

# WU

## Principles for Responsible Management Education

**WU**  
WIRTSCHAFTS  
UNIVERSITÄT  
WIEN VIENNA  
UNIVERSITY OF  
ECONOMICS  
AND BUSINESS

UPDATE  
REPORT 2020





# WU PRME UPDATE REPORT 2020



**WU – PRACTICE WHAT WE PREACH**

May 2020



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# Letter from Rector Edeltraud Hanappi-Egger

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WU is an international university that is very aware of its responsibility to society and the research community and acts conscientiously in all that it does. WU is all of us: the people that study here, teach, perform research, work in our administrative units, or are even just visiting our campus as guests or to attend one of our many public (and online) events.

For this Report, we therefore will focus on Principle 2. Principle 2 | Values: We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

What do we do, to ensure that our employees are safe and healthy? What do we do, so people from different cultures and with different personal backgrounds feel welcome at WU? What do we do, when it comes to supporting people with special needs to study and work at our university?

As this report is being compiled and written, we are certainly in a very difficult situation. The Corona Virus is changing the way in which we work and interact, it is affecting public, professional as well as personal relationships and millions of people do suffer from either the virus and/or the effects that the virus has and has

had on other people, maybe family members or friends, but also co-workers and the personal job situation, the branch, business or economy as a whole, as well as the overall political and societal system.

It is in some way a very strange time to write a report like this – and this is even more true when it comes to laying out a clear-cut pathway for the upcoming years. At the same time, responsibility becomes even more important in times of crisis.

One thing that I think is worth mentioning in this regard is that this report only shows a fraction of what is and has been going on at WU. For the last couple of years, we have worked hard to incorporate the theme and topic of responsibility into our mission, our core values. The long term goal is to establish responsibility and sustainability as mainstream-issues, and to move these questions from “nice-to-have” to a state that the general topic of internationalization has reached years ago – more or less a *conditio sine qua non*.

This means though, that we literally have thousands of people, staff, faculty and students, who are committed, who are invested, who are part of some of the bottom-up initiatives at our campus, who have adopted sustainable practices in their work-flow, who are raising awareness amongst colleagues and so on and so forth. In this report, we shine a light only on some initiatives, on some projects. But still, behind every initiative presented, there are people, there are stories, there is thought, sometimes failure, there is work, sweat and then finally success.

If you are looking to truly learn about what we do – come and visit WU.

[www.wu.ac.at](http://www.wu.ac.at)

Your  
**Edeltraud Hanappi-Egger**  
Rector

# Mission

As a research-intensive public university with a keen awareness of its obligations to society, WU prepares its students to take on responsibility in business and society. At WU, young people learn the business and economics skills they need to contribute productively to facing today's and tomorrow's economic, social, legal, and ecological challenges using future-oriented expertise and responsible business behavior.

WU sees itself as an international university, as an important hub for global exchange, and as a place where students and teachers work together. Open-mindedness and diversity were already among the university's key values at WU's founding in 1898. WU is committed to the principles of fairness and equal opportunities, scientific integrity, academic freedom, and especially plurality in topics and methodology.

WU is a responsible university.\* This means that WU not only accepts responsibility for the quality of its performance in research, teaching, and third mission activities, but also that it acts in a socially responsible manner in all that it does.

## SELECTED DEVELOPMENTS

### 2018 – 2020

- › New Competence Center for Sustainability, Transformation and Responsibility (STaR)
- › WU Report "Our Research Impact" in 2019
- › hochschuleundfamilie audit 2019 (family friendly employer)

### 2020 – 2022

- › WU Report on Responsibility in Teaching 2020/21
- › WU Report on Responsibility in Third Mission 2021/22
- › Ongoing: Search for ways in which WU can resume its responsibility towards the public by helping in the current health crisis. This includes organizational and technical measures as well as individual behavior and of course research projects and scientific know how.

\*As based on the six Principles for Responsible Management Education (PRME)



# Responsible University

As a public university, WU is committed to the guiding principles of serving society, as stated by the 2002 Universities Act. Accordingly, public universities are explicitly obliged to contribute to the welfare of society. Thus, the Universities Act serves as foundation for WU's mission statement to define its legal obligations in a more specific way.

The current Strategic Plan, being effective starting in July 2019, increases emphasis on WU's social responsibility and the impact of WU's activities on society – including new professorships for CSR.

As a Responsible University, WU is committed to the universally recognized principles of integrity, public accessibility of WU-generated knowledge, the provision of community services, and the provision of scientifically founded knowledge. It is committed to the implementation of the global sustainability goals in the area of poverty control, distribution justice, economic growth and gender equality.

Part of its PRME membership WU is committed to a comprehensive sense of responsibility in all areas of activity. Therefore, responsible management and sustainability are guiding principles of WU's activities and play an important role in research, education, university management and knowledge exchange with external stakeholders.

