

Third Mission Impact Report Update 2023

WU
WIRTSCHAFTS
UNIVERSITÄT
WIEN VIENNA
UNIVERSITY OF
ECONOMICS
AND BUSINESS



Third mission
impact

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Foreword



Dear reader,

I am pleased to present to you WU's second Third Mission Impact Report.

Many people, even those working or studying at universities, still do not know or use the term, Third Mission. Yet, the contribution to and the engagement with society is in WU's DNA. As Austria's only business and economics university, we have a special role to play in contributing to and shaping economy and society.

WU graduates hold key positions in business and society and can thus help shape the future. WU researchers work on contemporary challenges and engage and collaborate with policymakers, firms and organizations and the wider public thus generating manifold contributions to numerous public discourses. Finally, many members of WU go beyond their job descriptions to initiate or support initiatives that aim to improve the lives of others, the health of parts of the economic systems or the health of the planet.

We are truly proud of our manifold Third Mission activities and the fact that these come from all parts of WU and from all kinds of job profiles. This report pays testimony to what is and what can be done. The actions of WU, in the collective sense of all the individuals involved in teaching, studying, researching, and working at this university, have a significant impact.

Having said that, this report is far from claiming to be exhaustive. An exhaustive list would likely be a multi-volume book series rather than the brief summary you

see before you.

And yet or perhaps because of that this report is special for three reasons. Firstly, it provides new and inspiring glimpses into the various TM projects and initiatives that WU and its members contribute in their quest to offer value to and generate value with society.

Secondly, it showcases the diversity and variety of what is conceived and accomplished at WU but also demonstrates the breadth in which this vast field of Third Mission has been addressed in recent years—thematically, structurally, and with regard to the contributors.

Thirdly, this report concludes a significant project from the previous rectorate and, at the same time, serves as a starting point for further activities in the Third Mission area. I am writing this foreword in my capacity as newly appointed Vice Rector for Research and Third Mission. My job title reflects a joint decision of the new rectorate – the decision to give additional weight and visibility to the topic of Third Mission at WU.

Witnessing the broad contributions, ideas, the will to shape, and the joy with which the members of this university engage with society, offering their knowledge and skills, provides us with a strong foundation for this endeavour. Simultaneously, it is a mandate to support the breadth and diversity, enable new ideas, and give them all the visibility they deserve with their dedication. The goal of this report is not to compare, evaluate, or rank these different impressions and influences. Instead, its aim is to demonstrate, provide ideas on the ways and channels through which we, with our knowledge and abilities, impact society and the people around us.

Let me be very clear: Third Mission is not a hobby, add-on, or a nice-to-have at WU. It is an integral part of the central tasks of a modern, international, sustainable, and globally open university. Making WU's Third Mission contributions visible, discussing them, and thereby strengthening their impact are core responsibilities in my role for this university.

I look forward to implementing, strengthening, and supporting this together with all of you, third mission only ever works jointly, in the coming years!

Bernadette Kamleitner

Vice-Rector for Research and Third Mission

The Seven Principles for Responsible Management Education

As institutions of higher education, we prepare people to serve society and safeguard our planet with their work in and for organizations. Grounded in the principles of sustainable development, we believe that all people have the right to live with dignity and to meet their needs without compromising the ability of future generations to meet theirs. Responsible management education, therefore, seeks to develop people who will help their organizations create inclusive prosperity while promoting freedom, justice, and peace within regenerative and resilient natural ecosystems.

To be responsible is to be attentive to impact and time. Responsible decision makers look forward and back as they live in the moment. Looking ahead, they are responsible not just to current and future generations but to all life on the planet. Looking back, they are accountable for their actions, those taken and those avoided.

And so, with enthusiasm, we join a worldwide community of like-minded educational institutions to promote our aspirations, document our initiatives, share our lessons learned, and help each other address our challenges. By embracing these seven principles, we hope to inspire and enable a better world through responsible management practices.



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.

SUSTAINABLE DEVELOPMENT GOALS

Located just a few metro stops from the regional UN headquarters, with its student body of about 22.000, WU Vienna is in a great position to contribute to raising awareness of the Sustainable Development Goals (SDGs) of the UN Agenda 2030. We invite you to explore the SDGs in the context of business learning and research, and discover your passion for sustainable development!



1 NO POVERTY
End poverty in all its forms everywhere



7 AFFORDABLE AND CLEAN ENERGY
Ensure access to affordable, reliable, sustainable and modern energy for all



13 CLIMATE ACTION
Take urgent action to combat climate change and its impacts



2 ZERO HUNGER
End hunger, achieve food security and improved nutrition and promote sustainable agriculture



8 DECENT WORK AND ECONOMIC GROWTH
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



14 LIFE BELOW WATER
Conserve and sustainably use the oceans, seas and marine resources for sustainable development



3 GOOD HEALTH AND WELL-BEING
Ensure healthy lives and promote well-being for all at all ages



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



15 LIFE ON LAND
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



4 QUALITY EDUCATION
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



10 REDUCED INEQUALITIES
Reduce inequality within and among countries



16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



5 GENDER EQUALITY
Achieve gender equality and empower all women and girl



11 SUSTAINABLE CITIES AND COMMUNITIES
Make cities and human settlements inclusive, safe, resilient and sustainable



17 PARTNERSHIPS FOR THE GOALS
Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



6 CLEAN WATER AND SANITATION
Ensure availability and sustainable management of water and sanitation for all



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Ensure sustainable consumption and production patterns

Third Mission – The Social Responsibility of Universities

The grand challenges of the Anthropocene and the current shift towards a “knowledge society” have given rise to a long-lasting and ongoing debate about the social responsibility of universities. Through this debate, the third mission (TM) of higher education institutions (HEIs) is increasing in importance. However, it is not that easy to find a common definition of the third mission. There are various synonyms and related concepts such as community engagement, social responsibility, or technology transfer which are all linked to the very same concept.

In a narrow sense, TM is sometimes understood as activities connected to teaching and research in interaction with society. From this perspective, the focus rests mainly on the universities’ impact on regional economic development. Over the years, this narrow interpretation has changed. The new understanding of TM – an understanding that is shared in this report – refers to an additional function of universities. This new function emphasizes that the social responsibility of universities doesn’t stop at educating or qualifying students (first mission) or producing new knowledge and technologies (second mission). Rather, it is a fundamental task of HEIs to engage with societal needs and to function as partners in non-academic networks, as co-producers of context-related solutions, or as players in community engagement. In other words, the TM is a multidisciplinary, complex, and evolving phenomenon linked to the social responsibility of universities. This new focus on TM activities represents also a radical shift from the traditional “ivory tower” stance of universities, where teaching and research were always seen as ends in themselves.

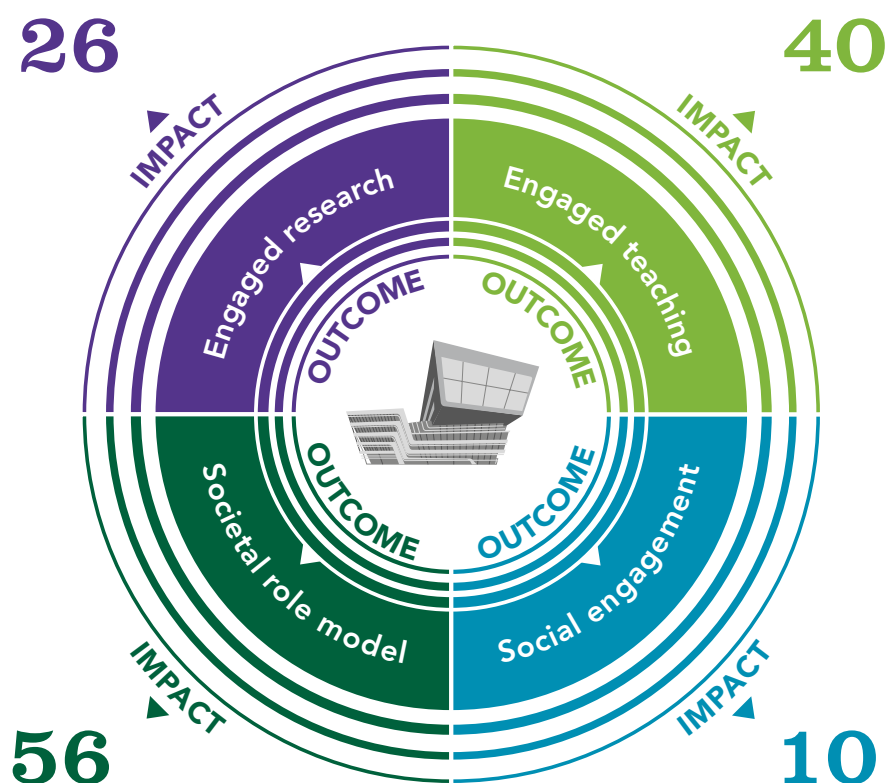
Although TM is gaining increasing importance among universities as well as policy makers, TM can come into conflict with traditional academic ideas, values, and cultures, even today. Being aware of the challenges, WU has consciously decided to focus on its TM.

This focus is supported by two developments: The first is an evolving new self-conception and understanding of science that is strongly influenced by terms such as “post normal science,” “open university,” or “citizen science.” All these different approaches encourage interaction on equal footing between the scientist and the layperson or, if necessary, the opening up of transdisciplinary learning and innovation spaces for answering socially relevant questions together. In this context, cooperation with external, non-academic stakeholders is increasingly seen as mutually beneficial for all partners involved and also enhances the quality of teaching and applied research.

The second development relates to the grand challenges of the Anthropocene and the resulting significance of sustainability research and sustainability-oriented teaching. The leading role of universities with regard to sustainable societal transformations has been highlighted in various policy documents and scientific publications. This has fueled the articulation of new and additional core goals of a university: a) being a socially responsible organization, b) acting as beacons for innovation in society, c) supporting “lifelong” and “lifewide” learning, d) engaging with the public and local communities, and e) responding to social needs and global issues. These goals permeate current political and public discourse and they create a conceptual as well as strategic bridge to and call for TM.

The TM activities documented in this brochure are concrete examples of our commitment in all the areas listed above. Their diversity reflects, on the one hand, the inherent complexity of TM itself and, on the other hand, WU’s comprehensive approach to its own social responsibility.

WU Third Mission Activities



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Volunteering@WU

“This program serves as a bridge between two social strata of society – students from middle- or upper-class families and less fortunate children from working class families. The paths of these two groups most probably would have never crossed if Volunteering@WU hadn’t brought them together.”

Paul Rameder, Senior Researcher

“Our meetings are not restricted to just learning, we have now become real friends, who also have a lot to talk about.”

Learning Buddy

KEY FACTS

- › Each term approx. **130 students** volunteer as **study, music or sport buddies** and offer support to about 260 children and teens.
- › Since 2010 **more than 1,500 students** have participated in the program and carried out **150,000 hours of voluntary work**.
- › Volunteering@WU received the Innovative Teaching Award by WU (2011) and the “Wirtschaft hilft” award presented by the Fundraising Verband Austria (2019).
- › Volunteering@WU was one of the finalists for the Erste Foundation Award for Social Integration (2013) and has been nominated twice for the Ars Docendi awards (2015 and 2020).
- › The Learning Buddy program was also adopted by the University of Education in Lower Austria (PH NÖ) in 2013 and to the International Research Center for Social and Ethical Issues (ifz) at the University of Salzburg in 2014. Following the example of WU, students in other Austrian provinces now also volunteer as buddies for socially disadvantaged young people.

BACKGROUND

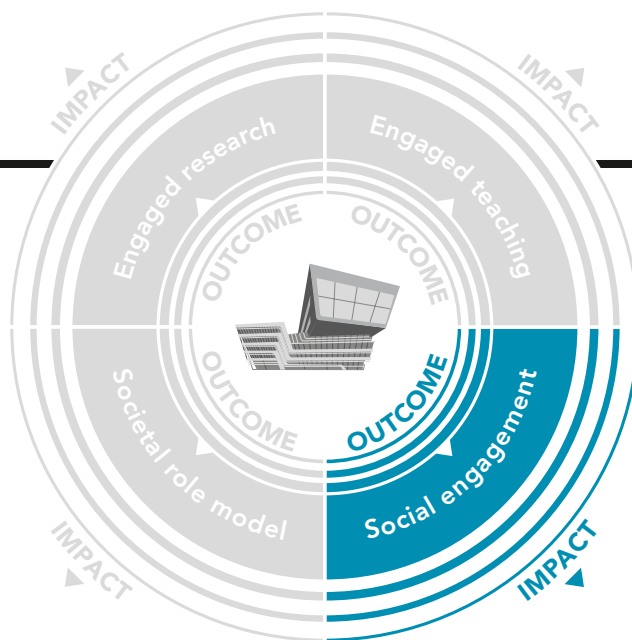
Socioeconomic status plays a major role in determining people’s access to education and learning opportunities. Growing up in poverty greatly reduces young people’s chances of attaining higher education later in life. Countering this heritability of education will have far-reaching impacts beyond simply decreasing income inequality. Therefore, it lies within universities’ third mission to reconsider their stakeholders and equally provide high-quality education to people across all social strata.

WU Vienna has understood and accepted its social responsibility by establishing the Volunteering@WU program to support socially disadvantaged young people on their educational path and, at the same time, promote commitment and social responsibility among students. The central objective of the program is to provide support to and promote the social participation of socially disadvantaged young people, while training self-determined and reflective students who are ready to take on social responsibility.

DESCRIPTION

Within the framework of Volunteering@WU, the service learning initiative “Lernen macht Schule” was established in 2010 in cooperation with Caritas Vienna, REWE International AG, and BILLA AG. In this program, WU students are encouraged to volunteer as learning buddies, music buddies, or sport buddies to support kids from centers run by various nonprofit institutions while earning course credits and gaining a variety of valuable soft skills. By interacting with WU students, the participating children receive support and learn from positive role models in order to develop their individual interests and goals. In this way, the project increases the





children’s self-confidence as well as their pleasure in learning and strengthens various skills such as prosocial behavior, language skills and creativity. At the same time, WU students broaden their horizons by getting to know people from different cultures and social backgrounds and are challenged to contribute and develop their own skills and competences.

Learning Buddies

As learning buddies, WU students support children and teenagers ranging from 6 to 18 years of age from various social facilities run by Caritas Vienna and the Austrian Red Cross (Lernhaus). For a period of one semester, and often even longer, the students meet with the children for around two to three hours a week. In addition to these weekly visits, learning buddies also have the opportunity to participate in field trips, tours, or workshops together with the kids. These activities are aimed at strengthening the relationships between the tandems and promoting the development of skills on both sides.

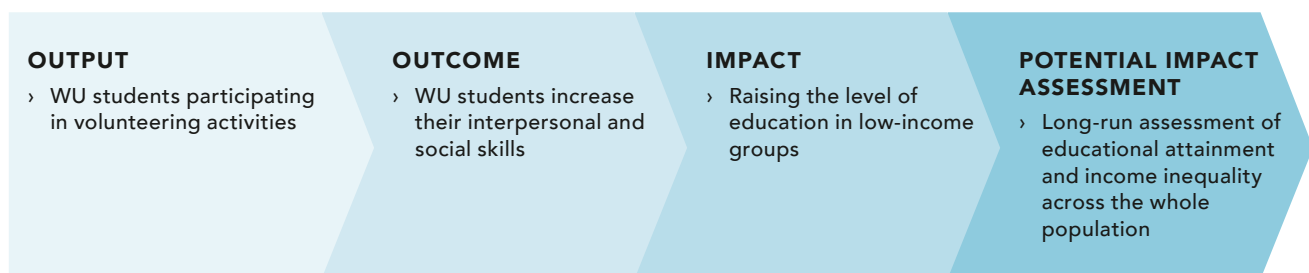
Music Buddies

As music buddies, the students participate in a choir with children aged between 7 and 12 under the artistic direction of the Caritas cultural initiative “Brunnenpassage” and rehearse for several performances each semester. As part of the team, they take responsibility for the group and thus become important contact persons for the children. The main focus here lies on the personal and educational development of the children, which is encouraged by engaging in music and singing in an entertaining and playful way.

Sport Buddies

As sports buddies, students focus on exercising and healthy lifestyle. They plan and offer various social and physical activities to the kids, such as ball games, dancing, or hiking. In this way, students act as supervisors and role models and support kids in developing positive body concepts and movement experiences. Like in all Buddy programs, both sides gain intensive learning experiences throughout their joint time.

IMPACT PATHWAY



WU4YOU

“Promoting equal educational opportunities to support economically underprivileged students benefits the entire society in the long term. The WU4YOU scholarship program supports high-potential students during their bachelor’s studies by providing a monthly scholarship as well as by fostering their academic and social network through support programs to help them get their first degree.”

Maria Ebner, WU4YOU program coordinator

KEY FACTS

- › Since the program’s launch in 2016, 95 scholarships have been awarded to high-potential students from all over Austria.
- › Currently WU4YOU is working with 52 partner schools throughout Austria to identify high-potential applicants.
- › In 2022, WU4YOU received 20 applications and awarded 15 scholarships.
- › Active scholarship holders receive €500 per month. A max. of €21,000 is awarded for a maximum duration of 7 semesters.
- › So far, 25 scholarship recipients have completed their bachelor’s degree.

BACKGROUND

Social inequality is a considerable barrier to ensuring a cohesive, diverse, vibrant, and prosperous society. Sustainability is not just about environmental concerns – social dimensions such as poverty are too often ignored and left unaddressed. The socio-ecological transformation required for the future health of our society and planet must prioritize the needs of the most vulnerable populations in our communities.

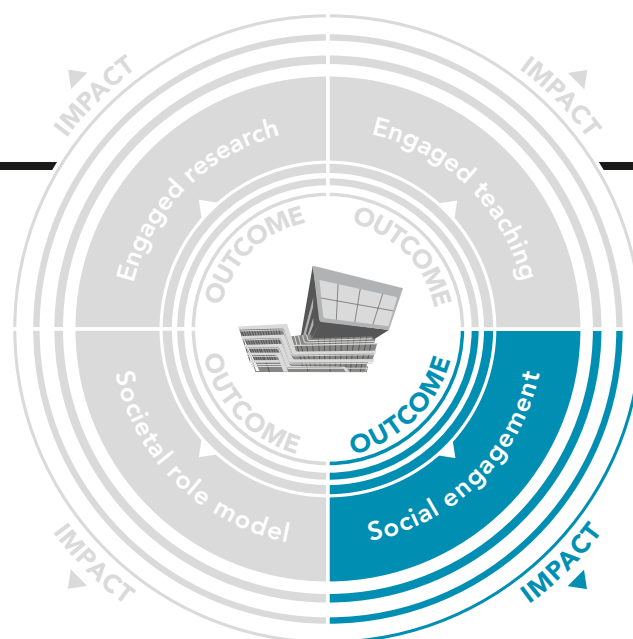
Access to a quality education can be instrumental in providing individuals with the opportunity to achieve lifelong success and gain social mobility. Unfortunately, the lack of financial resources too often plays a major role as a factor that determines an individual’s educational career, which can severely limit their future potential and overall well-being. When you add together tuition fees, housing and living expenses, plus expenses for learning materials, studying at a university such as WU can be quite expensive for low-income groups.

Recognizing this problem, WU has been supporting social mobility through the WU4YOU scholarship program since 2016. The program supports talented young students from low-income families and enables them to further advance in education and their life after university. The scholarship supports students for up to 7 semesters with a monthly grant and other helpful support services. The WU4YOU scholarship program is made possible by AK Wien, Österreichische Nationalbank, Henkel CEE GmbH, Greiner AG, MM Group and the Porsche family.

DESCRIPTION

WU4YOU is designed and intended to promote talented individuals and enable them to advance their educational pursuits, despite financial burdens. WU4YOU is a scholarship program for low-income, high-potential





bachelor's students who have already been admitted to WU. WU4YOU aims to contribute to a fair, just, and equal society for all. As a higher education institution, WU seeks to ensure that financial barriers do not hinder individuals' access to the knowledge that can lead them to a bright future. In short, a lack of resources should never be a barrier to those seeking knowledge.

Recipients receive € 500 per month for the duration of their bachelor's program, get support from other, more advanced students as part of a support program, and individual coaching by a university faculty member.

The scholarship is expressly targeted at students from partner schools who can demonstrate that they meet the following criteria:

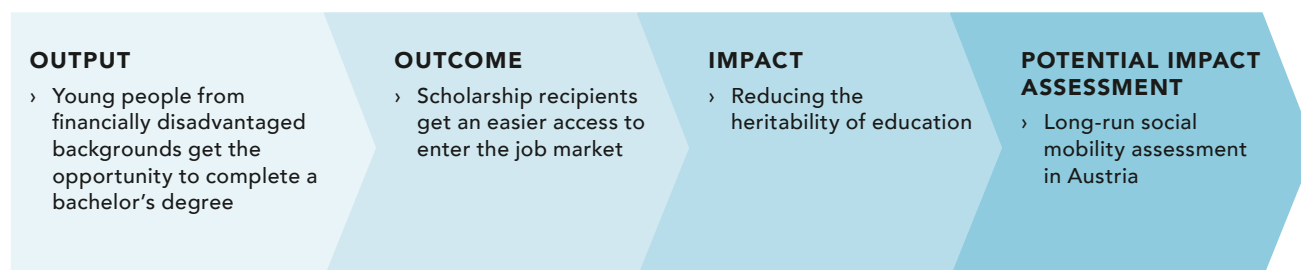
- › They show commitment and high performance potential but cannot afford to study at WU without a scholarship.
- › They are prepared to strive for continuously high levels of academic performance.

The monthly scholarship enables and encourages students to pursue full-time studies even though their financial situation would normally make it necessary for

them to seek part-time employment, which can make all the difference. This motivates the scholarship recipients to study diligently and complete their degree program quickly. Additionally, the vital financial support they receive gives them the opportunity to consider Erasmus exchange semesters in different countries. This can prove to be instrumental in broadening their horizons, expanding their worldviews, and generating innovative mindsets.

As part of the WU4YOU program, students are supported by more advanced students. This allows them to get to know other students outside of their degree program and helps provide them with positive role models who can support them throughout their educational journey. Individual coaching sessions by university faculty allow the students to gain invaluable 'face time' with experienced academic professionals who are familiar with and aware of the challenges that students encounter in their studies. Taken together, the support program and the coaching sessions are specifically intended to help ensure that students build the skills and receive the support they need to succeed in their studies at WU and beyond.

IMPACT PATHWAY



MORE Program and German courses for refugees

“It was – and remains – very important to me to support people who come to Austria, looking for a new life, and are trying to learn the language and start studying. The course instructors are extremely professional and dedicated, the participants are correspondingly committed and interested. I really enjoy taking part in the course. The topics are exciting and the conversations are a real exchange – I always learn something myself.”

