

# Responsible Management Education at the ZHAW School of Management and Law

## UN PRME Sharing Information on Progress Report

Edition 2021–2022



**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, smiling. He is wearing a dark pinstripe suit, a white shirt, and a patterned tie. The background is a blurred indoor setting with white columns.

“In a world that is both dynamic and complex,  
we are faced with grand challenges.  
As PRME Champions, we still continue to  
be committed to our goal: embedding  
the 17 SDGs in our research and teaching  
activities as well as in our partnerships  
and operations.”

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

# Letter from the Dean

Our top priority is helping our students transform into the responsible leaders we want them to be.

Since we first signed the UN PRME Principles in 2014, the world has changed dramatically, and so has the role of business schools. Faced with the challenges of the COVID-19 pandemic, the war in Ukraine, and the global energy crisis, the School of Management and Law (SML) and our research teams dedicated themselves to contributing solutions for these crucial issues. Participation in the PRME Champions group has been a great driver to make us work harder towards the Sustainable Development Goals (SDGs). In particular, we have been continuously working towards integrating the SDGs into existing curricula and new study programs, such as our new MSc in Circular Economy Management.

During the last two years, we expanded our international partnerships for research on sustainability by participating in highly impactful research programs such as EU Horizon 2020. In addition, we created a structure and further incentives for our researchers to publish on SDG-related topics. We awarded two new professorships, one on Sustainability and Management and one on Business and Society, and hired new faculty members who will explicitly work in these fields. We consider it a priority to focus on inter- and transdisciplinary research that will help businesses address the grand challenges of our time.

The development and launch of the Zurich University of Applied Sciences (ZHAW) Sustainability strategy was warmly welcomed at the SML. Since 2020, SML faculty members have been working closely with the ZHAW Sustainable team and the ZHAW Sustainable Development Committee to embed the strategy in our teaching and research activities as well as our services, the campus, operations, and governance.

The publication of the Green Impact Book was a significant contribution to the fight against climate change, creating an action plan for more ecological sustainability at ZHAW. The ZHAW Ethics Committee and the ZHAWARE initiatives were further positive changes that strengthened the exchange on the topics of scientific integrity and ethics across the whole university.

Innovative teaching and learning are at the core of what the SML stands for, and we are excited about the Impactful Five (i5) Program. Promoted by our Center for Innovative Teaching & Learning, this program will add value and continue a long tradition of offering new competencies to our lecturers and students on responsible management education (RME) topics.

While we are pleased with our progress with the six PRME principles in 2021–2022, we know that much more needs to be done. Therefore, we are eager to continue contributing and learning during the 5<sup>th</sup> PRME Champions cycle of 2023–2024 as one of 46 business schools worldwide.



**Prof. Reto Steiner**

Dean, ZHAW School of Management and Law

# Highlights of 2021–2022: Executive Summary



**Four new** executive education **programs** with sustainability topics were launched

**Two new professorships** were awarded: Sustainability Management and Business & Society

Active support of the **ZHAW Masterplan 2019–2025** to implement the Sustainability Strategy

Reached **Level 3**, Progressing, in the Positive Impact Rating Report 2021

Publication of the ZHAW **Green Impact Book** in 2021

Participation in the **4<sup>th</sup> PRME Champions** cycle 2020–2022



Approx. **CHF 4.5 million** were awarded by EU Horizon 2020, the Swiss National Science Foundation, Innosuisse\*, and SWEET\*\* for research projects on sustainability

Internal funds in the amount of **CHF 48,500** were provided from the ZHAW Sustainable Impact Program

**Five centers with 52 employees** were dedicated exclusively to research and teaching involving the SDGs



**15 publications** in peer-reviewed journals from SML faculty involving ERS (ethics, responsibility, and sustainability) topics









Approx. **300 SML students and employees** attended the annual Sustainability Day events in 2021 and 2022

A total of **4,270 participants** from all over the world enrolled in our **online RME EdX courses**

\*Innosuisse is the Swiss Innovation Agency. Its role is to promote science-based innovation in the interest of the economy and society in Switzerland.

\*\*SWEET Swiss Energy Research for the Energy Transition is a funding program of the Swiss Federal Office of Energy. Its purpose is to accelerate innovations that are key to implementing Switzerland's Energy Strategy 2050 and achieving the country's climate goals.

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## THE SIX PRME PRINCIPLES



Principle 1: Purpose



Principle 2: Values



Principle 3: Method



Principle 4: Research



Principle 5: Partnership



Principle 6: Dialogue

# Sustainability at ZHAW

Zurich University of Applied Sciences is one of the largest universities in Switzerland, with eight schools, 14,000 students, and more than 3,500 employees. Sustainable development at ZHAW goes beyond its sustainability strategy. It manifests itself in participatory action and a strong sense of responsibility towards all our stakeholders. Sustainability is integral to our culture and infrastructure as well as our curricular and organizational development.

