

Responsible Management Education at the ZHAW School of Management and Law

UN PRME Sharing Information on Progress Report

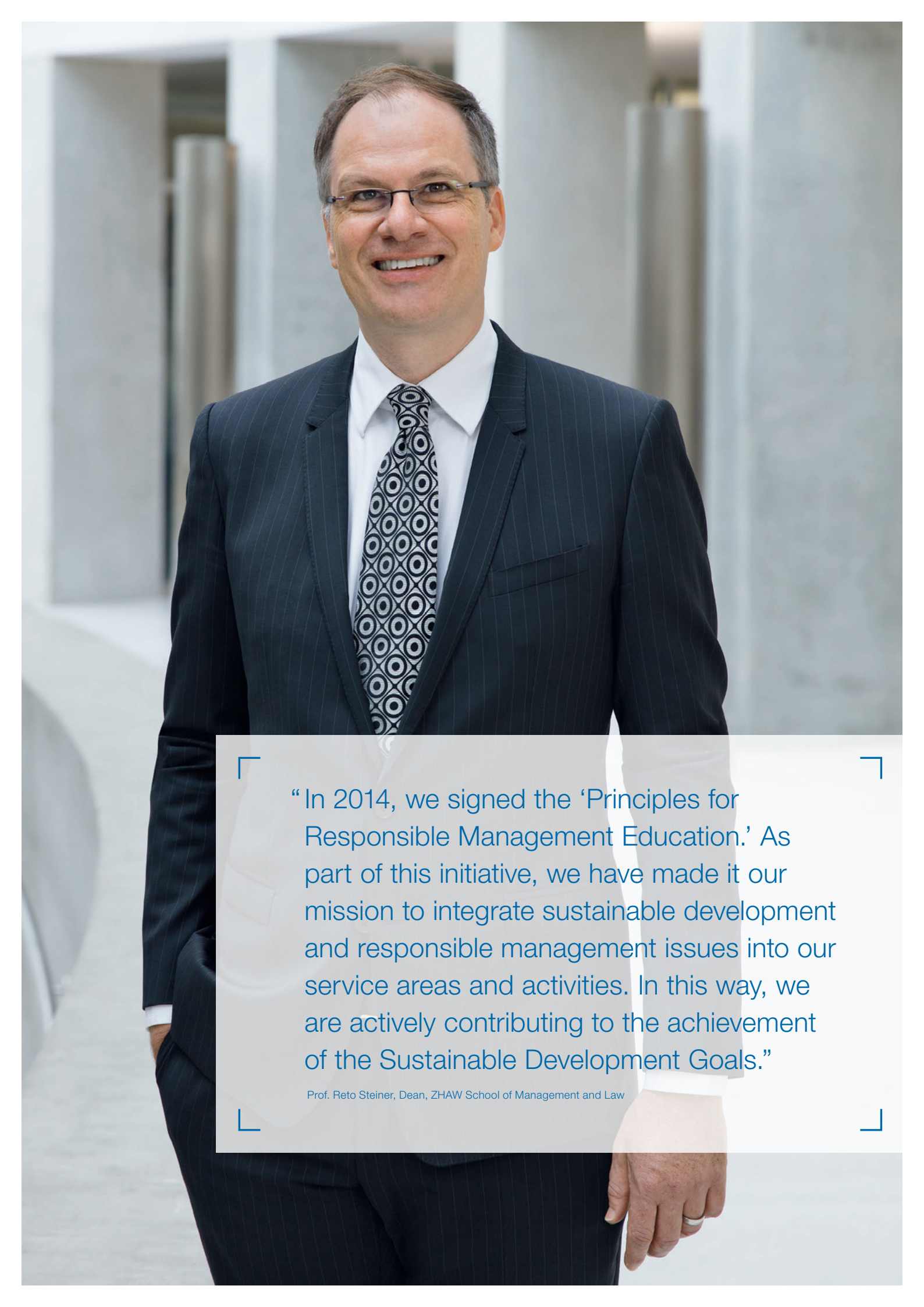
Edition 2019 – 2020



Building Competence. Crossing Borders.

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

A portrait of Prof. Reto Steiner, a middle-aged man with glasses, wearing a dark pinstripe suit, white shirt, and a patterned tie. He is smiling and standing in a modern, brightly lit interior space with large windows in the background.

“In 2014, we signed the ‘Principles for Responsible Management Education.’ As part of this initiative, we have made it our mission to integrate sustainable development and responsible management issues into our service areas and activities. In this way, we are actively contributing to the achievement of the Sustainable Development Goals.”

Prof. Reto Steiner, Dean, ZHAW School of Management and Law

Editorial

Sustainability and responsibility are firmly established at the ZHAW School of Management and Law (SML). We see it as our duty to contribute to the achievement of the United Nations 2030 Agenda for Sustainable Development and to educate our students to become responsible professionals and leaders.

As a basis for the implementation of sustainable development, we are guided by our vision, in which we have established, among other things, that we want to contribute to solving today's social challenges. The Principles for Responsible Management Education (PRME) are important guidelines for implementing this vision. In this report, we present the current status of our diverse activities in responsible management education for the 2019 to 2020 period.

One highlight during this period was renewed inclusion in the PRME Champions Group. PRME Champions commit to contributing to the achievement of the Sustainable Development Goals through significant transformations in teaching, research, and partnerships. Champion status is the result of our firm commitment to the initiative's goals.

Since 2020, Zurich University of Applied Sciences (ZHAW) has been offering freely accessible online courses on the edX learning platform. One of the first two courses to be released was "Global Business and Human Rights." This was developed by the Center for Corporate Responsibility in terms of content and didactics with technical support by the Center for Innovative Teaching and Learning.

In addition, the SML is placing an even greater focus on sustainability in financial management with the establishment of the Center for Corporate Performance and Sustainable Financing in fall 2020. The Institute of Financial Management, to which the center is assigned, and the Institute of Wealth & Asset Management deal with the PRME research focus "Sustainable Finance."

In the fall of 2019, our first Sustainability Day was held at the SML. This was organized and hosted by five students as part of a voluntary undertaking. Around 330 visitors took advantage of the opportunity to learn about and exchange ideas concerning sustainability.

We want to continue our commitment to PRME and align our activities with it. Consequently, we reaffirm our participation in the PRME initiative with full conviction.



Prof. Reto Steiner

Dean, ZHAW School of Management and Law

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Sustainability at ZHAW

ZHAW assumes its share of responsibility regarding the future viability of society in all its core areas. It conducts research in the field of sustainable development, imparts knowledge, and prepares students to shape the present and future so that future generations will be able to meet the social, economic, and ecological challenges in a responsible and reflective way.

Further details can be found here:

>>> [www.zhaw.ch/en/about-us/mission-and-strategy/
zhaw-sustainability-strategy](https://www.zhaw.ch/en/about-us/mission-and-strategy/zhaw-sustainability-strategy)

The ZHAW Sets an Example for Sustainable Development

Overview

With its 2019 sustainability strategy, Zurich University of Applied Sciences (ZHAW) assumes joint responsibility for the future viability of society and establishes sustainable development at the highest level.

SUSTAINABILITY STRATEGY

ZHAW is not breaking new ground with its sustainability strategy. Instead, the process aims at a more in-depth development of previous achievements. It also enables all ZHAW employees to engage in a deeper and more networked discussion of sustainable development – an area in which ZHAW has achieved and accomplished a great deal over the past 10 years and which has been rooted in ZHAW strategy since 2015. Nevertheless, there is a need for action, which is why the ZHAW sustainability strategy was developed with specific goals and measures. Adopted in July 2019, the strategy is long-term and comprehensive, combining top-down and bottom-up initiatives. In addition, it relates to all areas of performance. It contains motivating, participatory goals and measures for degree programs and continuing education, research, knowledge transfer, services, operations, and governance. In addition, ZHAW bases its efforts on the United Nations 2030 Agenda for Sustainable Development with its 17 Sustainable Development Goals (SDGs).

GREEN IMPACT BOOK

A central component of the sustainability strategy is the “Green Impact Book.” It targets university operations and formulates goals in ecological sustainability. These include reducing CO₂ emissions caused by mobility and increasing

sustainable consumption. It also contains ZHAW-wide measures to achieve the goals, as well as generally applicable indicators to monitor the achievement of these goals.

ZHAW SUSTAINABLE – THE STRATEGIC PROGRAM FOR SUSTAINABLE DEVELOPMENT

Since November 2019, ZHAW has had a Sustainable Development Officer in Prof. Urs Hilber, Dean of the School of Life Sciences and Facility Management. He leads the implementation of the sustainability strategy within ZHAW. Since

“Universities are the best places to create a more sustainable future.”

Francesco Bortoluzzi, Head of Sustainability Programs, ZHAW

April 2020, Urs Hilber has been supported by Francesco Bortoluzzi, who is Head of Sustainability Programs. Together, they are responsible for implementing the sustainability strategy at ZHAW, representing ZHAW externally on sustainability issues, observing and anticipating national and international developments, and ensuring the exchange of information internally and externally. For both, networking, understanding, and participation are at the forefront of implementing the sustainability strategy.



Teamwork for sustainable development: Francesco Bortoluzzi, Head of Sustainability Programs, and Urs Hilber, who has overall responsibility for sustainable development at ZHAW.

SUSTAINABILITY COMMITTEE

In implementing its sustainability strategy, ZHAW sustainable is supported by the ZHAW Sustainability Committee, comprising 19 people, including managers, specialists, and students from all schools, the Rectorate, and ZHAW Finance and Services. The goal of the expert committee is to address sustainability issues at ZHAW directly in an inclusive, proactive, and collaborative manner before they are brought to the attention of university management. To this end, working groups are also established outside the Sustainability Committee to address specific issues such as reporting or the Sustainable Impact Program. The ZHAW Sustainability Committee meets four times a year for a half-day retreat and once for a one-day retreat.

OUTLOOK

As part of its overall objectives (see box below), ZHAW sustainable will focus on various projects in the coming years. For example, in “Visibility,” the focus is on producing a sustainability report. This will concentrate on the commitment of

ZHAW employees in the areas of research and study programs and report on other initiatives for sustainable development at ZHAW. In the area of “Community Building,” the creation of a “Sustainable Impact Program” is planned, which aims to promote student projects as well as teaching and research projects and to support impact entrepreneurs. The impact program is a further step to advance the sustainable transformation at ZHAW. A community for sustainable development consisting of students and employees at ZHAW will also be formed with the help of a blog and various events. Within the framework of the “Green Impact Book,” data for the ecological indicators defined in it will be collected and processed so that CO₂ emissions at ZHAW can be calculated. Subsequently, these data are to be made transparent – for example, as part of a sustainability cockpit or for research purposes in the form of a real laboratory.

»» [ZHAW Sustainability Strategy](#)

»» <https://blog.zhaw.ch/sustainable>

Overall objectives of ZHAW sustainable

VISIBILITY

We demonstrate that ZHAW teaches and conducts research in a wide variety of areas related to sustainable development and that we have a correspondingly broad range of expertise at our disposal.

COMMUNITY BUILDING

With our contributions, we promote internal and external contacts, knowledge exchange, and cooperation between ZHAW schools in the field of sustainability.

STUDENT EXPERIENCE

All ZHAW students engage with sustainable development issues during their studies.

GREEN IMPACT BOOK

Through our “Green Impact Book”, we collect data and implement measures to reduce our CO₂ emissions.

“We already have a large number of projects in every school at ZHAW that contribute to the sustainable development of society. We need to make these more visible and coherent.”

Prof. Urs Hilber, Dean, School of Life Sciences und Facility Management and ZHAW Representative for Sustainable Development

ZHAW School of Management and Law

The SML, which is based in Winterthur, Switzerland, is the largest of the eight schools of ZHAW. Its origins date back to 1968.

Further details can be found here:

>>> www.zhaw.ch/en/sml



“High-quality schools have a positive societal impact by addressing broader social, economic, business, and/or physical environment issues, which could be at a local, regional, national, or international scale. This impact results from internal and external initiatives and aligns with the concept of business schools being a force for good in society.”

AACSB on Thought Leadership, Engagement, and Societal Impact

ZHAW School of Management and Law

Overview

The ZHAW School of Management and Law (SML) is one of the largest business schools in Switzerland, with approximately 9,500 students in degree or continuing education programs.

ABOUT US

The SML is one of the leading business schools in Switzerland. It is also the only university of applied sciences in the country to be listed in renowned “Financial Times” rankings as well as meeting the high standards required by the Association to Advance Collegiate Schools of Business (AACSB). Under the common ZHAW umbrella, it fosters strong networks with other disciplines. Our internationally recognized Bachelor’s and Master’s degree programs, cooperative PhD programs, and numerous continuing education programs are scientifically grounded, interdisciplinary, and practically oriented. We contribute to solving economic and societal challenges. Our guiding principle, “Building Competence. Crossing Borders.” reflects our commitment to quality degree programs and continuing education, as well as a global mindset. The SML has formal partnerships with over 190 partner universities worldwide.

KEY PERFORMANCE INDICATORS

In 2020, the SML had around 580 employees, with 340 of them in teaching roles. Some 4,300 students were enrolled in the Bachelor’s degree programs in Business Administration (six specializations), International Management, Business Information Technology (two specializations), and Business Law. About 1,000 were enrolled in the consecutive Master’s programs in Accounting and Controlling, Business Administration (four specializations), Banking and Finance, International Business, Business Information Technology, and Management and Law. In addition, around 4,200 participants attended one of the numerous continuing education courses.

ACCREDITATION

The SML invests in continuous internal quality development and regularly has its services evaluated by external agencies. These accreditations serve as a quality label and a valuable quality tool at various levels.

ACCREDITATION ACCORDING TO HFKG

In Switzerland, institutional accreditation in accordance with the Higher Education Promotion and Coordination Act (HFKG) is a mandatory prerequisite for the right to be designated a “university.” As part of this procedure, the university’s quality assurance system is reviewed. The quality assurance system at ZHAW, in which the SML is embedded, is defined by the Quality Strategy 2015–2025.

AACSB

Since 2015, the SML has been carrying the label of AACSB International – The Association to Advance Collegiate Schools of Business. AACSB is considered the leading international organization for the accreditation of business schools. In addition, the SML reports various metrics to AACSB annually, and a continuous improvement review is conducted every five years. The SML successfully completed this review in 2020.

FIBAA

All Bachelor’s and Master’s programs at the SML are also accredited by the Foundation for International Business Administration Accreditation (FIBAA). In this field too, the SML was the first business school of a Swiss university of applied sciences to subject itself to this voluntary program accreditation and receive official recognition in 2003.

Facts & Figures – The SML in Numbers

SML study programs are scientifically sound, interdisciplinary, and geared towards practical needs. This is the perfect foundation for anyone ready to assume a demanding professional role in a company or organization with national and international business interests.

341

instructors
at the SML

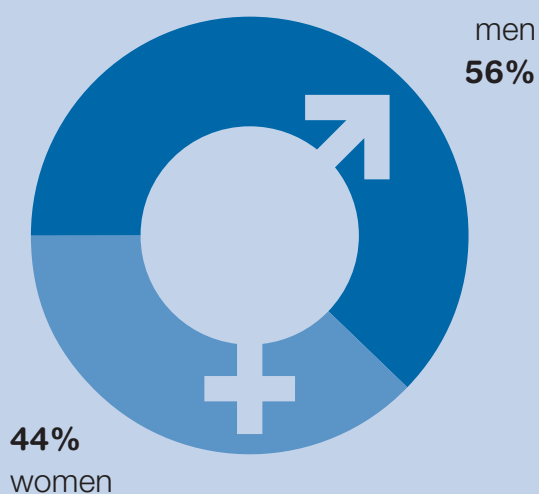
187

classes
at the SML

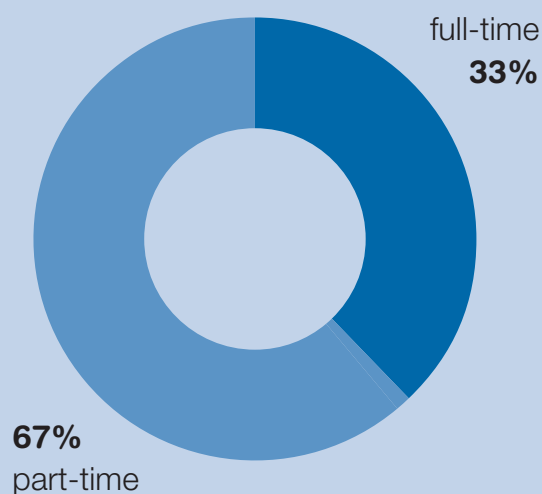
38%

of modules taught
in English

GENDER



STUDY MODE



“The ZHAW School of Management and Law is a highly valued global partner for UC Davis. Our faculty and students have enjoyed and benefited from this unique educational relationship.”