Miya-Komori Glatz, Senior Lecturer

KEY FACTS

- › Since the beginning of the program, 267 students have been admitted to the MORE program. 240 of them attended a “Lernen macht Schule” German course.
- › A total of 2,538 hours of German courses were made possible within the framework of 27 courses.
- › Five different language levels have been offered since 2015. From A1 to C1, the levels have been adjusted to the demand.
- › In 6 years, a total of 27 German courses were offered at WU.
- › The participants came from 15 different countries. Syria, Afghanistan, Iran, and Ukraine were represented most frequently.

BACKGROUND

For many refugees, access to education is not only a basic prerequisite for leading a self-determined life in their new country, it is also a decisive factor for integration. However, gaining this access is difficult, and especially the start of a university degree is often unattainable. The MORE program was launched in 2015 by the Universities Austria (uniko) group at 21 universities in Austria – including WU. This program has given refugees the opportunity to register as non-degree-program students at one of the participating universities, to attend courses, and to receive support for starting a regular degree program. The aim of the MORE program as well as of the “Lernen macht Schule” initiative is to support

refugees on their educational path and in their integration in Austria.

DESCRIPTION

Since 2015, WU has been organizing German lessons for refugees interested in studying as part of “Lernen macht Schule,” a joint initiative with Caritas Vienna and REWE International AG. These lessons were linked to the MORE program, which led to a close collaboration. The levels of the German courses have been constantly adapted since 2015. In 2015, at the beginning of the so-called “refugee wave,” it was important to teach the refugees basic language skills in A1 and A2 courses so that they were able to find their way around life in Austria as quickly as possible.

Over time, the demand for more advanced courses has increased, as most of the participants had already been living in Austria for a number of years and fewer people have been coming to the country every year. From 2017, only B1 and B2 courses were offered, and these courses were very well attended. After that, however, the demand for C1 courses also increased, as this level was made a prerequisite for studying at an Austrian university in 2018 and is a great asset for integration into the job market. For this reason, courses at levels B2 and C1 have also been offered at WU since the 2019/20 winter semester. The COVID-19 pandemic was a major challenge for the participants of the “Lernen macht Schule” German courses. After a very short break in March 2020, the courses were continued via digital channels. This was not only very important for the participants because it allowed them to continue their language acquisition but also supported them by providing an anchor point during



a very challenging time. During most of the 2020/21 winter semester and 2021 summer semester, the courses were taught online. In addition to the German classes, the MORE program also offers the following ways to support the participants' educational development and cultural integration:

Student counseling

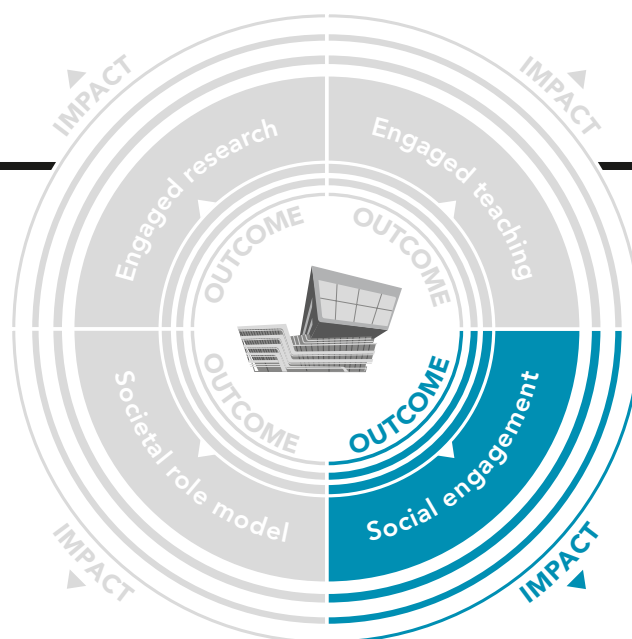
The MORE program supports the participants with comprehensive and individual advisory services to help them plan their entry into a regular WU degree.

Campus tour

The MORE program also included a campus tour at the beginning of the semester, which is especially important for the new participants. Together with the coordinator of the program, the participants have the opportunity to explore WU and find out more about how to use WU services such as borrowing books, internet access, and language learning opportunities.

Attending WU courses

As non-degree-program students, the MORE participants also had the opportunity to attend courses at WU and



take the associated exams. The credit earned for these exams could then be transferred towards their regular studies at WU.

MORE Café

From 2019 onwards, several MORE Café sessions took place during the semester. In these sessions, the MORE students received information on topics such as "studying at WU" or "studying or teaching" and had the opportunity to find out more about external organizations that presented their offers on site.

Field trips

In addition to a first orientation at WU, there were regular field trips that were organized either by the coordinators themselves or in cooperation with WU partners.

- › Theater visit: "The Power of Things. Scenes about migration"
- › Brunnenpassage winter festival
- › Online lecture "Higher Powers" by the Kunsthistorisches Museum in the 2021 summer semester
- › Workshop "Do you speak art? Do you hear art?" by the Kunstforum Wien

IMPACT PATHWAY

OUTPUT

- › Refugees get the opportunity of attaining B2-level German skills

OUTCOME

- › Refugees improve their set of skills relevant for the enrollment in a WU degree program

IMPACT

- › Improved integration of refugees in Austria

POTENTIAL IMPACT ASSESSMENT

- › Long-run assessment of attitudes towards immigration in Austria

SDG Day

“Target 4.7 of the SDGs is for each and every learner to achieve sustainability (in a very holistic sense). This target has to permeate deeply into all fields of study and inquiry, not only making them part of our way of thinking, but more importantly, part of being a sustainable and responsible human.“

SDG Day participant

KEY FACTS

- › In 2019, the WU Vienna Sustainable Transformation Day (SDG Day) was held for the 6th time.
- › The event attracted more than 1000 visitors for the 6th consecutive year.
- › Several student organizations organized 6 SDG-related workshops, which were open to the general public.
- › More than 150 people, mostly students, participated in the workshops.

BACKGROUND

As one of Europe’s largest universities of business and economics, WU Vienna is aware of its key role in shaping the mindsets and values of current and future decision-makers. In view of the Grand Challenges, it is important for WU students to concern themselves with the SDGs on the one hand, and to actively participate in their implementation on the other. In order to increase awareness for SDG-related issues, and to provide an inclusive networking platform for all of WU’s stakeholders, the university hosts the Sustainable Transformation Day as an annual event open for the general public.

DESCRIPTION

The event was first held by the Competence Center for Sustainability in 2014 under the title “WU Nachhaltigkeitstag.” Since then, it has been organized on an

“The SDGs and education necessarily belong together. Just like knowledge and action.”

Student and SDG Day co-organizer

annual basis with changing topics related to the broad concept of sustainable development. The organization of the event has always been a bottom-up approach with the active involvement of various student organizations and external partners. In 2019, the event was renamed to SDG Day and hosted by the new Competence Center for Sustainability Transformation and Responsibility (STaR). It was a collaborative initiative, organized by STaR, the WU Environmental Management office, and representatives of several student organizations: ÖH WU, oikos Vienna, össfo, and forum n. Together they organized specialized workshops, open discussion areas, key notes, and a panel discussion in the evening. The whole program was focused on the 4th goal of United Nation’s 2030 Agenda for Sustainable Development: Quality Education. Together, the organization team hosted the following 6 specialized workshops throughout the whole day in German and English:

Workshop 1:

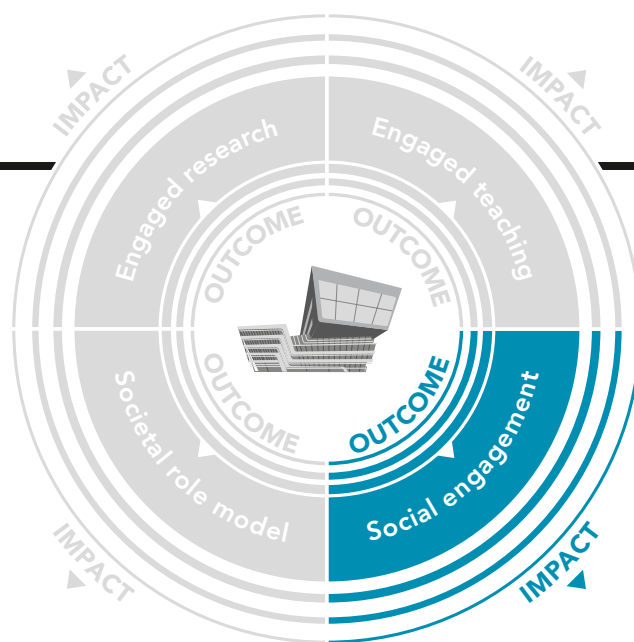
Rethink Economic Thinking.

In this workshop, participants took part in a simulation where they discussed major flaws of the current economic system but also learned about possible solutions and alternatives.

Workshop 2:

Sustainable Career

The second workshop was focused on jobs and employment options concerned with sustainability. Participants, who were mainly students, learned more about what a sustainable career could look like, where



they could find adequate job offers, how they should best apply for them, and what else they should consider.

Workshop 3: Green Buddies & Green Campus Management

The Green Buddies are WU students and employees who are interested in and committed to environmental and sustainability issues on campus. In the workshop, the participants had the chance to learn more about the various activities of the Green Buddies and about Green Campus Management.

Workshop 4: Learning Across Borders – Universities, Fit for Future?

In this workshop, participants had the chance to talk with experts and great minds from the field of education about what it takes to think globally, act responsibly, and how to convey this knowledge to educate future global citizens.

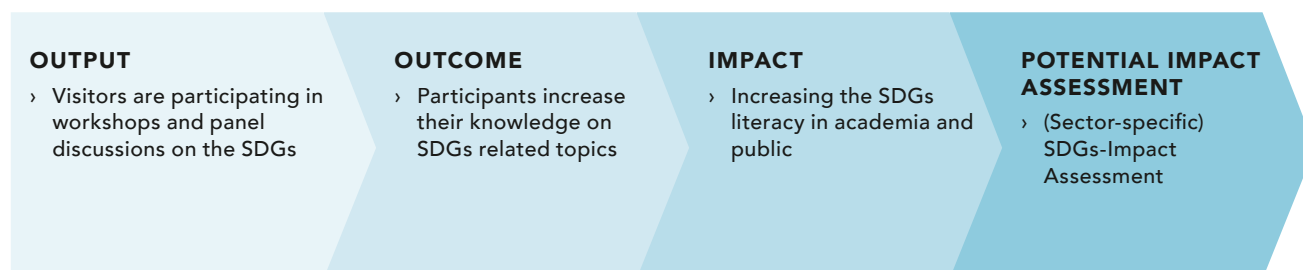
Workshop 5: Study Sustainably with Learning Ergonomics

In this interactive workshop, participants had the chance to explore these and other questions around sustainable learning. The workshop introduced WU’s Learning Ergonomics initiative and explained the underlying scientific framework the program is based on.

Workshop 6: Consumption to Active Citizenship – a Challenge for Individuals and Society.

In this workshop, participants had the chance to reflect on their daily consumer choices as individuals and, more importantly, on ways of transforming consumption into active citizenship. Using the RCE Vienna guiding concept of Transformative Learning, the workshop participants discussed the actual impact of consumer choices, covering topics like sustainable start-ups, labels, and greenwashing.

IMPACT PATHWAY



WU matters. WU talks.

“The successful transfer of knowledge is a significant concern for WU. ‘WU matters. WU talks.’ is a weekly, free event series that brings socially and economically relevant topics into the public spotlight.”

Rupert Sausgruber, Rector

KEY FACTS

- › Close to 100 “WU matters. WU talks.” events have been held and uploaded to the WU Vienna YouTube channel since 2016.
- › Since June 2020, all the events have been streamed live on YouTube. Some of them are held in English.
- › Overall, over 20,000 people have participated in the events.
- › About 400 experts have been invited to contribute to the project.

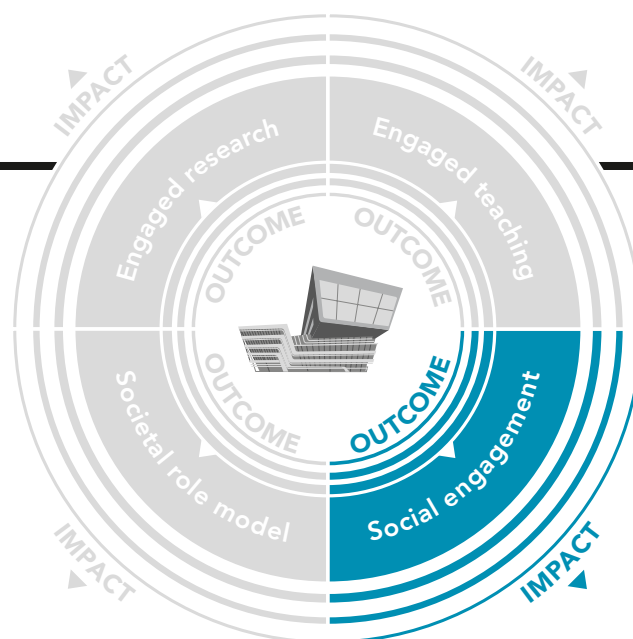
BACKGROUND

Knowledge and access to it are primary human rights and it is paramount to ensure that no one is restricted in their access to knowledge. Its creation and application have always been critical to the development of societies and the economic welfare of people. When it comes to any social issue that humanity faces nowadays, knowledge and education are always among the key elements to their solutions, and information is vastly seen as another form of currency. Therefore, it is highly important for universities, as primary sources of scientific knowledge and up-to-date information, to build a bridge to the general public and share knowledge with it. Committed to addressing today’s crucial economic and social issues, WU initiated “WU matters. WU talks.”, turning its campus into an open space for encounter and exchange.

DESCRIPTION

With this series of events, WU has created a new platform for exchange and discourse between researchers and the interested public. As part of its third mission activities, WU contributes to solving today’s and tomorrow’s economic, social, legal, and ecological challenges using future-oriented expertise. The project aims at facilitating sustainable thinking and responsibility in the business community. In this series of public lectures, panel discussions, and talks, socially and economically relevant topics are discussed and brought to the public’s attention. Researchers and experts present their findings and share their experiences. Additionally, practical insights from business and institutional practice as well as current issues are discussed with the audience. Since the launch of the series in 2016, 98 events with more than 20,000 visitors have been held.





All “WU matters. WU talks.” events are announced in a program schedule, and some of them are held in English. Everyone interested can easily register for any event on the project website. The semester program can also be found online.

The first talk was dedicated to Austria’s Federal Constitution, and attendees learned more about which parts of the constitution are “outdated” and which are still relevant after 100 years. The controversy around insolvency law in the COVID-19 pandemic, its limits and perspectives were explored during another public lecture. The next talk, organized in cooperation with the newspaper “Die Presse,” addressed the issue of what “we” means in politics and political rhetoric. The main question discussed at the following event was the energy systems of the future and ways of achieving decarbonization. At another talk, participants had a chance to listen to experts and have fruitful discussions about geopolitics, the zero-sum logic, and its consequences for trade. The last talk of the semester will focus on leadership in communication.

IMPACT PATHWAY

OUTPUT

- › Socially and economically relevant topics are brought to the public’s attention

OUTCOME

- › The participants’ level of information on socially relevant topics increases

IMPACT

- › Increased public awareness of current economic and social issues

POTENTIAL IMPACT ASSESSMENT

- › Social responsibility reporting by the business community and beyond

Academic Support of the Get Active Social Business Award

“We are happy and proud to have been involved in this project with our partners (Coca-Cola Austria, NPO Competence Center WU Vienna, Contrast EY) from the very beginning and to have been able to co-present this award for so many years now. It is our concern to make people working in this field visible and to give them a stage. Every year, with every workshop and every finalist, we learn a lot and are happy to contribute our resources.”

Judith Zingerle, Jury member of the award and Head of Marketing of “Der Standard” in an interview 2020

KEY FACTS

- › The Get Active Social Business Award is the largest social start-up fund in Austria, was founded in 2007, 2023 is its 17th edition.
- › Every year, 8-12 teams are elected to the final stage where they receive comprehensive support and coaching for developing their idea.
- › This year’s prizes add up to EUR 94,000 in the form of cash and in-kind contributions.
- › Over the years, a total of over EUR 1.5 millions have been distributed to the winning social businesses.
- › Until now, the NPO & SE Competence Center has conducted evaluations in the form of impact analyses for 16 social businesses who won the award.

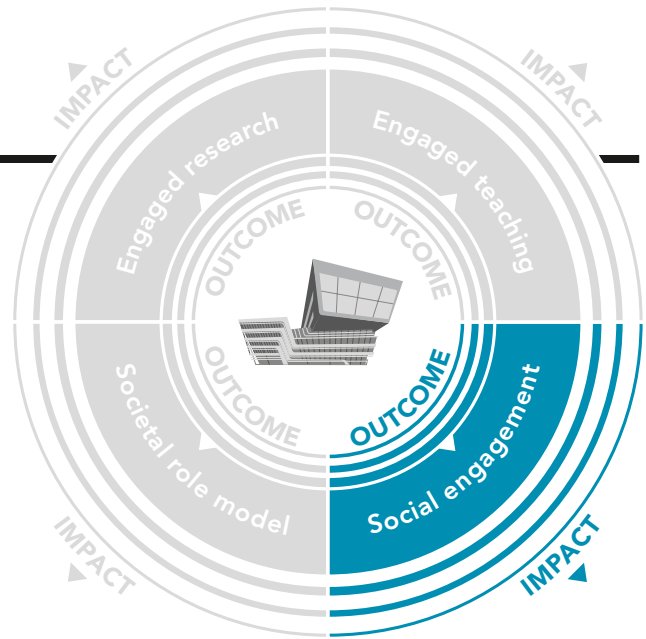
BACKGROUND

Social businesses are still a relatively new phenomenon in Austria. They aim at tackling societal problems through innovative ideas, products and services. Their additional social and/or environmental goal-setting, in addition to financial sustainability, implies an additional need for support. This support can take the form of in-kind contributions like consulting or the awarding of financial means. Additionally, having contributions to solving social or environmental problems as the key success factor makes it necessary to observe non-financial performance indicators, not just financial metrics. Such impact analyses enable to track social added value achieved and can be used for internal as well as external purposes. The Get Active Social Business Award supports social businesses through in-kind support and financial contributions.

DESCRIPTION

Since 2007, the Get Active Social Business Award has been awarded annually as the largest social start-up fund in Austria. It was founded by Coca-Cola Austria together with the NPO & SE Competence Center and the newspaper “DerStandard”. Every year, social projects, start-ups, individuals and the like have the chance to submit their project and win a start-up grant consisting of material and consulting services. What is important is their effectiveness, efficiency, financial viability, feasibility and social business character. The winning project is subsequently coached by experts from Contrast EY Management Consulting and the NPO & SE Competence Center in the implementation of the project idea and evaluated through an impact analysis.

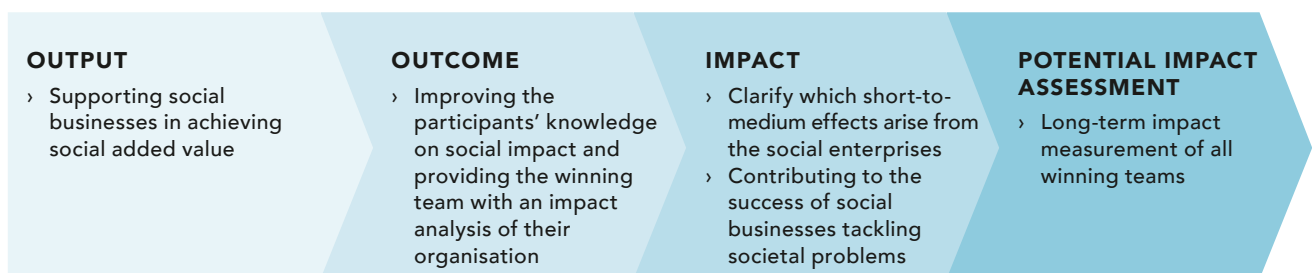




Every year, the NPO & SE Competence Center takes on the role of academic support of the award. In a first step, all submissions are screened by the project team for various aspects, like their effectiveness in tackling societal problems, their efficiency in doing so, their projected financial viability, how feasible the project idea is, and their social business character, including their innovativeness. The result is a long-list of projects that, in collaboration with a pre-jury, is reduced to a short-list of 8-12 teams. All these finalists who reach this final stage are subsequently coached and supported in writing their business plan, including an intensive, in-person coaching weekend. Here, the project team takes the lead in coaching the teams on social impact and impact analysis. In the grand finale, mostly at WU, all teams pitch their ideas to a renowned jury, who chooses the winner who

is awarded up to €94,000 (2023) in the form of cash and in-kind contributions, a prize increasing in value by €1,000 each year. One of the in-kind contributions is an evaluation on the project, which is conducted by the project team of the NPO & SE Competence Center in the form of an impact analysis. For this purpose, the winning team is further coached on the topic of social impact and an impact model is created collaboratively. Subsequently, the team of NPO & SE Competence Center examines whether the intended impact occurs. This is done by qualitative semi-structured interviews with key stakeholders and secondary material analysis, culminating in a final report on the winning team's achieved social added value. This represents not only an effective tool for external communication, but also contributes to a more impact-oriented operation of the new venture.

IMPACT PATHWAY



The Ready4WU program

“The decision to go to university is a challenge for many young people. However, first generation students have it particularly difficult. The accompanying program Ready4WU tries to remedy this by preparing prospective students for WU during their final school year.”

Maria Ebner, Ready4WU program coordinator

“The program was very helpful and motivating. I feel well prepared and am really looking forward to starting my studies.”

Statement participant about Ready4WU

KEY FACTS

- › There have been two rounds since the program began in 2021.
- › Around 130 students from five federal states have benefited from this program so far.
- › Of the participants in the first round, more than half have started studying at WU and have already successfully completed the first semester.



BACKGROUND

First generation students usually have no one around them who can support them with their studies. You are on your own with your questions and uncertainties. The Ready4WU program tries to compensate for this disadvantage by supporting future students during their final school year, giving them insights into the university, providing them with important skills and information and also offering the opportunity for networking.

DESCRIPTION

In three modules, which take place during the holidays or on school-free afternoons, the participants get to know their future university and receive targeted support in preparing for their studies. In the first module, the students explored the campus, got to know students and attended taster lectures and workshops. The second module deals with the topic of careers with a WU degree. In it, students explore their interests and skills and learn which fields of study and specializations fit which jobs. The third module is all about the subject of admission procedures. The participants learn how to prepare for this and what to pay attention to so that the transition from school to university is successful.