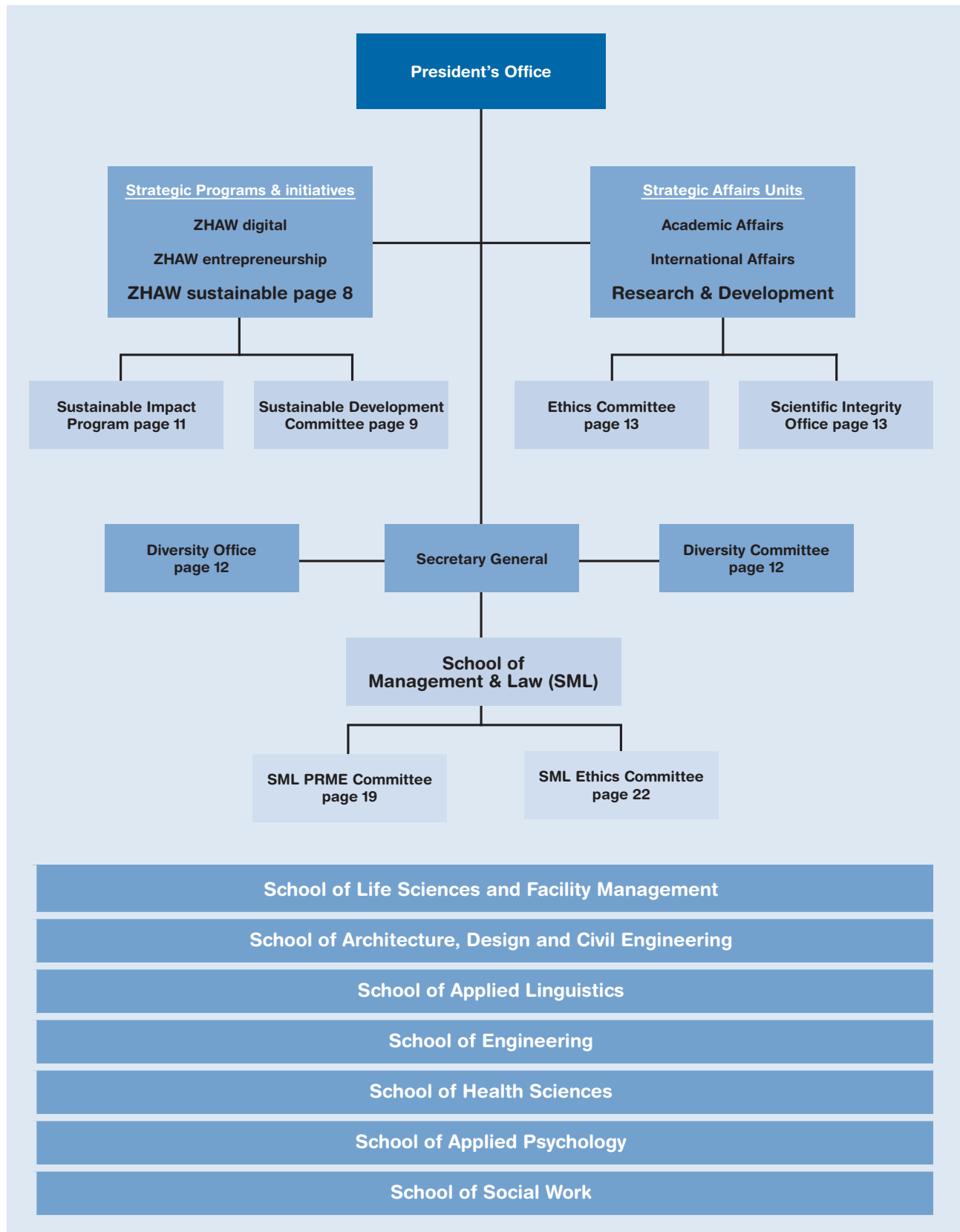
More about the ZHAW Sustainability strategy and the ZHAW Sustainability Report:

>>> [ZHAW Sustainability Strategy](#)

>>> [ZHAW Sustainability Report 2023](#)



# Sustainability Governance and Structure at ZHAW





## ZHAW sustainable

ZHAW sustainable is the strategic programme of the President's office of Zurich University of Applied Sciences, founded in 2020. The team, which currently consists of five members, is headed by Prof. Urs Hilber, Sustainable Development Officer at ZHAW, supported by Francesco Bortoluzzi, Head of Sustainability Programs.

The main mission of ZHAW sustainable is the implementation of the 2019 Sustainability strategy across the eight Schools of the university, including the School of Management and Law. The strategy is guided by the Agenda 2030 and the 17 SDGs.

The Team appoints the ZHAW Sustainable Development Committee, develops the ecological and social strategy of ZHAW, sets up working groups to facilitate the exchange among the Schools, and collects and analyzes data for the measurement of sustainability in operations and services. To further promote transformation in education and research, the ZHAW Sustainable Impact Program was launched in 2021.

In 2021–2022, the Team has been involved in multiple top-down and bottom-up initiatives focused on awareness-raising among ZHAW students, employees, and the senior management concerning sustainable development across the university.