Prof. H. Rao Unnava, Dean, University of California Davis

>100

student, career,
and alumni events
annually

AVERAGE AGE

23.9

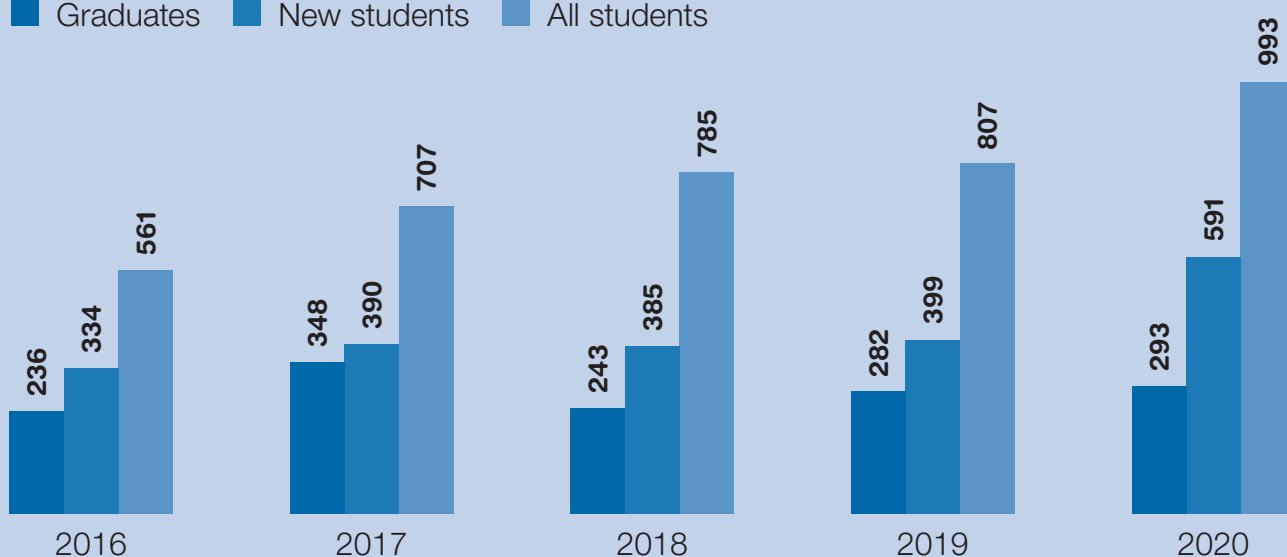
BSc
students

27.8

MSc
students

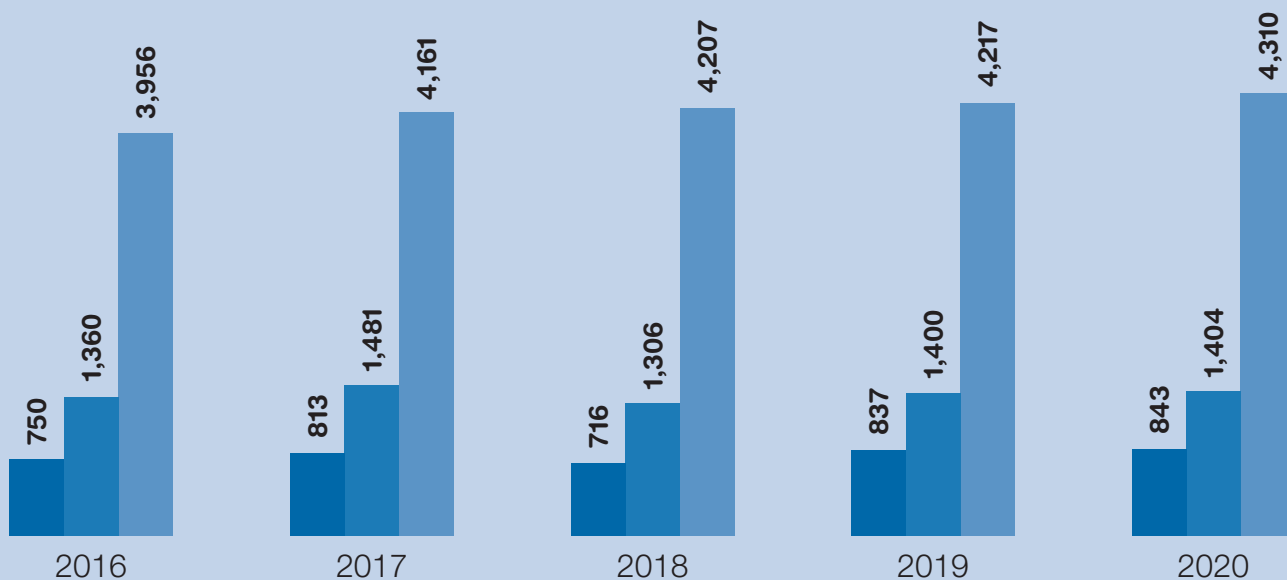
MSC

Graduates New students All students



BSC

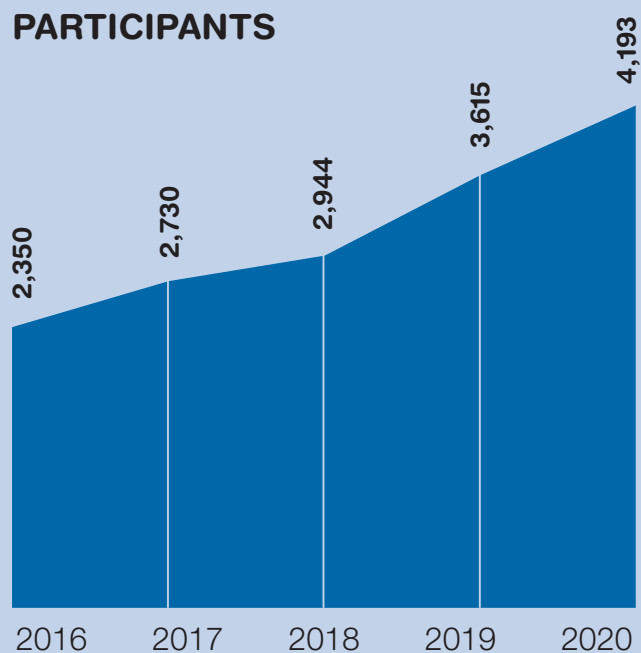
Graduates New students All students



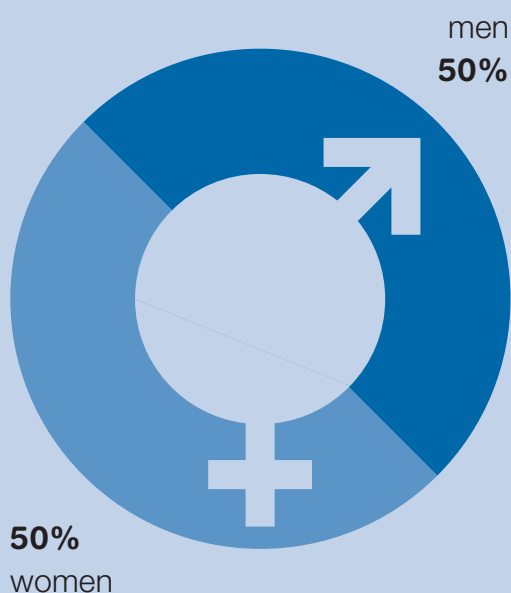
Career Prospects With Continuing Education

High practical relevance and a strong scientific foundation characterize the continuing education programs offered at the SML. They cover a broad spectrum and lead to recognized qualifications which increase the career options of graduates significantly.

PARTICIPANTS

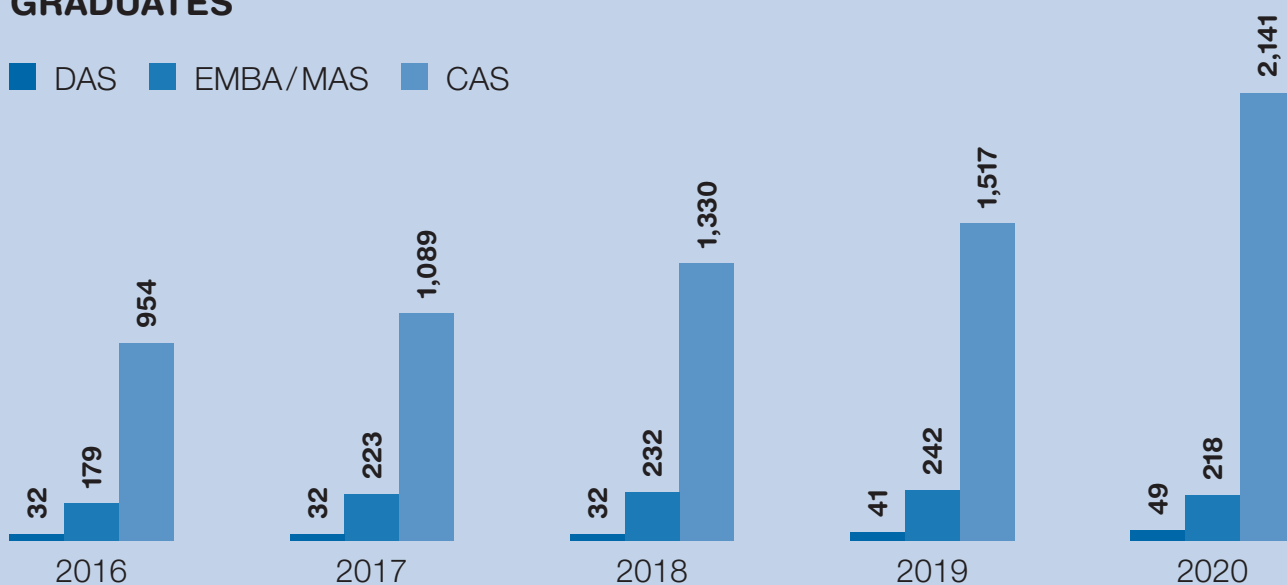


GENDER



GRADUATES

■ DAS ■ EMBA/MAS ■ CAS

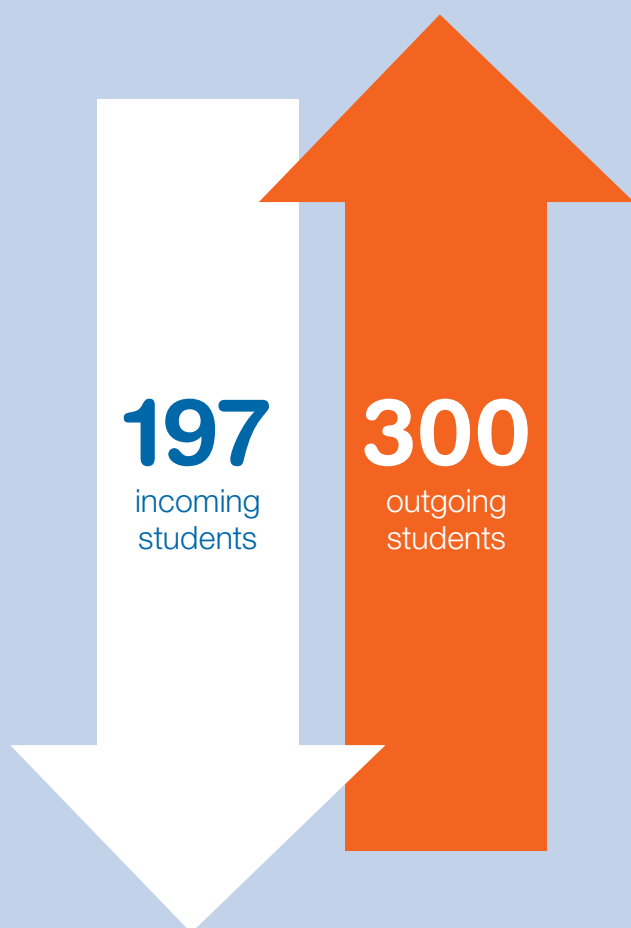


International Orientation

Teaching and research at the SML have an international orientation. We support the mobility of our students and staff and encourage our faculty to participate in international research and development projects.

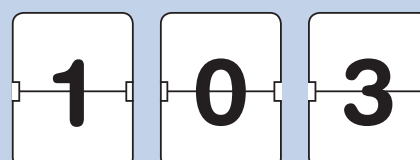
STUDENT EXCHANGE

per academic year

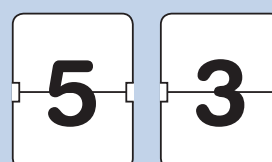


ORIGIN OF INCOMING STUDENTS

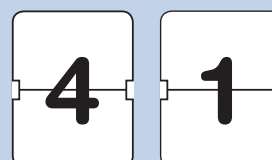
EUROPE



NORTH AND LATIN AMERICA

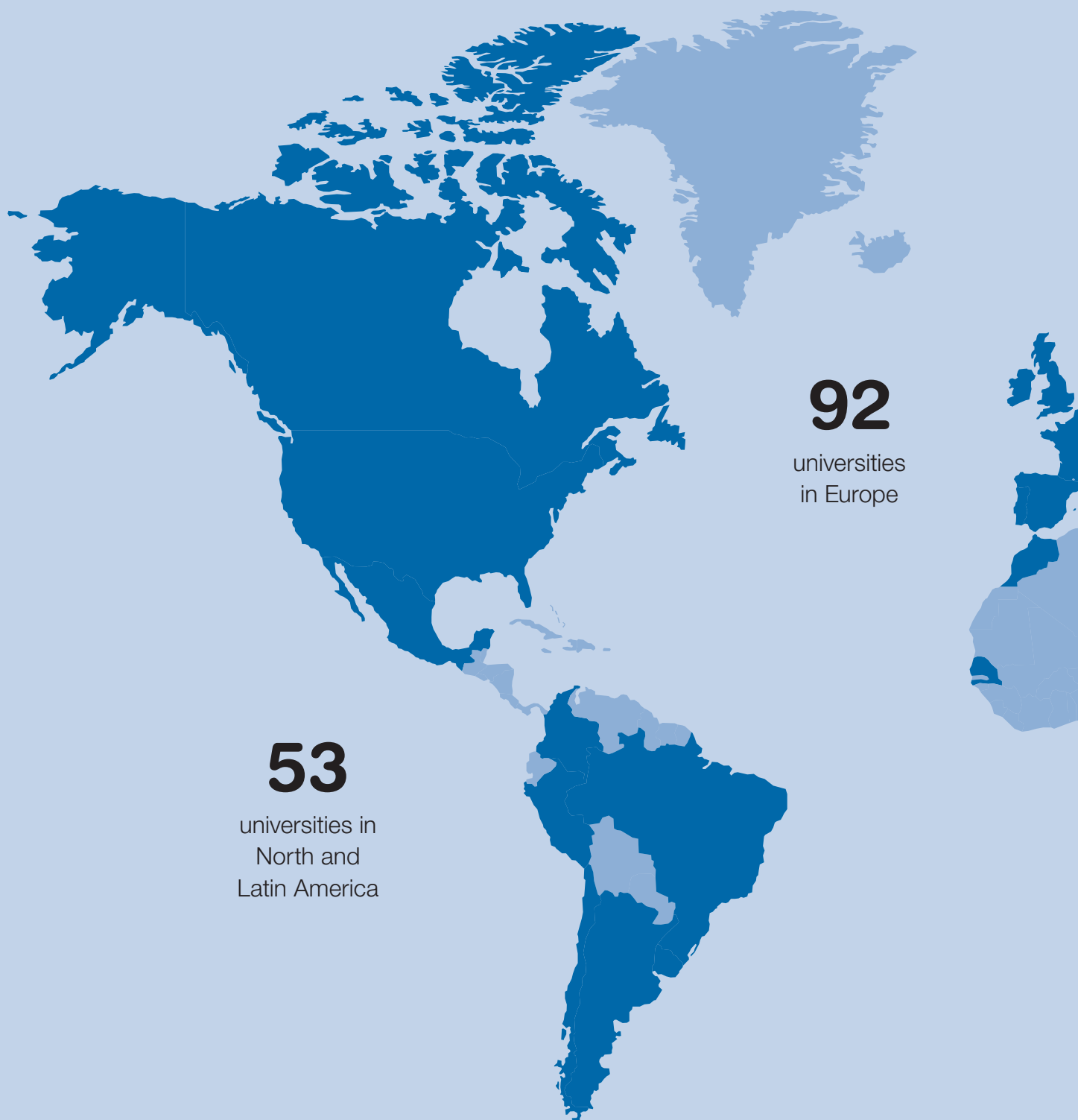


ASIA, PACIFIC REGION, AND AUSTRALIA



Partner Universities Around the World

The SML cooperates with universities, companies, government agencies, and nonprofit organizations around the globe. We cultivate partnerships with carefully chosen key partners to ensure inspiring knowledge exchange and fruitful collaboration.





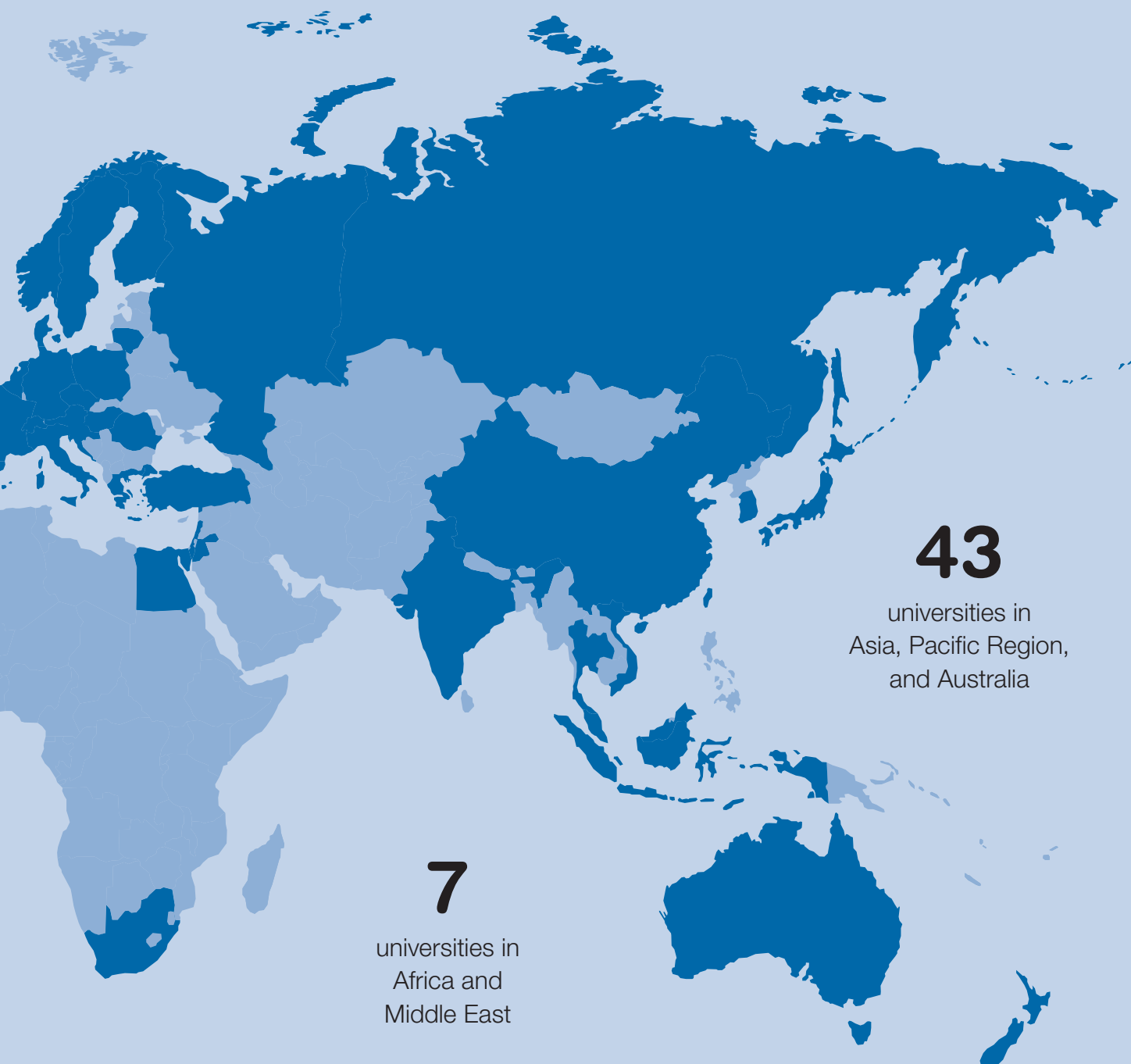
Host of the
EURAM 2022
conference

81

nations are
represented by
SML students

>190

partner universities
in 52 countries



43

universities in
Asia, Pacific Region,
and Australia

7

universities in
Africa and
Middle East

A Wide Variety of Skills and Expertise

GENERAL MANAGEMENT

- Institute of Marketing Management
- Institute of Business Information Technology
- Institute for Innovation & Entrepreneurship
- Institute for Organizational Viability