IMPACT PATHWAY

OUTPUT

- › Young people from financially disadvantaged backgrounds get the opportunity to complete a bachelor's degree

OUTCOME

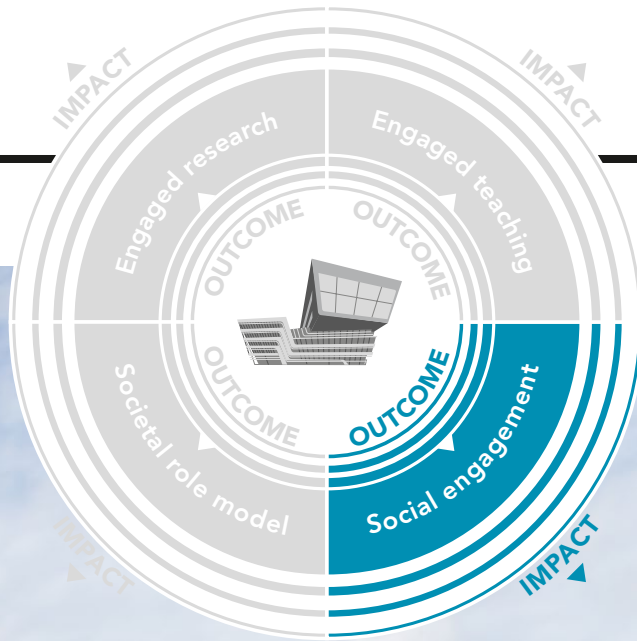
- › Scholarship recipients get an easier access to enter the job market

IMPACT

- › Reducing the heritability of education

POTENTIAL IMPACT ASSESSMENT

- › Long-run social mobility assessment in Austria



Refugee Talents

“Refugees do not pose problems for companies, but opportunities. Companies can benefit from them if they see them as a new, qualified workforce skilled workforce.”

Prof. Grace Chun Guo from Sacred Heart University

KEY FACTS

- › 2 Austrian social partners as collaborators: The Austrian Chamber of Commerce (WKO) and the Federation of Austrian Industries (IV)-
- › (6) Interviews with diverse stakeholders from different sectors, including the private sector, NGOs, and other relevant organizations.
- › 12 quotes from prominent international experts in the field-
- › A comprehensive table with an overview of the online resources for learning German-
- › A list of organisations and networks that can help in the recruitment and integration of refugees in Austria (5) and internationally (2).

BACKGROUND

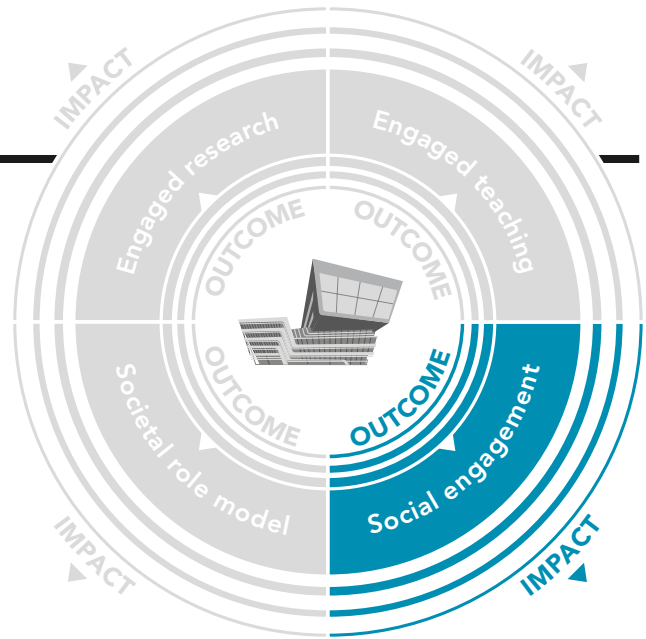
A brochure produced by Judith Kohlenberger (Institute for Social Policy), Milda Zilinskaite (STaR), and project assistant Teresa Riosa, in collaboration with Austrian Economic Chamber (WKO) and Federation of Austrian Industries (IV). It presents research insights on refugee employment, dispels common misconceptions on forced migration and provides useful tips for recruitment, onboarding and management of persons with refugee background. With quotations from scholars, humanitarian aid experts, and business leaders from Austria and abroad.

DESCRIPTION

The focus of the project is to address the labor shortage driven by demographic developments by tapping into the potential of underrepresented groups in the labor market, specifically refugees with different origins and qualifications. It takes a resource-oriented approach to refugee integration and employment, emphasizing the potential and talents that refugees bring to the workforce and encouraging employers to recognize and take advantage of their skills and abilities. The goal of the project is to provide employers with a guide that dispels misconceptions, presents important facts, and offers practical tips for recruiting, onboarding, and managing employees with a refugee background.

The intended impact of the project is twofold. Firstly, at the company level, it aims to promote business innovation, entrepreneurial growth, and the development of a loyal and diverse workforce. By providing employers with the knowledge and tools to effectively integrate refugees into their organizations, the project strives to create a more inclusive work environment that benefits both

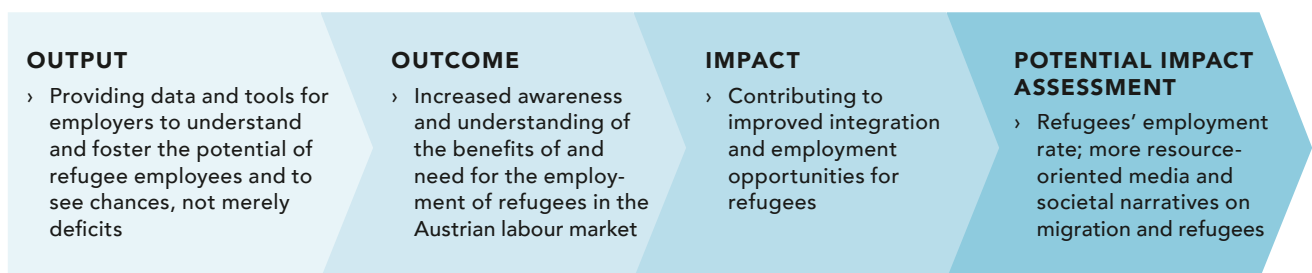




employers and employees. Secondly, at the macroeconomic level, the project aims to contribute to increased tax revenues by facilitating the employment and economic integration of refugees, ultimately supporting the overall economic growth of the country. The project originated through the collaboration between researchers at the Vienna University of Business and Economics, specifically the Institute for Social Policy, and

stakeholders from the Austrian Economic Chamber (WKO) and the Federation of Austrian Industries (IV). The stakeholders in this project include the researchers involved in the development of the brochure, the Austrian Economic Chamber, the Federation of Austrian Industries, and other business leaders, scholars, and humanitarian aid experts who provided quotations and insights for the brochure.

IMPACT PATHWAY



Alliance of Sustainable Universities in Austria

“The Alliance of Sustainable Universities in Austria sees itself as an informal, open network aimed at giving sustainability-related topics a more prominent place at universities. In this way, it aims to contribute to a sustainable and future-proof society.”

Memorandum of Understanding on the Cooperation of the Alliance of Sustainable Universities in Austria

KEY FACTS

- › To date, WU has contributed to more than 40 expert meetings.
- › 19 Austrian universities are members of the Alliance as of November 2023.
- › WU is an active participant of the “Education for Sustainable Development (ESD) Working Group”, initiated in 2015 as a platform for exchanging best teaching practices in ESD and increasing the visibility of ESD at the universities of the Alliance.
- › A Sustainable Procurement Guide for member institutions (Leitfaden für eine Nachhaltige Beschaffung) was jointly developed and published in October 2021 by the Sustainable Procurement Working Group, and WU was one of the eight contributing universities.

BACKGROUND

In view of the urgency of the sustainability challenges and the implementation of the United Nations Sustainable Development Goals (SDGs), universities must actively pursue a pioneering role of driving sustainable change. To fulfill this role and to be transformative, our universities must transform themselves. This applies to teaching, research, and university management just as much as it does to knowledge transfer and outreach.

As member of the Alliance of Sustainable Universities, WU shares its best practices and knowledge related to sustainability in education and research with the network and, overall, contributes to the strategic promotion of sustainable development at and through universities.

DESCRIPTION

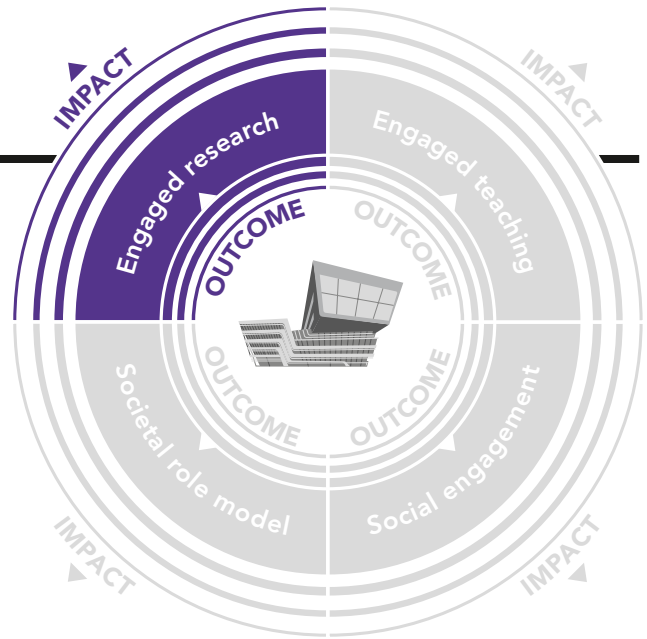
The Alliance of Sustainable Universities in Austria was initiated in 2012 by BOKU Vienna and the University of Graz. Several other Austrian higher education institutions have joined the Alliance since then, including WU Vienna. Currently it comprises 19 higher education institutions based in Austria. The primary goal of the Alliance is to provide a platform for exchanging experiences and enhancing synergies between universities in the five thematic areas of teaching, research, university management, knowledge exchange, and sustainability strategy.

Teaching

Education is an indispensable prerequisite for promoting sustainable development and enhancing human capacity to address environmental and development issues. The central goal of educational institutions committed to sustainable development should be to create awareness of sustainable development issues among students – to an extent that enables them to participate in practice in the development of ecologically sound, economically efficient, and socially equitable solutions.

Research

Research can contribute to a sustainability transition by developing and using new knowledge, methods, and tools, linking theory and practice, promoting participatory approaches, and contributing to institutional innovation



and “societal learning.” Research for sustainable development generates knowledge that supports society in decision-making, adaptation and learning processes.

University management

Issues such as ecological and social responsibility, environmental management, procurement, investments, working conditions, and how people treat each other are as important for universities as for any other organization. This thematic area centers around the question of HOW work is done at universities.

Knowledge exchange

Universities operate in a closely interconnected network that brings together civil society, business, and the public sector, interacting with each other in different ways and on various topics. This work goes beyond public relations and knowledge transfer: An equal exchange of information among all stakeholders is also of high importance. Therefore, the Alliance universities exchange ideas on the best ways of communicating the message of sustainability to the wider public.

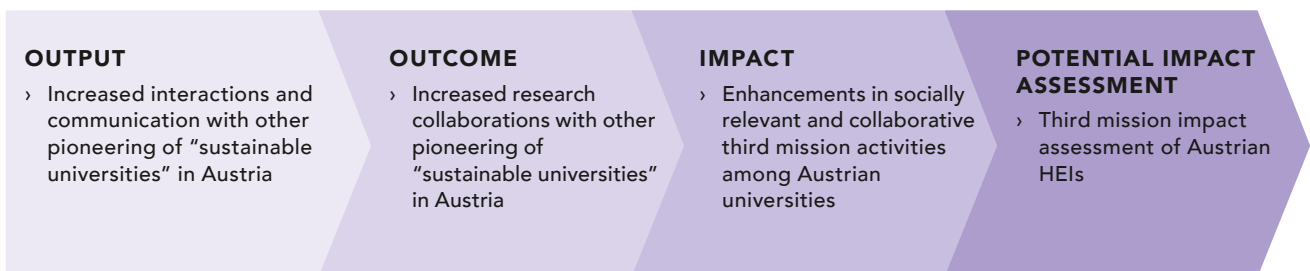
Sustainability strategy

The universities in the Alliance of Sustainable Universities in Austria have committed themselves in their Performance Agreements and in the Alliance’s Memorandum of Understanding to developing sustainability concepts.

Working groups

In order to carry out the joint activities of the Alliance universities more effectively and to strengthen the exchange of information between the members, a number of working groups are currently active, among them: CO₂ Neutral Universities, Sustainable Mobility Initiatives, Sustainable Procurement, Education for Sustainable Development (ESD), Sustainable Buildings and Sustainability Strategies. Each working group is devoted to collecting and sharing experience and knowledge on dedicated topics among member institutions as well as to developing practical guidelines, methodologies, and standards. Through its active participation in the working groups “Education for Sustainable Development (ESD)” and “Sustainable Procurement,” WU Vienna ensures its contribution to the sustainable development of universities in Austria and the overall positive impact on the sustainable future of society.

IMPACT PATHWAY



COPERNICUS Alliance

“In order to be transformative, universities must transform themselves!”

Clemens Mader, former president of the COPERNICUS Alliance

KEY FACTS

- › In total, the COPERNICUS Alliance (CA) has 25 members.
- › WU joined the COPERNICUS Alliance in 2010, as one of its founding members.
- › WU has attended every annual conference of COPERNICUS Alliance over years.
- › WU has participated in three COPERNICUS Alliance sponsored/related research projects/programs.
- › An MDPI Sustainability special issue – “The Future of Education for Sustainable Development – Between the Power of Technology and the Need for Responsible Citizenship” – was published by WU in cooperation with the CA in 2019.

BACKGROUND

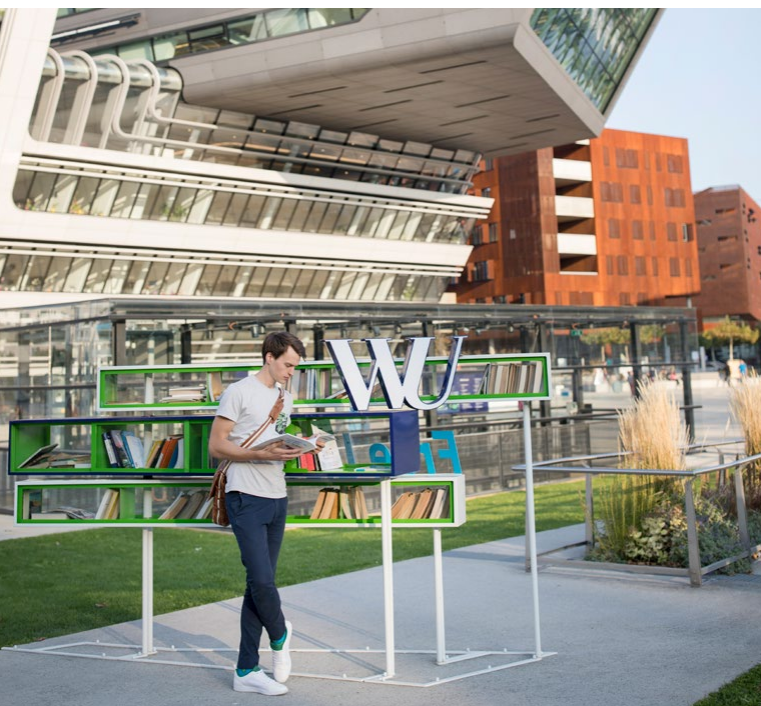
Today’s grand challenges demand collaborative solutions, jointly built knowledge and competencies, and the active engagement of higher education institutions (HEI), policy-makers, and community stakeholders – which has been acknowledged and accepted as a vision of the CA, a European network of higher education institutions whose roots date back to 1993, when COPERNICUS CAMPUS and the CRE COPERNICUS Charta were founded in Geneva.

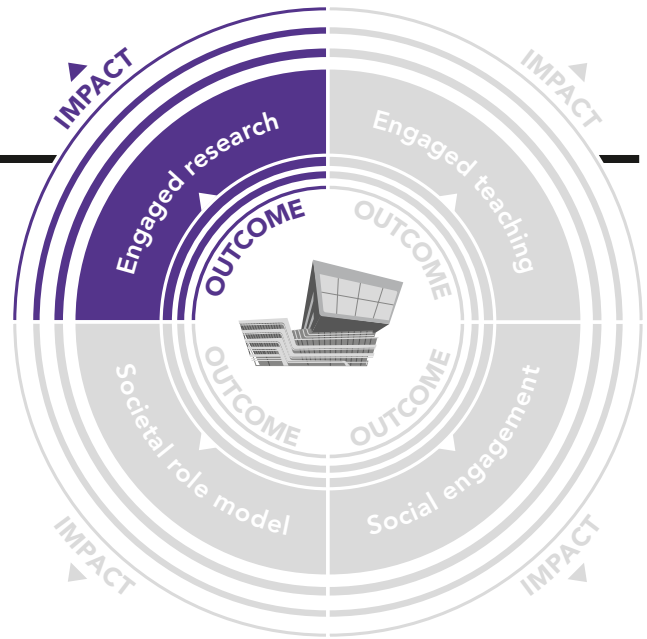
The Charta outlines ten “change pathways” – including sustainable development values, ethics, education for university employees and students, and institutional strategic frameworks – and has been endorsed by 326 European universities. The Charta falls under the purview of the CA, a result of the relaunch and rebranding of COPERNICUS CAMPUS. As one of its founding members, WU was among the nine universities that established the CA, underlining its commitment to being a responsible and impact-orientated university.

DESCRIPTION

The central aim of the CA is enabling European higher education institutions and their partners to jointly identify challenges in higher education (HE) for sustainable development and facilitate the development of solutions to address these challenges from an institutional perspective. To enhance resource exchange and co-development of education for sustainability (ESD) initiatives, the CA serves as a networking platform and organizes events for its member institutions. Additionally, members’ networking projects are supported by the CA Micro Funds as well as through advice and alliances.

As a signatory of the COPERNICUS Charta, WU is committed to the principles of sustainability and is





determined to bring them to life. The internal discussion of and reflection on the individual points of the COPERNICUS Charter supports WU’s potential to achieve a positive social impact. Even though the focus of WU’s activities within the framework of its membership in the COPERNICUS Alliance is clearly on knowledge exchange and its own institutional learning process, there have also been some joint projects with COPERNICUS in the past.

CASE Project

The CA Micro Funds provided support to WU Vienna to host the final event of the Competencies for a Sustainable Socio-Economic Development (CASE) project in Vienna, which took place in November 2017. CASE was funded by the ERASMUS+ Program of the European Union. The overarching goal of the project was innovative teaching for sustainable entrepreneurship and enhancing collaboration between universities and companies. At the final event, participants had an opportunity to explore innovative approaches for entrepreneurial education, experience innovative learning and teaching methods, and explore a new master’s curriculum for sustainability-driven entrepreneurship. The event was held in cooperation with BOKU, another CA member.

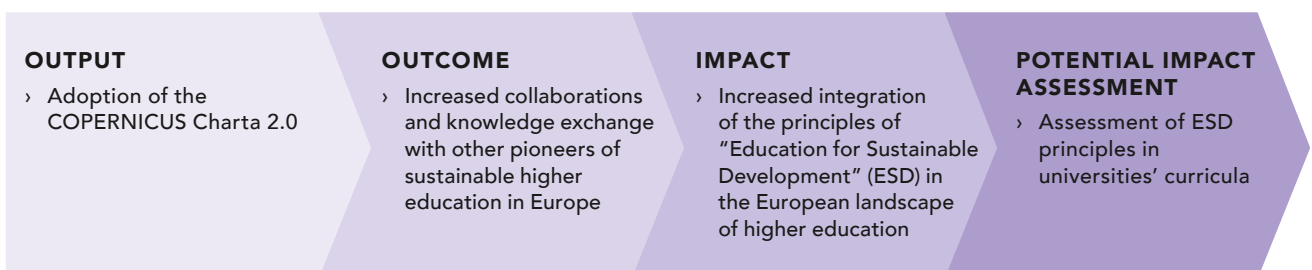
SDGs Labs

In 2019, WU invited the CA to become a network partner of the SDGs Labs, an EU Erasmus+ project, jointly coordinated by eight partner universities from four countries. The main objective of this project was the translation of the abstract SDGs into concrete business solutions for actors all along the supply chain in the agribusiness and food production sector. The SDGs Labs project also aims to facilitate collaboration and knowledge exchange between higher education and agribusiness and food production businesses, while also highlighting the significance the SDGs could have for start-ups.

MDPI Sustainability special issue

Clemens Mader, extended board advisor and former president of the CA, and Christian Rammel, head of the RCE Vienna at WU Vienna, served as editors of the MDPI Sustainability special issue “The Future of Education for Sustainable Development – Between the Power of Technology and the Need for Responsible Citizenship,” published in 2021. The special issue aimed to discuss digitalization and education from the transdisciplinary perspective of responsible citizenship and engagement.

IMPACT PATHWAY



Scholars at Risk

“Academic freedom is a fundamental pillar of an open and prosperous society that’s increasingly at risk. WU’s decision to join Scholars at Risk reflects its commitment to protecting this freedom. The university recognizes the crucial role of academic freedom for the advancement of societies and seeks to raise awareness of its critical importance.”

Rupert Sausgruber, Rector

KEY FACTS

- › **664 universities**, colleges and associations in 43 countries are part of the network Scholars at Risk network.
- › WU joined the international network on January 1, 2019, and offers threatened or persecuted researchers the opportunity to come to WU as guest researchers.
- › SAR has received **over 5000 requests** for assistance from **more than 120 countries** during the past 20 years.
- › In total, SAR has provided direct assistance to over 1,600 scholars through temporary research and teaching visits.
- › The largest percentages of scholars requesting assistance at present come from the **Middle East, North Africa, Sub-Saharan Africa, and South Asia.**
- › Scholars at Risk received the Scientific Freedom and Responsibility Award, in recognition of its “outstanding contribution to defending and promoting the free and responsible practice of science,” presented by the International Science Council (ISC).

BACKGROUND

Universities generate fact-based knowledge and thereby play an important role in and for societies based on democratic values. This means that institutions of higher education are seen as enemies by repressive regimes if they present inconvenient facts or support critical reflection, which can result in academics being threatened, imprisoned, or forced into exile. Therefore, efforts to defend academic freedom are highly important and are supported within the network of Scholars at Risk. WU joined this international network on January 1, 2019, and offers threatened or persecuted researchers the opportunity to work at WU as guest researchers while also raising societal awareness of the importance of independent research and teaching.