## WU assumes responsibility in:

- › Teaching and education, where WU qualifies its students to assume highly responsible tasks in business and society. Students and Alumni are expected to value diversity, reflect on their actions, advocate an open mind and assume responsibility. Therefore, WU educates with a strong focus on social and ecological context of business activities. WU also acts as a role model and, for example, sets up measures for the better integration of socially disadvantaged students.
- › Research, by adapting to the quality requirements of the respective scientific communities and by shaping them. It thus contributes to the further development of the disciplines. WU will increase public availability of knowledge created at the university as well as research on responsibility.
- › Being an employer, i.e. actively dealing with issues of equality and diversity management, health management, as well as providing career opportunities and attractive jobs in the scientific and general area.





# WU as an Employer

Since responsible management and sustainability are guiding principles of WU's activities, these principles also have to be an integral part of the relationships between members of the university. The "Code of Conduct", sets the ground rules for interaction between WU's faculty, students and staff. The code attends to standards of integrity, confidentiality, data protection, intellectual property, secondary employment, gifts or benefits, the management of finances, and the use of WU resources.

The university's goal is to retain employees for a long time and therefore maintaining a sustainable employment culture. Consequently, WU offers its employees a selection of classic social benefits, e.g. a company retirement fund, a comprehensive occupational health management program (including burnout prevention measures, medical checkups, and vaccinations) as well as an elaborate onboarding-process for new employees. Other measures include:

Initiatives to enable a healthy balance of work and private life. In 2013, WU obtained the basic certification as family-friendly university, awarded by the hochschuleundfamilie audit. In 2016 and 2019, WU earned this certificate again. This audit assesses measures already implemented, and specifies new targets for the next three-year period.

After retirement, many employees seek continued engagement at WU. In the context of active age management, WU offers particularly qualified scientists, nominated either by their department or by the Rector's Council, the opportunity to work as a senior professor on special assignments after retirement.

A wide range of initiatives attempts to increase the number of faculty with physical disabilities. This includes the offer of additional teaching assistant positions at departments, specifically funded and designed for students with disabilities.

## OUR STATUTORY OBLIGATIONS AS AN EMPLOYER

All employers in Austria are required by law to employ a certain number of registered beneficiaries under the Disabled Persons Employment Act. Pursuant to § 1 (1) of the act, Austrian employers with a workforce of 25 employees or more are obligated to hire one registered beneficiary for every 25 employees. Employers that fail to meet this quota are required to make a compensation payment.

WU is striving to fulfill its statutory quota. But, even more importantly, WU also strives to live up to its social responsibility and to set an example for other educational institutions to follow. For this reason, we are working hard at WU to increase the employment of people with disabilities.

WU is committed to ensure that all its students and employees have equal opportunities, regardless of their physical abilities. Therefore, buildings and technology at WU's campus are accessible to people with disabilities.

In 2013, WU launched the support program "Be able" to address students with special needs such as physical disabilities, chronic illnesses or learning disabilities. Experienced WU students act as mentors for those students, providing assistance with orientation on campus, taking notes in class, or completing administrative tasks. WU's disability commissioner for students runs this program. Furthermore, the number of employees with disabilities has been increased.



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The Plan for the Advancement of Women at WU ("Frauenförderungsplan") as part of the WU by-laws ("Satzung") defines objectives, priority areas (personnel policy, research and teaching, distribution of resources) and measures to create positive and career-promoting conditions for women. In addition, WU implemented many affirmative action initiatives (e.g. career program for women in research, habilitation positions for women, quality assurance in appointment procedures for professorships, etc.) to address the under representation of women in senior academic positions. The effectiveness of these programs and the development of gender ratios is regularly monitored and annually published in the annual Equality Report. WU has further published the brochure "Say NO to Harassment!" that gives detailed legal information, strategies to prevent harassment as well as information on where to turn. WU explicitly asks its employees and students not to keep quiet but to actively speak up and stand up against all forms of harassment and misconduct.

#### **DIVERSITY AND INCLUSION AS A STRATEGIC TOPIC**

As a public university and as an employer with considerable social responsibility, WU is committed to promoting equality and diversity across the organization. In particular, WU aims at creating structures and conditions supporting all its students and employees to succeed in the WU community, regardless of gender, ethnicity, religion, age, sexual orientation, disability, socioeconomic status or other personal circumstances.

The promotion of equality is a common task for all university members at WU and a particular obligation for senior staff and faculty members. With the WU Committee for Equal treatment (Arbeitskreis für Gleichbehandlungsfragen) and the Gender and Diversity Policy office, WU has two special institutions working to achieve equal opportunities at WU. From a physical disability perspective, and as discussed in more detail in the following section, WU is a barrier-free campus. Furthermore, to promote campus-wide inclusivity beyond gender binary, WU has recently introduced gender-neutral restrooms in all of its buildings. And in terms of cultural inclusion, we are aware that as a globally oriented university, we have to provide equal access to information for those students, faculty and staff, to whom German may not be a native language: thus, all

major means of cross-campus communication (including the main website, faculty newsletter, and emergency-related updates) is available in both German and English languages.