BANKING, FINANCE, INSURANCE

- Institute of Wealth & Asset Management
- Institute for Financial Management
- Institute for Risk & Insurance

PUBLIC SECTOR

- Institute of Public Management
- Winterthur Institute of Health Economics
- Center for Arts Management
- Center for Energy and the Environment
- Center for Economic Policy

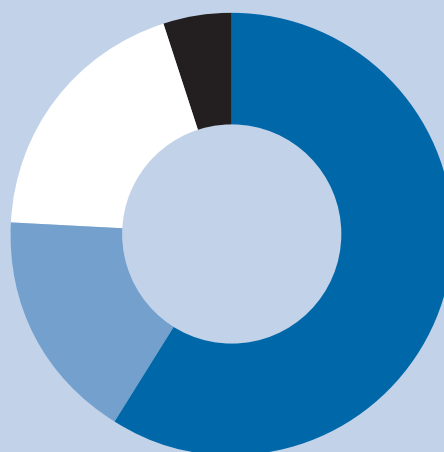
BUSINESS LAW

- Center for Public Commercial Law
- Center for Social Law
- Center for Competition and Commercial Law
- Center for Corporate and Tax Law

INTERNATIONAL BUSINESS

- International Management Institute
- Center for Corporate Responsibility

COST DISTRIBUTION PER PERFORMANCE AREA



- 56% degree programs
- 19% continuing education
- 22% research & development
- 3% services

240

publications in the academic
year 2019/2020



A Broad Spectrum for Maximum Impact

BACHELOR'S DEGREE PROGRAMS

- Business Administration
 - Accounting, Controlling, Auditing
 - Banking and Finance
 - Economics and Politics
 - General Management
 - Marketing
 - Risk and Insurance
- International Management
- Business Information Technology
 - Business Information Systems
 - Data Science
- Business Law

MASTER'S DEGREE PROGRAMS

- Accounting and Controlling
- Banking and Finance
- Business Administration
 - Health Economics and Healthcare
 - Innovation and Entrepreneurship
 - Marketing
 - Public and Nonprofit
- International Business
- Management and Law
- Business Information Technology

CONTINUING EDUCATION

Over 150 programs in the following areas:

- Accounting and controlling
- Banking, finance, and insurance
- Business information technology
- Business law
- Corporate responsibility
- Didactics and methodology
- Digital transformation
- Health care management
- Human capital management
- International business
- Climate policy and strategies/energy
- Arts management
- Management and leadership
- Marketing
- Operations management
- Public management

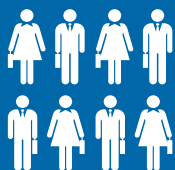
COOPERATIVE PHD PROGRAMS

Cooperative PhD programs in three disciplines:

- Public Administration
(partner: University of Lausanne)
- Public Health Sciences
(partner: Swiss School of Public Health)
- Data Science
(partners: Universities of Zurich and Neuchâtel)

International PhD cooperations:

- University of Economics Prague (VSE)
- University of Strathclyde
(School of Business)



581
employees

Importance of the Principles for Responsible Management Education (PRME) for the SML

PRME is a United Nations Global Compact initiative based on six principles that promote responsible management education worldwide. The SML has been a member since 2014.

PRME CONTRIBUTES TO THE STRATEGIC DEVELOPMENT AND QUALITY OF THE UNIVERSITY

The six PRME principles are an essential orientation for the SML to implement responsible management education. They support the university in establishing and advancing responsibility, ethics, and sustainability as fundamental values in our governance, teaching and research, and operations.

>>> www.unprme.org

PRME PROMOTES EXCHANGES WITH OTHER UNIVERSITIES CONCERNING RESPONSIBLE MANAGEMENT EDUCATION

Currently, more than 800 universities from over 85 countries are part of the initiative. Exchanges with other business schools offer the opportunity to follow best practices and learn from each other. In this context, the SML's participation in the PRME Champions Group and PRME Chapter for the German-speaking DACH region is also of great importance (PRME DACH Chapter). Knowledge shared in both groups contributes to the continuous development of responsible management education.

>>> www.unprme.org/prme-champions

>>> www.unprme.org/chapter/prme-chapter-dach

PRME PROMOTES DIALOGUE AND AWARENESS OF THE SUSTAINABLE DEVELOPMENT GOALS

In September 2015, the United Nations adopted the 2030 Agenda for Sustainable Development. It comprises 17 goals – the Sustainable Development Goals (SDGs). These define social, economic, and environmental milestones to be achieved worldwide by 2030. Universities, as centers of innovation and education for future decision-makers, have an essential role to play. In addition, management education has a crucial part to play since business schools are the training ground for the next generation of managers actively driving forward the transformation of companies. For this reason, the SDGs form the basis of PRME's vision. All activities associated with the PRME initiative are intended to contribute to supporting these 17 goals.

>>> <https://sdgs.un.org>

“The SML joined the PRME initiative on 1 August 2014. The six PRME principles represent an important orientation for us in implementing responsible management education.”

Prof. Thierry Volery, Head of Department of General Management and SML PRME Academic Point Person

The Six PRME Principles



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 organizational 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 dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, other interested groups, and stakeholders on critical issues related to global social responsibility and sustainability.



PRME at the SML

Universities, as places of knowledge generation and transfer, as well as businesses, are challenged to contribute to the sustainable development of society. PRME has been supporting us in implementing responsible management education since 2014 with the help of six principles.

Further details can be found here:

>>> www.zhaw.ch/sml/prme/en



Embedding PRME in the Structures of the SML

New Requirements for Management Education

The SML has incorporated sustainable development into its vision, mission statement, and strategy. In addition, it has had a PRME Committee since 2018.

OUR VISION STATEMENT

Our teaching and research in management and law facilitates entrepreneurial action and contributes to solutions to the challenges facing society. We stand for Swiss excellence and global impact. >>> [Video Vision Statement](#)

OUR MISSION STATEMENT AND STRATEGY

In our mission statement, we commit ourselves to practicing and promoting sustainable development and corporate responsibility. Implementation takes place within the framework of the “Social Responsibility” strategic goal.

>>> [Video Strategy](#)

>>> www.zhaw.ch/de/sml/ueber-uns

OUR CORE VALUES

Our seven core values help us to fulfill our mission:

- Goal-oriented and appreciative cooperation
- Design flexibility
- Diversity
- Integrity and autonomy
- Quality
- Relevance
- Personal contacts

>>> [Video Core Values](#)

PRME COMMITTEE

Established in 2018, the PRME Committee comprises the Dean, key individuals from all departments and service areas, and representatives of the SML's academic and institutional levels. The committee has the right to submit proposals to the SML Executive Board on PRME-related topics and is responsible for developing the PRME roadmap for the following two years. In addition, committee members act as ambassadors for PRME by bringing the interests of the departments they represent to the committee and supporting the implementation of its decisions in their areas of responsibility. The PRME Committee meets twice a year in a closed meeting.

>>> [PRME Committee at the SML](#)

PRME ROADMAP

The PRME Roadmap is a two-year plan that includes all sustainability activities at the SML in the areas of degree programs, research and development, services and continuing education, and operations. These service areas reflect the six PRME principles. For example, “degree programs” and “continuing education” can be assigned to the third PRME principle, “Method.” In terms of content, all activities can also be assigned to the SDGs.

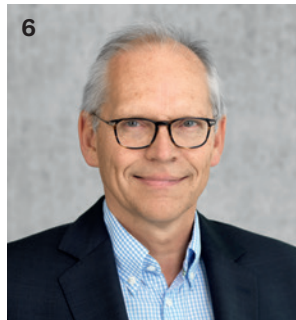
Selected PRME activities in 2019/2020 and their relation to the SDGs: >>> [Overview](#)

The 17 SDGs: A Common Vision for the Future of the World



SML PRME Committee

Currently there are 16 people on the SML PRME Committee. Students and employees can contact members of the committee with questions or concerns at any time.





COMPOSITION

#	Role(s) in the PRME Committee	Person	Function at the SML
1	Chair; PRME Academic Point Person	Prof. Thierry Volery thierry.volery@zhaw.ch	Thierry Volery is Professor of Entrepreneurship. He heads the Department of General Management.
2	Dean, ZHAW School of Management and Law	Prof. Reto Steiner reto.steiner@zhaw.ch	Reto Steiner is the Dean of the SML.
3	Representative for the PRME focus area "Enabling Energy Transformation"; Representative for the Department of Public Sector	Prof. Regina Betz regina.betz@zhaw.ch	Regina Betz is Professor of Energy and Environmental Economics. She heads the Center for Energy and the Environment.
4	Representative for the PRME focus area "Enabling Energy Transformation"; Representative for the Department of General Management	Prof. Claudio Cometta claudio.cometta@zhaw.ch	Claudio Cometta is Professor of Energy Economics. He heads the Center for Innovation Systems.
5	Representative for the PRME focus area "Social Law"; Representative for the Department of Business Law	Marc Wohlwend marc.wohlwend@zhaw.ch	Marc Wohlwend is a research associate at the Center for Social Law.
6	Representative for the PRME focus area "Ethically Responsible Leadership"; Representative for the Department of General Management; Representative for the Ethics Committee	Prof. Mathias Schütz mathias.schuez@zhaw.ch	Mathias Schütz is Professor of Responsible Leadership.
7	Representative for the PRME focus area "Sustainable Finance"; Representative for the Department of Banking, Finance, Insurance	Dr. Beat Affolter beat.affolter@zhaw.ch	Beat Affolter is a senior lecturer of corporate finance and Head of the Center for Corporate Performance and Sustainable Financing.
8	Department of Operations & Services; Degree Programs	Jörg Wendel joerg.wendel@zhaw.ch	Jörg Wendel heads the Department of Operations & Services and represents the SML in the ZHAW Degree Programs Commission.
9	Communications	Juerg Hostettler juerg.hostettler@zhaw.ch	Juerg Hostettler is Head of Communications.
10	Representative for the Staff Unit; Quality management and accreditations	Dr. Regula Imhof regula.imhof@zhaw.ch	Regula Imhof is Head of the Quality Management Staff Unit.
11	Diversity and Inclusion Management	Daniela Frau daniela.frau@zhaw.ch	Daniela Frau is Diversity Management Delegate at the SML.
12	PRME Coordinator; Representative for the PRME focus area "Corporate Responsibility Management"; Representative for the PRME focus area "Business and Human Rights"; Representative for the Department of International Business	Marie-Christin Weber marie-christin.weber@zhaw.ch	Marie-Christin Weber is research associate at the Center for Corporate Responsibility and PRME Coordinator at the SML.
13	Representative for the Faculty Assembly	Dr. Carmen Kobe carmen.kobe@zhaw.ch	Carmen Kobe is President of the Faculty Assembly.
14	Representative for the Junior Faculty Assembly	Pascal Horni pascal.horni@zhaw.ch	Pascal Horni is President of the Junior Faculty Assembly.
15	Representative for the Staff Commission	Isabel Volkart-Steinmann isabel.volkart@zhaw.ch	Isabel Volkart-Steinmann is a committee member of the SML Staff Commission.
16	Representative for the Delegate Assembly of Students	Timur Erhan erhantim@students.zhaw.ch	Timur Erhan is a student in the Bachelor's program in Business Information Technology.



How the SML and Its Performance Areas Contribute to Achieving the SDGs: A Few Examples

PRME PRINCIPLES	SML PERFORMANCE AREAS AND ACTIVITIES	SUSTAINABLE DEVELOPMENT GOALS (SDGS)					
		1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
	<ul style="list-style-type: none"> – Strategy – PRME Committee – Etc. 						
	<ul style="list-style-type: none"> – Mission statement – Ethics commission – Etc. 						
	<ul style="list-style-type: none"> – Degree programs and continuing education 						
	<ul style="list-style-type: none"> – Research and development – Services 						
	<ul style="list-style-type: none"> – Advisory council – Networks – Partner institutions – Etc. 						
	<ul style="list-style-type: none"> – Communication – Alumni Services – Etc. 						
“Organizational practices”	<ul style="list-style-type: none"> – Operation 						

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Diversity and Inclusion Management at the SML

Diversity is one of the seven core values of the SML. We are committed to preventing discrimination based on personal characteristics such as gender, disability, age, sexual orientation, social and religious affiliation, or national and cultural origin.

Six Questions for Daniela Frau, Diversity Management Delegate at the SML

You have been SML's Diversity Management Delegate since October 2020. How did you get involved in diversity and inclusion management?

The issue has been a part of me since my childhood. As a “child of migration,” I learned about the importance of integration early on. As a woman and mother, too, I regularly encounter the topic. In my sociology and business administration studies, I mainly dealt with promoting equal opportunities in companies, especially concerning gender, age, and cultural diversity. The opportunity and benefit-oriented view of diversity management in business administration also appealed to me. Diversity management recognizes and values the potential of all individuals and uses this strategy to promote innovation and performance. In addition, I am working on fairness and trust in the workplace as part of my dissertation. For example, structures, processes, and strategies are not objective per se but are linked to values. I want to highlight these hidden barriers. In general, I believe that a certain amount of life experience is also an advantage. It helps not to be put off when you want to promote polarizing issues like diversity and inclusion within an organization. Being 47 years old, I am also sensitive to the problem of age diversity. Different age groups and generations can learn a lot from one another, and we should see this as an opportunity. The most important thing here is understanding and a willingness to learn from each other.

At ZHAW level, there is a Diversity/Gender staff unit. What is its connection to the SML?

The Diversity/Gender staff unit, headed by Svenja Witzig, supports the departments – and therefore the SML – in the integration of diversity management. Its focus is on the following university policy topics: equal opportunities and development of potential, protection against discrimination, employee management and development, study and teaching, equality of men and women, equality of people with disabilities, equal opportunities and diversity as a management task, and organizational culture. The ZHAW diversity policy forms the basis for the implementation of

“It’s also important to harness the potential of diversity and inclusion management to drive our strategic initiatives at the SML.”

these principles. In addition, the staff unit also drives forward various initiatives, which in turn are implemented by the individual departments. A great deal of work has already been done, for example, in the areas of accessibility and measures to compensate for disadvantages in all ar-



In her role as Diversity Management Delegate at the SML, Daniela Frau contributes, among other things, to the achievement of SDG 10: “Reduced Inequalities.”

eas of student life. Currently, its focus is on the Gender Equality Management Initiative and the associated promotion of the underrepresented sex in management positions – at the SML, this means women. Initiatives have also been launched to address LGBTIQ+ topics at the university and to use inclusive language. We integrate the issues and measures of this university policy perspective into diversity and inclusion management at the SML. In doing so, it is vital for me not to lose sight of the strategic perspective of the SML. The goal is also to link the topics I have mentioned with the strategic initiatives of the SML (including PRME, internationalization, and competence-building).

What were your first working steps, and what is close to your heart?

My first task was to speak to as many people at the SML as possible and gauge their expectations. I talked to the

management, lecturers, academic staff, and employees about their understanding of diversity and inclusion management and showed them how I understand it. We must think about the issue not only in terms of higher education policy but also strategically – that we use the potential of diversity and inclusion management to drive strategic initiatives at the SML. For this reason, I also consider it necessary to formulate a target picture for diversity and inclusion management and to move forward step-by-step in accordance with these guidelines. I see various fields for action in teaching (skills), communication, diversity awareness, and building a diverse community. The community idea is fundamental: Diversity and inclusion management should be supported by a committed community that helps shape exchanges for raising awareness and promoting diversity in teaching, continuing education, and research.

What specific measures and actions are planned at the SML in the near future?

A critical concern of diversity and inclusion management is to create awareness of the issues. To this end, the online event series “Diversity and Inclusion Awareness” began in March 2021 with one-hour Microsoft Team sessions. The first of these took place on 25 March 2021 as part of Sustainability Day 2021 @SML on the topic of “unconscious biases and how to overcome them.” Our goal is to establish the awareness series for the next two years. In addition, a management workshop on diversity and inclusion is planned for August 2021 to strengthen diversity competence at the management level. These measures will deliberately focus initially on employees and the development of diversity competence. Later, we will focus on the students.

How do you deal with the topic as a lecturer, and how does it affect the way you teach?

Starting in the 2021/2022 fall semester, I will offer an elective module on diversity management for Bachelor’s business administration students. The aim is to show students the strategic perspective of diversity management in organizations and help them to understand why it is relevant for companies to manage diversity and promote inclusion. After all, it is essential to make the best use of the potential of all employees and to encourage innovation. This elective module also addresses the invisible barriers in organizational structures and cultures that prevent equal opportunities. Furthermore, students can learn to manage their subconscious stereotypes and prejudices directly. Diversity management should be part of the basic skills set of future decision-makers and be taught in all study disciplines in the long term.

What are your hopes for the future?

In the future, I would like to see a more sustainable, diverse, and opportunity-friendly society – and for the SML to contribute to this. Diversity and inclusion management should become a matter of course for us so that I no longer need to be the driving force behind it.

>>> www.zhaw.ch/sml/dim

Daniela Frau

Diversity Management Delegate at the SML, Daniela Frau, is the contact person for questions regarding diversity and inclusion. She is responsible for implementing the SML’s diversity strategy and advises employees, managers, and students on diversity and inclusion. She also provides contacts and offers information about internal and external consulting services. Daniela Frau is a member of the ZHAW Diversity Commission and represents the SML at various awareness-raising events concerning diversity and inclusion.

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PRME and Our Degree Programs

Education is the fundamental element in implementing the SDGs. In the area of degree programs especially, we can achieve a great deal to prepare future specialists and managers even better for their contribution to meeting ecological and social challenges.

Further details can be found here:

>>> www.zhaw.ch/sml/prme/en



Completion of the “PRME in Degree Programs” Project

A Comprehensive Integration of Topics

The comprehensive integration of sustainable development and responsible business topics into management education is essential for shaping sustainable development.