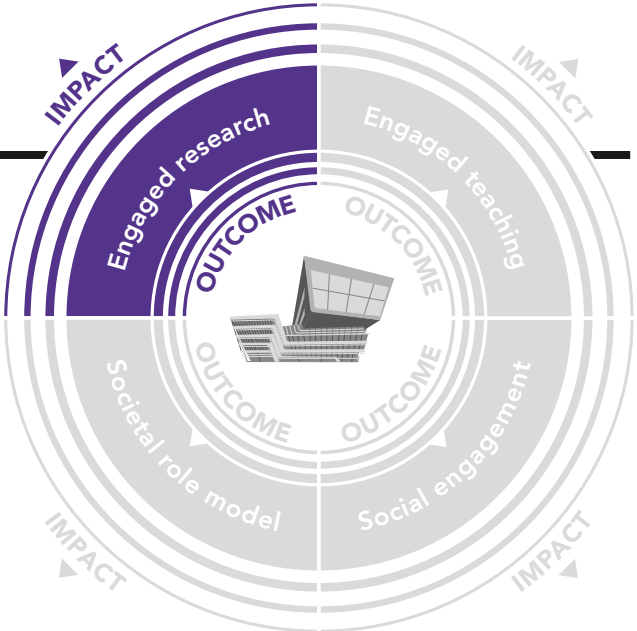
DESCRIPTION

Scholars at Risk, founded at the University of Chicago in 1999, is an international network of over 500 institutions of higher education in 40 countries whose members work to protect threatened scholars and promote academic freedom around the world. The network’s partners want to give researchers and teachers persecuted by repressive regimes the opportunity to work in freedom as guest lecturers and researchers at one of the network’s member institutions. Members also strive to raise awareness of the importance of academic freedom as a basis for democratic societies. According to the principles of protection, advocacy, and learning, SAR hosts a variety of programs, conferences, and activities.

Protection

Populist and authoritarian regimes that are restricting academic freedom, ongoing refugee crises, armed conflicts, and climate disasters have led to an increase in





the numbers of scholars seeking assistance. SAR provides direct assistance to scholars who are threatened and suffer restrictions or attacks because of their work defending free inquiry, free expression, human rights, and democratic values. SAR assists scholars by providing services like advice, legal referrals, career advice, and other services, and arranges research and teaching positions at member institutions. In the last 20 years, SAR has reached over 1600 scholars with placements, training opportunities, and other services like emergency assistance grants.

Advocacy

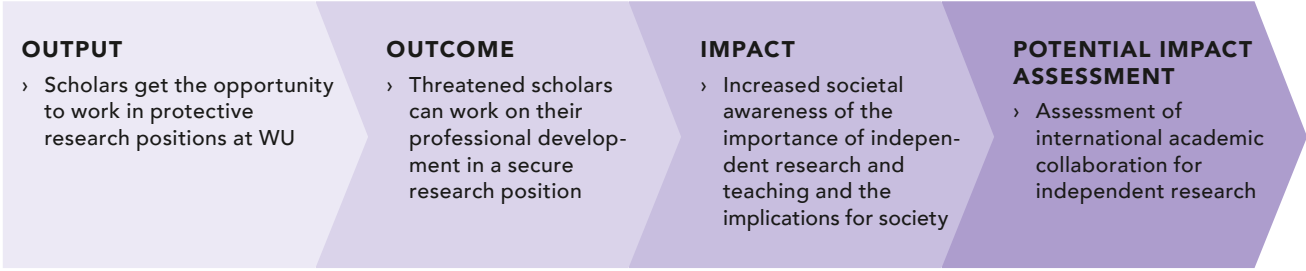
Speaking out and investigating attacks to increase protection for vulnerable individuals are core to SAR’s advocacy efforts. These activities serve to identify, document, and take action on threats posed to scholars, students, and higher education communities. The Academic Freedom Monitoring Project annually publishes the Free to Think report, which documents attacks on university communities. SAR Legal Clinics help to prepare reports for submission to national and international human rights bodies. The Student Advocacy

Seminars present an opportunity for students to develop human rights research and advocacy skills. On behalf of scholars and students who are wrongfully imprisoned the Scholars in Prison Project conducts advocacy by raising awareness of these cases and encouraging people to get involved.

Learning

Research on academic freedom and higher education values across states and communities helps to deepen the understanding of the issue and increase security for scholars. SAR initiates different opportunities that bring together students and other members of the higher education community to discuss global and regional academic freedom climates and to develop solutions that strengthen the university space. The Scholar Speaker Series invites scholars who have escaped attacks to share their stories across the network. Member institutions are also involved in conferences, working groups, and collaborative research.

IMPACT PATHWAY



OUTPUT

- › Scholars get the opportunity to work in protective research positions at WU

OUTCOME

- › Threatened scholars can work on their professional development in a secure research position

IMPACT

- › Increased societal awareness of the importance of independent research and teaching and the implications for society

POTENTIAL IMPACT ASSESSMENT

- › Assessment of international academic collaboration for independent research

Scientists4Future

“In 2018, compelled to do something against the climate crisis and biodiversity loss, I spent my sabbatical on a bike, visiting colleagues and conferences. A year later, inspired by Scientists4Future, I founded OS4Future (Organizational and Management Scientists for Future) with other six international colleagues, convinced that business schools scholars must also have the courage to tell the truth on the impending catastrophes and offer their knowledge to prevent them.”

Giuseppe Delmestri, Head of the Institute for Change Management and Management Development

KEY FACTS

- › In March 2019, more than 26,800 scientists from German-speaking countries joined forces to form Scientists for Future (S4F).
- › Scientists for Future’s interdisciplinary lecture series Lectures for Future (L4F) offers current insights into scientific work on the climate crisis, the environment, and society.
- › L4F@WU started in the winter of 2019 and has already reached 1,900 participants.
- › Organizational and Management Scientists for Future (OS4Future), an offspring of the Scientists4Future movement, was established by and for management and organization scholars.

BACKGROUND

The historically unprecedented climate, biodiversity, and sustainability crisis, which concerns all of our well-being and poses global challenges to humanity, requires immediate attention. Irreversible changes to our climate and ecosystems are caused by human activities. To start an effective process of change, action must be taken on all levels: political, economic, technical, social and cultural, scientific and private. This requires factual, evidence-based political discussions.

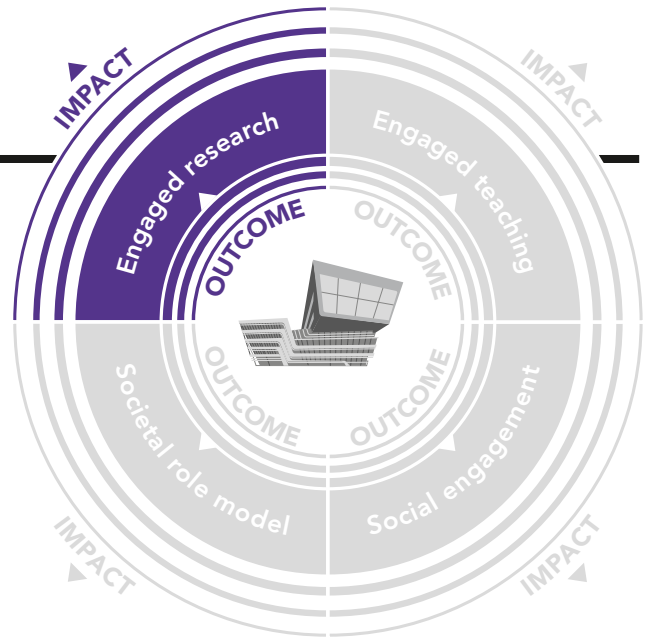
Responding to these challenges, scientists have started the initiative Scientists for Future (S4F), which sees itself as the voice of science and proactively speaks out in public. Scientists from all disciplines bring together skills, knowledge, and experience to facilitate change and provide facts and materials based on reliable and accepted scientific data. WU researchers are part of S4F, started organizing L4F@WU in winter 2019, and co-founded the offspring movement OS4Future.

DESCRIPTION

Scientists for Future (S4F)

Scientists for Future (S4F) was founded in March 2019 by scholars from across the German-speaking countries and is organized in regional and local chapters in Austria, Germany, and Switzerland. In cross-disciplinary and international collaboration, S4F spreads awareness on the scientific consensus on climate change, CO₂ and other greenhouse emissions, the environment, and implications for society. As a reaction to the concerns of the protesting students organized as Fridays for Future, scientists from various universities, including WU, joined together to confirm that the claims were justified and supported by





scientific data., They then went on to advise the Fridays for Future movement as well as other initiatives for a sustainable future. S4F provides resources for learning and teaching, introduces environmental concerns into higher education curricula, and fosters dialog with policy makers and the general public. Scientists acknowledge their responsibility and engage in proactive science communication, whether through events at schools, universities, companies, in public discourse, media activities, or participation in discussions.

Lectures for Future (L4F)

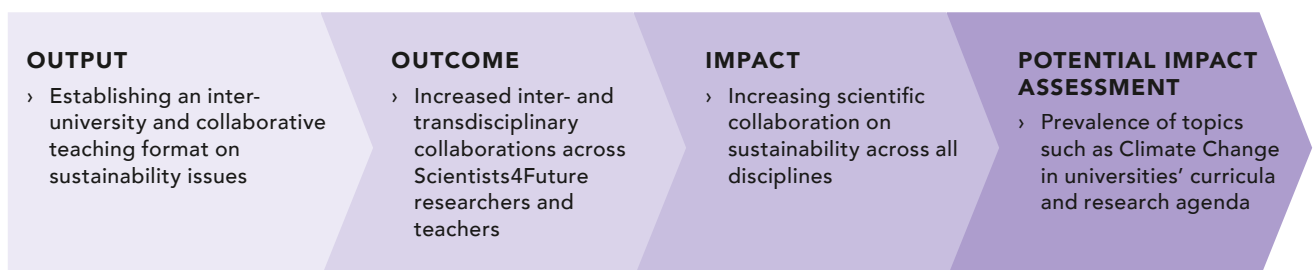
The interdisciplinary lecture series Lectures for Future (L4F), organized by S4F researchers, offers current insights into scientific work to a wide public audience. Twelve universities in Austria are involved in the L4F and invite scholars, students, and the public to come hear about evidence-based insights into topics related to the climate crisis, our environment, and society. Scientists contribute their knowledge and time to inform others and start a dialog with the public. L4F@WU was first organized in the 2019 winter semester and has 1,900 participants so far. Each semester’s lectures focus on

different aspects, for example on climate justice, civil disobedience, and protest.

Organizational and Management Scientists for Future (OS4Future)

Co-founded by WU Professor Giuseppe Delmestri at the Institute for Change Management and Management Development and international colleagues, the Organizational and Management Scientists for Future initiative takes action on climate crisis and wants to inspire other scholars. As an offspring of the S4F movement, OS4Future is organized by and for management and organization scholars. The initiative focuses on four dimensions for a better future: research, teaching, practice, and leading by example. OS4Future enables change by providing knowledge of organizational and institutional dynamics and also by the symbolic power of behavioral changes prefiguring a zero-carbon world. EGOS by Train, for example, organizes a joint journey by train from various hubs in Europe, giving participants the opportunity to meet new friends and like-minded people while enjoying a relaxed and low-carbon ride to take part in the EGOS conference.

IMPACT PATHWAY



ACCESS Dementia

“It is a great pleasure to make the social challenges of dementia visible and to give instructions on how social entrepreneurship could help to create services for the benefit of the people with dementia.”

Christian Grünhaus, project manager

KEY FACTS

- › A project to create innovation and contribute to dementia care in the countries of the Danube region.
- › Bringing together social entrepreneurship and professionals in the field of dementia.
- › Due to the increase of life expectancy, the cases of people with dementia will rise significantly. From 47 million in 2015 to approximately 66 million in 2030 and an expected rise to 131 million in 2050, dementia might affect most families in some way.
- › The NPO & SE Competence Center established together with 21 partners from 11 European countries an online platform in six languages (Bulgarian, English, German, Romanian, Slovakian, Slovenian) to strengthen competences, cooperation and innovation potential in the field of dementia.
- › The online platform www.access-dementia.eu offers around 60 videos in both German and English with the respective subtitles of the other languages on dementia such as case studies, lectures and good practice examples. In addition, 10 templates and 10 summaries, again for each language, are available as download material.

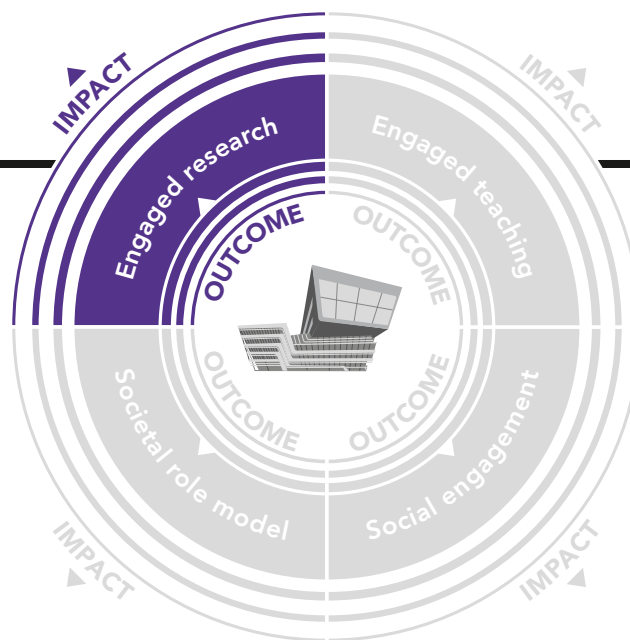
BACKGROUND

As a consequence of demographic change dementia is becoming a growing challenge for the health and social systems in most European countries. To tackle this challenge, some regions are not well prepared. The most frequent shortcomings include insufficient knowledge, poor cooperation among occupational groups involved in dementia care, as well as lack of dementia-specific facilities such as day care centres or special care units in nursing homes. The INDEED consortium within the Interreg Danube project aimed to contribute to the improvement of dementia care in the countries of the Danube region and to the implementation of national dementia plans. Social entrepreneurship can play an important role here by supporting state and civil society actors in the provision of services. After the end of the INDEED project, the NPO & SE Competence Center decided to maintain and expand the platform under the name ACCESS Dementia. The Austrian Ministry of Social Affairs, Health, Care and Consumer Protection granted a funding for 2022 and 2023 and is ready to make a contribution in the years to come.

DESCRIPTION

The main objective of INDEED was to improve dementia care in the Danube region and contribute to the implementation of national dementia strategies with the scope of enhancing the quality of life of people with dementia and their carers. In a collaborative effort of partners from 10 countries INDEED created an information and skill-building intervention for institutions involved in dementia care and their members or employees, including health and social services, professional associations, governmental authorities, public administrations and





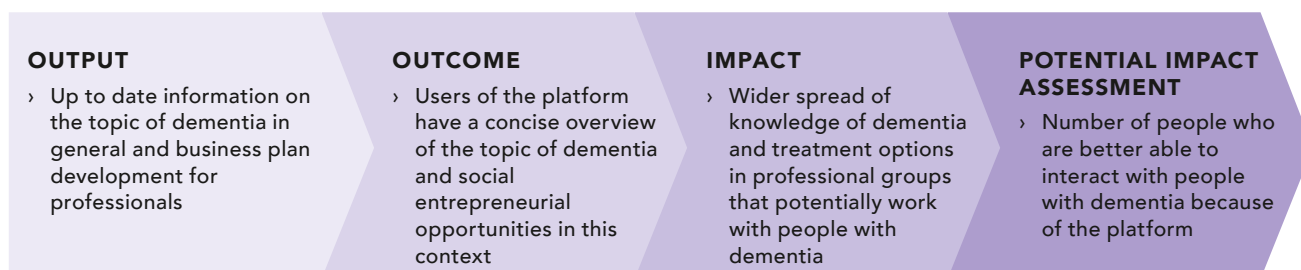
private enterprises. Through enhancing the capacity of professionals for optimally dealing with the medical, psychological, interpersonal and organisational challenges associated with dementia the project aimed to improve the quality of life of people living with dementia and their informal (family) carers. The three components of the intervention (education, integration, innovation) respond to three major gaps that exist in dementia care in many countries of south-eastern Europe: lack of dementia-specific knowledge and skills among professionals involved in dementia care, poor interprofessional collaboration and coordination as well as absence of key services such as day care, home helpers or carer support.

The result of the project was a training comprising of three modules: an interdisciplinary training (CAMPUS), a networking tool (CONNECT), and a business development service (COACH). The NPO & SE Competence Center was responsible for the latter. It was made available

online and in a traditional format with workshop materials in five languages: English, Bulgarian, Romanian, Slovakian and Slovenian.

The ACCESS Dementia website built on that well-laid foundation and added German as a sixth language to the platform. The website got a new design and existing content was updated. It is accessible barrier-free in its German and English version, the other languages will follow in their barrier-free accessibility. The main target group of ACCESS Dementia are professionals in the medical, social or official field who are in contact with people with dementia. The offered languages Bulgarian, Slovenian, Slovakian and Romanian are not only important for a better perception of the content in the respective countries, but should be helpful for the numerous care workers in Austria and Germany, who very often stem from the respective countries of those languages. Over the course of the next years, the platform will be integrated in the Austrian dementia strategy.

IMPACT PATHWAY



npo Sandpit

“Our NPO sandpits are an exciting form of exchange between research and practice. Students present their research work at a relatively early stage and practitioners provide structured feedback. This is a great opportunity for young researchers to incorporate the perspective of practitioners. We at npoAustria are pleased that this offer has met with great interest from practitioners.”

Eva More-Hollerweger, Chairwoman of the association “npoAustria”

KEY FACTS

- › 1 interactive event afternoon
- › 47 participants
- › both from practice, e.g. Social services or integration services
- › as well as from science, and from other interested organizations, e.g. the industrial association, a bank, an automobile club, a daily newspaper, etc.

BACKGROUND

The issue of disability is still too often viewed as a “fringe phenomenon” that affects a small minority who are “weak” and “in need of help.” However, a closer look shows that the topic is neither a marginal phenomenon - even a traditional counting method of people with disabilities in the total population of Austria shows a spread of 1 to 1.7 million people (cf. BMASK, 2013: 1) - nor that the boundaries can be drawn so clearly. Accordingly, the topic proves to be highly controversial and reveals ambiguities in categorization and attribution of meaning. Accordingly, disability can not only be understood as a continuum that not only extends across different forms of disability, but also includes its polar counterpart - “talents” and “high potentials”. On closer inspection, the line between “disabled”, “non-disabled” and “talent” turns out to be not so easy to draw. Accordingly, countless definitional problems arise, ranging from medical or psychological definitions to the question of the diversity of abilities and supposed weaknesses. With what impairment does one count as disabled? Which skills count and which don't?

At the same time, these definitional problems show that it is not about “being disabled”, i.e. about the individual alone, but rather about “being disabled”, which is always created in social processes. In order to get this topic out of the established schemas and ways of thinking, we focus our research on processes that “hinder” people (of all facets) from meaningful and successful participation in the work process, while favoring others.

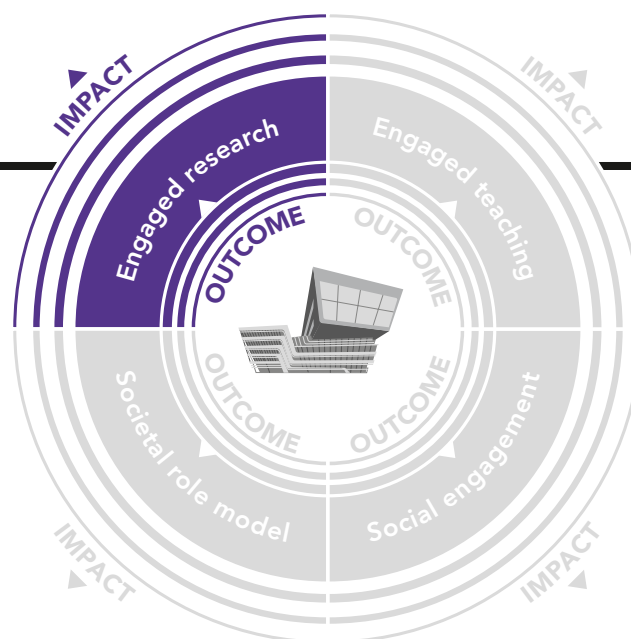
In principle, this topic covers all people and organizations. However, since the topic of “disability” is often promoted by NPOs, the focus in this sandpit was on an exchange between practice and research on experiences, conceptual criticism, ideas, wishes and hopes.





DESCRIPTION

The Sandpit started with a short input on the current state of research. Afterwards, a lively exchange of participants' experiences was initiated. First, experiences with the topic of talent/disability were exchanged and collected in small groups. In a next step, these topics were reflected together in the plenary session and contrasted with the current state of research. In a third step, a symbiosis of practical experience and research interests was achieved to create a model for the design of future research projects. Special attention was paid to the expectations of the participants in a research project on this topic. Potential stumbling blocks and obstacles were discussed and a path for future research projects was drawn. The latter focused very strongly on aspects of the third mission, i.e. the involvement of practitioners in research and the public effectiveness of research in politics and society. All insights gained from the discussions and further questions were then worked on together and bundled.



This sandpit not only offered interesting insights and a platform for exchange on this socially important topic. The discussions also provided the basis for the development of a scientific theory paper that took up and further developed the ideas and comments.

The Sandpit workshop thus offered the opportunity to reflect on one's own approaches from practice, to exchange ideas with other practitioners on the topic, to explain, classify and make comprehensible current scientific debates on this topic, as well as to highlight priorities and interests from practice into the research project and thus contribute to useful research results.

IMPACT PATHWAY

OUTPUT

- › Helping practitioners and interested audiences reflect upon the topic of disability vs. talent in workplace settings to better understand the underlying social dynamics

OUTCOME

- › Improving exchange among university and practitioners in regard to the topic

IMPACT

- › Reflecting upon established practices both in regard to general work expectations and demands as well as for people-deemed disabled

POTENTIAL IMPACT ASSESSMENT

- › These critical reflections open up for alternative and more-inclusive solutions

Science Communication Workshop

I am impressed with how much ENGAGE.EU is growing influenced by our participants that are highly engaged in the offers we are providing them with. This certainly was the case with the Science Communication Workshop that we have hosted this fall. It was a first time unique experience for our alliance members to be part of an offer like this. With such a positive experience, we are certain that we will continue developing this offer and having it released in the years to come as well!

Danijela Grubnic, Engage.EU Alliance Institutional Coordinator

KEY FACTS

- › 104 applications from all ENGAGE.EU partner universities
- › 26 participants from 8 ENGAGE.EU partner universities
- › 7 speakers from 3 ENGAGE.EU partner universities
- › Three workshops, three talks, a fireside chat, a world café and a Science Slam

BACKGROUND

Science communication is an essential skill for researchers to effectively share their findings with a broader audience. The ENGAGE.EU Science Communication Workshop is a three-day program for PhD students and prae docs, which aims to provide valuable insights and practical tips on how to communicate complex scientific concepts to diverse audiences.

The courses are designed to help the participants to understand and become better at communicating science. They also aim to raise awareness of the importance of sharing research results with the public and of the benefits of science communication for researchers and the general public, and to bridge the gap between science and the public.