## The Team



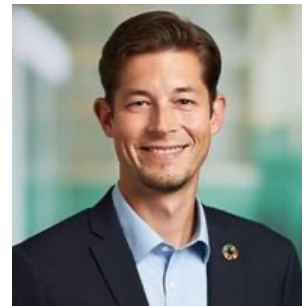
**Francesco Bortoluzzi**  
Head of Sustainability Programs



**Prof. Urs Hilber**  
Head of the School of Life Sciences & Facility Management and Sustainable Development Officer at the ZHAW



**Marco Linpinsel**  
Sustainability Data and Processes



**Matthias Kleefoot**  
Content & Media Manager, Sustainability Programs



**Nico Frommherz**  
Assistant, Sustainability Programs

More about the ZHAW Sustainable Team:

>>> [www.zhaw.ch/en/focus-topics/zhaw-sustainable/](http://www.zhaw.ch/en/focus-topics/zhaw-sustainable/)



# ZHAW Sustainable Development Committee

The Sustainable Development Committee (SDC) is ZHAW's main sustainability body. It was established in September 2020 and meets four times a year for half a day, as well as for an annual one-day closed meeting. It comprises 16 members representing all eight ZHAW Schools as well as student representatives and specialists from various sectors at ZHAW, such as the Secretary General (Generalsekretariat),

Facility Management, and Higher Education Development (Hochschulentwicklung). The focus is on addressing issues connected with sustainable development at ZHAW and bringing them to the attention of ZHAW's Executive Board. For specific topics, working groups are established outside the SDC.

## Achievements in 2021–2022:

Foundation of the  
ClimateChange  
@ZHAW research  
platform

Approval of the  
Green Impact Book

Workshops to  
develop a social  
strategy for ZHAW

Creation of a  
ZHAW working group  
to achieve the  
8 goals of the Green  
Impact Book in  
all Schools

Creation of a ZHAW  
working group to  
integrate the SDGs  
into the curricula in  
all Schools

Implementation of  
a strategy to reduce  
GHG emissions at  
ZHAW (mobility and  
consumption)



### Prof. Thierry Volery

Member of the SML Executive Board, Head of the  
Department of General Management

SML Representative in the ZHAW SDC Committee

More about the ZHAW Sustainable Development Committee:

>>> [www.zhaw.ch/en/focus-topics/zhaw-sustainable/sustainable-development-committee/](http://www.zhaw.ch/en/focus-topics/zhaw-sustainable/sustainable-development-committee/)



# ZHAW SDC Working Groups

## THE GREEN IMPACT BOOK

The Green Impact Book was published in January 2021. It focuses on eight Green Impact goals for the operations at ZHAW. Every School, along with the President's Office and Finance and Services, is responsible for planning, implementing, and evaluating measures to achieve the goals.

Target values are being developed to support the monitoring. Due to delays during the COVID-19 pandemic, the achievement of the ZHAW-wide and organizational unit-specific target values will be reviewed for the first time in early 2025. >>> [Link](#)

## THE EIGHT GOALS OF THE GREEN IMPACT BOOK:

ZHAW WILL REDUCE:	ZHAW WILL INCREASE:
1. CO <sub>2</sub> emissions caused by mobility	6. Its share of sustainable consumption
2. Energy consumption of infrastructures and buildings	7. The use and production of renewable energies
3. Water consumption	8. Its ecologically managed green and roof areas
4. Paper consumption	
5. Waste	

### GREEN IMPACT BOOK (GIB) WORKING GROUP

Nine members from all Schools

#### MISSION:

- Develop key figures to monitor GIB targets
- Propose possible emission reduction paths
- Draw up a Net Zero Action Plan for ZHAW

#### SML REPRESENTATIVE



**Dr. Elena Gavagnin**

Lecturer, Center for Information Systems & Technologies, Department of General Management

### CURRICULAR INTEGRATION WORKING GROUP

15 members from all Schools

#### MISSION:

- Integration of the SDGs into the curricula across all Schools
- Collaboration among the Schools to promote interdisciplinarity
- Development of new modules, study programs, summer schools, and sustainability certification