At WU, we believe that the diversity of our community is an asset that enriches our organization and that goes far beyond the targets and measures of mere demographic representation. We recognize the potential that people with a wide variety of different physical and mental skills bring to the table as both an opportunity and a resource. We are thus strongly committed to providing equal access to resources, decision-making and future opportunities for all our students, faculty, and staff.

#### **STRENGTHENING INCLUSION**

Inclusion refers to the equal social participation of all groups in society. On an individual level, it engenders a personal sense of belonging reflected in perceptions of individuals. WU regards both group and individual inclusion as part of its social responsibility and one of the hallmarks of a future-oriented university. A diversity management system is in place at WU to promote inclusion.

With a clear understanding that creating a truly inclusive organization is not a destination but a continuous journey, WU seeks to achieve and sustain the following objectives:

- › Ensuring equal opportunities for students, faculty, and staff members independent of their gender, sexual orientation, race, ethnicity, immigration background, socioeconomic status or disability
- › Creating a work and study environment that is free of prejudice and barriers
- › Creating an organizational climate characterized by respect and appreciation towards everyone
- › Developing a culture of trust, so that members of the WU community feel comfortable informing the university of any disabilities, impairments, or chronic illnesses, maltreatment, bullying, workplace conflicts they may have or experience
- › Living up to WU's social responsibility as a public university and an employer and serving as a role model for other organizations

## Steps taken

Below you can find an overview of some steps WU is taking to strengthen the inclusion of employees with disabilities:

- › In the summer semester 2017, WU started offering tutoring jobs and positions at service units that are specifically advertised and awarded to people with disabilities.
- › WU's commitment to strengthening the inclusion of people with disabilities is enshrined in our fundamental strategic documents. In 2017, it was for instance included in the WU Strategic Plan
- › In 2016, WU relaunched its website, adding comprehensive web accessibility features.
- › A room equipped with assistive technologies is available in the WU University Library.
- › We are constantly holding events and posting articles online on the WU Blog and in the WU Bulletin, as well as offline in booklets and other print-formats to raise awareness of issues related to disability and accessibility.

## A BARRIER-FREE CAMPUS

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.

Right from the start, barrier-free accessibility was one of main design goals when planning and building Campus WU. WU is designed to be a living, working, and learning space for individuals. 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.

The WU Campus Management team is constantly evaluating and implementing measures to further improve accessibility on campus.

WU's interactive campus map includes information about barrier-free restrooms, ramps, evacuation chairs, and quiet rooms.

## 1,5 kilometers of tactile paving

The tactile guidance systems on Campus WU help blind and visually impaired people to find their way around campus. WU's tactile guidance and orientation system includes about 1.5 kilometers of tactile paving.

## 90 audio induction loop systems

This assistive listening technology is used in WU auditoriums and event rooms to broadcast speech directly to the hearing aids worn by people with auditory impairments. In this way, people can use their hearing aids to receive amplified, interference-free audio signals.

## 109 barrier-free restrooms and showers

WU offers barrier-free restrooms and showers designed specifically for people with reduced mobility, who need more space, higher hygienic standards, and accessories that are mounted lower down on the walls. WU's interactive campus map shows all restrooms with barrier-free accessibility.



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### **43 elevators with voice announcements**

Elevators with voice output provide assistance and orientation to people with vision impairments. Digital voice announcements are available in 43 elevators across Campus WU.

### **650 Automatic doors**

Automatic doors help all people, and especially those with reduced mobility, to move around Campus WU more easily. 650 doors on campus are equipped with automatic door openers.

### **13 (barrier-free) first aid rooms**

13 (barrier-free) first aid rooms are available at WU.

### **A Barrier-Free Study Environment**

WU offers a wide range of services and infrastructure to make its academic programs barrier-free and accessible to everyone.

### **BeAble – studying without barriers**

BeAble is a support program for students with physical impairments, chronic illnesses, disabilities, or learning disorders. During the semester, they are accompanied by more advanced students who provide help and