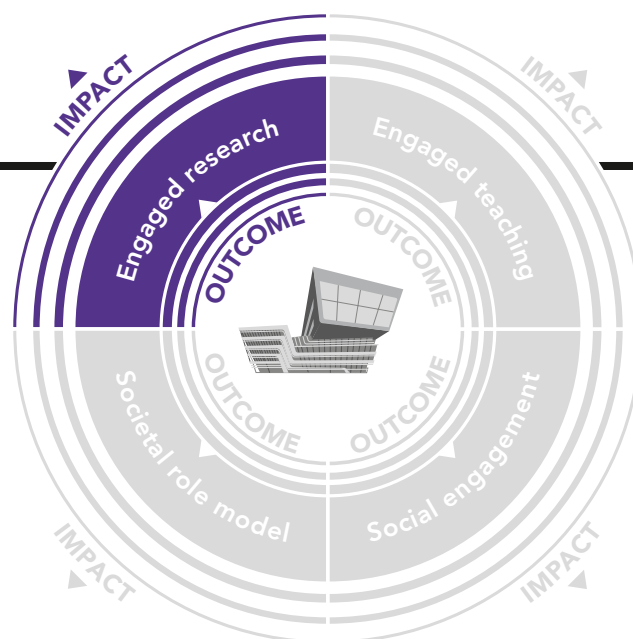
DESCRIPTION

The ENGAGE.EU science communication workshop “Communicating Science for Impact: Strategies for Reaching Diverse Audiences & Maximizing Benefits” is a three-day programme that was scheduled for September 2023 and took place at the Vienna University of Economics and Business.

The main objective of the event is to develop participants’ skills in science communication, targeting different audiences and using different tools and media platforms. It aims to bring together around 25 participants from ENGAGE.EU partner universities to create a safe space for participants to try out new techniques for communicating research.

Prior to the development of the programme, the mapping was made of existing course offer within the Alliance on dissemination and communication skills and knowledge for researchers. The mapping showed that there is a general lack of courses on this topic as most universities





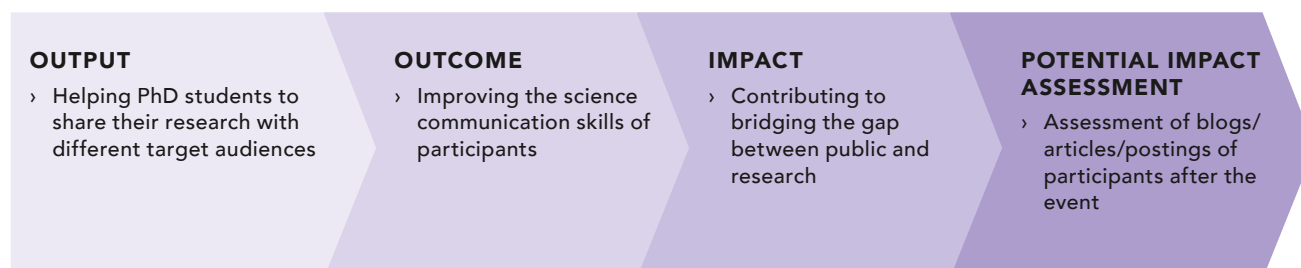
offer only irregular courses run by external companies. The event features distinguished speakers from ENGAGE.EU universities who share their experiences and best practices in science communication. They provide participants with a comprehensive overview of the current landscape of science communication and highlight the importance of effective communication in bridging the gap between researchers and the public.

In addition to enhancing communication skills, this event provides an excellent opportunity for networking with fellow researchers from different scientific disciplines of the ENGAGE.EU partner universities. Participants have the chance to connect with like-minded individuals and build meaningful relationships that may lead to future collaborations. They also have the opportunity to enjoy a social and cultural program in Vienna.

The programme includes talks on costs and benefits of science communication, science communication in social media, best practices for PhD students on presenting science and career strategy planning for young researchers. Further workshops of the program detail the topics of promoting research and give insights into community building and writing articles for community platforms.

Participants have the opportunity to share their experiences with science communication in a fireside chat, sharing science stories how they are navigating between highs and lows of science communication. The final session is an ENGAGE.EU Science Slam, where participants have another opportunity to experiment with different science presentation tools.

IMPACT PATHWAY



WU4Juniors

“We are all part of the economy, and economic issues accompany us throughout our lives. In our learning modules, we take up the most important questions and explain to students what they need to know and understand in order to find good answers. Not only individuals benefit from this, but also the entire economy and society of a country. I wish you a lot of fun and many eye-opening moments while learning about the economy!”

*Bettina Fuhrmann,
Head of the Institute for Business Education*

“The WU4Juniors Summer School is a unique experience in which a great deal of knowledge is transferred. Business interests are promoted, and student life is brought closer to the participants. I can highly recommend applying for the Summer School. Not only to learn more about economics, but also to get to know WU better and to exchange ideas and make contacts with other young people interested in economics. The week was great from start to finish, and I am very grateful to have been a part of it!”

Summer School participant

KEY FACTS

- › 56 learning modules summarized in 15 topics are offered by WU4Juniors on the platform LearnPublic.
- › A total of 77 young people attended the Summer School.
- › To date, over 20,000 users are registered.
- › 32,000 modules were completed.
- › Together, all users have earned over 6,000 badges.

BACKGROUND

In a globalized economy that is becoming increasingly complex, financial, economic and legal literacy are highly important skills – especially for school-aged people, who are the citizens and consumers of tomorrow. These skills give young people the tools for understanding their economic world and how to interpret events that will either directly or indirectly affect them.

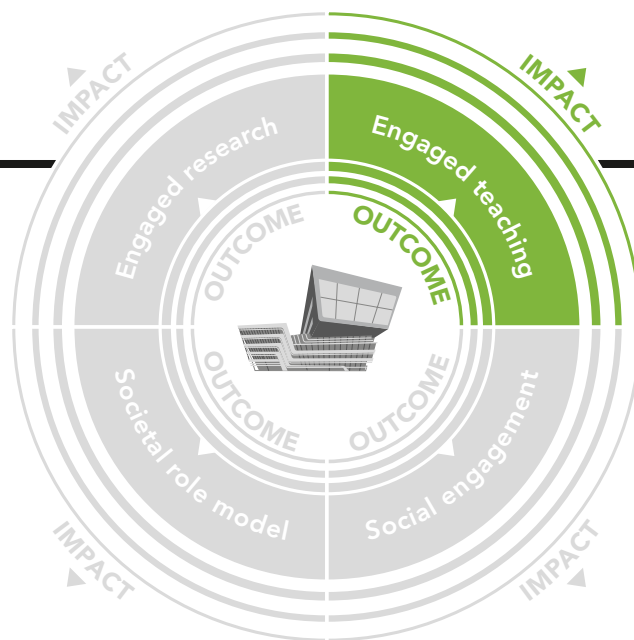
Through the WU4Juniors program, young people are encouraged to expand their financial, economic and legal knowledge. Subsequently, society benefits from programs like WU4Juniors because they improve the public’s ability to better understand and critically evaluate financial and economic issues in their own individual lives. The partner of the WU4Juniors programme is the Berndorf Privatstiftung.

DESCRIPTION

At the beginning of 2019, WU4Juniors launched a comprehensive business education program for young people. With WU4Juniors, young people can begin their education in the areas of finance, economics, and business law. They benefit by gaining business knowledge (WU4Juniors topics) and proof of success for their professional career (online badges), and also by preparing for future studies at WU (WU4Juniors Summer School).

The earned badges can be used to apply for the WU4Juniors Summer School, which takes place in summer on Campus WU. It offers a week-long varied program for young people between the ages of 16 to 19.





WU4Juniors offers two ways for students to discover the world of business:

1. Interactive online modules from WU4Juniors and,
2. Summer School on the WU campus.

The **LearnPublic Online modules** allow the students to learn about a variety of business and economic related topics such as:

The economic cycle and its actors, Stocks & Shares; Poverty, Entrepreneurship, Money and Monetary Policy, Lending rates, Sustainable development, Perspectives on the economy, Debt, Social partnership, Taxes, Contracts, World trade, or Risk and Insurance.

WU4Juniors Summer School

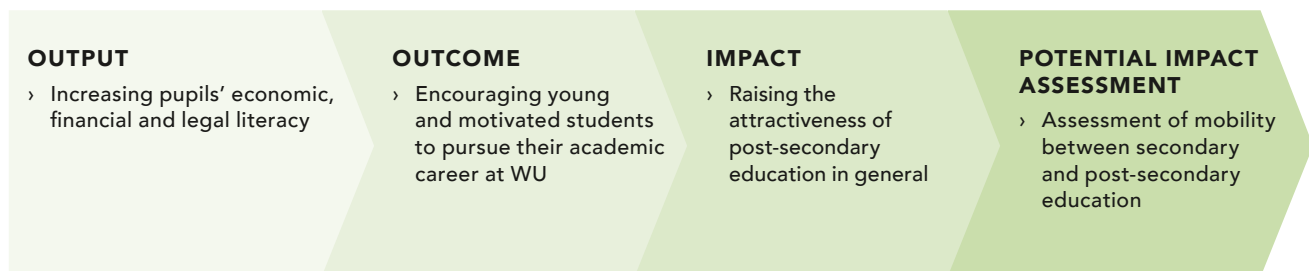
WU opens its doors for one week in summer and offers committed 16 to 19-year-olds the unique opportunity to immerse themselves in the diverse world of business and gain their first university experience. Participation in the Summer School can also be credited towards future studies at WU.

The second WU4Juniors Summer School offered 41 committed young people a varied program from July 12 to 16. At the beginning, the participants had the opportunity to get to know the campus and their fellow students and to start working on the project together.

In the following three days, WU professors presented their expertise on the key topics of companies, money, and sustainability in the input sessions and highlighted different perspectives of the economy. There was more about current research topics at WU and the everyday life of researchers in Research Insights. Selected representatives provided exclusive insights into company practice in the company insider session. In the business game session, the participants were able to observe and analyze the consequences of entrepreneurial activity themselves. They also got to know the Austrian National Bank in an interactive workshop. The concluding information sessions gave an overview of the degree programs and opportunities at WU.

During the course of the week, the participants worked in small groups focusing on an economic question as part of the project work and jointly created explanatory videos. The groups were supported by the WU4Juniors team, a workshop on working in groups, and individual project coaching. In the closing event, the groups presented the results of their project work and received their certificate of participation.

IMPACT PATHWAY



Social Impact Award

“For us, the Social Impact Award was the real start. What I liked best is how SIA helped us set the right priorities and provided guidance to focus on the most important next step.”

Dita Formánková, Founder of Czechitas, an SIA alumni

“There are a number of programs, incubators, and initiatives worldwide, but what is special and unique about the Social Impact Award is the dedication of the team, the thought and track record behind it, and a very robust and exciting curriculum.”

Katherine Milligan, Former Head of the Schwab Foundation and Member of SIA's Global Advisory Board

KEY FACTS

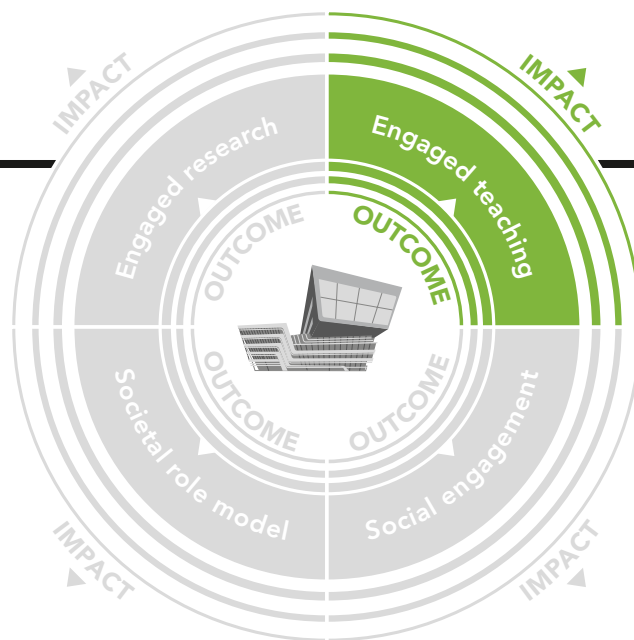
- › The Social Impact Award (SIA) is Europe's largest community for early-stage social entrepreneurs under 30.
- › SIA collaborates with 1,000+ organizations worldwide from all corners of the social innovation sector and beyond.
- › Since its foundation in 2009, SIA has trained 40,000+ young people in 26 countries.
- › Incubated over 800 promising impact ventures.
- › And provided 350+ teams with awards and pre-seed funding.
- › 75% of these ventures are still creating systemic impact.
- › In 2019, SIA was the winner of the TRIGOS Award in the category International Engagement.
- › In 2020, SIA was active in 14 countries of Europe, Central Asia, and Africa.
- › In the same year, SIA was ranked as the most relevant Austrian civil society organization in the field of social innovations by the Austrian Federal Economic Chamber (WKÖ).

BACKGROUND

When the public sector and market are unable to provide an effective solution, it is time for social entrepreneurs to shine and bring about positive societal change. Rather than focusing exclusively on successful economic performance, social entrepreneurship is primarily geared towards achieving a positive “return on investment for society.” Social entrepreneurs try to tackle crucial social, environmental, or cultural challenges and understand them also as business opportunities. As more and more students are getting interested in social entrepreneurship, adequate support is required for them to establish new impact-focused projects and ventures aimed at solving social problems in an entrepreneurial and creative way. Back in 2009, the social entrepreneurship field was still underdeveloped at WU and in Austria as a whole until a rather unorthodox course of events lead to the foundation of the Social Impact Award (SIA) by WU's Institute for Entrepreneurship & Innovation (E&I). Foundation of the SIA, an important milestone in the development of social entrepreneurship in Austria, is one of WU's most impactful projects and contributes directly to its social responsibility commitments.

DESCRIPTION

In 2008, Joachim Hunold, long-time CEO of Air Berlin, had just won the prestigious Schumpeter Prize. At the award ceremony, he spontaneously decided to donate the award money to Professor Nikolaus Franke, a founder of the E&I Institute. Within the E&I Institute, PhD student Peter Vandor had the idea of using the € 14,000 for the field of social entrepreneurship. The Institute thus became the founder and first recipient of the Social Impact Award, the award money from the Schumpeter

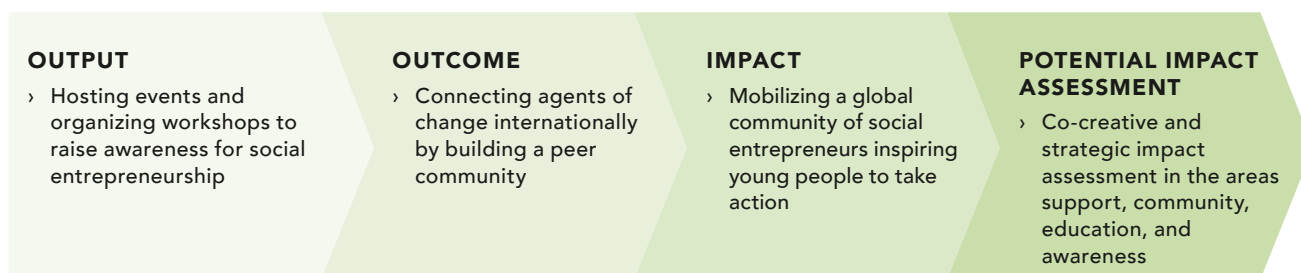


Prize became the start-up capital, and Peter Vandro became its driving entrepreneur. The newly created course “E&I Social Entrepreneurship” at WU was one of the first application-oriented courses in the German-speaking world and already in the first year there were 58 submissions for the Social Impact Award. The following years convincingly refuted the stereotype that Austrian students are apolitical and uninterested in social issues, as hundreds of enthusiastic students developed concepts for social enterprises and submitted their ideas to the SIA.

In 2013, Impact Hub Vienna, led by Cezar Neaga, took over the organization of the Social Impact Award and further developed the project. Since then, SIA has been run in partnership with the Social Entrepreneurship Center at WU and a growing number of international partners who brought SIA to their respective countries. The WU Social Entrepreneurship Center supports SIA in several ways: workshops, events for participants, yearly project evaluations, conceptualization and implemen-

tation of the screening for SIA Austria, as well as finalizing a shortlist of finalists together with the screening team. Importantly, instead of awarding projects that have already been implemented, SIA chooses to work with young future social entrepreneurs and support them on their first steps in developing and implementing innovative business solutions to solve sustainability-related issues of our times. To do so, SIA’s work focuses on four impact fields: raising awareness about social entrepreneurship as an alternative career path among students; educating young people, sharing valuable knowledge and helping students to develop the skills and competencies required for the future success of their ventures; supporting students with individual mentorship and impact/ business model validation in the incubation phase as well as promoting the best teams through the Social Impact Award; and finally, serving as a network hub for young social innovators, entrepreneurs, and experts by building a peer community of young leaders.

IMPACT PATHWAY



Sustainability Challenge

“Sustainability, innovation and interdisciplinary approaches are becoming increasingly important for the future of students. The Sustainability Challenge offers the opportunity to implement creative and economic ideas together in a network of teachers and students from a wide range of disciplines.”

Christian Rammel, Head of the RCE Vienna

“The only thing that helps against the climate crisis is action. The Sustainability Challenge brings together diverse thinking in different groups, where sustainable perspectives are not only developed in theory, but implemented in hands-on projects. Together with the students, we take a further step towards a climate-friendly future.”

Student enrolled in the Sustainability Challenge

KEY FACTS

- › 90 students of all fields of study implement specific sustainability projects in interdisciplinary teams
- › 15 projects on the Sustainable Development Goals (SDGs) are currently being implemented with practice partners / service learning partners or as start-ups
- › 7 universities provide theoretical input and supervise the project teams: WU Vienna, BOKU, TU Vienna, University of Vienna, University of Graz, and the University of Applied Arts Vienna plus Mozarteum
- › 14th year of running
- › over 150 projects
- › 92 non-academic partners
- › more than 1,000 participants

BACKGROUND

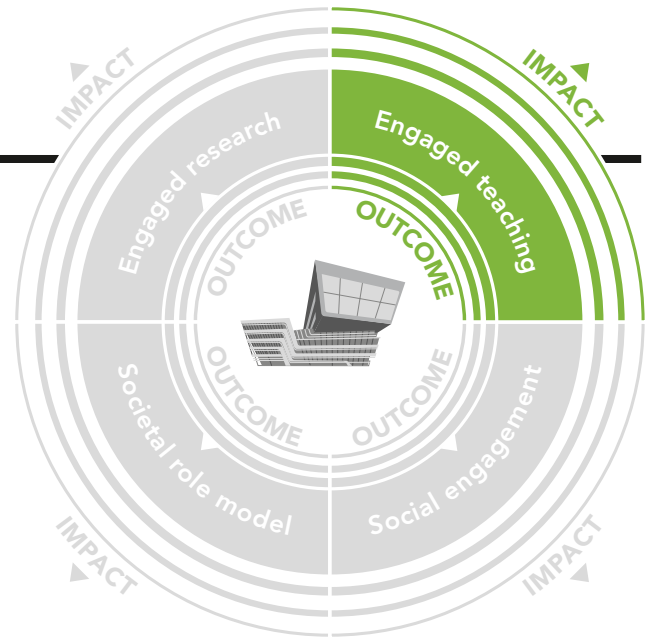
A new generation of decision-makers is needed to successfully master the great challenges faced by our times. For higher education, this requires the development of new teaching and learning formats. The complexity and multidimensionality of problems such as climate change or migration call for interdisciplinary cooperation as well as for joint learning and action between science and society. However, both of these are currently still more the exception than the rule in higher education.

The Sustainability Challenge is answering this call by allowing students, teachers, and external partners to team up in an effort to find innovative solutions to concrete challenges of the SDGs in the region. Transdisciplinary learning environments outside the lecture halls and mutual learning processes between students and practice partners on an equal footing characterize the innovative and impact-oriented nature of this inter-university project.

DESCRIPTION

The Sustainability Challenge is a two-semester inter-university course involving students from a variety of disciplines. Each year, 70 – 90 master, PhD and advanced bachelor students from all fields are selected through a detailed application process. By providing transdisciplinary learning environments, the Sustainability Challenge supports students in developing various key skills needed to act as change agents. The Sustainable Development Goals (SDGs) accompany the learners as an overarching theme throughout the course. Working in interdisciplinary teams is the core element of the course. It requires a high degree of independence and promotes both organizational and communication skills.





Teachers from different universities and various theoretical backgrounds discuss sustainability concepts from multiple perspectives (economics, sociology, urban planning, architecture, arts, system sciences, climate science). Combined with the practical projects, students have the opportunity to experience different learning environments and sustainability-related issues in various contexts. This empowers learners to critically question existing structures and realities. Due to the close connection to social reality, the theoretically acquired knowledge can be applied in practice and participants' own points of view can be developed. Problem solving and design skills are specifically promoted and enable students to develop the key skills needed to face complex challenges of the future. Students participate in one of two tracks:

Service Learning Track

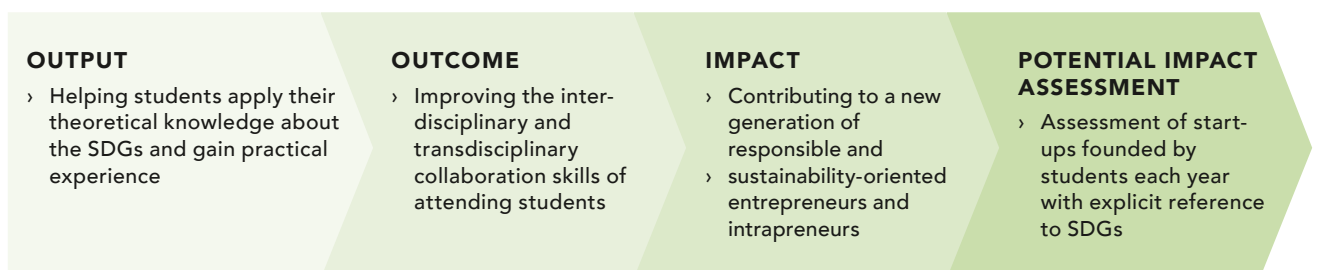
Students participating in the Service Learning Track form interdisciplinary working groups with so-called "service learning partners." These groups work on a specific SDG problem of the partner. The working groups are supervised and supported by a teacher from one of the

participating universities. "Service learning partners" can be companies, NGOs, or public institutions. Students are introduced to the service learning method, which is learning by giving service to the community. They receive tools and knowledge that help them to understand the scope of service learning and to collaborate with their external partners. Service learning fosters collaborative learning and learning from experience, allowing students, teachers, and practice partners to learn with and from each other.

Start-Up Track

The Start-Up Track allows students to find their own entrepreneurial answers to global challenges. University start-up coaches from the WU Entrepreneurship Center and BOKU:BASE accompany the development of business ideas, assist in formulating a business plan, and individually coach the student teams. In start-up workshops and start-up camps, the main focus is on developing a solid bridge between the vision of bringing the SDGs to life and creating an effective and successful business model.

IMPACT PATHWAY



Transfer Hubs

“With Challenge Impact, we do not only promote the development of social entrepreneurship in Austria, but also the cross-disciplinary transfer of innovation, creativity, and knowledge – by putting together and working with cross-university teams.”