#### SML REPRESENTATIVE



**Alexandra Grammenou**

UN PRME Coordinator, Department of International Business



# ZHAW Sustainable Impact Program

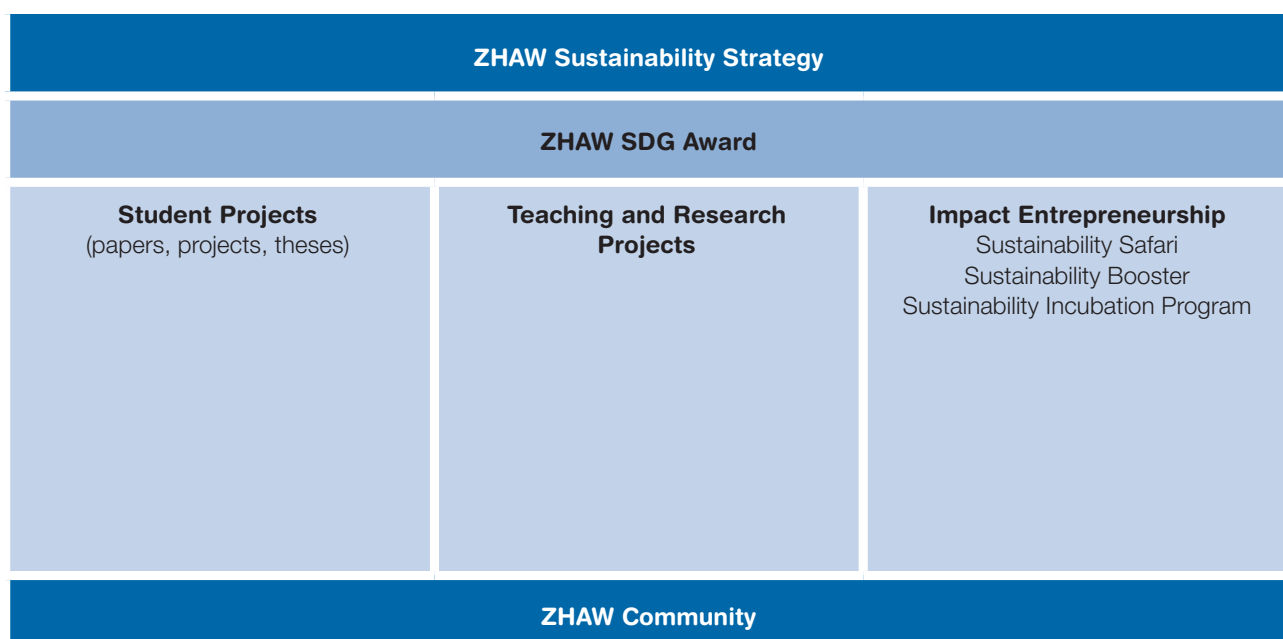
One of ZHAW's main goals, as described in its Sustainability strategy, is to become a real-world laboratory for sustainable development. The Sustainable Impact Program (SIP) aspires to become this "living lab" by financially supporting ZHAW students and researchers in providing meaningful contributions towards addressing the grand challenges of our time. In particular, young entrepreneurs keen to solve social or ecological problems are encouraged to apply for participation in the Sustainability Safari, which promotes networking and exchanges between innovative sustainable start-ups and the Sustainability Booster for developing sustainable business ideas, or to seek professional support through the Sustainability Incubation Programme. The Sustainable Impact Program: Impact Entrepreneurship is supported by the SML's Institute of Innovation and Entrepreneurship. Every year, the three ZHAW students with the best Master's and Bachelor's theses receive the ZHAW SDG award, also funded by the program. The SIP has a three-pillar structure.



## Dr. Matthias Filser

Dr. Matthias Filser heads the Impact Entrepreneurship Program. He is the Head of the SML's Center for Entrepreneurship at the Institute for Innovation & Entrepreneurship.

## OVERVIEW OF THE ZHAW SUSTAINABLE IMPACT PROGRAM





# ZHAW Diversity Office

## ZHAW Diversity Committee

The ZHAW Diversity Committee was established in 2011 as part of the university's diversity and gender equality policies. It consists of 12 members: diversity delegates from all eight Schools, a representative from ZHAW Human Resources, Corporate Communications, Finance and Services, and the

student body. It meets four times a year to coordinate and implement projects on topics such as gender equality, equality for people with disabilities, anti-discrimination protection, the personal development of SML employees, and more diversity in the university's organizational culture and leadership.

## ZHAW Diversity Office

The Diversity Office is attached to the General Secretariat of the President's Office. Since being restructured in 2022, it has further strengthened its operations towards the promotion and integration of diversity, inclusion, and equality in the culture and structures of ZHAW.

ZHAW's students, lecturers, and staff are highly diverse in terms of their individual characteristics, biographical backgrounds, and personal experiences. The Diversity Office is committed to promoting a diversity-friendly working environment and study conditions. Its aims include achieving the genuine equality of people of all genders and abilities and guaranteeing an inclusive classroom.

Through a wide range of projects and initiatives, such as the "Respect" campaign, the Diversity Office advises, supports, and provides training. It raises awareness, and it fosters collaboration and dialogue to ensure organizational transformation and an accessible university without barriers.

The Diversity Office coordinates and runs the ZHAW Diversity Committee.



**Svenja Witzig**  
Head of the Diversity Office



**Katja Dimitrakoudis**  
Diversity Officer,  
Compensation of  
Disadvantages



**Regula Kolar**  
Diversity Officer,  
Compatibility and LGBTQ+



**Dr. Daniela Frau**  
SML Diversity Management  
Delegate, SML's representative  
in the ZHAW Diversity  
Committee

More about the ZHAW Diversity Office:

>>> [www.zhaw.ch/de/ueber-uns/organisation/  
rektorat/stabstelle-diversity/](http://www.zhaw.ch/de/ueber-uns/organisation/rektorat/stabstelle-diversity/)



### ZHAW Ethics Committee

The ZHAW Ethics Committee was established in the fall of 2022 as an independent body to review research projects and assess whether or not they are ethically sound. In particular, the Ethics Committee determines if the protection of the research participants is proportionate to the benefit and potential harm of a study. It provides support to ensure that the ethical requirements are met before the findings are published. Once a year, it reports to the ZHAW Executive Board about the research proposals and projects it has reviewed. Its duties also include coordinating the Departmental Preliminary Examination Committee for Human Research (KVPK) at ZHAW. On request, it can also review research projects that, legally, do not have to be reviewed by an ethics body outside ZHAW but may still raise sensitive ethical questions.