OVERVIEW OF THE TYPE AND EXTENT OF THE INTEGRATION OF PRME-RELEVANT TOPICS INTO DEGREE PROGRAMS AT THE SML

A project was set up to establish the extent to which PRME has been integrated in its degree programs (“Bestandesaufnahme PRME in der Lehre”). It creates the prerequisite for the advancement of PRME in the main performance area of the SML: Bachelor’s and Master’s programs. The project consists of a detailed overview of the type and extent of the integration of PRME-relevant topics in degree programs at the SML in the 2018/2019 academic year. For this purpose, interviews were conducted with program heads and an online survey of SML students was conducted.

PRME-RELEVANT ISSUES PLAY A ROLE IN ALL PROGRAMS

Interviews with program heads and an online student survey showed that students are interested in PRME-relevant topics such as corporate responsibility, ethics, and responsibility in general in all study programs and formats. PRME-relevant concepts do in fact play a role in all study programs in line with the different disciplines (e.g., sustainable finance, fundamental and human rights, sustainable controlling, corporate ethics, and consumer behavior) and the theoretical concepts and models that refer to sustainability (e.g., triple bottom line, stakeholder management, and the St. Gallen Management Model).

PRME-RELEVANT TOPICS AS AN INTEGRAL PART OF THE VARIOUS PROGRAMS

In addition, analysis showed that 40 percent of all compulsory modules offered at the SML during the period in question dealt with topics related to sustainable development and responsible business. In the Bachelor’s programs, about one-third of the compulsory modules deal with PRME-relevant issues; at the Master’s level, it is almost half. The majority of these are compulsory modules that deal with these issues in an integrative manner, i.e., they are embedded in existing modules (e.g., “Corporate Culture & Cross-Cultural

“PRME-related topics play a role in all of the SML’s degree programs.”

Marie-Christin Weber, SML PRME Coordinator

Management,” “Introduction to Business Administration,” and “Employee Management and Leadership”). However, there are also compulsory modules that deal with such topics in isolation (e.g., “Corporate Responsibility,” “Leadership & Business Ethics,” and “International Governance and Responsibility”).



EVERY THIRD ELECTIVE MODULE ADDRESSES PRME-RELEVANT ISSUES

For the period mentioned, more than 30 percent of the elective modules at the Bachelor's level dealt with PRME-relevant issues. Of these electives, more than 40 percent dealt with the previously mentioned issues as the main topic (e.g., "Applied Business Ethics," "Business and Human Rights," "International Corporate Responsibility Management," and "Environmental Economics and Politics").

COMBINATION OF TRADITIONAL AND EXTENDED TEACHING APPROACHES AND METHODS

In applying didactic approaches or methods for teaching PRME-relevant topics, a mix of traditional and extended teaching methods is used across all degree programs. In

addition to face-to-face teaching as the traditional teaching method – although many lectures tend to have the character of a dialogue – guest lectures by external specialists are common. These teaching methods are supplemented by case studies as well as excursions and field trips. Beyond what is already practiced, interactive forms of teaching that stimulate thought and reflection are considered particularly suitable and effective. These include project work – individually or in a group – with subsequent discussion or case studies from actual business practice (e.g., in the elective module "Law Clinic" or the compulsory module "GM Forum").

The project included the following steps

INTERVIEWS WITH PROGRAM HEADS

In interviews, relevant information about the integration of PRME topics into the various degree programs and modules at the SML was collected. This also raised the awareness of program heads concerning the topic. Analysis of module descriptions completed this information-gathering process.

STUDENT SURVEY

The attitudes, expectations, and assessments of students regarding responsible management education at the SML were recorded through an online survey.

ANALYSIS OF SELECTED UNIVERSITIES

Best-practice examples in terms of the didactic approach to PRME topics at comparative institutes of higher education strategies were identified and prepared.

RESULTS WORKSHOP

The project findings were analyzed and discussed in an internal workshop. Recommendations for action and future steps were determined.

REPORT

In a final report, the results were presented and made available internally.



Law Clinic

A Platform for Free Legal Advice

As part of its social responsibility commitment, the SML has launched the Law Clinic project to provide free legal advice to students and the general public.

LAW CLINIC – WHAT IS IT?

The term “Law Clinic” is still unfamiliar in Switzerland, but it is part of everyday language use at universities in the English-speaking world. Supervised by qualified legal professionals, students of the Bachelor’s program in Business Law offer free legal advice to people seeking assistance. This allows students to apply the fundamentals they have learned in their studies in a practice-oriented manner and gain experience with “actual” cases. In return, students who handle three cases are rewarded with dispensation from an elective module worth 3 ECTS credits.

SELECTION PROCESS

Students of Business Law can apply for the Law Clinic after completing their first-year studies in the Bachelor’s program and achieving a minimum grade of 5.0. In a two-part admission procedure, interested students apply with a letter of motivation and, if successful, are invited to a personal interview with Fabio Babey, the Law Clinic module coordinator, and Alessandra Casutt, who supports the Law Clinic as a research assistant. Four students were selected for the module in the 2019/2020 fall semester and eight in the 2020 spring semester.

A WIN-WIN SITUATION FOR EVERYONE

Potential cases for the Law Clinic are reported by ZHAW students seeking legal advice or by people outside the university via an application form. The module coordinator

then selects suitable cases for the Law Clinic and assigns them to the student advisors. These are primarily everyday legal problems involving small sums of money, which are usually not taken up by practicing lawyers and would therefore remain unresolved. During case work, students are supervised by experienced attorneys. On receipt of the assignment, students clarify open questions about the case and discuss with their supervisor how to proceed. This is

“Through legal consulting, I was able to apply the knowledge I acquired at the SML directly and gain valuable practical experience thanks to coaching from experienced attorneys.”

L. Messerschmidt, Law Clinic Advisor

followed by a client meeting. The students then work on their case largely independently. They record the results in a legal memorandum, citing the relevant sources and legal basis, which serves as a foundation for the final client meeting. The goal is to provide information about the opportunities and risks of the case and to point out the possibilities for further action. Finally, the students receive feedback from their supervisors.



Law Clinic advisors for the 2019/2020 fall semester.



Law Clinic advisors for the spring 2020 semester.

DEVELOPING PROFESSIONAL AND SOCIAL COMPETENCE

The Law Clinic enables students to solve genuine cases and learn how to conduct a structured counseling meeting within a clearly defined framework and under the supervision of a qualified lawyer. In addition, to applying the legal principles taught during their studies, students acquire social skills through contact with clients. These include, among other things, being able to respond to those seeking legal assistance and using appropriate terminology when giving advice. They also learn to behave in a morally and ethically correct manner. This means that they give truthful advice that is both legally sound and legitimate and take responsibility for what they tell their clients. The Law Clinic also serves as excellent career preparation.

>>> www.zhaw.ch/lawclinic

“The positive response to the Law Clinic by clients, lawyers, and students is also reflected in the fact that more cases are submitted than can be effectively handled.”

Dr. Fabio Babey, Deputy Head, Center for Competition Law and Compliance



Responsible Management Education in Elective Modules

Responsible management education considers topics such as ethics, corporate responsibility, and sustainability.

EXPANDING THE RANGE OF ELECTIVE MODULES

The following table provides an overview of the utilization of elective modules offered at the Bachelor's level that address topics of responsible management education. Compared to 2017–2018, four new elective modules were added in the 2019–2020 period: "Carbon Literacy for Business Managers," "Climate and Energy Economics," "MCE – Managing Circular Economy," and "Mindfulness/Mindful Leadership." Particularly noteworthy is the elective module "Compliance," which has been taught for several

years and has almost always been fully booked in recent semesters. In addition, the elective modules "Business and Human Rights" and "Environmental Economics and Politics" are also very popular.

OUTLOOK

The range of elective modules containing aspects of ethics, corporate responsibility, and sustainability will continue to grow in the coming years. For example, modules on "Social Entrepreneurship" and "Diversity Management" are planned for 2021.

ELECTIVE MODULES CONTAINING ASPECTS OF ETHICS, CORPORATE RESPONSIBILITY, AND SUSTAINABILITY (BY SEMESTER)

Title	Spring 17	Fall 17/18	Spring 18	Fall 18/19	Spring 19	Fall 19/20	Spring 20	Fall 20/21
Anti-Discrimination, Equal Opportunity, and Diversity Law	–	69%	–	78%	–	–	–	–
Applied Business Ethics	100%	–	88%	–	100%	–	44%	–
Business and Human Rights	97%	63%	75%	94%	81%	94%	88%	97%
Carbon Literacy for Business Managers	–	–	–	–	–	–	–	54%
Climate and Energy Economics	–	–	–	–	–	78%	–	100%
Compliance	–	91%	100%	100%	97%	100%	100%	100%
Data Protection and Governance	–	56%	88%	84%	94%	89%	75%	72%
Environmental Economics and Politics	–	–	72%	–	97%	–	91%	–
Energy Law	–	63%	31%	69%	19%	53%	63%	25%
Introduction to the Energy Sector	–	59%	25%	50%	34%	91%	38%	66%
International and Collective Labor Law	–	56%	53%	28%	59%	16%	19%	–
International Corporate Responsibility Management	88%	100%	91%	94%	59%	88%	78%	47%
MCE – Managing Circular Economy	–	–	–	–	–	–	–	42%
Mindfulness/Mindful Leadership	–	–	–	–	–	–	–	100%
Public Health and Health Law	–	40%	100%	75%	98%	–	–	–
Simulation for Integrated Value Creation	–	–	41%	44%	59%	31%	31%	16%



The following elective modules were offered for the first time in 2019–2020

CARBON LITERACY FOR BUSINESS MANAGERS

This elective module shows companies which fundamental challenges arise from climate change and the associated technological, political, and socio-economic developments. Using various companies as examples, students learn how companies can manage climate-related risks and strategically exploit opportunities.

>>> [Elective module “Carbon Literacy for Business Managers”](#)

CLIMATE AND ENERGY ECONOMICS

Climate change is one of the most pressing challenges of our time. The combustion of fossil fuels produces a large volume of greenhouse gases. This includes the direct use of fossil fuels for transportation and heating purposes as well as indirect consumption from the use of electricity. On completion of the elective module, students will understand the scientific background of climate change and critically evaluate approaches to regulating greenhouse gas emissions caused by the energy system.

MCE – MANAGING CIRCULAR ECONOMY

Resource conservation and economic activity are not mutually exclusive – in fact, the contrary is true. Through circular economy and particularly sustainable business models, there can be several economic advantages for companies. This elective module introduces students to the concept of a circular economy and provides an overview of management tools and success stories of companies from different sectors. On completion, students will be able to identify risks and opportunities of implementing the circular economy in a company. They will also learn about corresponding business models.

MINDFULNESS/MINDFUL LEADERSHIP

Essential components of this elective module are various mindfulness practices such as sitting and meditative forms of movement. Innovative approaches from improvisational theater, coaching, and leadership are also introduced. The module is based firmly on experiential learning, requiring students to have a high level of intrinsic motivation and a willingness to engage with themselves and fellow participants. In particular, the focus is on their own mindfulness practice. Students are encouraged to practice the various exercises independently at home throughout the semester.

>>> [Mindfulness – More Than Mental Doping and Stress Reduction](#)



“Carbon Literacy for Business Managers” Elective

Six Questions for Dominik Dübendorfer, BSc in International Management Student, About the Elective

The “Carbon Literacy for Business Managers” elective was offered for the first time in the 2020/2021 fall semester. Why did you choose this module?

Primarily because of my strong interest in sustainability issues. Climate change is more than just a trendy topic. We have reached a point where more sustainable use of resources has become inevitable. I’m particularly interested in the position of companies because they can and must make a significant contribution.

What does the term “carbon literacy” mean?

I must honestly say that the title of the elective module did not appeal to me at first. What “carbon literacy” means was not immediately apparent to me, but now I know. It is about creating awareness of the carbon impact of various activities and gaining the ability and motivation to reduce emissions at an individual, community, and organizational level.

What expectations did you have of the elective module? Were these fulfilled?

In addition to in-depth theoretical input, I wanted to understand the interrelationships better, for example, how climate change is related to corporate behavior. What do processes within companies look like, and where is there leverage to make business activities more sustainable? How can companies manage climate-related risks and strategically exploit opportunities? In answer to such questions, I found the many guest lectures by specialists in the field particularly exciting and instructive, including speakers from Nestlé and Logitech. As well as providing valuable insights into the private

sector, these contributions also enabled me to sharpen my view of the various players in the Swiss corporate landscape.

The course was offered for the first time in the 2020/2021 fall semester. What do you think could still be improved?

Personally, I found the content very challenging. When dealing with climate change, not everything is easy to understand, and there are many interrelationships. The deeper you dive, the more complex it becomes. The module is geared towards business managers in terms of content, but I would have liked to deal with the individual in more depth because I am interested in what options for action we have as individuals to counteract climate change.

“The elective module deals with the multiple effects of climate change on companies. In the course of numerous guest lectures, specialists in the field demonstrated the strategies and measures companies are using to respond to climate change.”

Of course, companies and their actions are important in combating climate change, but so are humans. I have the impression that most people are aware of the problems of climate change and the effects of personal habits. But when it comes to changing behavior, things suddenly get complicated. What is the best way for an individual to start



The elective module “Carbon Literacy for Business Managers” contributes in particular to SDG 4: “Quality Education” and SDG 13: “Climate Action.”

contributing to climate protection? And what options are there for individuals to make a positive impact on the economy? I would have liked to address these questions in the elective module as well.

Looking back, what were the highlights? What stands out for you?

What I remember most were the stimulating guest lectures and the presentations that we worked on in groups and presented to the class. For our group’s presentation, I developed input on the topic of biochar. Biochar is produced by a unique charring process from biomass residues such as wood chips, nut shells, tree bark, and so on. It can be used in agriculture as a soil conditioner, but also in many other ways – and has great potential to offset CO₂ emissions. Not only did I learn more about my chosen subject during this group presentation, but it was also instructive to observe the different ways my fellow students approached the task.

Would you recommend this elective module to others?

Definitely. In terms of content, it is highly relevant to where we are now. You only have to look at the news to see climate change, famine, refugee migration, plastic waste in the oceans, and species extinction. One piece of terrible news follows the next; no one doubts that something needs to be done. I also liked the three-part modular structure of theoretical input, guest lectures, and autonomous group presentations.

Dominik Dübendorfer

Dominik Dübendorfer studies International Management at the SML and attended the “Carbon Literacy for Business Managers” elective module in the 2020/2021 fall semester.



Mindfulness – More Than Mental Doping and Stress Reduction

Mindfulness has long been more than a niche trend. The concept is becoming more and more established in businesses and universities.

Eight Questions for Elias Jehle, Lecturer for the “Mindfulness/Mindful Leadership” Elective Module

Why is mindfulness so popular right now?

Interest in mindfulness has increased massively in the last 10 years, both among the general public and the scientific community. For example, relevant academic databases now contain more than 10,000 scientific publications on the subject. In comparison, in 2009 there were only about 230. Many of these research findings prove the positive effects of mindfulness in practice. Mindfulness is said to make a valuable contribution to improving concentration and learning ability, promoting a more conscious and constructive approach to stress, strengthening creativity and innovation, supporting the development of emotional intelligence, and improving mental and physical resilience.

But what exactly does the term “mindfulness” mean?

Not surprisingly, there are several definitions of mindfulness in the scientific literature. One of the best known is that of Jon Kabat-Zinn, Professor Emeritus at the University of Massachusetts Medical School and developer of the mindfulness-based stress reduction (MBSR) approach: “Mindfulness means being attentive in a certain way: Consciously, in the present moment, and without judgment.” Consequently, mindfulness training focuses on learning to consciously notice (again) what is happening in the present moment, in the mind, the body, and the external environment, in an attitude of curiosity and benevolence. Ultimately, mindfulness is a skill that can be learned and trained with regular practice, like a muscle.

What role does mindfulness have in today’s workplace?

Today, mindfulness approaches are applied in many settings. For example, more and more companies are integrating mindfulness as an essential component in their leadership development programs. Among them are technology-savvy companies such as Google, SAP, Facebook, Intel, and LinkedIn, and more “traditional” organizations such as Deutsche Post, Credit Suisse, Caritas, Daimler, Bosch, Axpo, and Ikea. One of the pioneers in this area was Chade-Meng Tan, who developed the “Search Inside Yourself” (SIY) program at Google. This is now offered by numerous other companies so that more than 50,000 people in more than 50 countries have completed it to date. The software company SAP is one of the companies where the SIY program has been successfully applied on a large scale. They even have a “Director of Global Mindfulness Practice” – Peter Bostelmann. He says that “mindfulness is something that

“Mindfulness is a skill that can be learned and exercised with regular practice, like a muscle.”

helps employees increase their engagement, self-awareness, flexibility in times of change, as well as strengthen the self.” Meanwhile, the SIY program is by far the most popular



The mindfulness sessions and the elective module “Mindfulness/Mindful Leadership” contribute to the achievement of SDG 3: “Good Health and Well-Being,” SDG 4: “Quality Education,” SDG 8: “Decent Work and Economic Growth,” and SDG 12: “Responsible Consumption and Production.” In this interview, Elias Jehle introduces the concept of “Mindfulness” and gives an insight into activities at the SML.

training program at SAP, with more than 11,000 employees worldwide having participated. But mindfulness is also part of the curriculum at many universities (e.g., University of Oxford, Harvard Law School, London School of Economics, and Ludwig-Maximilians-Universität Munich).

Why did you create an elective module in mindfulness for the SML?

I was inspired by a presentation by Professor Andreas de Bruin, who reported that “mindfulness” is offered as part of the curriculum at the University of Applied Sciences Munich and Ludwig-Maximilians-Universität Munich. When my suggestion of providing an elective module on mindfulness did not initially attract much interest, I organized some mindfulness sessions for staff and students at the SML as a pilot project in fall 2019. More than 120 students participated in these introductory sessions, which surprised me and encouraged me to pursue the elective module idea. I then started to run the mindfulness sessions regularly, first on my own, and then later with valuable support from my colleagues Katja Kurz, research assistant at the Institute of Information Systems, and Mathias Schütz, Professor of Responsible Leader-

ship at the Institute of Organizational Viability. We still run the mindfulness sessions – but now usually three times a week during the semester with colleagues and alumni from the ZHAW Schools of Applied Psychology and Social Work. As we quickly discovered, mindfulness sessions have also taken place there for quite some time as part of “Mindfulness@Toni” on our university’s Toni-Areal campus. Since the first lockdown in spring 2020, these sessions have taken place online. However, this has not diminished demand – quite the opposite: From the end of March 2020 to the end of February 2021, around 1,300 employees and students took part in these mindfulness practice sessions.