Dr. Rudolf Dömötör, Director of the WU Entrepreneurship Center

KEY FACTS

- › 1 accelerated training program each year
- › 6 modules over 2–3 months
- › about 30 experts and mentors to support the participants in the training program
- › 16 teams selected via an application and selection process

BACKGROUND

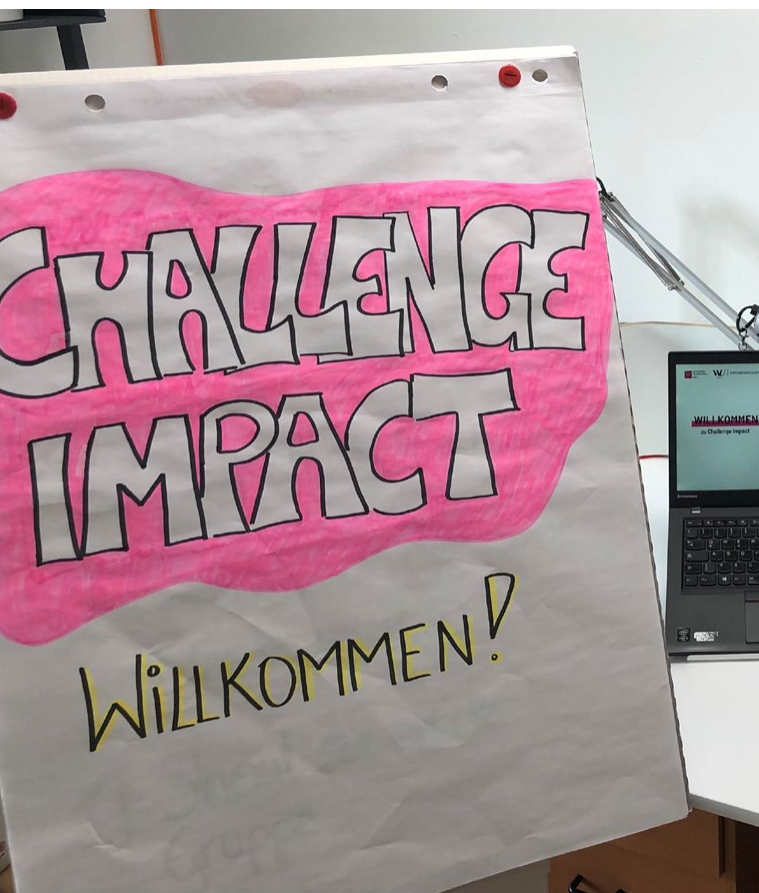
The challenges facing our global society in the 21st century demand new mindsets and partnerships to develop innovative and unique solutions that can be adopted and implemented with haste. Private enterprise has the ability to rapidly address the urgent needs that cannot be ignored any longer as the emerging socio-ecological crisis deepens. Social entrepreneurship offers our society a new vision for business, one that promotes mission driven enterprises that value people, profit, and the planet equally. However, these grand challenges also require innovation and knowledge sharing that can only be accomplished through robust and novel cross-disciplinary partnerships.

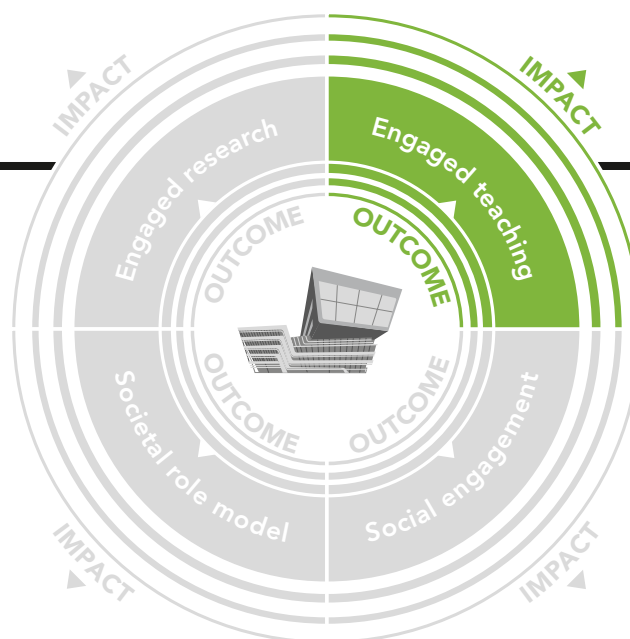
Aiming at such novel cross-disciplinary partnerships, the WU Entrepreneurship Center, together with Wissens-transferzentrum Ost (WTZ Ost), initiated the Transfer Hub Program in 2020. This program connects people from different disciplines and universities so they can join forces to solve current and emerging social challenges and work towards the implementation of the UN Sustainable Development Goals (SDGs).

DESCRIPTION

Transfer HUBs is a cross-university program that is open to people from all Austrian universities. It is intended that the combination of interdisciplinary knowledge exchange and social entrepreneurship will inspire and encourage new collaborations that will be well-positioned to solve the complex socio-ecological problems our society is facing. Transfer HUBs invites the students, alumni and staff of all Austrian universities to put their theoretical knowledge to practical use to create a sustainable shared future for us all.

Currently, the program’s partners include: the Academy of Fine Arts Vienna, the University of Veterinary Medicine





Vienna, the University of Music and Performing Arts Vienna, the FH Campus Vienna, St. Pölten University of Applied Sciences, and the University of Natural Resources and Life Sciences, Vienna.

Transfer HUBs organizes events, workshops and training programs to support entrepreneurial students and alumni in implementing their own ideas and projects in interdisciplinary teams. They also include annual networking formats such as the "Impact Academy" or the "Transfer Summit". As part of these activities, transferable skills on alternative funding sources such as crowdfunding, impact investment, and entrepreneurship are offered. The program's content focuses on contemporary social challenges and the UN Sustainable Development Goals (SDGs).

One highlight of the various activities is the training program "Challenge Impact." It is an interdisciplinary training program for students, alumni, and researchers with ideas for projects, initiatives, and start-ups that contribute to the achievement of the SDGs. The program is organized by the WU Entrepreneurship Center in the context of an inter-university cooperation on knowledge transfer. The aim is to introduce the participants to the

concepts of social entrepreneurship and promote interdisciplinary knowledge exchange. At the same time, the teams are offered the necessary knowledge and support to turn an innovative business concept into reality. This all happens within an accelerated timeline of a few months.

The program is divided into 6 modules, offering the teams a step-by-step process to successfully bring a mission-driven business concept to life:

1. Entrepreneurship Basics and Business Model Canvas
2. Social Effect and Your Effect Model
3. Becoming Visible and Finding Supporters
4. Business Model Deep Dive
5. Pitch Training I: Intro and Peer-Review
6. Final Pitch Training II: Personalized Pitch Coaching and Expert Feedback

These six training modules are followed by a final 'Jury Pitch' closing event; where the teams show what they have learned, pitch the projects they have created, and convince the jury of the merit and value of their projects, initiatives, or start-ups.

IMPACT PATHWAY

OUTPUT

- › Workshops, events, and training programs for entrepreneurial students and alumni for tackling social challenges and the SDGs

OUTCOME

- › Students, alumni, and researchers were empowered to bring their SDG-related projects and start-ups to life

IMPACT

- › Raising awareness of the importance of sustainability in entrepreneurial activities

POTENTIAL IMPACT ASSESSMENT

- › Corporate social responsibility assessment of start-ups

Changemaker

“Kids can be entrepreneurs! The Changemaker Program enables elementary school children to experience entrepreneurial thinking and acting in a playful way. In this way, with the help of our students, they are motivated to become designers of the future.”

Nikolaus Franke, Head of the Institute for Entrepreneurship & Innovation

KEY FACTS

- › Since 2017, more than 1,000 children have already taken part in the Changemaker Program.
- › more than 30 schools/camps have hosted the Changemaker Program.
- › more than 150 WU students have worked with the Changemaker Program.

BACKGROUND

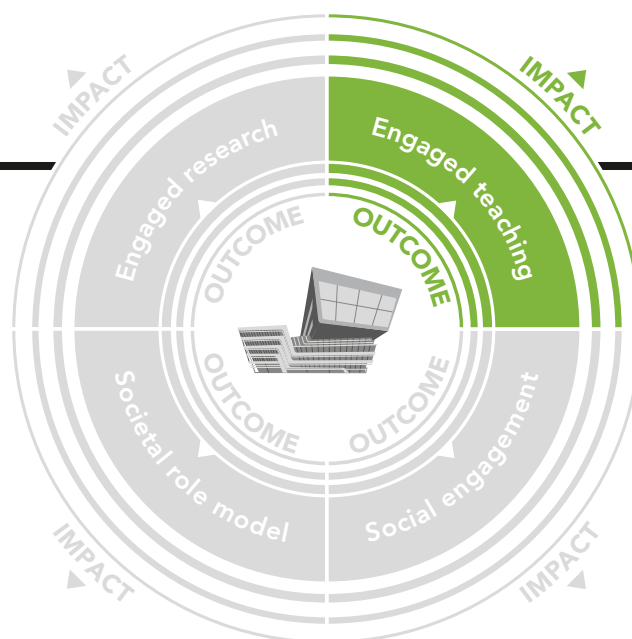
Sustainable socio-ecological transformations will require new mindsets and innovative solutions to address the climate crisis and solve the problems facing our global society. New problems require new ideas, but ideas must take shape to have an impact. Entrepreneurship is the ability to turn ideas into action. It requires creativity, innovation and risk-taking, as well as the ability to plan and execute projects to achieve specific goals. Entrepreneurship also helps everyone in their daily lives, at home as well as in society, and enables people to recognize opportunities.

However, entrepreneurial mindsets don't just emerge in professional life, but start to develop in childhood: Tomorrow's employees and entrepreneurs are in school today. However, entrepreneurship education is not explicitly included in the curriculum of primary schools and depends heavily on individual teachers' interests and experience. It is precisely this problem that the project addresses. The impact of Changemaker is therefore to ensure that future entrepreneurs can have a positive impact on our society.

DESCRIPTION

The Changemaker Program intends to bring entrepreneurship education to primary schools throughout Austria with collaborative partnerships. The WU Entrepreneurship Center & the Entrepreneurship Center Network illustrate how entrepreneurship can be an attractive career path & life perspective through inspiration, information, networking, and support. The Initiative for Teaching Entrepreneurship wants to change children & young people into shapers of the future through entrepreneurship education, while the program partners Kirchliche Pädagogische Hochschule Wien/





Krems and the Zentrum für Entrepreneurship Education und wertebasierte Wirtschaftsdidaktik aim to empower teachers through continuing education and the development of innovative teaching and learning materials on entrepreneurship education.

This unique partnership creates a triple-win outcome for children, WU students, and teachers by generating genuine, age-appropriate learning situations with WU students as role models. WU students learn to train their own mindset and gain insight into the topic of entrepreneurship. The WU students also support primary school children in the impact project "Markttag," from idea generation to the implementation of the market stands and the sale of the self-made products.

The Changemaker Program connects teachers, WU students, and primary school children with the key concepts and skills need to build a stronger entrepreneurial society. The programs gathers WU students into teams and provides them with leadership and entrepreneurship training. They conduct 2 workshops with the children to support them with information on generating ideas,

prototyping, sales pitches, marketing, market stands, prices, sales, and profit. The program also works with the teachers on creating the products and integrating the topic of entrepreneurship into regular lessons. When "Markttag" finally comes, the children and WU students gain operational insight into the sale of self-made products. They also learn the value of celebrating their successes.

Due to its success, the Changemaker program is expanding throughout Austria. Its primary focus is to bring together partner networks from university entrepreneurship centers, educational partners, and primary schools. The team is busy adapting and digitizing the existing program contents while also overseeing the creation of a franchise system to provide "Train-the-trainer workshops" and ongoing support for regional program leaders.

In 2023, the Changemaker program won a MEGA award endowed with EUR 200.000,- to support further growth of the initiative.

IMPACT PATHWAY

OUTPUT

- › Elementary school children were given the opportunity to experience entrepreneurial thinking

OUTCOME

- › Encouraging and supporting entrepreneurial skills in school children

IMPACT

- › Contributing to a new generation of transformative entrepreneurs

POTENTIAL IMPACT ASSESSMENT

- › Assessment of entrepreneurial literacy across all levels of education

Expedition Week

“We are very impressed by the commitment, the interest and the creative solutions of the students, which were developed in only one week. It was very inspiring to accompany the group of students in this process and it has also given us a bit more faith in the future.”

Barbara Eibelhuber and Maria Sofaly, Caritas

It was a pleasure for me to work with Caritas because we had the opportunity to exchange ideas and insights and receive valuable feedback from them throughout the process.

Nikol Valkanova (WU student) about her experience in the Expedition Week in Vienna.

KEY FACTS

- › 29 students of 7 universities participated in the Expedition Week
- › This was the 4th Expedition Week of the ENGAGE.EU university alliance
- › 2 associate partners, Caritas and the City of Vienna supported the students
- › Academic input complemented by external presentations, Design Thinking Method and pitch presentations

BACKGROUND

The Expedition Week is a unique initiative that brings together students, experts, and mentors to tackle real-life issues and find solutions, which create value for society. It is a collaborative program, which embraces the principles of innopreneurship and aims to foster societal transformation. This program is a successful output of ENGAGE.EU European University Alliance, which has been organised since November 2020.

The Expedition Week is a one-week intensive program, where selected students from alliance member universities work together in multidisciplinary teams to create mission-oriented solutions by using design-thinking methods. Professors and researchers of the field provide the academic framework of the program, while societal actors present the recent societal challenges of their sector for the students for a hands-on experience.

DESCRIPTION

The Expedition Week in Vienna was the fourth edition of ENGAGE.EU Expedition Weeks. It took place on 22-26 May 2023 on the general theme of “Inequalities”.

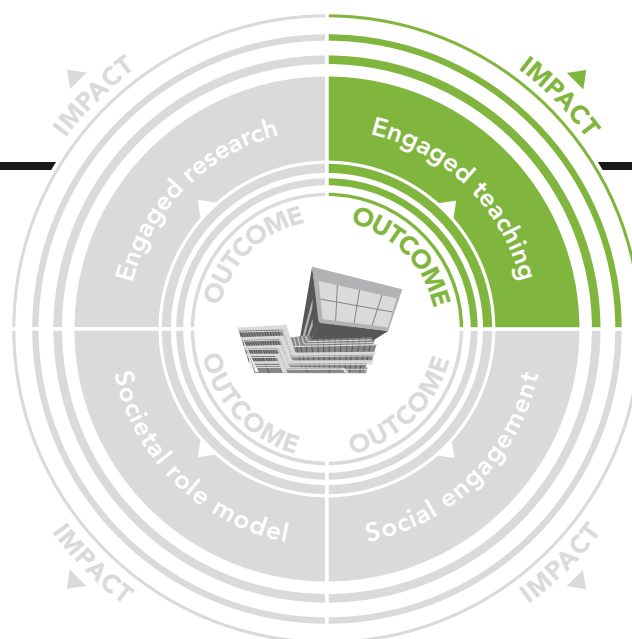
Two ENGAGE.EU associated partners, Caritas and the City of Vienna, as institutions with extensive local experience and knowledge on inequalities in different sectors in Vienna, were invited to present challenges which their institutions face with regards to inequalities in Vienna. City of Vienna representative introduced the social housing system in Vienna, existing projects and current issues, while Caritas representatives presented issues of poverty and stigmatization in Vienna. Two field trips to selected project sites (Wolfganggasse Wohnungen and Caritas Tageszentrum am Hbf) were organised together with the institutions for a better overview of the situation on the ground.





The Expedition Week in Vienna hosted 29 student participants from seven partner universities, who worked on creating innovative solutions to the presented challenges. The academic framework of the program was provided by the colleagues of the WU Research Institute Economics of Inequality, Prof. Wilfried Altzinger, Prof. Karin Heitzmann and Dr. Stefan Angel, who introduced the topic from a scientific perspective. The program was also enriched with keynote speeches by two social entrepreneurs from the Social Entrepreneurship Network Austria (SENA) and its managing director Ms. Constanze Stockhammer, a workshop on “How to Pitch” led by Mr. Ahmad Hachicho and an introduction session to the Design Thinking process led by Ms. Hannah Frost from the WU Innovation Office.

The Expedition Week was organised in an interactive plenary and teamwork setting each day of the week. The plenary sessions hosted all student participants for an



introduction to the challenges, design thinking methods, scientific research presentations and all other inputs, where the students had the chance to receive input, but also give feedback and ask questions. During the teamwork sessions the students worked on the challenges using the design thinking method and modelling the possible solutions.

Friday, 26th of May, marked the end of the program with the handing over of certificates to all students and the announcement of the winning team of the Vienna Expedition Week. The winning team was selected by a jury of five members: Prof. Wilfried Altzinger (WU), Rudolf Dömötör (WU), Amila Sirbegovic (Stadt Wien), Theresia Bajric (Caritas), Constanze Stockhammer (SENA).

The students proposed an innovative solution on reducing water consumption in apartments in Vienna by creating awareness, acceptance, and engagement towards sustainable housing practices.

IMPACT PATHWAY

OUTPUT

- › Students take part in a one-week intensive program to solve societal challenges with the help of faculty members, experts, and mentors

OUTCOME

- › Students learn to tackle real-life issues like inequalities and sustainability

IMPACT

- › Contributing to a new generation of responsible and socially sensitive entrepreneurs

POTENTIAL IMPACT ASSESSMENT

- › Growing number of participants in ENGAGE.EU programs and hence engagement in the ENGAGE.EU Labs

NGO Academy

“So far, the NGO Academy workshop has been the most useful one among others I attended regarding my professional development, because I can apply so much to my work. It also contributed to my personal development because I don’t often travel abroad for my work so this was a chance to be in international company of a diverse group of people.”

Participant, NGO Academy Regional Programme

KEY FACTS

- › +250 workshops provided to nonprofits and social enterprises since 2013
- › +4000 unique participations from + 1950 participants since 2013
- › +580 member organisations from 14 countries in CEE
- › +250 faculty members and expert organisations
- › 3 programmes and more than 40 events per year
- › 2 comprehensive research reports and a peer-reviewed publication on civil society in CEE
- › 96% of participants in the Social Innovation and Management Programme would recommend the programme to other CSOs in the field

“Genuinely one of the best programmes I have attended. It was extremely informative, enjoyable and above all valuable and I look forward to putting some of the techniques I’ve learned into practice.”

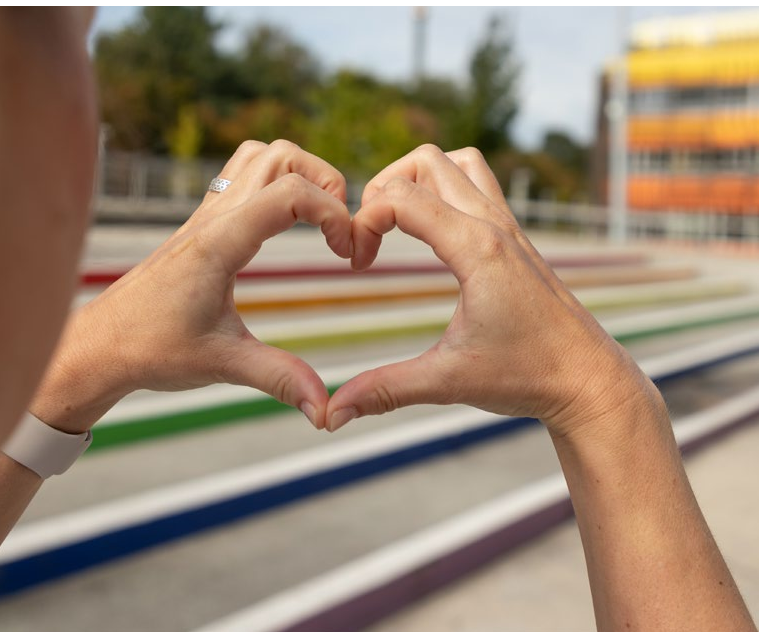
Participant, NGO Academy Social Innovation and Management Programme

BACKGROUND

Civil society organisations and their leaders in Central and Eastern Europe face numerous challenges: volatile funding opportunities, oppressive governments and limited access to know-how and methods needed for operating a civil society organisation efficiently. Against this background, there is a continuous need among civil society organisations in the region to strengthen and develop capacities, skills and expertise to deal with these fundamental challenges as well as build strong networks of peers across borders. At the same time, high-quality capacity building opportunities in the region are rare, often limited in geographical reach and quality, and financially unaffordable for many organisations.

DESCRIPTION

Capacity building can help to build critical new skills within the organisations to address ongoing and future challenges in the civil society sector. NGO Academy supports civil society organisations, their staff and indirectly their beneficiaries and stakeholders through high-quality capacity building. Through programmes and numerous accompanying measures, NGO Academy promotes the acquisition of skills by civil society leaders, facilitates the establishment of national and international networks with relevant stakeholders, experts and peers, as well as the development of new projects, collaborations and organisations. Participants of NGO Academy programmes are able to gain insights into state-of-the-art knowledge, to apply new skills in their daily work, and foster concrete outcomes in the form of new projects. NGO Academy aims at offering programmes that are easily accessible to NGOs and social enterprises in the region in terms of geography, language and financial

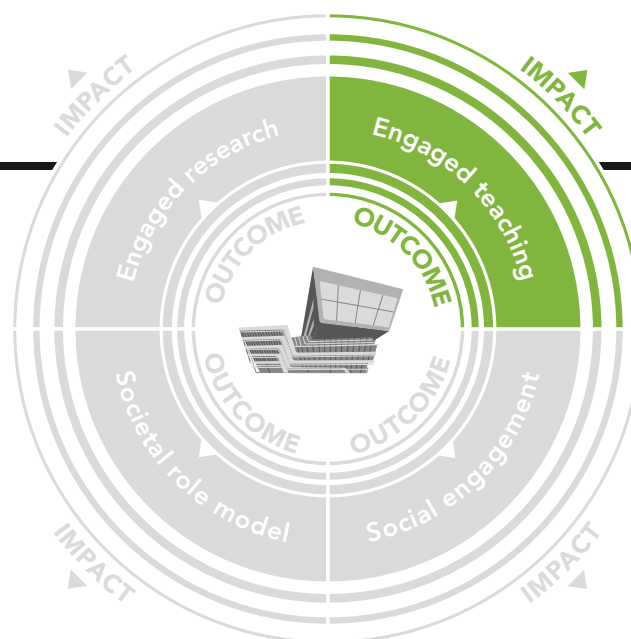




capacity. At the same time, NGO Academy represents a platform of exchange between academia and NGO professionals and practitioners, connecting daily practice and experiences with research evidence. This exchange results both in programmes that are tailored to civil societies' needs and the opportunity for in-depth research. NGO Academy was founded in 2013 as a joint initiative by ERSTE Foundation and the Competence Center for Nonprofit Organisations and Social Entrepreneurship at WU Vienna. Since then, various programmes were developed and continuously improved and in the meantime NGO Academy has grown to 580 participating organisations from 14 countries (Austria, Albania, Bosnia and Herzegovina, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Montenegro, Moldova, Romania, Serbia, Slovakia, and Slovenia) in Central and Southeastern Europe. These are mainly active in the fields of social services, youth and education, advocacy, human rights and democracy, work integration, culture and ecological sustainability. It thus represents the most comprehensive network and capacity building programme for NGOs in the region and comprises also more than 250 experts in the faculty as well as implementing partner organisations in the region. Approximately 40 events (workshops, trainings, events and programme modules) are developed and offered each year.