### ZHAW Scientific Integrity Office

For ZHAW employees, students, and participants of executive education programs, regardless of whether they are acting on their own behalf or on behalf of ZHAW, the basic principles of the Code of Academic Integrity of the Swiss Academies of Arts and Sciences apply when generating, disseminating, or promoting knowledge. In addition, scientific integrity at the ZHAW is promoted by the Scientific Integrity Office, which comprises members from all its Schools. In the event of suspected scientific misconduct, ZHAW has defined appropriate procedural steps and instances based on the recommendations of the Swiss Academies of Arts and Sciences. >>> [Link](#)

### ZHAWAWARE

Encouraged by students, ZHAW decided in 2022 to launch ZHAWAWARE, an initiative explicitly dedicated to tackling ethical issues in higher education and research. Its website includes a collection of documents, publications, projects, and contacts on the subject of ethics. In addition, regular seminars are held to support the dialogue between students and faculty on topics such as “Critical Thinking in Universities”, “Ethics in Research”, and “Wokeness and Academic Freedom”. >>> [Link](#)

### SML REPRESENTATIVES



**Prof. Marco Clemente**  
Co-Head, Center for  
Corporate Responsibility,  
Department of  
International Business

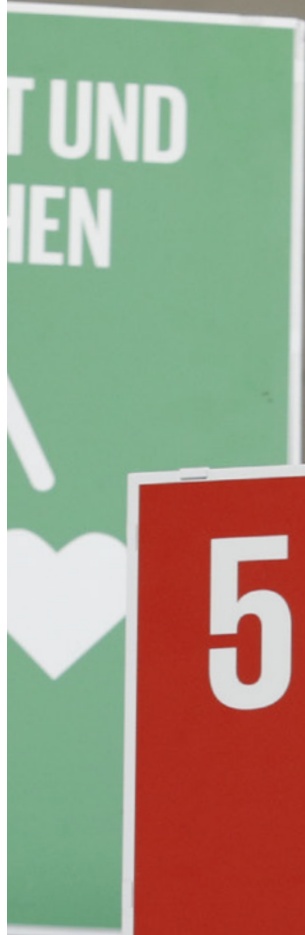


**Prof. Goran Seferovic**  
Deputy Head, Center  
for Regulation and  
Competition, Department of  
Business Law

### SML REPRESENTATIVE



**Prof. Regina Betz**  
Head, Center for Energy and  
the Environment, Department of  
Public Sector



**5**

**GESCHLECHTER-  
GLEICHHEIT**



**10**

**WENIGER  
UNGLEICHHEITEN**



# PRME at the ZHAW School of Management and Law

The School of Management and Law (SML) is the largest of ZHAW's eight schools, with approximately 9,800 students in BSc, MSc, and executive education programs in Winterthur, Switzerland.

The SML has been accredited by the Association to Advance Collegiate Schools of Business (AACSB) since 2015 and is listed as one of the best European Business Schools in the Financial Times Ranking.

We have followed and implemented the six Principles for Responsible Management Education since 2014. In addition, we have been an active member of the PRME Champions Group since 2018, continuously promoting dialogue and awareness for the 17 Sustainable Development Goals in our School and beyond.

>>> **PDF Facts & Figures**

Further details can be found here:

>>> **[www.zhaw.ch/en/sml/about-us/prme/](http://www.zhaw.ch/en/sml/about-us/prme/)**



“The SML has a clear understanding of its role as a responsible organization and its contribution to ethics and sustainability in a global and complex world. Responding to a changing business climate and growing interest from students and other stakeholders, our understanding and commitment to ethics, responsibility, and sustainability (ERS) is reflected in the SML’s mission, strategy, and activities. We are aware of our responsibility towards ecological sustainability. To this extent, we cooperate with wider University initiatives such as ZHAW Sustainable and the ZHAW Sustainable Development Committee to reduce the footprint of our operations by implementing the Green Impact Book. The achievement of these goals is continuously evaluated using key figures from the Sustainability Cockpit.”

Prof. Thierry Volery, Chair, SML PRME Committee

## Our Vision

“Our teaching and research in management and law enable entrepreneurial action and contribute to the solution of societal challenges. We stand for Swiss excellence and global impact.”

## Our Mission Statement

“We practice and actively promote sustainable development and corporate responsibility.”

## Our Strategy

“The SML positions itself as a responsible business school and contributes to the sustainable development of society. The SML works with the ZHAW Sustainable Development Committee to implement the university’s Sustainability Strategy across all schools.”

## Our Core Values

“Goal orientation and respectful cooperation, creative freedom, diversity, integrity & academic freedom, quality, relevance, and personal contacts.”