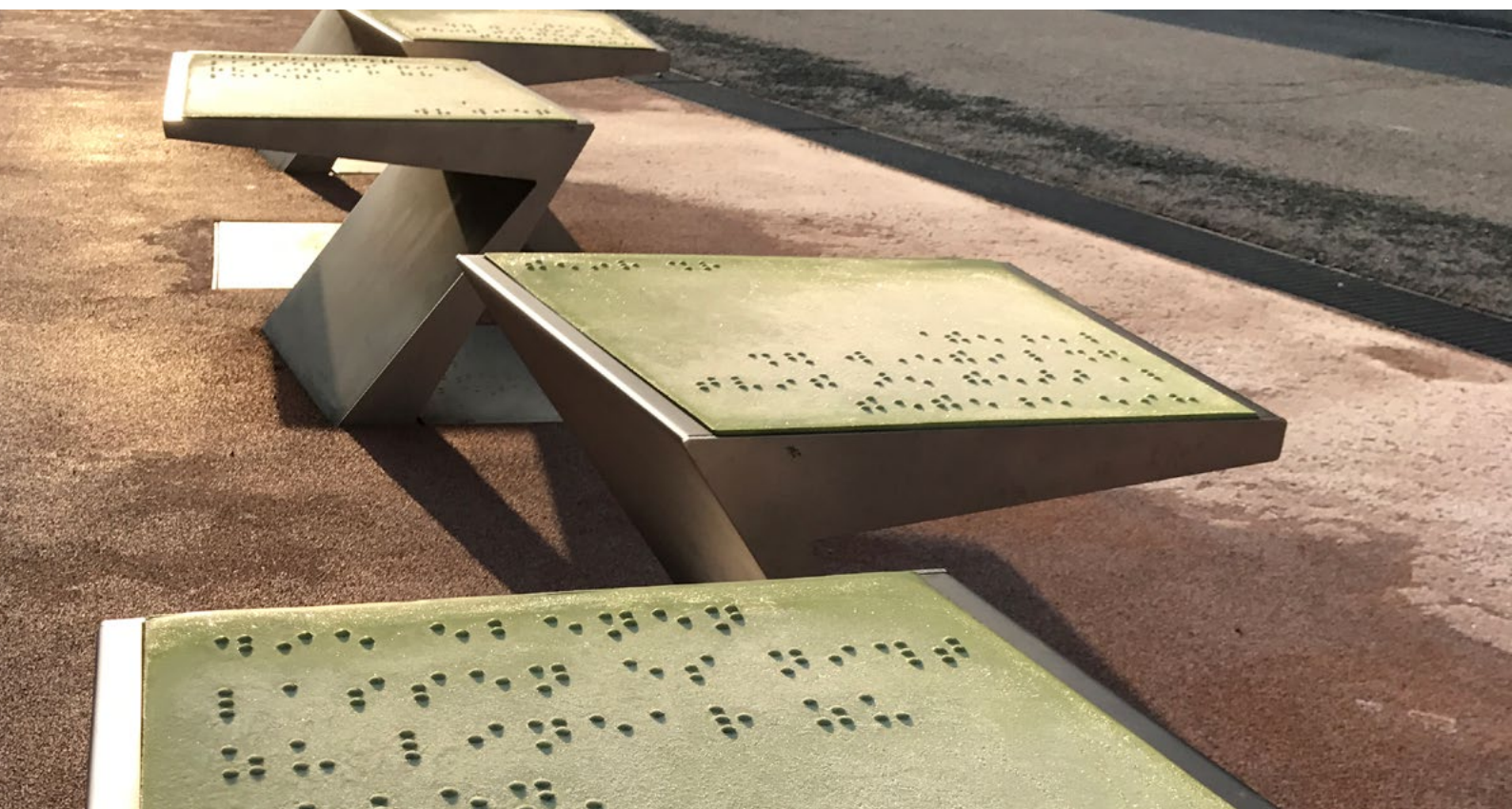
support. Experienced WU students act as mentors for those students, providing assistance with orientation on campus, taking notes in class, or completing administrative tasks. WU's disability commissioner for students runs this program. Furthermore, the number of employees with disabilities has increased.

### **WU's barrier-free eLearning platform**

MyLearn, WU's eLearning platform, assists WU students in preparing for exams and organizing their day-to-day academic work at WU, and it offers forums and live chat features that allow students to get in touch with fellow students and teachers. Both the WU website and the MyLearn platform are designed to ensure barrier-free accessibility for WU students with disabilities.

### **Assistive technology room in the WU University Library**

At the WU University Library, people with disabilities can use a special room equipped with assistive technologies. This room features special hard- and software, a computer with a refreshable braille display, a braille printer, a book scanner, a video magnifier, etc.



# Teaching and Learning

WU Vienna aims at equipping its students with comprehensive knowledge of sustainable and responsible business practices, so that their actions as (present and/or) future workforce and future leaders are guided by a sense of responsibility, ethical decision-making, and a drive toward creating positive impact. WU offers a great number of courses on environmental and social sustainability and responsibility. Every semester, students can choose anywhere from 80 to 100 relevant courses at Bachelor's, Master's, PhD levels, as well as mixed-level electives.

WU is convinced that as a higher education institution, we have a critical role in raising the awareness of the grand societal challenges of our times, such as the ones embodied in the Sustainable Development Goals (SDGs) of the UN Agenda 2030. It is our aim to embody sustainability and matters of sustainable thought in all our programs and curricula, with the long-term goal of course being to establish sustainability and responsibility as a mainstream-topic, such as we have done with internationalization. We realize that this aim, which goes beyond the traditional business school landscape, necessitates transformation at different levels. Several steps have been already taken in this direction, as illustrated below.