You offered the elective module “Mindfulness/Mindful Leadership” for the first time in the fall semester 2020/2021. How would you describe the structure?

In addition to scientific background information and company examples, the elective module is very much based on experiential learning. It requires students to have a high level of intrinsic motivation and a willingness to engage actively with themselves and other module participants. In terms of content, the elective module is based on estab-

lished mindfulness approaches such as MBSR, MBCT (mindfulness-based cognitive therapy), SAM (Salzburg mindfulness model), and SIY – probably the best-known corporate mindfulness leadership program. An important component of the teaching units is getting to know different mindfulness practices such as sitting and movement meditation forms. Particular emphasis is placed on the students' mindfulness practice. All students are asked to do the various mindfulness practices at home at least five times a week for 10 minutes each. They record their experiences in the form of a reflective journal.

At the end of the semester, did students notice any positive effects in themselves thanks to mindfulness?

Absolutely! The feedback I have received has been very gratifying. Many reported positive effects, such as developing a more conscious lifestyle, better handling of stress, and an increased ability to concentrate. This can be expressed in the following quote from a student: "Through mindfulness practice, I have been able to improve my concentration. In addition, I have become more patient and feel less tense." Some students also report that being more mindful of themselves and their surroundings helps them cope in stressful times such as the Corona pandemic or exam periods. For example, one student wrote: "I'm taking a lot away from this module. I realized once again how important mental health is and how it can be promoted – especially during this stressful time of Corona."

Where else do students and staff at the SML come across mindfulness?

In teaching, since the fall semester 2020/2021, self-leadership and mindfulness have also been covered in the "Leadership and Business Ethics" compulsory module, which is taught in the BSc in Business Administration and the BSc in Business Information Technology programs. Likewise, students can work on topics such as "digital mindfulness" or "digital health" in the compulsory modules "GM Forum" and "Integration." Mindfulness has also found its way into the corresponding Master's programs to varying extents. Furthermore, an increasing number of students are addressing the issue as part of their final thesis. I have already supervised

Bachelor's theses on the following topics: "Leading Mindfully in a VUCA World – The Impact of Mindfulness on Leadership Capabilities," "The Influence of Mindfulness on Ethical Behavior in a Business Context," "The Influence of Individual Mindfulness on the Team in a Work Context," and "Opportunities and Risks of Mindful Technology and Its Integration Into Existing IT Infrastructures." Several other SML lecturers, such as Katja Kurz, Mathias Schüz, Adrian Müller, Madeleine Gut, Santhosh Kaduthanam, and Franz Rösli, have supervised similar theses. In addition, SML employees have the opportunity to learn more about the topic on a two-day continuing education course, which is part of the CAS in Higher & Professional Education program.

What else is planned for 2021 and 2022?

We at "Mindfulness@ZHAW" would like to continue running regular mindfulness practice sessions for employees and students. Whether on-site in Winterthur or at the Toni-Areal campus, as an online session or in hybrid form, remains to be seen. There are numerous ideas and specific plans to expand mindfulness in our degree and continuing education programs, as well as in research. My vision is that all ZHAW students will have the opportunity to engage actively with mindfulness during their studies. We will definitely stay tuned and look forward to what is yet to come.

>>> [Mindfulness SML](#)

Elias Jehle

Elias Jehle is a research associate at the Institute for Organizational Viability and puts his heart and soul into ensuring that his personal mission statement "Empowering people to dare to shine!" is not just a sentence on paper but also bears real fruit, with sessions on mindfulness and self-leadership, among other things.

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Student Theses With Impact: Two Interviews

At the SML, many students are tackling sustainable development issues as part of their final thesis. Two students report on their experiences.

Michael Erdin, a BSc in Business Administration With a Specialization in Economics and Politics Alumnus, on the Topic: “All Hat and No Cattle? The Relationship Between Environmental Sustainability Disclosure and Environmental Sustainability Performance in the Swiss Banking Sector.”

What motivated you to write your Bachelor’s thesis on this topic?

I saw the Bachelor’s thesis as an opportunity to combine my flair for sustainability topics with my professional past in the banking industry. Most larger banks now report extensively on sustainability, which is why the sector lent itself to my analysis for practical reasons. With my Bachelor’s thesis, I tried to find out if there was a correlation between the quality of sustainability reporting and the actual sustainability performance of Swiss banks. To do this, I analyzed all annual and sustainability reports of the 30 largest Swiss banks, focusing exclusively on environmental sustainability.

Which modules particularly enabled you to write your Bachelor’s thesis on this subject?

In terms of content, there were overlaps with the compulsory module “Leadership and Business Ethics” and the elective module “Business and Human Rights,” through which I encountered the topic of sustainability reporting. Methodologically, the compulsory modules “Business Skills” and “Statistics” enabled me to write my thesis – the former deals in particular with scientific work and project management.

What was the outcome of your research?

One finding was that there is a positive correlation between the quality of sustainability reporting and company size. This is consistent with existing research in this area. For example, at the level of individual sustainability indicators,

“I saw the Bachelor’s thesis as an opportunity to combine my flair for sustainability issues with my professional past in the banking sector.”

it has been shown that larger banks tend to report lower paper consumption than smaller banks. Unfortunately, I have only been able to gain limited insight into the interplay between the quality of sustainability reporting and sustainability performance owing to a lack of data. My methodology had reached its limits by that point.



In his thesis, Michael Erdin makes an important contribution to the achievement of SDG 12: “Responsible Consumption and Production” by encouraging companies to include even more sustainability information in their reports.

Do your findings allow conclusions as to which is the most environmentally friendly bank in Switzerland?

No, unfortunately, it is not that simple. The ecological impact of the traditional leading Swiss banks can be divided into direct and indirect categories. Direct effects occur at the bank during the performance of its business activities, such as the consumption of paper, water, and the business trips of employees. In this area, standardization of reporting is already well advanced, and the responsibility for these types of impact can be attributed quite clearly to the bank.

For banks as service providers, these direct environmental effects – and their relevance for the environment – are manageable. Things get more complicated but also more exciting when it comes to indirect effects on the environment. These do not occur directly at the bank but include, for example, the environmental compatibility of financial products offered to customers, the mortgage portfolio, or the bank’s investment behavior. Assessing the situation is much more difficult because the data are sometimes sparse, assigning responsibility is challenging, and sustainability reporting is not very detailed.



Gabriel Hermon, BSc in International Management Alumnus, on the Topic: “Human Rights Due Diligence in Swiss Small and Medium-Sized Enterprises.”

What motivated you to write your Bachelor’s thesis on this topic?

The process began with me starting a Bachelor’s degree program at the SML. In the beginning, there was the module “Corporate Responsibility,” which sparked my interest. Later, I spent two exchange semesters in Tokyo, where I studied the “National Action Plan on Business and Human Rights” in-depth as part of a lecture on international law. Here I encountered the UN Guiding Principles on Business and Human Rights and Human Rights Due Diligence for the first time. I followed this path back at the SML and enrolled in the “Business and Human Rights” elective module. In the end, it was no longer a question of whether my Bachelor’s thesis should be related to sustainability, but to which aspect of it.

What was your Bachelor’s thesis about?

My focus was on the careful examination of human rights – human rights due diligence (HRDD) – which I examined in a corporate context. Companies are increasingly expected to comply with human rights and environmental standards, not only in their own production, but also abroad along their value chains. But how can you verify this, and what tools and instruments are available to help you? In my thesis, I intensively studied the HRDD process of the Organization for Economic Cooperation and Development (OECD) as well as the UN Guiding Principles on Business and Human Rights. By focusing on Swiss SMEs, I wanted to find out whether and, if so, how Swiss SMEs implement the OECD’s HRDD process.

Why did you focus on SMEs?

There were several reasons for this. For one thing, large corporations are much more at the center of public reporting to a certain extent by their very nature. That is why I found it all the more appealing to investigate the situation among SMEs. Secondly, 99 percent of all companies in Switzerland are SMEs, and these, in turn, employ around two-thirds of all workers in Switzerland. Compared to large

“My findings showed that SMEs are often already highly sensitized to environmental sustainability issues, but less to social sustainability issues.”

corporations, SMEs are also under-researched, and it is known that they have difficulty implementing human rights due diligence.

How did you go about this specifically?

To engage with the issue, I first did an extensive literature review. Subsequently, I designed a questionnaire that served as the basis for around 10 interviews with SME representatives. Finally, I wanted to conduct a broad online survey based on the findings from the interviews, but unfortunately, this did not happen.



Gabriel Hermon's thesis deals with the implementation of the "human rights due diligence" process by Swiss SMEs. This is a valuable contribution toward SDG 8: "Decent Work and Economic Growth."

Were there difficulties?

The interviews were challenging because I had chosen very different SMEs. Everything was there – from interested SME representatives with no prior knowledge of HRDD to specialized consulting firms that deal exclusively with this issue. Thanks to target-group-specific questions, however, the interviews worked well. I started the broader online survey but was not able to finish it. For a start, the response rate was too low, and I soon noticed that a pattern was discernible in the answers I had received. It was mainly SMEs already interested in the topic that responded, so their feedback was almost identical. Of course, I wanted to understand those companies with little or no experience of HRDD, but I hardly received any helpful feedback from them. In the end, there was no broad survey or subsequent evaluation of the responses.

Were you still able to present some findings?

Yes, I obtained findings from the semistructured interviews that were broadly in line with the existing literature. Probably the most important discovery was that SMEs often do not have the necessary resources and support to implement the HRDD process efficiently. For example, when it comes to preventing and mitigating adverse impacts, my interviews revealed that the difficulties for SMEs start when identifying the human rights risks of their own products or within the supply chain. Furthermore, many SMEs say they struggle to keep track of the vast amount of information available. A prime example of this is the "certificate jungle" that has developed around responsible corporate conduct.



“Global Business and Human Rights” edX Online Course

New Center for Corporate Responsibility Course on edX Online Platform

This course examines the multiple links between business and human rights in a globalized world.

THE CENTER FOR CORPORATE RESPONSIBILITY IS PRESENT ON THE ONLINE LEARNING PLATFORM EDX

ZHAW is the first university of applied sciences worldwide and the third university in Switzerland to offer courses on the learning platform founded by Harvard and MIT. In October 2020, the first two courses were activated, including “Global Business and Human Rights.” The content and didactics of this course were developed by the Center for Corporate Responsibility, with technical support provided by the Center for Innovative Teaching and Learning. When it began on 3 May 2021, more than 700 participants from 97 countries had enrolled. The course lasts six weeks, with an estimated participant workload of six to eight hours per week. The main target group is students at Bachelor’s level and professionals, for example, as part of a continuing education program.

and the risks of disregarding human rights for companies in a globalized world are analyzed. In Week 2, relevant historical stages of human economic activity are to be highlighted, connections to socio-economic development elaborated, and the human rights situation in different countries addressed. Week 3 deals with the cultural perspective of human rights and explains how companies can establish human rights-related values and principles along their

“Participants learn how companies can become more aware of the risks their business activities pose to human rights. Once companies have identified these risks, they can manage and improve their impact using different approaches and tools.”

Dr. Ina-Maria Walthert, Research Associate, Center for Corporate Responsibility

CONTENT STRUCTURE

The course consists of six topic blocks, with one topic block per week (see figure below). In Week 1, the course deals with globalization and its relevant characteristics. In addition, the concept of human rights is introduced, and the connections between human rights, business activities,

supply and value chains, while Week 4 focuses on the legal framework. Relevant international documents and international treaties are presented, and the extent to which human rights are incorporated into national legislation is explained. In Week 5, participants familiarize themselves with international organizations and international NGOs that



protect and promote human rights. The final week of the course deals with the role of companies – as opposed to nations – in connection with respect for human rights. The focus is on relevant tools companies can use to comply with human rights along their supply and value chains.

TEACHING AND LEARNING ELEMENTS

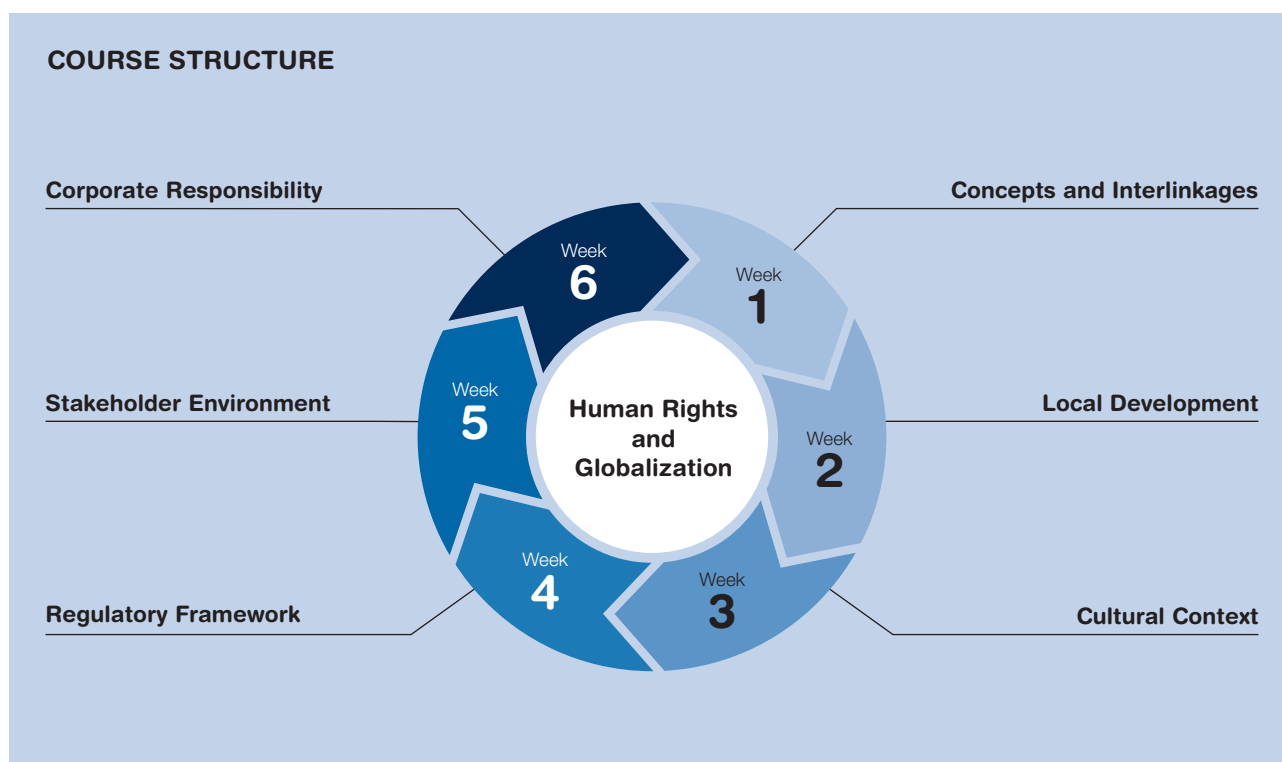
Various course elements are used to convey the content, including videos, further reading, activating features such as learning exercises and quizzes, case studies in the form of interviews with external experts, guided discussion forums, and examinations in the form of multiple-choice tests or short essays. For example, Topic Blocks 2, 3, and 4 include interview videos with specialists from various fields, including Dr. Shahidur Rahman, Professor of Sociology at the Department of Economics and Social Sciences at BRAC University in Dhaka, Bangladesh. Bangladesh is now

one of the world's largest exporters of garments, and its textile industry accounts for more than 80 percent of the country's exports. In this interview, Dr. Rahman introduces this crucial industry for Bangladesh, explains social challenges, and points out ways towards a (more) sustainable textile economy.

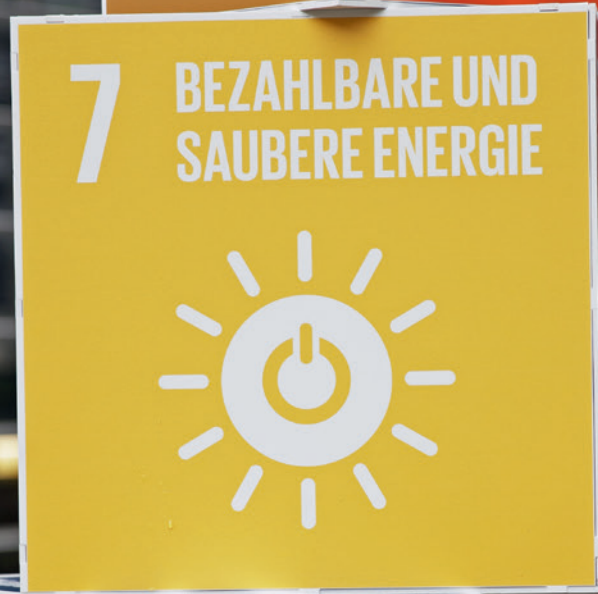
MORE ONLINE COURSES PLANNED

Further edX online courses are already being planned or in production. For example, there will be a course on "Sustainable Corporate Finance" in 2022. This is being developed by the Center for Corporate Performance and Sustainable Financing and will focus on the various aspects of sustainability in corporate finance.

>>> [edX course "Global Business and Human Rights"](#)



The six-week course covers five perspectives on business, human rights, and globalization.



PRME in Research

The SML had already defined five PRME research focus areas by 2018. In the 2019–2020 period, a sixth focus area, “Sustainable Finance,” was added.

Further details can be found here:

>>> www.zhaw.ch/sml/prme/en



Six Research Priorities



CORPORATE RESPONSIBILITY MANAGEMENT

The Center for Corporate Responsibility handles corporate responsibility management as a research focus. It deals with all aspects of corporate responsibility and sustainability management. Areas of focus include corporate responsibility and systematic sustainability management, sustainability innovations, and corporate responsibility in the age of digitalization. >>> www.zhaw.ch/ccr



ENABLING ENERGY TRANSFORMATION

Enabling energy transformation as a research focus involves two organizational units: The Center for Innovation Systems and the Center for Energy and the Environment.