Further details can be found here:

>>> [www.zhaw.ch/en/sml/about-us/#c138783](http://www.zhaw.ch/en/sml/about-us/#c138783)



# PRME in the SML's Governance and Structure

The SML comprises six departments, further divided into institutes and research centers. One research center in each department is dedicated exclusively to teaching, research, and partnerships in topics related to RME, focusing on multiple SDGs. The first five centers shown in the graph below represent the main PRME research focus areas for the SML PRME Committee. The Center for Innovative Teaching & Learning supports the School on SDG4 – Quality Education. The Staff Unit is responsible for the SML's strategy, quality management, and operations. >>> [Link](#)

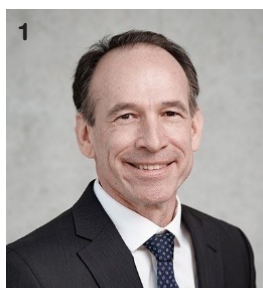
## ORGANIZATIONAL CHART OF THE SML CENTERS DEDICATED TO TEACHING AND RESEARCH ON SUSTAINABILITY TOPICS





# SML PRME Committee

As of December 2022, the SML PRME Committee consisted of 14 members. It was founded in 2018 when the SML joined the PRME Champions for the first time. The Committee members act as ambassadors of PRME across the School and the University. The Committee meets twice a year to discuss PRME topics and define the SML PRME Roadmap, a two-year action plan on all sustainability activities of the SML guided by the six PRME principles.





## COMPOSITION AS OF DECEMBER 2022

#	Role(s) in the PRME Committee	Name	Function at the SML
1	Chair; Representative of the ZHAW Sustainable Development Committee and the SML Executive Committee	Prof. Thierry Volery <a href="mailto:thierry.volery@zhaw.ch">thierry.volery@zhaw.ch</a>	Professor of Entrepreneurship; Head of the Department of General Management
2	Representation of the PRME focus area "Corporate Responsibility Management"; Representative for the Department of International Business	Prof. Christian Vögtlin <a href="mailto:christian.voegtlin@zhaw.ch">christian.voegtlin@zhaw.ch</a>	Professor of Business and Society; Co-Head of the Center for Corporate Responsibility
3	PRME Academic Point Person PRME Representative for the focus area "Ethically Responsible Leadership"; Representative for the SML Ethics Committee	Prof. Marco Clemente <a href="mailto:marco.clemente@zhaw.ch">marco.clemente@zhaw.ch</a>	Professor of Sustainability and Management; Co-Head of the Center for Corporate Responsibility
4	Representative for the PRME focus area "Enabling Energy Transformation"; Representative for the Department of Public Sector	Prof. Regina Betz <a href="mailto:regina.betz@zhaw.ch">regina.betz@zhaw.ch</a>	Professor of Energy and Environmental Economics; Head of the Center for Energy and the Environment
5	Representation for the PRME focus area "Enabling Energy Transformation"; Representative for the Department of General Management	Prof. Claudio Cometta <a href="mailto:claudio.cometta@zhaw.ch">claudio.cometta@zhaw.ch</a>	Professor of Energy Economics; Head of the Center for Innovation Systems
6	PRME Representative for the focus area "Sustainable Finance"; Representative for the Department of Banking, Finance, Insurance	Prof. Beat Affolter <a href="mailto:beat.affolter@zhaw.ch">beat.affolter@zhaw.ch</a>	Professor of Financial Management; Head of the Center for Corporate Performance and Sustainable Financing
7	Representative for the PRME focus area "Social Law"; Representative for the Department of Business Law	Marc Wohlwend <a href="mailto:marc.wohlwend@zhaw.ch">marc.wohlwend@zhaw.ch</a>	Research Associate at the Center for Social Law
8	Communications	Christian Busenhardt <a href="mailto:jchristian.busenhardt@zhaw.ch">jchristian.busenhardt@zhaw.ch</a>	Head of Communications
9	Representative for the Staff Unit; Quality management and accreditations	Dr. Regula Imhof <a href="mailto:regula.imhof@zhaw.ch">regula.imhof@zhaw.ch</a>	Head of Quality Management
10	Diversity und Inclusion Management	Dr. Daniela Frau <a href="mailto:daniela.frau@zhaw.ch">daniela.frau@zhaw.ch</a>	SML Diversity Management Delegate
11	Representative for the Junior Faculty Assembly	Kevin Andermatt <a href="mailto:kevin.anderstatt@zhaw.ch">kevin.anderstatt@zhaw.ch</a>	President of the Junior Faculty Assembly
12	PRME Coordinator; Representation of the PRME focus area "Business & Human Rights"	Alexandra Grammenou <a href="mailto:alexandra.grammenou@zhaw.ch">alexandra.grammenou@zhaw.ch</a>	Research Associate in the Center for Corporate Responsibility
13	Representative for the Staff Commission	Isabel Volkart-Steinmann <a href="mailto:isabel.volkart@zhaw.ch">isabel.volkart@zhaw.ch</a>	Committee member of the SML Staff Commission
14	Representative for the Delegate Assembly of Students	Jan Camenisch <a href="mailto:camenjan@students.zhaw.ch">camenjan@students.zhaw.ch</a>	Student in the Bachelor's program in Business Administration (Accounting, Controlling, Auditing)