## MODULE ZUWI

The module *Zukunftsfähiges Wirtschaften* (Sustainable Economics and Business) is offered by the Department of Socioeconomics and consists of three courses. "Sustainable Economics and Business 1" is a mandatory part of the Bachelor Program in Business, Economics and Social Sciences (WISO). Since this school year, the course has a new textbook, *Zukunftsfähiges Wirtschaften* (Sustainable Business), authored by the program's director, Andreas Novy and WU colleagues Richard Bärnthaler and Veronika Heimerl (2019). In addition to ZuWi 1, IBW, BW and WINF students take "Sustainable Economics and Business 2" (ZuWi 2). Business Law (WIRE) students attend "Law and Sustainability" (ZuWi für JuristInnen).

## THE SUSTAINABILITY CHALLENGE

The Sustainability Challenge (SC) is a unique, cross-disciplinary, practice-oriented program taught conjointly by the four largest universities in Vienna, with a specific focus on the SDGs. Students of all majors are encouraged to apply for one of the two offered tracks: the service learning track, in which they can work together with partner companies, ministries or NGOs on a sustainability-related project, and the start-up track, in which students are supported in realizing their own sustainability-driven business idea. The partner network of SC consists of more than 70 companies, public institutions and NGOs, in and beyond Vienna.

## SIGMA GLOBAL VIRTUAL COURSE: MANAGING THE SDGS

SIGMA Global Virtual Course is a blended master's level course, developed by learning programs' coordinators and faculty at seven universities within the Societal Impact and Global Management Alliance (SIGMA) (Copenhagen Business School, ESADE, Hitotsubashi University, Singapore Management University, University of St. Gallen, Université Paris-Dauphine, and Vienna University of Economics and Business). The course combines online and in-class sessions. Students have to complete virtual modules (prepared by instructors from each of the participating university), and in addition, they work in virtual cross-national, cross-institutional teams, to develop a best-practice case study on SDG achievement in a selected company or organization. WU Vienna has not only been closely involved in developing, piloting, and teaching the course: it has also taken the coordinating role (Oliver Vettori and Johanna Warm at the Program Management and Teaching & Learning Support).

There are many other innovative courses and teaching programs throughout the different departments at WU. Below, as an illustration, we provide the list of relevant courses offered during a single semester at WU.

## COURSES ON SUSTAINABILITY

A comprehensive list of courses on Sustainability from past semesters can be found here:

› <https://www.wu.ac.at/en/star/learn-connect/courses-on-sustainability-at-wu/course-archives>

The list of current courses can be found using WU's online course directory:

› <http://vvz.wu.ac.at/cgi-bin/vvz.pl?S=19W;T=;LV=3;L2=S;C=M;L3=S;l=;L=;LANG=EN>

## WORKSHOPS FOR TEACHERS AND ACADEMIC STAFF

Educating socially responsible and environmentally conscious graduates requires particular pedagogical and didactic approaches. WU's Awards for Innovation in Teaching and Excellence in Teaching encourage faculty to develop course designs that foster reflexivity and viability; responsible knowledge transfer; analysis and synthesis; and effective feedback culture.

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In addition, teaching workshops regularly organized by the Competence Center STaR bring together educators from various fields to exchange their best practices. Examples include but are not limited to “Fundamentals of Education for Sustainable Development (ESD),” “Ecological Business Teachers Training,” and other, SDG4-focused teacher seminars. Experts from abroad provide additional impulses and consult WU’s faculty respectively. An ongoing project of creating an inventory on publically available teaching and learning materials for education on sustainability and responsible management will serve as open educational resource for educators.

### GREEN BUDDIES

The Green Buddies are a diverse group of WU students, faculty and staff, which actively seek to engage in the overall sustainability discourse - and especially on any issue that touches the daily life- and work experience at WU Vienna.

In between the big four annual meetings, the participants collect and exchange ideas, push ahead in a variety of different projects in their specific working environment and engage with colleagues and interested stakeholders on a very practical and informal level.

Especially in regard to the agility and diversity of this innovation-driven incubator, the Green Buddies are one of a kind when it comes to the sustainable organizational frame of getting people involved in all matters of responsible behavior.

The Green Buddies are organized by the WU environmental management and the Competence Center for Sustainability Transformation and Responsibility (StaR).



# Research Activities

As pointed out in WU's mission statement, research and research-led teaching are crucial elements of WU's identity. Although excellent academic research with a high impact on academic discourse has high priority within WU's strategic goals, we are also aware that valuable contributions should be valuable not just for the scientific community, but for society in general. Therefore, many of WU's current research themes answer to the need of scientifically generated knowledge, innovations and solutions to relevant environmental and social challenges.