The Center for Innovation Systems deals with the planning and development of innovation and business ecosystems, research and innovation clusters, and the design of participatory innovation processes, especially in sustainability and energy. >>> www.zhaw.ch/ie/innosys

The Center for Energy and the Environment deals with economic and business issues related to energy and the environment at a national and international level. Priority topics include climate policies and strategies, energy security, local pollution, and the behavior of environmental and energy market players. >>> www.zhaw.ch/cee



SOCIAL LAW

Social law as a research focus is the responsibility of the Center for Social Law, which deals with socio-legal issues in a national and international context. Core topics include employment law, social security law, data protection law, health law, and discrimination protection law. In addition, the Center deals with issues related to social welfare law, adult protection law, family law, and human rights issues. www.zhaw.ch/zsr



ETHICALLY RESPONSIBLE LEADERSHIP

Ethically responsible leadership as a research focus is the responsibility of the Center for Human Capital Management. It deals with the ethical responsibilities of leadership. >>> www.zhaw.ch/iov/fsl



BUSINESS AND HUMAN RIGHTS

Business and human rights research is the responsibility of the Center for Corporate Responsibility. This topic involves the social responsibility of companies along global supply chains. >>> www.zhaw.ch/ccr



SUSTAINABLE FINANCE

Two organizational units, the Institute for Financial Management and the Institute of Wealth & Asset Management, are involved in the research focus of sustainable finance.

The Institute of Financial Management is concerned with sustainable corporate finance and sustainable financial management. The latter covers sustainability controlling and sustainability reporting. >>> www.zhaw.ch/ifi

The Institute for Wealth & Asset Management deals with the topic of sustainable investing. This includes the sustainability of investments, the behavior of investors, and investment processes. >>> www.zhaw.ch/iwa



Corporate Responsibility Management

Further details can be found here: >>> www.zhaw.ch/ccr

Selected Research Projects

An overview of selected research projects at the SML from 2019 to 2020.

Focus on Corporate Responsibility Management

UPDATE OF THE MATERIALITY ANALYSIS OF A SWISS BANK

Project Type

Consulting project

Project Duration

April 2019 – September 2019

Project Partners

- Center for Corporate Responsibility (SML)
- Swiss bank

Contact

Dr. Fridolin Brand

Brief Description

Materiality analysis is one of the most important strategic tools for companies in developing an appropriate focus for sustainability management activities. Especially given the multitude of potentially relevant sustainability topics, materiality or materiality considerations, and materiality or the materiality matrices based on them are crucial for using limited resources wisely and effectively while creating a positive impact for society and the company. The goal of the project was to update the materiality assessment for a Swiss bank, focusing on sustainability issues across the value chain. As a result, a list of potentially relevant sustainability topics was provided, including prioritizing these topics using an internal and external survey. In addition, various materiality matrices were created, considering common reporting standards and internal strategic considerations.



Enabling Energy Transformation

Further details can be found here: >>> www.zhaw.ch/iie/innosys >>> www.zhaw.ch/cee

Focus on Enabling Energy Transformation

EVALUATION OF THE EU EMISSIONS TRADING SYSTEM

Project Type

Research project

Project Duration

2013–2020

Project Partners

- Center for Energy and the Environment (SML)
- ETH Zurich
- German Institute for Economic Research

Contact

Prof. Regina Betz

Brief Description

In this project, the EU Emissions Trading System was evaluated. Based on the transaction data of the registry (European Union Transaction Log, EUTL), the market players in the EU Emissions Trading System were identified, and the trading activity was investigated. Since low trading participation by regulated firms was identified, trading transaction costs were analyzed in more detail. At the same time, since lively trading participation by the financial sector was observed, a special investigation of the role of banks and stock exchanges in emissions trading was conducted. In addition to descriptive analyses, other methods such as cluster analysis and regressions were applied.

Publication

Cludius, Johanna; Betz, Regina (2020). The role of banks in EU emissions trading. In: The Energy Journal, 41(2), pp. 275–299. Available at [»» Link](#)

EVALUATION OF THE EFFECTIVENESS OF SWISS CLIMATE POLICY INSTRUMENTS

Project Type

Research project

Project Duration

2014–2020

Project Partners

Center for Energy and the Environment (SML)

Contact

Prof. Regina Betz

Brief Description

One of the most important instruments of Swiss climate policy is the CO₂ tax on fossil fuels. Since its introduction in 2008, it was increased from CHF 12 per ton of CO₂ to CHF 84 in 2016. The current CO₂ law provides for further increases up to a maximum of CHF 120 per ton of CO₂. However, exemption from the CO₂ tax is possible on application for companies that enter into a binding commitment to reduce CO₂ with the Swiss Federal Office for the Environment (FOEN). The CO₂ tax will also play an essential role in meeting Switzerland's Paris Climate Protection target. Therefore, this project aimed to evaluate the impact of the CO₂ tax on reducing greenhouse gas emissions to date.

Publication

Fauceglia, Dario; Müller, Tobias; Leu, Thomas; Betz, Regina (2020). How Do Firms Respond to a Rising Carbon Tax? SCCER CREST, Work Package 3: Energy Policy, Markets and Regulation, 2020/02.

CURRENT PROPOSALS ON THE ELECTRICITY MARKET: TO WHAT EXTENT WILL THIS PROMOTE RENEWABLE ENERGIES?

Project Type

Consulting project

Project Duration

2017–2020

Project Partners

- Center for Energy and the Environment (SML)
- AEE Suisse
- Energieloft GmbH

Contact

Prof. Reto Schleiniger

Brief Description

On behalf of AEE Suisse, the umbrella organization of the renewable energy and energy efficiency industry, an analysis was conducted to determine the extent to which current proposals for redesigning the Swiss electricity market can replace the expiring tools for promoting renewable electricity production. The proposals examined were Alpiq's temporary basic supply premium for hydropower, Axpo's supply and climate market model, and a capacity market with availability auction by BKW.

Publication

Schleiniger, Reto; Betz, Regina (2018). Aktuelle Vorschläge zum Strommarkt: Inwiefern werden damit die erneuerbaren Energien gefördert? A study commissioned by AEE Suisse.

FUTURE MARKET DESIGN FOR RENEWABLE ENERGIES IN SWITZERLAND

Project Type

Research project

Project Duration

2018–2020

Project Partners

- Center for Energy and the Environment (SML)
- AEE Suisse

Contact

Prof. Reto Schleiniger

Brief Description

The Swiss Energy Strategy 2050 pursues a step-by-step transformation of the energy system toward a secure and economical energy supply with renewable energy sources. The first package of measures for this is already in place. The study assessed the existing energy and climate policy from an economic point of view and discussed proposals for a further package of measures. In the process, the various options of a market design conducive to achieving the goals of the Energy Strategy 2050 were shown in the sense of an overview or a standard paper.

Publication

Schleiniger, Reto; Winzer, Christian (2018). Zukünftiges Marktdesign für erneuerbare Energien in der Schweiz. A study commissioned by AEE Suisse.

SWISS ENVIRONMENT AND ENERGY INNOVATION MONITOR

Project Type

Research project

Project Duration

2018–2022

Project Partners

- Center for Innovation Systems (SML)
- Eqlosion

Contact

Dr. Christina Marchand

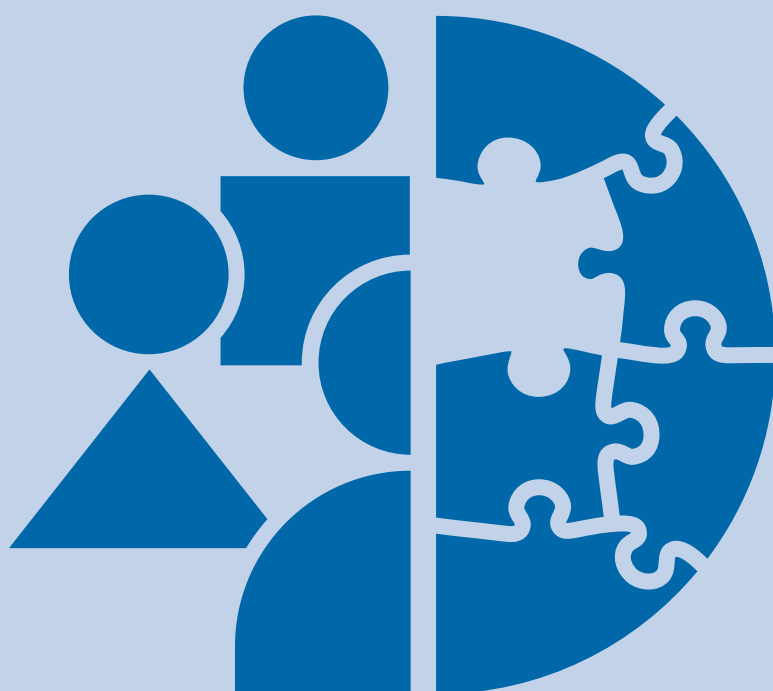
Brief Description

The Swiss Environment and Energy Innovation Monitor is a website and database that collects and publishes information about Swiss start-ups and innovative projects in energy and the environment. The start-ups are promoted and linked with established companies, researchers, and the public sector through various actions. In addition, research is conducted on how to support the start-ups and what factors are necessary for successful development.

Publications

Loerincik, Yves; Mandron, Anne; Duclos, Kathleen; eqlosion Sàrl; Marchand, Christina; Wemyss, Devon (2019). Wege zur erfolgreichen Zusammenarbeit zwischen öffentlichen Einrichtungen und Cleantech-Startups? Swiss Environment and Energy Innovation Monitor. Available at: >>> [Link](#)

Loerincik, Yves; Plan, Eric; Marchand, Christina; Wemyss, Devon; Maire, Loé; de Saussure, Jean-Valentin (2020). Cleantech startups and the COVID-19 challenge, major risk or activity booster? Swiss Environment and Energy Innovation Monitor. Available at: >>> [Link](#)



Social Law

Further details can be found here: >>> www.zhaw.ch/zsr

Focus on Social Law

PSYCHOSOCIAL STRESS AND MENTAL ILLNESS AS PERCEIVED BY SWISS LABOR AND SOCIAL SECURITY COURTS

Project Type

Research project

Project Duration

March 2018 – December 2020

Project Partners

Center for Social Law (SML)

Contact

Dr. Sabine Steiger-Sackmann

Brief Description

This research project focused on the responsibility triangle between employers, social insurance providers, and employees/insured persons. The project team examined court decisions to determine how the lines between these three areas of responsibility are drawn in individual cases. The project was part of the ZHAW research focus on social integration.

Publications

Steiger-Sackmann, Sabine; Guery Schindler, Michael (2018). Zusammenspiel der Verfahren vor kantonalen Arbeitsinspektoren und vor Arbeitsgerichten bei psychosozialen Belastungen: kantonale Unterschiede. In: iusNet Arbeitsrecht und Sozialversicherungsrecht, No. 3/2018, pp. 183–194. Available at: >>> [Digital Collection ZHAW](#)

Egli, Philipp (2018). IV-Gutachten: Qualitätssicherung durch Transparenz. In: iusNet Arbeitsrecht und Sozialversicherungsrecht, 27. August 2018. Available at:

>>> [Digital Collection ZHAW](#)

LABOR MARKET INTEGRATION: IS THERE A NEED FOR A CULTURE CHANGE FOR OLDER WORKERS? POTENTIAL AND HURDLES OF NEW CAREER MODELS

Project Type

Research project

Project Duration

January 2018 – December 2020

Project Partners

- Center for Social Law (SML)
- Center for Human Capital (SML)
- “Neustarter” Foundation
- Zürcher Kantonalbank

Contact

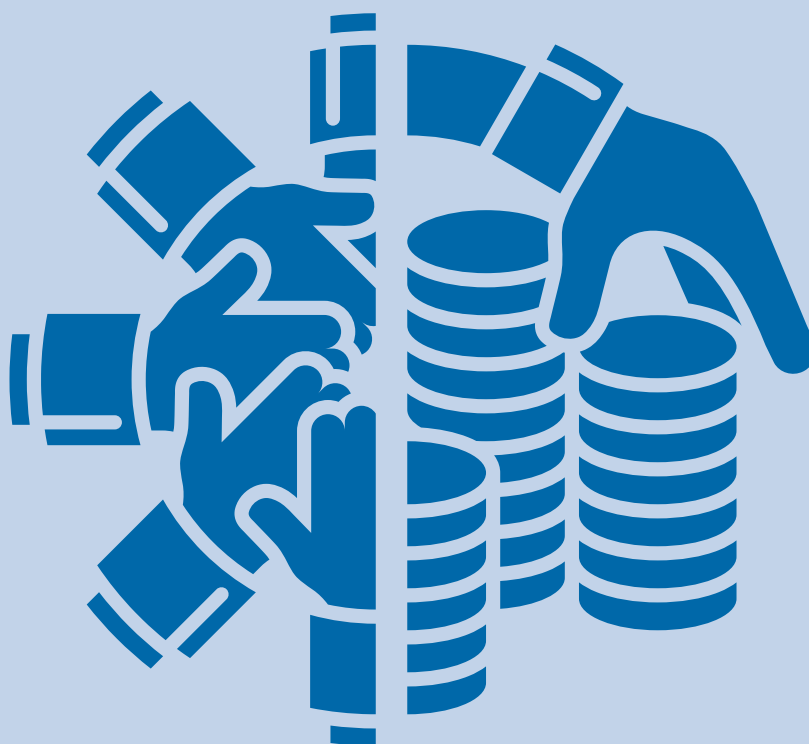
Dr. Claudia Sidler-Brand

Brief Description

Employers offer an extensive range of working and, in particular, retirement models for employees aged 49 and over. Likewise, human resources departments provide a wide range of options, such as arc careers, part-time work, and sabbaticals. However, these are rarely established strategically, and precise implementation is often a matter of individual negotiation between employees and managers. Furthermore, the motives behind them are unclear. This research project explored the question of the necessity of a cultural change for older employees. The potential and hurdles of new career models such as partial retirement and arc careers were also investigated. The project was part of the ZHAW research focus on social integration.

Publication

Sidler-Brand, Claudia; Pölderl, Claudia; Müller, Frithjof (2019). Bogenkarriere: Diskrepanz zwischen Angebot und Nachfrage. In: Schweizer Personalvorsorge, No. 05/2019, pp. 23–30. Available at: >>> [Digital Collection ZHAW](#)



Ethically Responsible Leadership

Further details can be found here: >>> www.zhaw.ch/iov/fsl

Focus on Ethically Responsible Leadership

ETHICS APPROACHES IN DEALING WITH THE CORONA PANDEMIC

Project Type

Publication

Project Duration

2020

Project Partners

- Center for Strategy and Leadership (SML)
- LIT Publishing

Contact

Prof. Mathias Schüz

Brief Description

In times of crisis, ethical leadership is necessary. This can be seen in decisions that reflect the three basic ethical approaches in dialogue with all those affected and consider all available expert knowledge, resources, and capabilities to the best of our knowledge and belief. Ethical managers should be credible and trustworthy through virtues such as fairness and honesty and be role models for their employees. They should also be self-critical regarding prejudices and biases when dealing with the facts as presented by various specialists. They should admit their mistakes and be willing to correct them. Under time pressure, the three tests below can give them a rough idea of the ethical content of their planned decisions: Consider (1) reciprocity – the reciprocity test – which asks about fairness for all affected persons, (2) respect – the daylight test – which asks about the public acceptance of a decision, and (3) conduct – the empathy test – which implies a role reversal of the decision-maker with those affected.

Publication

Schüz, Mathias (2020). Ethics approaches in dealing with the corona pandemic. In: Woesler, Martin; Sass, Hans-Martin (Eds.), *Medicine and Ethics in Times of Corona*, Münster: LIT Verlag, pp. 75–86. Available at: >>> [Digital Collection ZHAW](#)

VIRTUE ETHICS, CORPORATE IDENTITY, AND SUCCESS

Project Type

Publication

Project Duration

2020

Project Partners

- Center for Strategy and Leadership (SML)
- Palgrave Macmillan

Contact

Prof. Mathias Schüz

Brief Description

This project addresses the connection between virtue ethics with corporate identity and the success of an enterprise. It assesses to what extent an employee's virtue-ethical behavior established within the culture of an enterprise can shape its corporate identity and influence its success. There is a comprehensible cause-loop between the virtuous behavior of a company, its trustworthy character, and its appeal to stakeholders. Trust leads to lower transaction costs (Dyer & Chou, 2003) since stakeholders are usually more trusting in virtuous rather than vicious exchange relations. To avoid loss, they prefer fair and, therefore, repeatable trades. Consequently, a company's capability to build and maintain trustful relationships with its stakeholders is a key factor for success. To do this, a company should distinguish itself through a culture of integrity, enabling its representatives to act ethically and work in cooperation with business partners.

Publication

Schüz, Mathias (2019). *Virtue Ethics, Corporate Identity and Success*. In: Wehrmeyer, Walter; Looser, Stéphanie; Del Baldo, Mara (Eds.), *Intrinsic CSR and Competition: Doing well amongst European SMEs*, Cham: Palgrave Macmillan, pp. 105–117. Available at >>> [Link](#)



Business and Human Rights

Further details can be found here: >>> www.zhaw.ch/ccr

Focus on Business and Human Rights

RESPECT FOR HUMAN RIGHTS: A BRIEF ASSESSMENT OF GERMANY'S LARGEST COMPANIES

Project Type

Research project

Project Duration

March 2019 – November 2019

Project Partners

- Center for Corporate Responsibility (SML)
- Business & Human Rights Resource Centre

Contact

Herbert Winistörfer

Brief Description

This study assessed the 20 German companies with the highest turnover based on 12 core indicators of the Corporate Human Rights Benchmark (CHRB), which can be used across all sectors and map the UN Guiding Principles on Business and Human Rights requirements for companies. These cover the three areas of (1) governance and policy commitments, (2) embedding respect and due diligence for human rights, and (3) mechanisms for redress and complaints. In addition, information disclosed by the companies themselves was evaluated: company websites, their formal financial and nonfinancial reporting, and other publicly accessible documents. For each of the twelve core indicators, companies were scored from zero to two points. One point was awarded if the basic requirements were met, and two points if they were exceeded.

Publication

Winistörfer, Herbert (2019). Achtung der Menschenrechte: eine Kurzbewertung der grössten deutschen Unternehmen, Winterthur: ZHAW Zürcher Hochschule für Angewandte Wissenschaften. Available at: >>> [Link](#)



Sustainable Finance

Further details can be found here: >>> www.zhaw.ch/ifi >>> www.zhaw.ch/iwa

Focus on Sustainable Finance

RESPONSIBLE INVESTING: PENSION FUNDS AS PIONEERS IN SWITZERLAND

Project Type

Publication

Project Duration

December 2019 – August 2020

Project Partners

Institute of Wealth & Asset Management (SML)

Contact

Regina Anhorn

Brief Description

This study examined the importance of sustainable investments among Swiss pension funds and revealed which decision-making processes and considerations were at the forefront. With a market share of around 44 percent, pension funds have it in their power to play a pioneering role in the implementation of responsible investing in Switzerland. For this purpose, the Institute of Wealth & Asset Management at the SML conducted an independent survey of 24 Swiss pension funds between December 2019 and February 2020.