# PRME Champions at the SML

The Center for Corporate Responsibility (CCR) has been leading the PRME initiative at the SML continuously since the School became a signatory in 2014. Under the supervision of Herbert Winistörfer, the previous Head of the CCR, and with the support of Research Associate Marie Christine Weber, the School joined the PRME Champions in 2018. Their work contributed to significant structural developments and partnerships to achieve the SDGs. In 2022, the CCR was restructured, and in December 2022, a new team was formed to represent the SML in the fifth cycle of the PRME Champions: Prof. Marco Clemente, Prof. Christian Vögtlin, and SML PRME Coordinator Alexandra Grammenou. >>> **Link**



Representatives of SML in the PRME Champions 2023: Prof. Marco Clemente, PRME Coordinator Alexandra Grammenou and Prof. Christian Vögtlin (from left to right) are committed to the achievement of the 17 SDGs across the SML.



# SML Ethics Committee

The SML Ethics Committee consists of six members representing all employee groups and students at the SML. It supports the SML Executive Committee, employees, and students in exercising their ethical responsibility, promoting ethical awareness, and representing ethical matters of interest across the SML. The Committee meets twice per year. It has the right to submit proposals to the SML Executive Committee on ethical issues.

## COMPOSITION

#	Role in the SML Ethics Committee	Name	Function at the SML
1	Chair Representative of the SML Executive Board	Stephan Loretan <a href="mailto:stephan.lorethan@zhaw.ch">stephan.lorethan@zhaw.ch</a>	Chief of Staff
2	Representative Senior Faculty	Michael Klaas <a href="mailto:michael.klaas@zhaw.ch">michael.klaas@zhaw.ch</a>	Head, Center for Digital Marketing, Department of General Management
3	Expert in Business Ethics	Prof. Marco Clemente <a href="mailto:marco.clemente@zhaw.ch">marco.clemente@zhaw.ch</a>	Co-Head, Center for Corporate Responsibility, Department of International Business
4	Representative for the Staff Commission	Sabrina Frintrop <a href="mailto:sabrina.frintrop@zhaw.ch">sabrina.frintrop@zhaw.ch</a>	Support, Center for Innovative Teaching & Learning, Department of Operations & Services
5	Representative for the Delegate Assembly of Students	Noémie Estèlle Käser <a href="mailto:kaeseno1@students.zhaw.ch">kaeseno1@students.zhaw.ch</a>	Student in Business Informatics





# SML Diversity and Inclusion Management

The SML promotes diversity among its employees and students and takes their needs seriously. The Diversity and Inclusion Management (DIM) office implements the strategic diversity initiatives of ZHAW and adapts them to the SML context.

## The activities of the DIM can be divided into four key topics:

### 1. Gender equality management

Since 2021, the SML has been promoting a more balanced gender ratio between men and women in leadership positions and when filling professorial positions. From 2023, at least half of the professors newly appointed each year will be women. The SML evaluates the achievement of the quantitative targets every year. In addition, an academic mentoring program (AMP) was launched in 2021. The AMP is aimed at female research associates and lecturers with a doctorate considering an academic career and interested in applying for a professorial position.

### 2. Raising awareness of diversity and inclusion issues

A series of one-hour online sessions aimed at employees and students. Topics in 2022: Unconscious Bias, LGBTQI+, Inclusive Language, Inclusive Climate, Disabilities, Discrimination, Microaggressions, Inclusive Recruitment and Leadership, Diversity, and Social Sustainability.

### 3. Diversity Pulse Survey

This survey was evaluated and presented to the SML's employees. It was exciting to see that in the last two years, male and female employees have perceived our leadership as significantly more professional and inclusive. The inclusive climate has also increased, albeit not significantly. The most important diversity topics for employees are (1) compatibility of work and parenting, gender equality for women (2), and age diversity for men (3). Measures are planned in response to these findings.

### 4. A Strategic Diversity Management module

The module was launched in the BSc of Business Administration degree program in 2022. It approaches diversity management theory from an internal employee perspective (diversity strategies, sustainable human capital management) and an external (i.e., customer) perspective (diversity marketing & communication and sustainable branding). The module is designed to allow students to engage with real-life issues of diversity and social sustainability that they can transfer into practice. >>> [Link](#)



## Key Achievements in 2021/2022

**Gender Equality  
Management in Leadership**

**Diversity & Inclusion  
Awareness**



**Inclusive Leadership Survey**

**New module on Strategic  
Diversity Management**

### Daniela Frau

Dr. Daniela Frau is Diversity Management Delegate at the SML and responsible for implementing the SML's diversity strategy. She is a lecturer of diversity and inclusion topics at the undergraduate and executive education levels. She is the main contact person for all questions concerning D&I such as equal opportunities, reaching one's potential, anti-discrimination, and skills development. Dr. Frau is committed to developing applied and practically relevant research on D&I at the SML.