Research and ethics are connected in two ways at WU: principles of ethics and responsibility have to be adhered to by all WU researchers, and simultaneously, (business) ethics are a field of research pursued by many of our faculty.

In addition to above, "responsibility" is one of the guiding principles of WU's mission, and as such, it plays an important role in research carried out across departments, disciplines and projects, many of them overlapping and cooperating.

Several academic units and numerous individual faculty, including both tenured and junior researchers, work specifically on sustainability and responsible management related issues. The broad areas of relevant research include but are by far not limited to "socioecological development," "management and governance," "diversity and intersectionality," "social innovation," "CSR," "responsible global leadership," "responsible consumption," "carbon taxation," and "(green) resource

and supply chain management". These broad research areas bundle knowledge produced on the intradepartmental and inter-departmental levels. The establishment of the "Institute for Gender and Diversity in organizations" in 2002 for example was an innovative step in research and higher education. Researchers from various other institutes – Institutional and Heterodox Economics, Sociology and Social Research, Education Sciences or the Research Institute for Economics of Inequality – also deal with gender and diversity aspects in their research and teaching.

WU recognizes that research contribution is indispensable to achieving the SDGs. In 2019, WU published its first special report dedicated to WU's research impact that presents a selection of WU faculty's research projects tied to the SDGs. The report is publically available on our university's website:

› [https://www.wu.ac.at/fileadmin/wu/h/press/Presse\\_2019/WU\\_our\\_research\\_impact\\_broschure\\_2019.pdf](https://www.wu.ac.at/fileadmin/wu/h/press/Presse_2019/WU_our_research_impact_broschure_2019.pdf)



# Third Mission and Contribution to the Community

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As the only public university of business and economics in Austria, WU has a special role concerning Third Mission, defined as the university's broader contribution to society. It goes without saying that many of the WU graduates take on key functions in business and society, nationally and internationally, thus transforming the present and shaping the future.

Furthermore, WU contributes largely to the public economic discourse – in particular by knowledge exchange with society. We take our responsibility of dissemination of research findings by thought leaders at WU to the broader public seriously. WU is a partner for problem-solving and intensive exchange with non-academic organizations, in the private and public sectors.

## KNOWLEDGE TRANSFER AND COLLABORATION

As a business university of remarkable size and scope, WU interacts with multiple stakeholders from the private sector, civil society, government and media on a large-scale basis. Discussions on economic, social and environmental aspects of responsibility and sustainability as well as participation in related networks are a central part of WU's activities as responsible university. Collaborations with partners from business, civil society and politics enable knowledge transfer in both directions: not only does WU's economic and business knowledge flow into the design of social systems, but WU also receives important feedback on the practical relevance of its research and teaching. WU's researchers participate in numerous boards and advisory bodies, and provide important scientific knowledge.

Throughout the year, university offers a large number of public events, including keynotes by in-house faculty and invited top thinkers, panel discussions, knowledge-exchange fairs, and workshops and seminars of different kinds (to foster cultural inclusivity and internationalization, ever-more events are held in English). To take just a few examples, in Fall of 2019, WU scholar and the current chair of the Department of Socioeconomics, Sigrid Stagl, delivered a keynote speech at a long-standing public event in the city of Vienna (Wiener Vorlesungen), co-hosted by WU, on the topic of climate crisis, economy and research in economics. The talk attracted the audience of more than 600, necessitating an overflow room. Similarly, the open conference on "[UN]Blocked: Blockchain and the SDGs," co-hosted by WU's Research Institute for Cryptoeconomics and the RCE Vienna, welcomed over 550 local and international participants (to achieve even broader public dissemination, the organizers published a joint report on "Blockchain, Web3 & the SDGs," freely available for download). Another example is the regular event

series "WU matters. WU talks," intended specifically to "strengthen sustainable thinking and responsibility in the business community and to help solve economic, social, and ecological problems" (WU Matters Brochure, 2020). These thought provoking and often deliberately controversial panel discussions and talks attract significant numbers of a wider public. To illustrate the great variety of topics covered in these events, we list a few titles from 2019/2020 academic year (the list is by no means exhaustive): "Veganism, feminism and protein transformation" (2019), "Sustainability- Why should I care?" (2019), "The double-edge sword of learning from disasters" (2019), "Ich habe nichts gegen Fremde, aber...: Internationalität – Chance und Herausforderung im (Uni-)Alltag" ("I have nothing against foreigners, but...: Internationality – Opportunities and Challenges in Everyday Life") (2020), "Das Energiesystem der Zukunft" ("The Energy System of the Future") (2020), and "Lass uns dein Auto teilen" ("Let us share your car") (2020). As already mentioned, there are also numerous other examples of smaller-scale events hosted by individual departments and institutes.