Publication

Anhorn, Regina (2020). Verantwortungsbewusstes Investieren: Pensionskassen als Vorreiter in der Schweiz, Winterthur: ZHAW Zürcher Hochschule für Angewandte Wissenschaften. Available at: [»» Link](#)

QUO VADIS, SWISS SUSTAINABILITY REPORTING? TOWARD A SWISS CODE OF SUSTAINABILITY REPORTING

Project Type

Publication

Project Duration

March 2020 – August 2020

Project Partners

- Institute for Financial Management (SML)
- Center for Corporate and Tax Law (SML)
- Institute for Finance, Finance Law, and Law and Economics (University of St. Gallen)

Contact

Prof. Gabriela Nagel-Jungo

Brief Description

Although sustainability reporting is gaining in importance, the numerous standards make comparability difficult. Therefore, to promote implementation in Switzerland, also by SMEs, the development of a Swiss code of sustainability reporting based on a leading international standard and adapted to local needs is recommended.

Publications

Affolter, Beat; Bärtschi, Harald; Brändli, Beat; Buchs, Andreas (2020). Quo Vadis, Schweizer Nachhaltigkeitsberichterstattung? Auf dem Weg zu einem Swiss Code of Sustainability Reporting. In: Expert Focus, 2020(9), pp. 630–635. Available at: [»» Digital Collection ZHAW](#)

Nagel-Jungo, Gabriela; Buchs, Andreas; Nägeli, Alexander (2020). Berichterstattung zu nachhaltigem Wirtschaften: Rahmenbedingungen und Umsetzung bei kotierten Unternehmen. In: Expert Focus, 2020(10), pp.722–729. Available at: [»» Digital Collection ZHAW](#)



Overview of the PRME Research Focus on Sustainable Finance

Sustainability in the financial sector is becoming increasingly important. At the SML, various specialists teach, conduct research, and advise companies on sustainable finance.

Five Questions for Beat Affolter, Head of Center for Corporate Performance and Sustainable Financing, and Jan-Alexander Posth, Lecturer at the Institute of Wealth & Asset Management, on the Structure and Content of PRME's Sustainable Finance Research Focus.

Two organizational units, the Institute for Financial Management and the Institute of Wealth & Asset Management, are involved in the research focus on sustainable finance. Why this cross-institutional collaboration?

Affolter: We are addressing the topic of sustainable finance across institutes because it can be viewed from both the financing ("sustainable financing") and the investment ("sustainable investing") side. For this collaboration, we established a group in spring 2020, consisting of staff from both institutes who teach and research the topic. We meet four times a year to exchange ideas and keep up to date on the latest developments. An initial result of this cooperation was the creation of a joint website. It provides an overview of the topics we are working on in sustainable finance and lists related projects and contacts.

Posth: In addition, the cross-institutional exchange supports us in the further development of this research focus. The diversity of issues and methods that each institute

brings to the table, as well as the interconnection of the various networks, are particularly helpful in this regard. For example, we worked together to develop an action plan for the Green Fintech Network, established under the

“The cross-institutional exchange supports us in the further development of our research focus on sustainable finance.”

Jan-Alexander Posth

auspices of the State Secretariat for International Financial Matters at the end of 2020. The action plan presents 16 highly relevant points, all with a common focus – empowering and enabling fin-techs and digital finance to realize their transformative potential for greening financial markets fully. The action plan points also coincide with the topics we already address at the SML anyway in the context of Innosuisse (state-funded) projects or networking events.



With its research focus on “Sustainable Finance,” the SML also contributes to the achievement of SDG 8: “Decent Work and Economic Growth,” SDG 9: “Industry, Innovation and Infrastructure,” and SDG 13: “Climate Action.” In this interview, Jan-Alexander Posth and Beat Affolter provide an insight into the various activities of this research focus.

What topics in particular do you focus on for sustainable finance research?

Affolter: On the financing side, we cover three main topics at the Institute for Financial Management. First, sustainable financing encompasses all facets of corporate funding that contribute to the sustainable development of society in the sense of the SDGs and enable sustainable corporate development (economic sustainability). These can be financing issues in the context of development economics and innovative forms of financing in developed countries such as Switzerland. At the same time, we deal with sustainability controlling and sustainability reporting in sustainable financial management.

Posth: On the investment side, we at the Institute of Wealth & Asset Management also deal with three main topics. The first focuses on sustainable investment products and strategies such as investing according to ESG (environmental, social, governance) criteria or impact investing. However, the identification of optimal strategies here is complicated by a plethora of technical and methodological challenges. We address these challenges in the second main topic, which is essentially about innovations at the interface of alternative data and machine learning methodologies. The key question is how green innovations can be made accessible and evaluable through the quantifiable analysis of alternative data so that a targeted and impact-oriented in-



vestment is ultimately possible and promotes a change towards a more sustainable and greener society. The third main topic deals with the behavior of investors in the investment process and regulatory aspects.

Can you offer some examples of current research projects?

Posth: At the Institute of Wealth & Asset Management, we are currently working on a project funded by the Swiss National Science Foundation (SNSF) that investigates whether and how the behavior of some investors has a positive impact on the sustainable and innovative development of companies. To this end, a hybrid statistical method is used to identify nonlinear correlations using machine learning. The focus is on large, listed companies from Europe and the United States, for which historical data on their investor base is already available. At the end of the process is a rating that measures and categorizes individual investors' actual impact on sustainability (funds, pension funds, etc.) based on their previous allocations.

Affolter: At the Center for Corporate Performance and Sustainable Financing, we have been working on a large Innosuisse-funded project together with the impact investor "Faircapital" since summer 2020. It is called "Decentralized Financing of Fairtrade Producers Using a Blockchain-Based Solution." The project aims to improve the financing of Fairtrade cooperatives while including Fairtrade consumers in the financing value chain via a token-based solution. The decentralized and blockchain-based model being developed will enable pre-financing of the production of Fairtrade products by Fairtrade consumers. In contrast to existing solutions, the decentralized orientation can significantly increase the flexibility of financing and the availability of capital (scaling effect). The project takes place in an interdisciplinary framework and has legal, economic, and technological dimensions.

How can SML students benefit from the activities of this research area?

Affolter: The cross-institutional exchange and the activities in research result in many synergies for excellent degree and continuing education programs at the SML. For example, the Institute for Financial Management and the Institute of Wealth & Asset Management will, for the first time, offer a joint elective module at Bachelor's level on "Sustainable Finance" starting in the fall semester of 2021/2022. The topic will be examined from both the financing and the investment side. At the Master's level, we teach the compulsory module "Sustainable Investments" and the elective module "Sustainable Financing" in the Banking and Finance program. However, the issue is dealt with in stand-alone modules and plays an increasingly significant role in existing modules.

“The research focus on sustainable finance combines two main content areas – sustainable financing and sustainable investing.”

Beat Affolter

Posth: In continuing education, we will also be offering a Certificate of Advanced Studies (CAS) in Sustainable Investing from September 2021. My colleague Dr. Dominik Boos, a lecturer at the Institute of Wealth & Asset Management, will lead the program. The target audience includes client advisors, private and institutional investors, portfolio managers, and executives. The program demonstrates how responsible investing works without losing sight of returns and especially risk. In addition, participants learn how to integrate ESG data into their own investment process in a targeted manner and thereby create a transparent basis for decision-making for themselves and their clients.



Since 2020, the ZHAW has been offering freely accessible courses on the online learning platform edX. A course on “Sustainable Corporate Finance” is also planned for 2022. What is that specifically about?

Affolter: The focus of the course, which is being developed under the direction of Dr. Julia Meyer, a lecturer at the Center for Corporate Performance and Sustainable Financing, is on the various aspects of sustainability in corporate finance. It is divided into individual topic blocks. After a general introduction to sustainability in the financial sector and a detailed discussion of the possibilities and limitations of quantifying sustainability aspects, various forms of corporate financing are analyzed in detail. These include sustainability in equity financing, debt financing, bank financing, and impact-oriented forms of funding. Increased knowledge transfer in sustainability in the financial sector is essential for sustainable development in the sense of the SDGs.

[»» Sustainable Finance SML](#)

Dr. Beat Affolter

Beat Affolter is Head of the Center for Corporate Performance and Sustainable Financing at the Institute for Financial Management. In the context of his research activities, he is primarily concerned with sustainable corporate finance. He also represents the Department of Banking and Finance and the “Sustainable Finance” PRME research focus in the PRME Committee at the SML.

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Dr. Jan-Alexander Posth

Jan-Alexander Posth is a lecturer at the Institute of Wealth & Asset Management and is involved in various projects at the intersection of digitalization, sustainability, and green investing. His research focus is funded by a DIZH fellowship and lies in the “digitization of greenness,” i.e., the quantitative identification of green technologies and the optimal strategies for sustainable investing that can be derived from them.

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Swiss Environment and Energy Innovation Monitor

To record and support innovations even better, the Institute of Innovation and Entrepreneurship at the SML and environmental consultants “eqlosion” from Western Switzerland have developed the “Swiss Environment and Energy Innovation Monitor.”

Four Questions for Christina Marchand, Swiss Environment and Energy Innovation Monitor Project Manager

What is the “Swiss Environment and Energy Innovation Monitor”?

The development of Swiss start-ups in the environment and energy sector is of great interest to the energy industry for both investors and administration. For this reason, start-ups from these fields have been periodically recorded and studied in the Swiss Environment and Energy Innovation Monitor since 2014. This is a publicly accessible database of active Swiss start-ups in the environment and energy sector. Data can be searched by field of activity and technology and are intended to help make innovations more visible and integrate the start-up scene even more efficiently within itself and with established companies, research, and authorities, and to improve funding mechanisms. Once a year, the data are checked, updated, and regularly supplemented by surveys. In addition, start-ups can support the Innovation Monitor by adding data to the website. The Innovation Monitor is funded by the Swiss Federal Office of Energy and by Innosuisse.

At the beginning of each year, you publish a report together with colleagues from the Institute of Innovation and Entrepreneurship at the SML on the development of the innovation landscape in the energy and environmental sectors in Switzerland. What were the key findings of the 2020 annual report?

The annual report, published in early 2021, shows the development of 673 Swiss environmental and energy start-ups with founding years between 2011 and 2020. Since 2011, between 40 and 92 energy and environmental companies have been founded each year, with peaks in 2013 and 2017. Of the start-ups analyzed, a full 79 percent were founded exclusively by men, 15 by mixed teams, and only 6 percent exclusively by women. The analysis also revealed that the region of Lake Geneva and the canton of Zurich – with the Swiss Federal Institute of Technology Lausanne (EPFL) and the Swiss Federal Institute of Technology (ETH) Zurich,

“Publicly available start-up data should make innovation more visible and encourage networking and support.”

respectively – are proving to be strong drivers of innovation, as most start-ups are founded here, not only in absolute numbers but also relative to the regional population. However, Zurich has shown the strongest growth in recent years



In various ways, the Swiss Innovation and Energy Monitor contributes to the achievement of SDG 4: “Quality Education,” SDG 7: “Affordable and Clean Energy,” SDG 9: “Industry, Innovation and Infrastructure,” and SDG 13: “Climate Action.” Christina Marchand introduces the Innovation Monitor in an interview.

with the highest overall start-up rate. The types of products and customers were also examined. About 50 percent of the start-ups offer a tangible product, about one-third offer services, and 15 percent offer software solutions. Most start-ups sell their products to businesses, and nearly half also target government agencies or sell to private households. Only 12 percent target private homes exclusively.

Has the impact of the Corona pandemic on Swiss start-ups in the environment and energy sector been studied by the Swiss Environment and Energy Innovation Monitor?

Yes, we conducted an online survey in May 2020, with 125 companies providing information about their situation. In-depth interviews were conducted with eleven companies.

Seventy-two percent of the respondents reported that the Corona crisis had had a negative impact. Start-ups in French-speaking Switzerland and Ticino were slightly more affected than in German-speaking Switzerland, which is not surprising since the pandemic affected these parts of the country more severely. Fourteen percent of the companies had felt no effects of the crisis at the time of the survey, while another 14 percent actually reported commercial benefits. In addition to adapting products, some were able to cut costs by working from home or reducing travel. The online food retailer “Magic Tomato” and other digital technology providers profited from greater demand for their services. On the other hand, some start-ups had frustrating experiences during the crisis, including difficulties in the supply chain or insufficient funding.

What kind of support do start-ups that are part of the Swiss Environment and Energy Innovation Monitor receive?

Start-ups want financial support above all, better networks and collaboration, and greater visibility concerning their customers. The Innovation Monitor supports the start-ups primarily in networking and visibility, including organizing the annual Energy Startup Day, which attracted more than 150 participants and 42 start-ups in 2020. Energy Startup Day is aimed at innovative energy start-ups that then meet representatives from established companies and public institutions at the event. The goal is to establish cooperation between the various players. The platform is supported by panel discussions, start-up poster and pitching sessions, and one-to-one meetings. However, as part of the Innovation Monitor, we also conduct research and make the results available to young entrepreneurs. Our research activity aims to determine how start-ups can be offered more support and what factors are necessary for successful development. For example, in 2018, we conducted a study on government support programs for Swiss start-ups in the cleantech sector. In 2019, we looked at public procurement concerning start-ups, and in 2020, we examined the COVID-19 impact in more detail. All three articles are freely available on the website and intended to support start-ups.

>>> www.innovation-monitor.ch

>>> www.energy-startup-day.ch

Dr. Christina Marchand

Christina Marchand is a research associate at the Institute of Innovation and Entrepreneurship and project manager for the Swiss Environment and Energy Innovation Monitor and Energy Startup Day.

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4 QUALITY
EDUCATION



8 DECENT WORK AND
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



15 LIFE
ON LAND



Our Involvement in the PRME Network

2020 was the sixth year of membership in PRME for the SML. The exchange of experiences with other business schools in the PRME DACH Chapter and the PRME Champions Group provides an opportunity to learn from best practices and each other.

Further details can be found here:

>>> www.zhaw.ch/sml/prme/en



The SML Is an Active Member of the PRME DACH Chapter

Exchanges in the PRME DACH Chapter contribute to the continuous development of responsible management education at the SML.

SML PARTICIPATION IN THE PRME DACH CHAPTER

Active participation by the SML in the regional PRME Chapter of the German-speaking DACH region is of great importance for exchanging experiences. In 2019 and 2020, the SML participated in both research conferences on responsible management education and the regular physical and virtual DACH Chapter meetings.

SIXTH PRME RESEARCH CONFERENCE AT JÖNKÖPING INTERNATIONAL BUSINESS SCHOOL

The Sixth Research Conference on Responsible Management Education was held at Jönköping International Business School in Jönköping, Sweden, from 30 September to 3 October 2019. The theme was “Multistakeholder Engagement for Agenda 2030: Individual and Organizational Collaboration to Address the Complexity of the SDGs.” Academics from around the world gathered to identify stakeholders and discuss how to foster collaboration and encourage and support students to work more closely with other disciplines, individuals, or organizations in achieving the 2030 Agenda. Parallel to the research conference, the PRME DACH Chapter meeting took place at Jönköping International Business School on 30 September 2019. At this gathering, the priorities of the PRME DACH Chapter were discussed, and it was agreed that the group would focus on some selected projects and activities. SML PRME coordinator Marie-Christin Weber was present.

PRME DACH CHAPTER MEETING AT BERLIN UNIVERSITY OF APPLIED SCIENCES

On 4 February 2020, another PRME DACH Chapter meeting took place at the Berlin University of Applied Sciences (HTW). Herbert Winistörfer, lecturer at the Center for Corporate Responsibility, attended on behalf of the SML. During the meeting, various innovative sustainable teach-

ing formats were presented, including the “21 Day Challenge” online course, the “Future Sustainability Manager” summer school, and a Sustainability Escape Room. In addition, the topic of impact measurement in teaching was addressed, in particular, the challenges of measuring innovative teaching formats.

SEVENTH PRME RESEARCH CONFERENCE AT THE GRISONS UNIVERSITY OF APPLIED SCIENCES

The Seventh Research Conference on Responsible Management Education was held at the Grisons University of Applied Sciences, Switzerland, from 18 to 21 October 2020. Owing to the pandemic, the event took place virtually. The conference’s overarching theme challenged participants to explore the impact of digital transformation on responsible management education and on achieving the SDGs. Digital technologies and artificial intelligence are becoming mainstream in society, leading to a paradigm shift in how companies do business and how universities and business schools prepare their students for the business world. Accordingly, there is a growing need to explore how digital transformation can help promote responsible leadership and support the achievement of the SDGs. At the same time, there are questions about the challenges these disruptive technologies pose for responsible management and sustainable development and how research can contribute to this discussion. The diverse program consisting of panel discussions, workshops, and networking events enabled more than 210 scientists worldwide to exchange ideas on the topic. The SML was also involved in shaping the program. For example, Dr. Ina-Maria Walthert, research associate at the Center for Corporate Responsibility, led a workshop on “Leadership Focusing on Social Change and Its Impact on Management Education.” In conjunction with the seventh PRME Research Conference, another PRME DACH Chapter meeting was also held in a virtual format.



PRME Principles for Responsible Management Education

CHAPTER **DACH**



PRME DACH Chapter members at the Sixth PRME Research Conference in October 2019 at Jönköping International Business School in Sweden.



Members of the PRME DACH Chapter met at Berlin University of Applied Sciences in February 2020.



The SML is an Active Member of the PRME Champions Group

PRME Champions 2020 and 2021 Cycle

The fourth cycle of the PRME Champions program began in 2020. This is the second time the SML has participated.

CONTRIBUTION TO ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS

A total of 37 business schools from the international PRME community have accepted the challenge to contribute to the achievement of the SDGs within two years through significant transformation in teaching, research, and partnerships. The focus of the current cycle is progressive thinking and action, knowledge sharing, and mutual learning – with the aim of preparing participating universities for the future and demonstrating the impact of their sustainability efforts.



BLUEPRINT FOR SDG INTEGRATION INTO TEACHING, RESEARCH, AND PARTNERSHIPS

As part of the third PRME Champion cycle, a document was developed and published in summer 2020. The “Blueprint for SDG Integration Into Curriculum, Research and Partnerships” is intended to support business schools in integrating the SDGs into teaching, research, and partnerships. For this purpose, the publication provides a set of frameworks, guidelines, and examples. In addition, an online collection of good practices in integrating the SDGs into the service areas of business schools is also planned.

