well as minds. With the purpose of advancing inclusivity work, AMSIB has a Diversity, Equity and Inclusion Officer since the academic year 21-22 and its own DEI strategy (2022-2026) with the following goals:

- Increase awareness and development of competences of AMSIB employees with regards to DEI issues. To reach this goal AMSIB will offered the following education programme to faculty and staff:
- Removing the barriers to learning for students with disabilities: [Universal Design for Learning Game and Training](#). UDL is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This approach takes into account the diversity of learning styles, backgrounds, interests and challenges. This offers an optimal learning climate for every student with fewer ad hoc adjustments, lower costs and more study success for all students. This training consists of 2 sessions.

- Intercultural Competences Development: Impact of different cultural values on didactics and communication.
- Fighting exclusion and any sort of discrimination and undesirable behavior: Workshops on topics such as bias, cultural heritage, social inequalities and impact of former education among others.
- Safety, Dialogue and Conflict Prevention among AMSIB population.
- Stimulation of dialogue and Safety in the classroom: fighting conflict, segregation/ group forming, discrimination, bullying, polarization and stimulation of dialogue and inter-group interaction and relation.
- Development of an Inclusive Curriculum: Inclusive communication and fair representation of different cultures and identities in teaching materials, text-books, cases and research.
- Inclusive Communication to create an open and supportive tone for all stakeholders.
- Inclusive Leadership for all roles with managerial responsibilities.

Enhance the creation of equal opportunities and access through the stimulation of an open debate and a positive and safe learning and working environment.

- Empowerment and support groups of less privileged groups.
- Increase social engagement of students

Currently there are the following active support groups for students with disabilities (Limitless), LGBTI+ (Hva Pride), students from the Dutch Antilles (Hvanti) and students with refugee status (Students that Matter). ACE society and the Language Café focuses on student engagement specially of international students. First generation students receive a 2 days introductory programme at the beginning of the school year and a pilot to connect alumni to this group to expand their network will be implemented this year at AMSIB. The Faculty of Economics offers an Empowerment Module to help students with intentions to switch programmes. To the existing initiatives, the intention is to create support to students that enrolled with a degree from secondary vocational education, to help them to develop missing academic skills. Moreover, AMSIB collaborates with SWOM22, an advisory organisation that guides students with disabilities and special needs through their internship and thesis and further incorporation to the labor market.

- Fight any sort of discrimination and exclusion
- Improve the visibility of the existing procedures to report inappropriate behaviour (see ethics section).
- Create a protocol for managing undesirable behavior such as incidents in the classroom or conflicts among students and faculty with an accountability structure.
- Stimulate opportunities to discuss and consult difficult cases and dilemmas among employees.
- Support for students and employees to learn to identify and fight discrimination and exclusion in their direct environments.

- Stimulate debate and discussions regarding social justice by means of yearly DEI events.

Stimulate integration of DEI in the curriculum and research lines.

Currently, these are the courses in years 1 and 2 that either fully focus on intercultural communication and diversity management or other DEI topics:

- Year 1: Cross-Cultural Awareness, Ethics and Social Responsibility and Introduction to Management
- Year 2: Cross-Cultural Management, Knowledge and Skepticism, International Human Resources Management.
- Year 3: Global Communication Major, Organization, Leadership & Change Major.

Developing a reliable monitoring system so that progress with regards to diversity and inclusion can be determined as objectively as possible.

This strategy implies a paradigm shift away from the meritocratic system, which assumes equality among individuals, moving towards acknowledging inherent social inequalities and the need to cater for different needs. Therefore it is necessary to apply an equity lens within AMSIB institutional policies with the purpose of creating equal chances and access to all. AMSIB's strategy with regard to DEI is completely aligned with the strategy of the University. The AUAS sees diversity as one of the major societal issues that it wants to contribute to. Several University wide initiatives are taken to embed DEI in teaching and research.

Student equity, diversity, inclusion

AMSIB DE&I

Supporting diversity, equity and inclusion

Creating an AMSIB community that embraces DEI

Chapters

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Institutional Aspiration Targets

Amsterdam School of International Business has set aspiration targets in 3 different areas:

- ❖ Employee EDI Targets
- ❖ Building and Real Estate Targets
- ❖ Student EDI Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Amsterdam School of International Business operates with the following approach:

No Performance Disclosure

SIGNATORY

Amsterdam School of International Business



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