In addition to above, WU plays an active role in location development and creating a regional impact. For example, the cooperation in the framework of RCE (Regional Center of Expertise in Education for Sustainable Development), the Entrepreneurship Center or projects related to the City of Vienna (Smart City, Urban Governance) have led to regionally important innovations. Regional networks, such as the Austrian Alliance of Sustainable Universities, of which WU is an active member, further inform our teaching, research and service. WU is actively involved in several other regional developments through cooperation in various projects (e.g. with other Austrian universities, Austrian Central Bank, the city schools, the Institute for Advanced Studies, the Austrian Institute of Economic Research, the National Library, etc.).

## WU'S CONTRIBUTION TO SOCIETY

As a responsible university, WU offers a diverse set of Third Mission (service) activities. In addition to the knowledge-dissemination strategies mentioned above, WU engages in several other types of community outreach. For instance, the annual WU SDG-Day,



co-organized by the competence center STaR, representatives of five student organizations, and further supported by the university's faculty and staff, attracts students from other universities, young people from outside of academia, as well as the general city-wide audience. A very different example, WU's Children's University ("WU Kinderuni") is also accessible to the public. This latter initiative offers children in various age groups the opportunity to participate in especially designed lectures and to meet researchers.

In addition to above, WU's Volunteering@WU office encourages our students to become "learning buddies" or "music buddies" for children from economically disadvantaged families. On the international level, it coordinates the SDG Internship program.

WU runs co-operations with local schools in order to develop inclusive approaches toward talented pupils from all socioeconomic classes.

In 2015, WU launched a scholarship program for socioeconomically disadvantaged high potentials in 2015 (WU4YOU), with the intent to assist first-generation-students during the transition period from secondary to tertiary education and to achieve a more heterogeneous student population.

### LEARN PUBLIC AND WU4JUNIORS

LearnPublic by WU Vienna is a platform with free access to multimedia educational resources on economic and business-related topics for the interested public. The educational resources are created by scientists and experts from the field and include videos, interactive exercises, tasks and quizzes. Whether for self-learning purpose or for use in schools or further education courses - the open resources with Creative Commons licenses can be used in a variety of ways.

Based on the content of LearnPublic WU offers the educational program WU4Juniors, which specifically encourages young people to learn more about the economy and core concepts from economics, business and business law. The program promotes financial, economic and legal literacy among young people by providing comprehensive online self-learning modules and a summer school held on WU campus. With the focus on topics such as poverty, economy and society including sustainability, WU commits to the PRME principles already on a pre-university education level.

On the LearnPublic platform, users can choose from various topics such as taxes, the business cycle and poverty. Each topic includes up to four modules. Each module consist of a 5-10 minute video as well as prepa-



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ratory and follow-up tasks. Every topic is summarized in a quiz. Once successfully completed, the user gets a badge for the completed topic and with two or more badges also the WU4Juniors certificate. The online modules can easily be edited on a computer, tablet or smartphone in self-study.

The summer school offers a week of a varied program, during which attendees will not only get to know WU from a student's perspective but will also have the opportunity to make first professional contacts and learn more about the topics based on the online modules.

WU4Juniors started in the beginning of 2019 and has since gathered more than 3500 users on the platform. The first summer school will be attended by more than 30 participants, who were selected based on their online performance and motivation letters.

- › WU4Juniors: <https://www.wu.ac.at/wu4juniors>
- › LearnPublic: <https://learnpublic.wu.ac.at/course-overview/>

Last but not least, three of WU's six Competence Centers – *Competence Center for Emerging Markets & CEE*, *Competence Center for Non-profit Organizations and Social Entrepreneurship*, and *Competence Center for Sustainability, Transformation and Responsibility* – act as thematically-focused hubs in further promoting the WU's social engagement on and beyond our campus.

### WU COMPETENCE CENTER FOR SUSTAINABILITY TRANSFORMATION AND RESPONSIBILITY (STAR)

The WU STaR center (successor to the former Kompetenzzentrum für Nachhaltigkeit), headed by professors Sigrid Stagl and Günter K. Stahl, started its operations on January 1, 2019. The center's core staff and committed volunteers (STaR Fellows) are an interdisciplinary team representing the social sciences (management, economics, psychology, sociology, political science), natural sciences (ecology/ evolutionary theory), and humanities (intercultural communication, comparative literature). In addition, the center has 17 formally affiliated tenured faculty members (STaR WU Faculty Members), and it has recently started to build an informal group of non-tenured, junior faculty members, namely, doctoral students and post-docs across disciplines (STaR Intellectual Community).

As described on its homepage, the center seeks to establish itself as an interdisciplinary home for research, teaching and broader societal engagement concerned with the grand challenges of our times. At the core of STaR's activities are three key questions: (1) How can actors at various levels contribute to reaching the ambitious targets set out in the SDGs? (2) How can the political, economic, institutional and cultural contexts facilitate or constrain sustainable development? (3) How can we build bridges between the SDGs pioneers at WU and increase the impact of their work across the



science-society interface? Consequently, the center's practical aims are to provide a collaborative platform for networking, knowledge exchange and dissemination of exemplary academic scholarship on environmental, social, and economic sustainability, as well as to support WU's societal responsibility as a driver of sustainable transformations (engaged education and "Third Mission").