NGO Academy consists of three main programs:

- › The Social Innovation and Management Programme, a comprehensive and integrated four months programme of organisational and personal development for leaders and managers of non-profit organisations and social enterprises.
- › The Regional Programme, which offers stand-alone, two-day workshops, webinars and other formats in local languages and English that provide capacity building offers within a wide range of topics into a



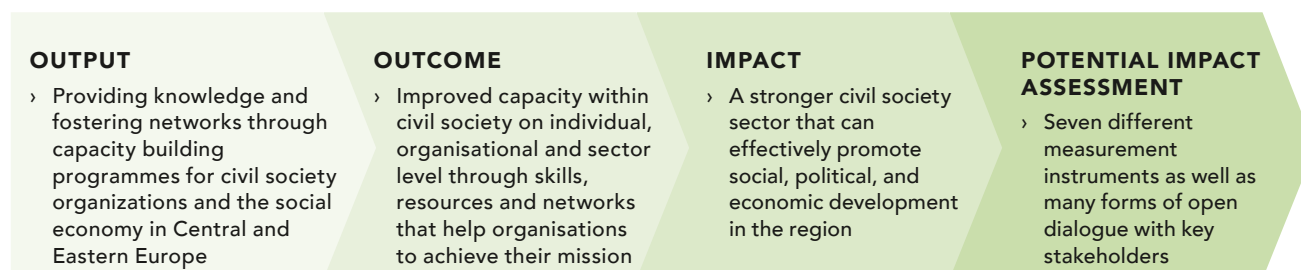
regional context from diaspora fundraising and new forms of democratic governance, to sales psychology and financial management.

- › The Professional Master Social Innovation and Management, which was launched 2021 in cooperation with WU Executive Academy and ERSTE Foundation. It is the first fully accredited executive master's programme for Social Innovation in CEE and open to leaders from civil society and the social economy from all over the world.

NGO Academy impacts its members in many ways: For example, 90% of participants in the Regional Programme said they would be able to apply learning from specific workshops in their organisation. 97.5% of all participants would be disappointed if they could no longer attend NGO Academy workshops.

Several social innovations were initialized within NGO Academy's programmes: The establishment of a new building for a social canteen which trains and employs persons with disabilities or the development of a high quality training academy for professionals in the social field are just two examples of the programme's outcomes. More information on NGO Academy's programmes and impact can be found at <https://ngoacademy.net/>.

IMPACT PATHWAY



Work Integrated Learning Program

“One of my learnings was to see how easily and efficiently you can work in a team with people that you have never met before to generate something innovative within a short period of time”

Lewis Scott, enrolled in the Professional Master in Sustainability, Entrepreneurship and Technology.

KEY FACTS

- › 7 universities are involved in the Work Integrated Learning Programs
- › 65 participants took part in the program across the alliance
- › The two programs which were organized at WU were: “Responsible Leadership and Sustainable Innovation” and “Sustainable Business Models”
- › The program consist of online and on-site courses and bootcamps

BACKGROUND

Work Integrated Learning (WIL) is typically defined as an educational approach using relevant work-based experiences to provide lifelong learners with the opportunity to integrate theory with the meaningful practice of work as an intentional component of the learning process.

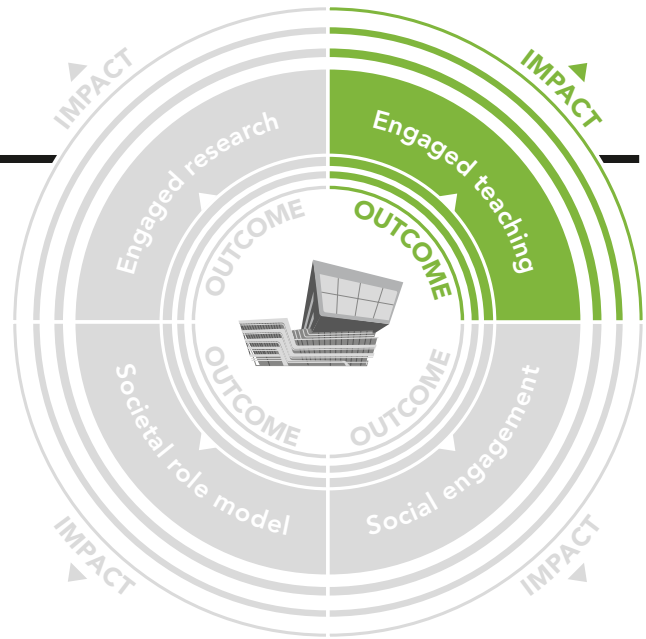
As part of the ENGAGE.EU alliance of nine leading European universities, WIL is implemented in practice-oriented learning activities designed for learners, practitioners and entrepreneurs interested in lifelong learning, social engagement and contributing to their communities to address real societal challenges sponsored by ENGAGE.EU stakeholders such as NGOs, municipalities, private companies, etc.

DESCRIPTION

In fall 2022, ENGAGE.EU successfully hosted the first pilot program of Work Integrated Learning programs entitled “**Responsible Leadership and Sustainable Innovation**”. The pilot program was developed and implemented in collaboration between WU Executive Academy, Tilburg School for Business and Society and Caritas Austria, with other partners contributing as well. The project brought together a group of 20 MBA students and professionals from diverse backgrounds to work together on a challenge sponsored by Caritas, one of the ENGAGE.EU partners. Participants worked on the Josefbus challenge, a service set up for people with limited financial means who need help with minor repairs or work in their household.

The learning format aimed to foster innopreneureal competencies while developing creative and innovative solutions to the challenge at hand. To equip learners with the necessary theoretical foundations, lecturers from





Tilburg University provided input in three online sessions on the topics of Purpose-Driven Networks, Digital Platforms and Public Value. These sessions were followed by the four-day on-site bootcamp in Vienna, where participants worked in groups on various potential solutions for Josefbus using the design thinking methodology. The Innovation Office of WU Vienna developed and facilitated the bootcamp.

In the second rollout in May and June 2023, a further program was launched under the title **“Developing Sustainable Business Models for the Future of Education”**.

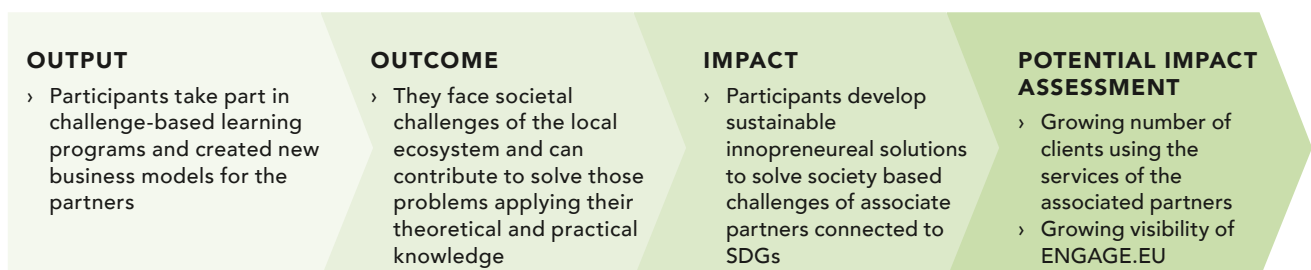
As part of the ENGAGE.EU alliance, WU and its partners cooperated with Teach For Austria to allow learners to gain new skills and perspectives while innovating offers and operations of the charitable organization. Using design thinking and knowledge about sustainable business models, the participants tackled a challenge related to its current activities during a 4-day bootcamp. In preparatory input sessions, renowned international faculty from NHH University and Tilburg University introduced the latest findings in the field of (sustainable) business model innovation, to the characteristics and role of (purpose-oriented) networks, and to recent trends

disrupting different industries.

Teach For Austria pursues educational justice by enabling ambitious university graduates, young professionals, and career changers to work as full-time teachers in underserved or underprivileged schools and kindergartens during a two-year leadership program. Within an overheated job market, however, the NGO has recently seen a decline in applications for their program and experienced difficulties to translate and embed the value of becoming a Fellow into their positioning and communications.

This is where the participants of the WIL program came in by applying and synergizing fresh insights and cutting-edge methods within a dynamic bootcamp setting to re-define the current business model of Teach For Austria to take primary education to a next level.

IMPACT PATHWAY



Ecological Urban Campus

“Environmental responsibility is a key requirement for all university activities, and the principle of sustainability was already a major premise in the planning, construction, and operation of the WU campus. Raising awareness for sustainability among 20,000 students, 2,500 employees, and other big stakeholder groups is a unique chance for a university and a personal issue of the WU Environmental Team. WU’s green Campus and our activities should encourage all stake-holders of WU to promote sustainable thinking.”

WU Environmental Management

KEY FACTS

- › More than 60% of surface area is open, publicly-accessible space.
- › Around 250 trees and approximately 10,000 m² shrubs
- › Approximately 100,000 ornamental grasses and 188,000 perennials on campus
- › 128 different flowering plant species can be found on campus.
- › 5 beehives on the roof of the D3 building, 200,000 bees, Between 120 and 200 kg honey produced every year
- › 25 urban garden plots (10% students, 30% faculty, 60% staff)
- › 40% water use reduction, 20% electricity and heating energy reduction since 2014
- › Approximately 60% of the required heating energy is obtained using geothermal energy from ground water.
- › More than 110 tons of waste separated in 2020 (90 t used paper, 9 t plastics, 7 t glass, 2,5 t metal, 2 t used electronic appliances, 3 t used air filters, 80 kg batteries, 300 kg computer monitors)
- › WU’s regular operations (electricity, heating, fuel for operations) have been 100% climate neutral since 2019.

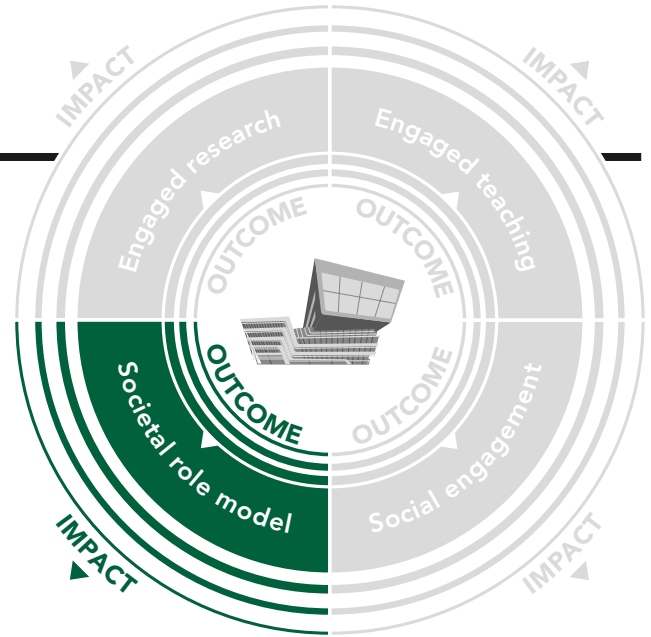
BACKGROUND

The cityscape and the built environment where we live, work, and play have an immeasurable influence on our society and our relationship with our natural surroundings. Too often ecological concerns are largely ignored in urban areas and the psychological/social impact of institutional settings is rarely considered. Campus WU attempts to break this tradition through an innovative and inviting built environment that merges the urban and ecological spheres of Vienna to build stronger ties with the surrounding community and the general public.

DESCRIPTION

As a pioneering educational institution, Campus WU was carefully planned based on a theme of ‘Ecological Urbanism’, in order to provide a more socially inclusive and ecologically sustainable educational environment for all. Centrally located within one of Vienna’s key development target areas, the WU campus was planned as an anchor for new urban redevelopment/ revitalization in the surrounding district.

The campus is situated at a critical juncture where the inner core of the city meets the Danube river, located between Vienna’s historic city center, the new Donaucity district (UNO), and the Danube Island. This unique location between city and nature inspired the designers to envision the WU campus as straddling a critical border territory where the natural world and the human environment interact. To further elaborate on this theme, the campus was envisioned as “pavilions in a garden,” synthesizing urban density with an intense landscape strategy. In recognition of the natural world around us, wind and water flows were simulated and modeled to



mitigate negative impacts and incorporate innovative design solutions.

Campus WU is located between the Prater park, the Messe Wien exhibition center, and the existing Stuwerviertel neighborhood, embedded in a city structure with sufficient open space to develop an eco-urban campus concept. The entire campus is bordered by trees and shrubs which create a natural green boundary that is a filter to the city, to Prater, and to immediate vehicular traffic. This lush landscape creates a habitat for pollinators amongst the variety of herbs and grasses that were planted on campus. In fact, on the roof of the D3 building there are beehives that are maintained by a Vienna-based, organic, private beekeeping company. The campus is designed as a “walk along the park,” and in different seasons it leads to sequences of plazas along paths between green spaces, leading to specific areas. The sequences are designed so that each path also becomes an existential journey. Fundamental to the quality of the site is the permanent visual relationship with Prater Park, ever green in its presence.

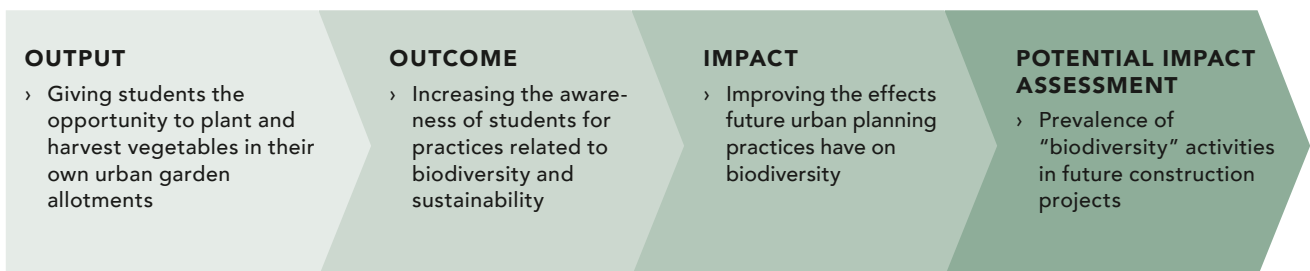
One of the spatial principles that shapes the whole campus is the fluidity of its outdoor public spaces. The

campus is a sequence of interlinked spaces. Six contiguous plazas are linked together by the main circulation spine. These critical components of the campus allow for a multitude of uses, both intended and spontaneous. Interior and exterior spaces are interwoven, giving life to the environment. The open space generates spatial continuity to form a harmonious whole while also creating opportunities for active social interchange and places for learning and research. This invites people to linger after class or research conferences, creating organic spaces for collaboration.

In addition to the social functions of the university, the campus also addresses community activities in urban life, with a direct positive impact on the immediate area. This is achieved through ample recreational opportunities like table tennis and fitness areas, cafes, etc.

Finally, the WU Energy Screen is a unique method to make our campus’ electricity and water consumption more transparent and visible to all. The screen displays the exact numbers for daily energy, electricity, and water consumption in the different buildings on campus, as well as the annual averages.

IMPACT PATHWAY



WU Commemorative Project

“The Vienna University of Economics and Business deeply regrets the active and passive participation of the Hochschule für Welthandel in the expulsion and displacement of numerous persons who had until the Anschluss been loyal students and faculty members. The University accepts responsibility for this, and recognizes that coming to terms with this history is a moral obligation towards those affected as well as their descendants.”

The Memorial Book for Victims of National Socialism at the Hochschule für Welthandel 1938–1945

KEY FACTS

- › On 8 May 2014, the Memorial with the names of those students unable to continue their studies in the then University of World Trade was inaugurated on the university campus.
- › The biographies of the university members concerned and their relatives have been collected in a virtual memorial book.
- › In November 2018, WU symbolically restored the degree of Diplomkaufmann (graduate in commercial sciences) to a descendant, which the University of World Trade had withdrawn from its former Jewish graduate Leopold Weiß due to his expatriation from the German Reich in 1940.

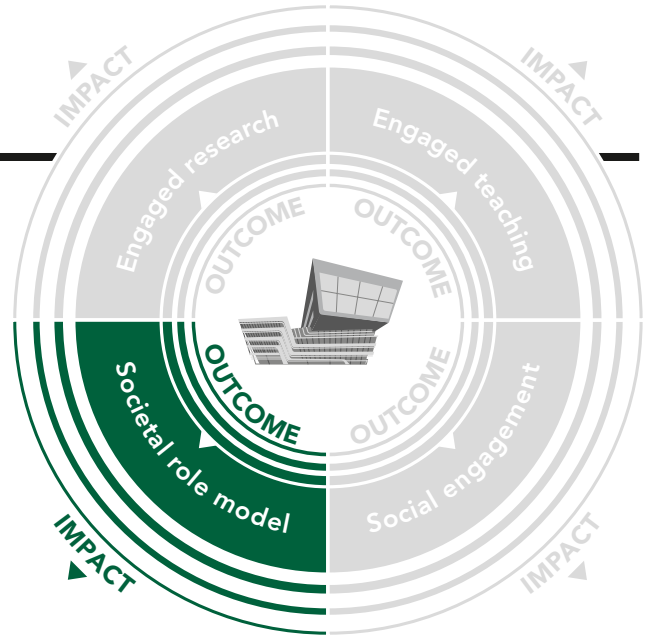
BACKGROUND

“Denied. Jews cannot be admitted to a doctoral defense.” With these words, a Jewish student who had submitted his thesis to the University of World Trade in Vienna just a few weeks before the Anschluss was denied the right to complete his doctoral degree. Austria’s incorporation into Nazi Germany in 1938 had fatal consequences for the University of World Trade (Hochschule für Welthandel), the institution that would later become today’s WU. WU belongs to those Austrian universities that have been self-critically examining various aspects of its history during the Nazi era from the perspective of a democratic and pluralistic society for many years. A number of projects are based on scientific research and aim to communicate the “dark sides” of the university’s history to its own faculty and staff as well as to its students and the non-university public. Among these initiatives is the Commemorative Project, devoted to rigorous research and documentation intended to unveil the injustices that happened at the University of World Trade during the time of the Nazi regime in 1938-1945.

DESCRIPTION

In 2012, the WU Rector’s Council launched the Commemorative Project, intending to research the fate of those students of the then University of World Trade who were expelled or otherwise persecuted based on political or “racial” motives after Austria had been “annexed” to the Third Reich in March 1938. A visible expression of the project is the Memorial designed by the young Viennese artist Alexander Felch. It was inaugurated in the middle of the university campus on May 8, 2014, in a ceremony attended by former expelled students. The sculpture, a steel sphere made up of the names of the victims, is now an integral part of



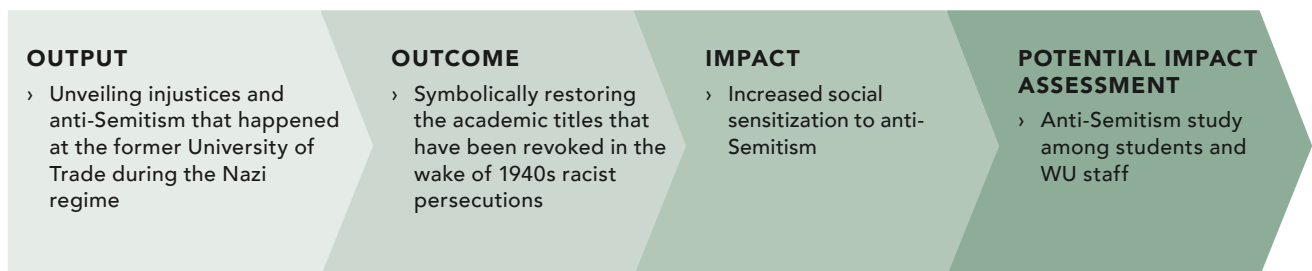


the campus. The sphere was deliberately left incomplete to allow for further names to be added as they are discovered. The biographies of the university members concerned and their relatives are accessible via the Memorial Book. In addition, the scholarly collective volume "Säuberungen" an österreichischen Hochschulen 1934–1945' (Purges at Austrian universities, Böhlau Verlag, 2017) presents key results of WU's Commemorative Project. Its contributions enable comparisons with the history of other Austrian universities in the 1930s and 1940s. As a further result of the project, in November 2018, the degree of Diplomkaufmann (graduate in commercial sciences) was symbolically restored to the former graduate Leopold Weiß (born in 1893), stripped of his academic title by the University of World Trade in the wake of racist persecution in 1940.

Thanks to ongoing archival research and contact with relatives, the knowledge about university members who were persecuted in one way or other by the Nazi regime continues to grow. According to the current state of research, 138 students, alumni, or staff members of the University of World Trade were persecuted on different

grounds and in different forms. Among them were ten employees of the academic and administrative staff. Most of the victims of National Socialist persecution were students. Well over ten percent of the total student population were expelled for being of Jewish descent. The exact number of Christian students or students without a religious denomination with Jewish ancestors is impossible to determine. However, this group of students needed explicit permission from the appropriate Reich Ministry or the Rector's Council to be able to study, take exams, or graduate. Apart from Leopold Weiß, three other graduates were stripped of their academic degrees by the Nazi regime for political or racial reasons. Finally, five members of the university community were killed in the context of the Shoah. Moreover, WU is examining the extent to which holders of its academic honors served the Nazi regime and is reviewing their lectures and publications for anti-Semitic ideas. In order to not only investigate the past, but above all to learn from it, the WU initiative "Antisemitism at Work" is making an attempt to analyze the workplace as a place of active and passive antisemitism.

IMPACT PATHWAY



Urban Mobility

“WU is proud of having a city campus that can be reached in a variety of different ways, including mixtures of different modes of public transport but also short- to mid-range battery- or muscle driven appliances, from e-bikes to skateboards.”