CALENDAR OVERVIEW: DIALOGUE IN THE PRME NETWORK

2019	Event
January	Deans Multi-Stakeholder Dialogue as part of the World Economic Forum in Davos, Switzerland
September	PRME Research Conference at Jönköping International Business School (Sweden)
2020	Event
January	Deans Multi-Stakeholder Dialogue as part of the World Economic Forum in Davos, Switzerland
February	PRME DACH Chapter meeting at Berlin University of Applied Sciences (HTW), Berlin, Germany
June	PRME Global Forum (online)
October	PRME Research Conference at Grisons University of Applied Sciences, Switzerland (online) PRME Chapter DACH meeting at Grisons University of Applied Sciences, Switzerland (online)
December	PRME DACH Chapter meeting (online)





2020 AND 2021 CYCLE PARTICIPATING BUSINESS SCHOOLS

Institution	Country
Audencia Business School	France
Copenhagen Business School	Denmark
Deakin Business School	Australia
EGADE Business School	Mexico
Fordham University, Gabelli School of Business	USA
George Mason University	USA
Glasgow Caledonian University	Great Britain
Gordon Institute of Business Science	South Africa
Gordon S. Lang School of Business and Economics	Canada
Göteborg School of Business, Economics and Law	Sweden
Hanken School of Economics	Finland
IEDC-Bled School of Management	Slovenia
IESEG School of Management	France
INCAE Business School	Costa Rica
Institute of Business Studies, Moscow, RANEPA	Russia
IPM Business School	Belarus
ISAE Brazilian Business School	Brazil
Kemmy Business School, University of Limerick	Republic of Ireland
Kristianstad University	Sweden
La Trobe Business School	Australia
Leeds School of Business, University of Colorado Boulder	USA
Newcastle Business School	Great Britain
Nottingham Business School, Nottingham Trent University	Great Britain
Nottingham University Business School	Great Britain
Nova School of Business and Economics	Portugal
Queen's Management School	Great Britain
Rohrer College of Business, Rowan University	USA
Seattle Pacific University	USA
Sobey School of Business, Saint Mary's University	Canada
Stockholm School of Economics	Sweden
T. A. Pai Management Institute	India
Universidad Externado de Colombia School of Management	Columbia
Grisons University of Applied Sciences	Switzerland
University of Cape Town Graduate School of Business	South Africa
University of Dubai	United Arab Emirates
University of Winchester	Great Britain
ZHAW School of Management and Law	Switzerland



“Deans Multi-Stakeholder Dialogue” at the World Economic Forum

As part of the World Economic Forum (WEF) in Davos, PRME and Corporate Knights organized a discussion forum for representatives of business schools, NGOs, student organizations, and companies in 2019 and 2020, respectively. The SML was also represented.

WEF 2019: Integration of Sustainability Topics Into University Curricula

DIALOGUE WITH AROUND 30 UNIVERSITY AND COMPANY REPRESENTATIVES

During the Deans Multi-Stakeholder Dialogue 2019, the advantages and disadvantages of rankings and the possibility of sustainably incorporating the topic of sustainable finance into university curricula were discussed. Around 30 university and company representatives – mainly deans and executives – discussed related issues at various tables. The SML was represented by Prof. Suzanne Ziegler, member of the Executive Committee and Head of the Department of Banking, Finance, Insurance. “The discussions were extremely stimulating, precisely because of the different panelists,” reported Ziegler. For example, she shared a table with delegates from Canada, Sweden, Great Britain, the USA, and Switzerland.

UNIVERSITY RANKINGS TO RECEIVE MORE MEANINGFUL WEIGHTINGS

University rankings were criticized for giving too much weight to the salaries of graduates. Graduates who, for example, founded their own companies or worked for NGOs (and accordingly earn less than people who work for

large companies in the consulting or financial sector) would positively influence social development and the innovative strength of the economy and society. However, the rankings of the universities would be negatively affected. The wish was expressed that rankings as a whole should be based less on graduate remuneration packages and that not only the past should be evaluated, but also forward-looking and sustainable changes at the university should quickly lead to positive ranking effects.

COMPANIES DEMAND LONG-TERM THINKING MODELS

To the question of how sustainability – particularly in finance – can be integrated into university curricula, company representatives, in particular, criticized the fact that students were still being given models in which the so-called “long term” lasts only 25 to 30 years. Instead, there was a plea for teaching models of thinking that also work beyond 30 years. Only in this way could long-term and sustainable investments, for example, by mining companies, really be valued as such. Discussions at the individual tables were lively, and the short technical presentations added extra value to the debate.



WEF 2020: The Future of Business School Rankings and Ratings

DISCUSSION WITH MORE THAN 40 UNIVERSITY AND COMPANY REPRESENTATIVES

As in 2019, more than 40 representatives of business schools, NGOs, student organizations, and companies met in the context of the 2020 WEF in Davos for the Deans Multi-Stakeholder Dialogue. The focus of the exchanges was on the need to rethink metrics and methods for evaluating business schools fundamentally.

SUSTAINABILITY IN BUSINESS SCHOOL RANKINGS

Prof. Jens Lehne, a member of the Executive Committee and Head of the Department of Business Law, attended the event as a representative of the SML. He drew a positive balance: “The participants agreed that business schools must place a strong focus on sustainability in education and research. That’s why business school rankings should also take greater account of how intensively universities are engaged in this area in the future.”

POSITIVE IMPACT RATING LAUNCHED

One step in this direction is the new Positive Impact Rating for Business Schools (PIR) presented at the event. This is a new rating for business schools in which students evaluate the positive social impact of their business schools. The PIR focuses on collaboration and mutual learning rather than competition, which has been the guiding principle in existing rankings. Inspired by the “50+20 Vision” formulated by PRME and the Globally Responsible Leadership Initiative (GRLI), among others, the search focus has changed “from being best in the world to being the best for the world.” The SML is participating in the PIR for the first time in 2021.

“The Deans Multi-Stakeholder Dialogue brings together business school deans and other key stakeholders to consider how business schools should transform in support of a more sustainable and ethical world.”

Marie-Christin Weber, SML PRME Coordinator



Extracurricular Activities and Events

Through various extracurricular activities and events, the SML facilitates and supports dialogue and discussion with students, alumni, staff, the business community, civil society, and other stakeholders on social responsibility and sustainability issues.

Further details can be found here:

>>> www.zhaw.ch/sml/prme/en



SML Clothing Swap Shop

Swapping Instead of Buying and Doing Good at the Same Time

On 10 October 2019, a second clothing swap shop was held at the SML at the initiative of Alumni Services. The event also highlighted the problems and challenges facing the textile industry in terms of social and ecological fallout and reported on the Clean Clothes Campaign.

THE FAST FASHION TREND

Employees, students, and alumni of the SML exchanged over 300 items of clothing. By foregoing brand-new articles, they made a valuable contribution to SDG 12: “Responsible Consumption and Production.” “Considering that these 300 items replace at best the same number of new purchases, our students, alumni, and employees have made a significant contribution to sustainability,” said organizer Harri Reifler with satisfaction after the event. In the evening, David Hachfeld gave a technical talk to raise awareness of sustainable clothing and encourage the audience to buy second-hand. The Public Eye representative introduced the Clean Clothes Campaign and talked about the fast pace of the textile industry. “H&M and ZARA are leaders of the fast fashion trend with items being worn for a short time due to cheap and mostly poor-quality textiles, only to be replaced by another cheap fashion piece,” Hachfeld said.

SUSTAINABILITY IN THE TEXTILE INDUSTRY – INFORMATION FAIR

In addition to the clothing swap shop, visitors learned and exchanged information about sustainability in the textile industry at booths run by Public Eye and the ZHAW Student Association (Alias) Sustainability Commission (NaKt). Information about PRME at the SML and the 17 Sustainable Development Goals were displayed on walls and screens, while visitors also had the opportunity to think about their personal contribution to achieving the SDGs. The feedback

was varied. For example, many people said they regularly used public transportation or bicycles. “I avoid air travel within Europe and take the train instead,” said one ZHAW employee. In addition, some visitors commented that they ate a vegetarian diet, focused on sustainable consumption, and disposed of waste in an environmentally friendly manner.

CONCLUSION

The second SML clothing swap shop was a resounding success. Not only could people clean out their closets and acquire new (to them) items of clothing, but they were also sensitized to issues concerning sustainable consumption and the responsible use of resources. The positive feedback and

“The SML clothing swap shop raises awareness of sustainable consumption and contributes to the achievement of SDG 12.”

Marie-Christin Weber, SML PRME Coordinator

happy faces of bargain hunters suggest that the clothing swap shop may become a fixed event on the Alumni Services calendar.



More than 150 SML students, staff, and alumni exchanged used fashion articles at the second SML clothing swap shop.



Visitors had the opportunity to learn about the 17 SDGs at an information fair.



Impact Entrepreneurship: Promoting Sustainable Business Ideas

Five Questions for Ramona Lieser, Project Manager of the Impact Entrepreneurship Program at the SML

What is “impact entrepreneurship”?

In impact entrepreneurship, the founders involved strive to think and act economically in a way that serves society. The goal is to solve or improve social problems such as poverty, climate change, or environmental pollution. In this context, the success of impact entrepreneurs is measured primarily in terms of social benefit and not, as is usually the case, in terms of financial profit. For this reason, impact entrepreneurship calls for innovative and practical approaches that have a long-term impact. But, of course, sooner or later, impact businesses also generate revenue and profit, which in turn is reinvested to maintain long-term activity.

Since 2017, students, employees, and alumni of the SML have been supported in implementing their business ideas through the Impact Entrepreneurship Program. What is this specifically about?

To implement their idea, impact entrepreneurs need money, know-how, and a community of like-minded people with whom they can exchange ideas and network. Therefore, we offer socially innovative founders professional support for six to 12 months as part of the Sustainability Incubation Program. For example, coaches are on hand to advise participants throughout the entire period. We also provide them with free workstations in the RUNWAY

Startup Incubator and host regular round tables, lunches, and networking events where the start-ups can exchange ideas with each other and also with potential customers, partners, and investors. Likewise, the start-ups are given access to various dedicated courses offered by Innosuisse. So far, however, only SML students, employees, and alumni have been able to participate in the program.

From 2021, the program will be a part of ZHAW sustainable, so accessible to all ZHAW students and employees. Will this also lead to changes in what is offered?

The Sustainability Incubation Program will remain in place. New to the program, however, will be “Sustainability Safaris” and “Sustainability Hacks.” During the Sustainability Safaris, ZHAW members can visit impact start-ups, social enterprises, and start-up support organizations twice per semester. Safaris provide an opportunity to broaden horizons and network. They also reinforce practical relevance by providing potential young entrepreneurs with insights into a wide variety of methods and approaches used in the start-up ecosystem. Sustainability Safaris are designed to inspire and motivate participants to develop and implement their own impact ideas. On the other hand,

“The Impact Entrepreneurship Program shows that financial and social value are not mutually exclusive, but actually complement each other in the long run.”

Sustainability Hacks are primarily aimed at people who do not yet have a concrete start-up idea but want to develop new ideas, approaches, and business concepts and address predefined sustainability challenges with other change-makers. Sustainability Hacks take place once per semester and include targeted coaching sessions and workshops. They are designed to help participants ac-



Through the Impact Entrepreneurship Program, the SML promotes sustainable industrialization and innovation, which contribute to the achievement of SDG 9. In this interview, Ramona Lieser introduces the program, which supports two to four teams each year in implementing their sustainable business ideas.

cess topics such as business model development, entrepreneurship, and impact entrepreneurship design thinking. Individuals with the most promising ideas and approaches can develop their impact idea further as part of a smooth transition into the Sustainability Incubation Program.

In 2019, a new start-up called “Buy Food with Plastic” was accepted into the Impact Entrepreneurship program. So what is special about this idea?

Three former SML students were behind the idea. Their

goal was to reduce plastic waste and, at the same time, fight hunger and poverty in developing countries. “Buy Food with Plastic” sensitizes people to a more conscious use of plastic. To this end, the start-up gives a value to plastic and uses it as a currency. In countries like Nicaragua, the company organizes events where the local population can pay for a meal with the plastic bottles they have collected. At the heart of the business model development is how the collected plastic can be sensibly reused, for example, as building materials or high-quality consumer products such as chairs, tables, or plates.



As part of the Sustainability Incubation Program, you also offer workshops for aspiring, young future entrepreneurs. In 2019, the focus was on “Impact Measurement” and “Sustainability Communication.” What were the specific issues?

The workshop on “Impact Measurement” took place in April 2019 and was led by Christian Koch, co-founder of the ETH spin-off, Hades. The topic was the development of an impact-oriented “theory of change.” Finally, impact entrepreneurs are often expected to prove their success or their company’s social impact to investors and other stakeholders. This is exactly where the theory of change helps. The second workshop on “Sustainability Communication” took place in September 2019 in cooperation with the consulting firm ecos. The focus was on whether and how impact entrepreneurs use sustainable action as potential and an opportunity for their external communication and image-building.

[»» Impact Entrepreneurship](#)

Ramona Lieser

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Successful Start for the First Sustainability Day @SML

The Motto Was “Cash Cow Climate: Are Economy and Ecology Compatible?”

The first Sustainability Day took place at the SML on 21 November 2019. The day was organized and hosted by five SML students.

ORGANIZED BY COMMITTED VOLUNTEERS

Five students – Silvan Bergmann, Yves Hofmänner, Pascal Grütter, Alexandra Büchi, and Jelena Simic – organized Sustainability Day as part of a four-month voluntary project alongside their studies. The content, selection of speakers, and event coordination were entirely in their hands. Around 330 visitors took advantage of the opportunity to find out and exchange ideas about sustainability. An information fair, three workshops, an impact start-up pitch, and two lectures provided ample networking opportunities.

RELEVANT TO WINTERTHUR

Sustainability Day kicked off with an information fair that allowed visitors to reflect on their own behavior and knowledge regarding sustainability. Do I buy seasonal produce? What social responsibility do companies bear? To what extent does my lifestyle shape tomorrow's society? When selecting the stands, the organizers were careful to link them to Winterthur as a location.

“Winterthur is home to a wide range of organizations that contribute to sustainable development. We wanted to represent this diversity through the information fair,” explained the students. Among others, Public Eye Winterthur, the online magazine “Das Lamm,” the city of Winterthur cam-

paign “Stadtgmües,” and WWF Zurich were present at the information fair.

WHICH BUSINESS CONCEPT IS CONVINCING?

This was followed in the evening by the first “Dragon’s Den” at the SML, where visitors were allowed to “invest” in one of four impact start-ups whose business concept was most promising. The choices were Kompotoi, Yova, Direct

“What I particularly enjoyed about organizing Sustainability Day 2019 @SML was the community of like-minded people. We all got along really well, and the shared exchanges about sustainable development and responsible business were very inspiring.”

Yves Hofmänner, BSc in Business Administration Student, Sustainability Day 2019 @SML Co-Organizer.

Coffee, and Travelhero, which demonstrated in an inspiring way that, true to the day’s motto “Cash Cow Climate: Are Economy and Ecology Compatible?,” the economy and environmental protection are not mutually exclusive. In the end, Kompotoi, which offers environmentally friendly and



The student organizers of Sustainability Day 2019 @SML (from left to right): Silvan Bergmann, Yves Hofmänner, Pascal Grütter, Alexandra Büchi, and Jelena Simic.

odor-free toilet solutions, was the winner with 37,000 (fictitious) Swiss francs invested in the company.

CIRCULAR ECONOMY AS AN ALTERNATIVE SYSTEM

The evening concluded with two exciting presentations on the topics of “Circular Economy as a Bridge to Sustainability” and “Impact Investing.” In the first lecture, Philipp Rufer, a member of the Circular Economy Switzerland initiative, presented the circular economy as an alternative economic system to today’s prevailing linear economy and explained how this new understanding could be implemented. “In practice, economists are needed to develop new circular business strategies and business models. To do this, they do not have to be experts in environmental science but need a system understanding of the circular economy as

well as of system-relevant disciplines such as design, materials, and resources,” explained Rufer. In the second lecture, Svetlana Baurens, President of the Galileo International Impact Investing Center, explained how she is trying to raise awareness of impact investing in the Swiss financial industry. Impact investments seek to achieve positive social and environmental effects in parallel with generating economic profit.

A SUCCESSFUL DAY ALL ROUND

The many questions and positive participant reactions illustrated the success of the first Sustainability Day at the SML. It was an exciting, inspiring event that the organizers put together with great enthusiasm.

>>> www.zhaw.ch/sml/sustainabilityday

Outlook

For 2021–2022, we have set ourselves the following goals concerning the PRME principles.

PRME ROADMAP 2022/2023

We will adopt the PRME Roadmap for the period 2022/2023 and implement its measures.

DEGREE PROGRAMS AND CONTINUING EDUCATION

In the next two years, we will continue to develop the curriculum by designing and introducing further modules at Bachelor's and Master's level as well as in part-time continuing education. This will equip our students with the necessary skills to act as responsible professionals and managers. These include a Certificate of Advanced Studies (CAS) in Sustainable Investing, an edX online course on "Sustainable Corporate Finance", and elective modules on "Social Entrepreneurship" and "Diversity Management". We will also intensify the promotion and supervision of student theses covering PRME-relevant topics.

RESEARCH

We will continue to conduct high-quality and application-oriented research on PRME-relevant topics within the six defined research areas and in other organizational units. This also includes inter- and transdisciplinary collaboration with partners from companies and other organizations.

COMMITMENT TO THE PRME NETWORK

We will continue to be actively involved in the PRME DACH Chapter and the PRME Champions Group, engaging in dialogues with the participating universities. This includes, among other things, participation in the eighth PRME Research Conference at the International Business School of Xi'an Jiaotong-Liverpool University Suzhou in China in October 2021.

DIALOGUE

There will also be numerous measures and events related to PRME topics in the next two years. These include the "Diversity and Inclusion Awareness" event series, the annual Sustainability Day @SML, and the first "Sustainability Hackathon," which guides students from an idea to their own effective start-up company for sustainable development.

PROGRESS REPORT 2021–2022

In continuing to account for our PRME-related activities, we will publish the fifth PRME progress report for the 2021–2022 period.



“In the coming years, we will continue our efforts to provide responsible management education and contribute to sustainable development.”

Stephan Loretan, Chief of Staff, ZHAW School of Management and Law

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