In order to meet these aims, STaR hosts research conferences and seminars, teaching workshops, public events. It also provides online space – website and three social media channels – for sharing relevant content and serve as a liaison between WU community (students, faculty, staff) and external stakeholders. In the period of April-December 2019, STaR (co-)organized and/or (co-)hosted 10 different events directed towards the scientific community (focused research conference and smaller research workshops), the public, or both. Each of these events included raising SDG-awareness (whether on specific SDGs or the overall framework). The event size varied from 15 (expert workshop by invitation only) to 550 (an open knowledge dissemination event). The STaR team further supported nearly 15 other events at and beyond WU, by helping with content and speakers, logistics and promotion.

In addition to event organization, STaR seeks to establish itself as an informal meeting point for the different units and stakeholders at WU, concerned with sustainability in general and the SDGs in particular. As such, it fosters close collaborations with the university's Environmental Management Team, with Volunteering@wu office, with the International Office, Executive Academy, and, very importantly, all major student organizations. In order to involve an internal group that often gets overlooked in sustainability initiatives – non-academic staff members – STaR peered up with the Environmental Management Team and together run a "Green Buddies" initiative (quarterly meeting, events, knowledge exchange between non-academic and academic staff, and students). Beyond WU, STaR has initiated long-term collaborations with several public sector organizations (Austrian Economic Chamber; Environment Agency Austria), other academic and cultural establishments (International Anti-Corruption Academy, FH Wien Competence Center for Corporate Governance

& Business Ethics, Museum of Applied Arts) as well as local social entrepreneurs.

STaR is also involved and represents WU at the following external sustainability networks: the Alliance of Sustainable Universities (Austrian), Climate Change Center Austria (Austrian), Copernicus (Europe-wide), and the Network for Business Sustainability (global). It has won the opportunity to co-host the prestigious biannual NBS Sustainability Centres Community Workshop (rescheduled from June 2020 to July 2021 due to the outbreak of COVID-19). Finally, two of the center's members are also active participants of the PRME Working Group on Sustainability Mindset, "LEAP!".

#### EXECUTIVE EDUCATION

Executive education is a core commitment within WU's activities. Within the portfolio of WU Executive Academy (degree, certificate, corporate and open programs), ethics, responsibility and sustainability are important topics that are engrained in each program as exemplified:

Responsible leadership concept in the Professional MBA Program: WU Executive Academy implemented a responsible leadership concept back in 2013, to incorporate ethics, responsible management and sustainability in its executive programs. The Professional MBA program focuses on the roles and responsibilities of leaders. Specifically, the mandatory business core starts with three coordinated and interrelated modules concerning leadership, managing people and organizations, as well as CSR, sustainability & ethics. A new addition since 2018, is the creation of the Leadership Lab – Learning for Impact. This mostly virtual course, also embedded in the Business Core, extends throughout the entire first year of the PMBA program. It provides students with opportunity to foster their personal leadership development, by reflecting on how their studies at WU apply and are relevant in broader contexts – workplace, social networks, and society – and how they may generate positive impact within these areas. Specific attention is given to raising SDG awareness and perspective-taking. A concrete, worthy of mentioning outcome has been the current year's (2020) cohort's self-initiated mobilization during the COVID-19 outbreak, targeted at using their cultural and profes-

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sional diversity, in order to collectively contribute to solution seeking regarding this global tragedy.

CSR and sustainability in the specialization project management of the Professional MBA Program: In addition to the business core, WU Executive Academy integrates responsible management and sustainability in the specialization tracks of the Professional MBA program. For example, the specialization project management highlights the role of sustainability in project management.

Professional MBA Energy Management: The Professional MBA Energy emphasizes competences in the area of sustainability. The goal is to develop managerial skills in students that include the ability to establish sustainable energy models as well as a responsible strategy within the organization.

CSR and sustainability as individual modules in certificate and open program: While testing and refining the responsible leadership program in the context of the MBA programs for a more comprehensive integration, these topics are represented as individual modules across the educational portfolio. For example, WU's certificate programs Health Care Management, Academic Diploma Business Administration (Diplom BetriebswirtIn), Social Management, and custom programs deal with those perspectives.



# The Six Principles for Responsible Management Education

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:



## PRINCIPLE 1 | PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## PRINCIPLE 2 | VALUES

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



## PRINCIPLE 3 | METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



## PRINCIPLE 4 | RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## PRINCIPLE 5 | PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



## PRINCIPLE 6 | DIALOGUE

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

› <https://www.unprme.org/about-prme/the-six-principles.php>

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

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