Tina Wakolbinger, Deputy Head of the Institute for Transport and Logistics Management

KEY FACTS

- › 67% of WU students used the subway as one transport mode in their commute.
- › 89% of WU students have a season ticket for public transport.
- › 82% of the WU students who commuted to WU come from within Vienna.
- › 29% of WU employees use a scooter or a bike as one transport mode in their commute.
- › 10% of WU employees have a car-sharing membership.
- › 28% of WU employees who commute to WU come from outside of Vienna.
- › More than 50% of staff who commute use public transport.
- › 16% of staff commute by bicycle.
- › Approximately 20% of staff walk to work.
- › 1,000+ bike stands on campus, approximately 250 of these parking spaces are located in roofed bicycle garages.
- › 700+ meters of bicycle path directly on campus WU
- › 3 electric chargers (2 for cars, 1 for e-bikes)
- › Minutes to city center/Stephansplatz: subway (7 mins), bicycle (13 mins), by foot (30 mins)

BACKGROUND

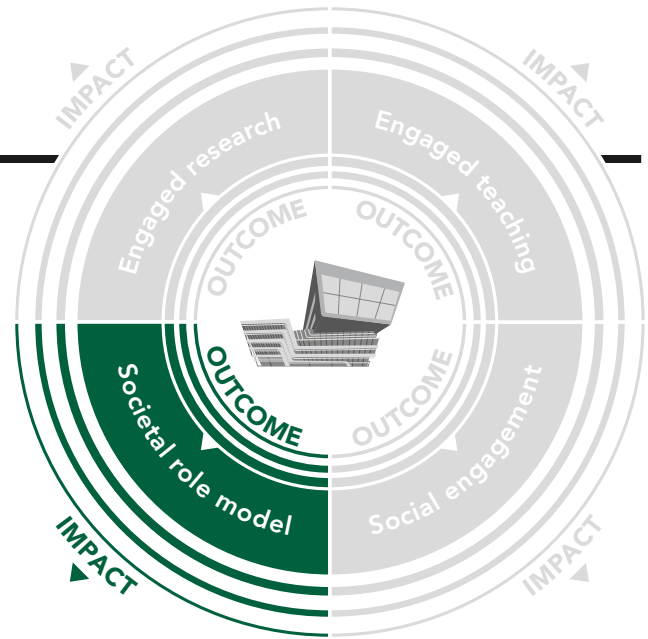
A regular commute to school or work is an unavoidable part of most people's life. However, the mode of transport used can have a wide variety of consequences on the overall quality of someone's life. Driving a car in congested traffic each day is much different than riding a bicycle or taking the subway. A stressful morning and evening commute can be transformed into restful time to read or get some exercise.

In recent decades, the negative socio-ecological impacts of our fossil fuel-based urban transportation network have been thoroughly investigated and well documented. Factors like sprawling land-use patterns, increased greenhouse gas emissions, poor air/water quality, and reduced physical/mental health have all been linked to the high prevalence of single occupancy vehicle commuting. Reversing these patterns, while retrofitting our urban environments to become less carbon intensive, is a major component of the 21st century socio-ecological transformation necessary to ensure a sustainable future on our planet.

The City of Vienna has recognized this, and subsequently has made mobility and transport an integral aspect of the Smart City Framework Strategy 2019 – 2050, with ambitious goals and objectives laid out to reduce transport-related CO emissions by 50% by 2030, and by 100% by 2050. WU is proud to be a pioneer in this effort and continuously strives to be a societal role model for green mobility.

DESCRIPTION

WU recognizes its responsibility toward promoting more sustainable modes of transport and is committed to encouraging students, faculty, staff, and visitors to



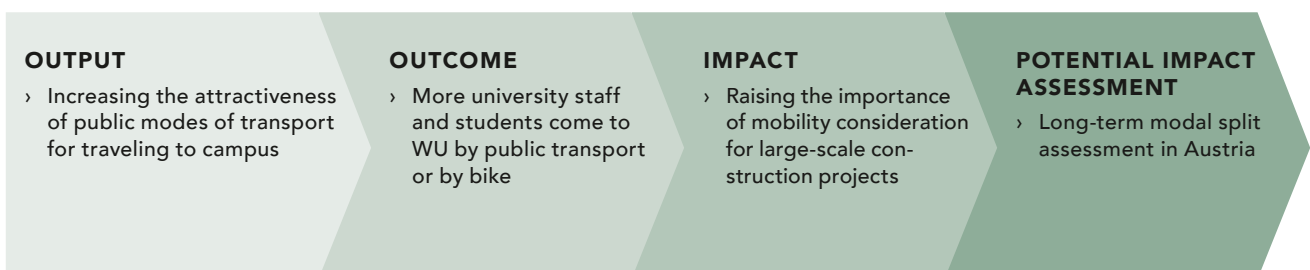
consider less carbon-intensive ways to travel to and from Campus WU.

A vast majority of visitors to Campus WU don't have to commute via private automobile, a fact which has a multitude of positive impacts on social and ecological sustainability. Giving people the ability to commute via alternative modes of transport offers them the opportunity to lead healthier and more socially connected lives. The campus is easily accessible from two subway stations (U2 Messe-Prater and Krieau), streetcar line #1 (Prater Hauptallee), bus routes, and the Praterstern train station. The campus is designed to be a pedestrian area, vehicular traffic is relegated to the periphery of the campus with parking in the garage below the campus. Through six access points and five paths, it is possible to enter, traverse, and leave the campus 24 hours a day. The proximity to Prater Park offers individuals a welcome venue for contemplative sojourns, providing open space for free thinking and innovation. Neighboring shops, restaurants, and attractions within a short walking distance promote a vibrant socio-economic landscape for students, faculty, staff, and visitors.

Given the increasing importance of cycling in recent years, the campus was designed to meet the needs of cyclists. The flow of cyclists is directed around the outside of the campus, in a circuit directly linked to Vienna's urban bike-path network, and integrated into the campus with bicycle parking areas, located close to the various buildings. Additionally, the campus is immediately adjacent to three different CityBike stations.

In 2021, WU master's student Bozana Tomic conducted a WU-wide mobility survey under the guidance of faculty members Tina Wakolbinger and Stefanie Peer. With more than 600 participants from WU's faculty and staff, the data collected enables WU to get a clear picture of its employees' daily commute from and to WU. The results of this survey are currently being evaluated and will become an important cornerstone in WU's effort to become a climate neutral university. The data collected will be important not only when it comes to calculating WU's carbon footprint, but also to gain an understanding of what WU can do in order to minimize emissions and promote sustainable ways of transport for all students, faculty, and staff.

IMPACT PATHWAY



BeAble Program, Student Counselling and the Barrier-Free Campus

“I finally enrolled in BeAble when I realized that I had major problems and needed help. The first two years of study were an adjustment phase for me in which I felt lost. In the beginning I was embarrassed to ask someone for help. I was always afraid of looking stupid and showing that I couldn’t do something.”

Student enrolled in the BeAble Program

KEY FACTS

- › Currently, more than 120 students are supported by the BeAble Program.
- › 1.5 kilometers of tactile paving on Campus WU
- › 90 audio induction loop systems on Campus WU
- › 109 accessible restrooms and showers on Campus WU
- › 43 elevators with voice announcements on Campus WU
- › 650 automatic doors on Campus WU
- › 13 accessible first-aid rooms on Campus WU

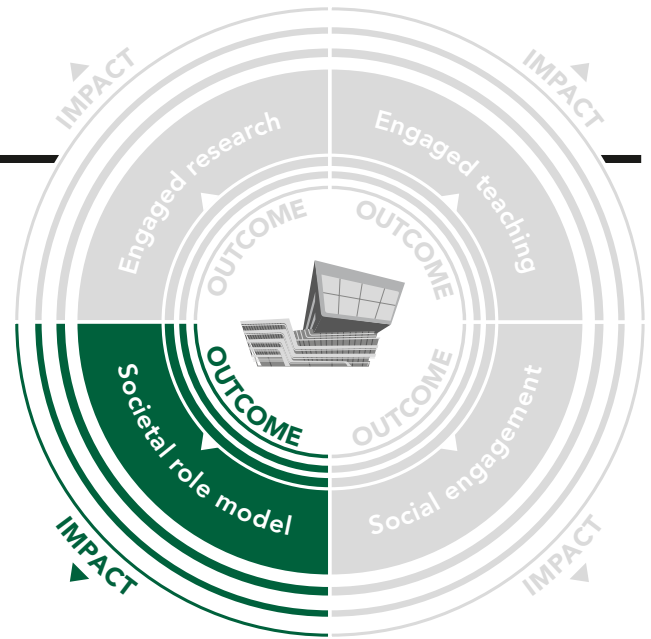
BACKGROUND

Our society still has great leaps to make to ensure the full inclusion of all members of our community. Disabilities, visible and invisible, are omnipresent throughout our diverse society. For too long, these individuals have been marginalized and shut-out from avenues of higher learning and the socio-economic benefits that result from a university education.

Including the unique and varied perspectives of neuro-diverse individuals can bring untold value to our society as we urgently attempt to seek out and develop innovative solutions to our shared global socio-ecological problems. In order to promote a fair society with equal opportunities for all, WU is committed to implementing new methods of inclusion to give every student the opportunity to succeed.

WU is designed to be a living, working, and learning space for all individuals. WU follows the social model of disability, which focuses on the interrelationship between physical or mental health conditions and infrastructural barriers. According to the social model, disabilities are created in the interaction between impaired individuals and society. The BeAble support program is aimed at WU students with disabilities and/or chronic illnesses. The Student Counselling program provides WU students with a variety of mental health support services, recognizing that studying is stressful and that an individual’s mental health should not be sacrificed in the pursuit of knowledge. Finally, the campus has been expressly designed to provide barrier-free access to ensure all members of society are welcome at WU.





DESCRIPTION

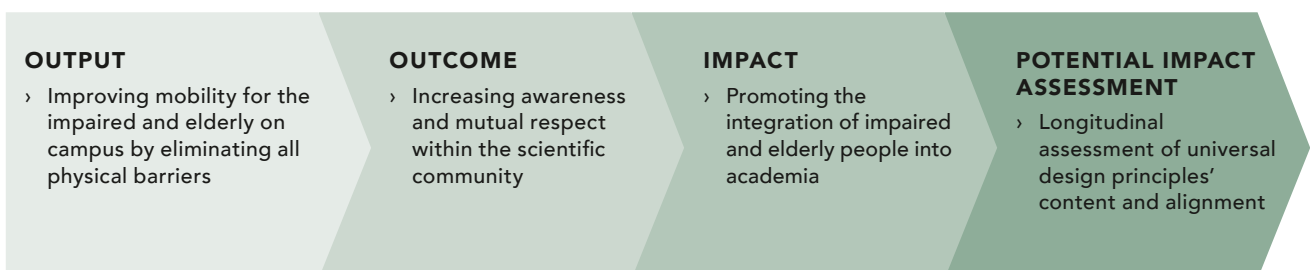
Right from the start, barrier-free accessibility was one of main design goals when planning and building Campus WU. WU’s interactive campus map includes information about barrier-free restrooms, ramps, evacuation chairs, and quiet rooms. There are wheelchair spaces in all auditoriums, audio induction loop systems for people with hearing aids, and orientation and guidance systems for persons with vision impairments, to name just a few of the many barrier-free accessibility features on campus. As of October 2019, gender-neutral toilets are provided in each building on Campus WU.

The BeAble support program is aimed at WU students with physical or psychological impairments, chronic illnesses, or reading or writing difficulties. The BeAble team helps these students to study without obstacles. Impairments are often not visible – in addition to mental health issues, there are numerous physical disabilities and chronic illnesses that, while not immediately apparent, can also make students’ life a great deal more difficult. Additionally, the BeAble team organizes social events for the supported students and gives advice to

faculty and staff on how to improve barrier-free teaching. The BeAble team issues recommendations to all participants in the BeAble program. These recommendations may include, for example, a different examination method. They are selected based on any medical specialists’ or psychologists’ reports that have been submitted to us, and are intended to compensate for the disadvantages resulting from the underlying disability. It is not a question of creating any kind of advantage, but rather of providing support and compensating for disadvantages, with no changes in content or requirements.

The Student Counselling Program is there to help students strengthen the skills they need to successfully complete their degree programs and learn to deal with stress factors and other challenges presented by student life. The Student Counselling team can provide students with support in a variety of situations, such as: psycho-social problems affecting students’ quality of life and performance potential; study-related problems; difficult social situations; as well as insecurity and anxiety.

IMPACT PATHWAY



WU Public Events Program

“One of WU’s central concerns is staying in touch with the general public and sharing the findings and results generated by its research as well as the comprehensive knowledge of its experts. For this reason, WU regularly invites the public to panel discussions, debates, and lectures, which are very popular and reach thousands of people every month.”

Michael Lang, Vice-Rector for Research and Human Resources

KEY FACTS

- › Over 1000 events were held as part of the WU Public Events Program since 2018.
- › The scale of public events ranges between 50 and 8,000 participants.
- › Overall, the Program’s events were attended by more than 160,000 people over the last four years.
- › Public events were organized by different WU stakeholders varying from university departments to external agents.
- › Events organized and/or supported by WU cover various target audiences, from university staff and students to representatives of other organizations and the general public.
- › The Public Events Program ensures a diversity of formats (from public talks to workshops to alumni meetups) and topics (from broader issues such as diversity to more specific ones such as ergonomics).

BACKGROUND

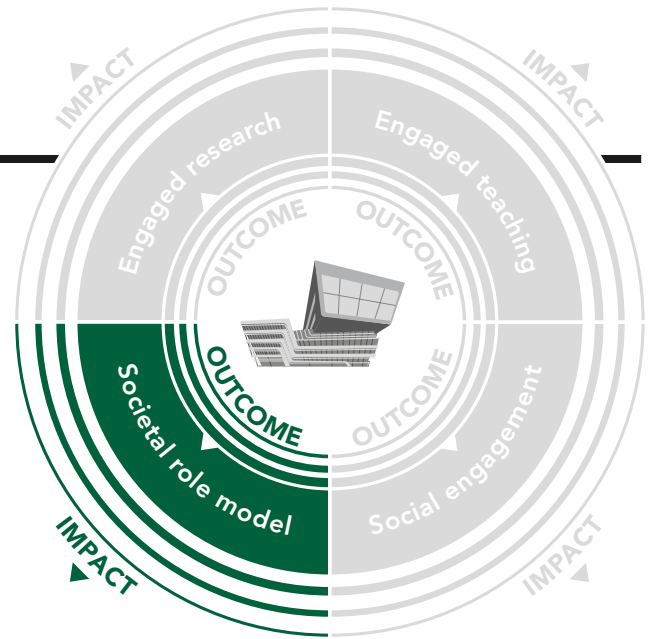
A university is not just a group of buildings located around the libraries, nor it is a place for the storage of wisdom with restricted access. A modern university is an open and accessible source of valuable knowledge and expertise, a booster of scientific research, an accelerator of societal development, an inclusive networking platform, and a meeting spot for various stakeholders from the academic, social, economic, and public sectors. A responsible university recognizes these roles and keeps its doors open for the general public, thereby doing its share to help tackle today’s economic, social, and environmental problems.

WU is committed to being a responsible university and making a positive impact on sustainable social transformations. By contributing as an open university to the discussion on socially relevant topics at the interface between science and society, WU helps to facilitate the implementation of the sustainable triple bottom line – economy, society, and the environment.

DESCRIPTION

One of WU’s central concerns is staying in touch with the general public and sharing the findings and results generated by its research as well as the comprehensive knowledge of its experts. A responsible university creates its social impact not only through outstanding scientific achievements and their publication in specialist journals, – it is above all also about the broad communication and easily understandable translation of the results into the public discourse. For this reason, WU regularly invites the public to panel discussions, debates, and lectures, which are very popular and reach thousands of people every month. Only in October 2021, more than 3,500 people participated in events organized by WU.





Discussions and lectures are among the most popular event formats. Some of the latest public events in these formats included “The “We” in Politics,” focusing on non-/inclusivity in political rhetoric, and “The Energy System of the Future,” a discussion on renewable energy and how to decarbonize economies without sacrificing economic prosperity. Both of the events were organized by the WU Marketing & Communications office as part of the “WU matters. WU talks.” series.

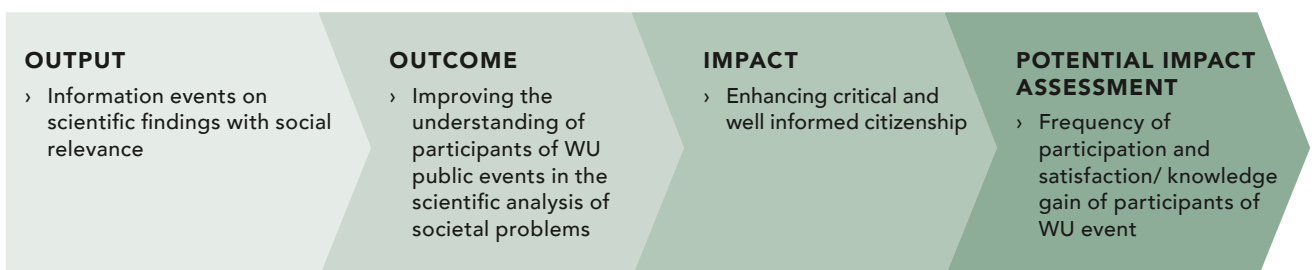
There were also various workshops, another format well-loved by the audience, held with the support of WU. For example, Sarah Spiekermann was invited as a keynote speaker for the workshop on Value-Based Engineering/ IEEE 7000 at the Global Design Thinking Conference. During this workshop, Sarah Spiekermann shed light on the motivation, process flow, and philosophy behind the aforementioned concepts.

Furthermore, WU opens its doors to various associations and organizations, providing them with modern and

comfortable premises for their events and meetings. For example, in October 2021, WU hosted the General Assembly of European Law Students’ Association (ELSA) Alumni and the networking lunch, attended by almost 200 participants. This event was held as part of the ELSA Vienna Summit and celebrated the 40th anniversary of the alumni’s association. Another event supported by WU was the Visionary Program Kick-off of “Ashoka,” an NGO aimed at assisting change-makers in the social entrepreneurship sector.

WU is also committed providing its employees with the healthy and comfortable environment necessary for productive work, effective collaboration, and overall well-being. Some of the events held by WU are directly targeted at this audience to make them feel welcome, supported, and valued. Whether it is an introductory event for newly employed staff or a farewell retirement celebration of an honorary professor, WU contributes equal effort to each of them.

IMPACT PATHWAY



Inside Impact – the podcast with purpose

“The podcast represents an excellent opportunity for us to showcase scientific findings and fascinating personalities from university life and make their knowledge accessible to a wider audience.”

Martin Mehrwald

KEY FACTS

- › 49 episodes issued up until May 2023
- › 9 seasons up until May 2023
- › app. 7,000 downloads
- › app. 1,500 minutes of content produced



BACKGROUND

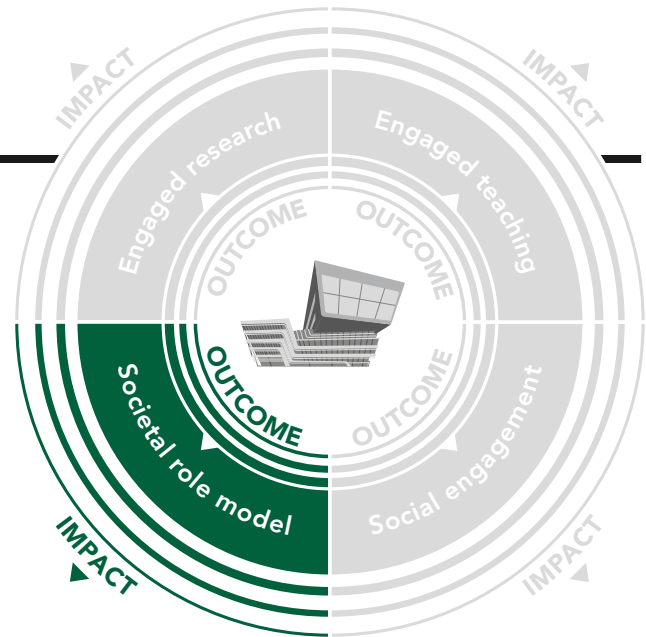
The field of social entrepreneurship is steadily evolving – in research, but also in practice. Still, awareness of the concept and relevance for the concept is rather low. The science-communication project “Inside Impact” aims to do its part to provide interested parties with knowledge and stories from experts in the field.

The podcast aims to provide a platform to raise awareness about social entrepreneurship and its significance in addressing societal challenges. By sharing stories, insights, and research on social entrepreneurship, it informs the audience about innovative solutions to pressing social issues. By sharing practitioners’ and researchers’ experiences, strategies, and lessons learned, Inside Impact can equip aspiring social entrepreneurs with valuable knowledge and practical insights to navigate their own journeys.

DESCRIPTION

Inside Impact is a science communication podcast produced by a team of the Social Entrepreneurship Center at WU Vienna. The podcast serves as a platform for sharing the latest research findings, innovative ideas, and real-life experiences of renowned experts, researchers, and industry professionals in the field.

The first episode of Inside Impact was issued in early 2020. Up until now, 49 episodes were published in nine seasons. Past seasons focused on core concepts of social entrepreneurship, impact investing, but also volunteering and designing circular organizations. Moreover, in collaboration with the STaR competence center, the team produced a series on sustainability and sustainable development from different points of view: from a global perspective down to the role of universities and WU Vienna. Recently, a recent series asked the question, how



and to what extent civil society actors are being shaped by the war in Ukraine. Interview guests from Ukraine, Moldova and Austria highlighted the manifold challenges brought along with this situation – from upholding supply chains in war areas to dealing with increased needs in refugee aid.

Each episode of Inside Impact features one or more expert guests who share their expertise and unique perspectives on a specific topic. Throughout the episodes, they explore the challenges and opportunities presented by current issues, sharing their own experiences. The mix of practical and academic insights on different topics should serve as a valuable resource for anyone interested in gaining a deeper understanding of current societal and economic challenges and how to address them

through social entrepreneurship. Moreover, the podcast aims to provide listeners with tools to get active in the field of social entrepreneurship on their own.

Inside Impact bridges the gap between academia and the wider public. It aims to translate complex concepts and research findings into accessible language, ensuring that listeners with varying levels of expertise can grasp the core ideas. By doing so, the podcast fosters a sense of inclusivity and encourages dialogue between academia, practitioners and society. The language of the podcast is mixed, with episodes issued in German and English language. It is published on major podcast platforms, like Spotify or Apple Podcasts, and can also be listened to on the website of WU Vienna's Social Entrepreneurship Center:

<https://www.wu.ac.at/en/sec/ressourcen/sec-podcast>

IMPACT PATHWAY

OUTPUT

- › Showing practical experiences as well as theoretical findings on social entrepreneurship-related issues in 30 to 60-minutes-long podcast episodes

OUTCOME

- › Helping interested people understand foundations, possibilities and challenges of social entrepreneurship

IMPACT

- › Increased public awareness of socially-oriented and responsible entrepreneurs and intrapreneurs

POTENTIAL IMPACT ASSESSMENT

- › Assessment of knowledge and awareness gained on the topic among listeners

Third Mission Impact Report

WU
WIRTSCHAFTS
UNIVERSITÄT
WIEN VIENNA
UNIVERSITY OF
ECONOMICS
AND BUSINESS



If you also have suitable activities for our next Third Mission Impact Report, please send a short description of the activity to:

rce-vienna@wu.ac.at





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Arriving by public transport:
Subway: U2 stations "Messe-Prater" or "Krieau"
Bus: 82A, "Südportalstraße" stop