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**14** LIFE  
BELOW WATER



**13** CLIMATE  
ACTION



**8** DECENT WORK AND  
ECONOMIC GROWTH



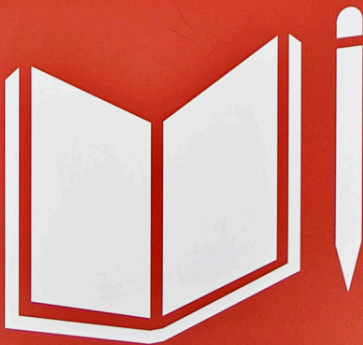
**7** AFFORDABLE AND  
CLEAN ENERGY



**2** ZERO  
HUNGER



**4** QUALITY  
EDUCATION



# PRME in Teaching

According to an internal study published by the SML in 2020, more than 40% of compulsory modules have a connection to responsible business and ethics. At the Bachelor's level, one-third of compulsory modules are connected to PRME issues in some way; at the Master's level, this is almost half. Innovative teaching and learning are close to our hearts. Our School continuously develops new modules in alignment with the SDGs, and we are currently in the process of integrating sustainability into the existing ones. In 2023, the first Master's in Circular Economy Management will be launched, while eight executive education programs are specifically about sustainability topics.



# Our Degree Programs

**5** Bachelor's programs (BSc)

9 specialization options  
1 program in English

**7**

Master's programs (MSc)

5 specialization options, 3 programs in English

cooperative PhD programs

in cooperation with Swiss universities in:  
business administration, public administration, public health sciences,  
and data science

**4**

**171** executive education programs

2 MBA/20 MAS/1 Executive Master/8 DAS/140 CAS

## BACHELOR'S DEGREE PROGRAMS

- Applied Law
- Business Administration
- International Management
- Business Information Technology
- Business Law

## MASTER'S DEGREE PROGRAMS

- Accounting & Controlling
- Banking & Finance
- Business Administration
- International Business
- Circular Economy Management
- Management & Law
- Business Information Technology

## COOPERATIVE PHD PROGRAMS

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

## EXECUTIVE EDUCATION PROGRAMS

- 2 Masters of Business Administration
- 20 Masters of Advanced Studies (MAS)
- 1 Executive Master
- 8 Diplomas of Advanced Studies (DAS)
- 140 Certificates of Advanced Studies (CAS)



# Innovative Business Education at the SML

## Interview with Prof. Claude Müller Werder, Head of the Center for Innovative Teaching and Learning, and Dr. Andrea Reichmuth, Head of Program of the CAS in Higher & Professional Education

### When was the Center for Innovative Teaching and Learning established? What is its mission?

**Müller Werder:** The Center for Innovative Teaching and Learning (CITL) was set up in 2013. Our mission is to promote the professional development of lecturers and students. For this, we research and develop innovative teaching and learning approaches and provide our expertise in teaching, executive education, and consulting.

### What does the CITL specialize in?

**Müller Werder:** Our focus is on developing and researching innovative teaching and learning approaches, especially in digital learning. This includes questions about teaching methodology and tool development.

### Why are innovative teaching and learning approaches vital in business education?

**Reichmuth:** We live in a complex world that is constantly changing. Business leaders are essential agents that must create positive, sustainable development for the world. To tackle the global challenges society faces, business education must provide skills such as critical thinking, problem-solving abilities, successful cooperation, innovation, digital competencies, and adaptability. However, learning these competencies is not easy since students have to deal actively and in-depth with complex issues that require not only factual but also comprehensive practical knowledge and action. This is where innovative teaching and learning come in. It uses new technologies, methods, and approaches to support and encourage the development of the competencies required. At the same time, it can help improve student engagement, motivation, and learning outcomes by creating relevant, authentic, and meaningful learning environments.

### Can you give examples of innovative teaching and learning at the SML that supports responsible business education?

**Müller Werder:** When students are engaged in solving real-world problems, they develop interdisciplinary knowledge and cooperative skills. Problems that require them to contemplate the ethical, social, and environmental consequences will raise their awareness of the need for responsible action. One example of this is the module “Introduction to Business Administration”, which follows a blended learning approach. We combine online learning materials and interactive elements with traditional face-to-face methods. This approach allows students more flexibility and self-regulation concerning how they learn. At the same time, it requires and encourages a high level of participation and responsibility in the learning process. In addition, students work on realistic case studies, strengthening the practical relevance of what they are taught.

**Reichmuth:** Another module we are responsible for is “Business Skills”. There, the focus is on promoting Interdisciplinary competencies essential in today’s working world. We use a gamification approach to motivate students to work more autonomously and learn playfully.

**Müller Werder:** I would also like to mention “Vision 2030”, a Massive Open Online Course (MOOC) created by ZHAW Sustainable. The course gives interested people without prior knowledge a low-threshold introduction to the extensive and complex subject area of sustainable development and highlights important global challenges.

**Reichmuth:** Also, there are assignments in which spaces are created that require students to explore alternative scenarios and visions of the future and think about their role



*Prof. Claude Müller Werder and Dr. Andrea Reichmuth contribute through innovative teaching and learning in the achievement of SDG 4: "Quality Education".*

and responsibility as agents of change. We find such tasks to be generally supportive, especially if they are immersive through the support of mixed reality (e.g., AR and VR). They help students develop critical thinking, creativity, empathy, communication, and collaboration skills. They also make them aware of the complex and uncertain challenges facing society and the economy.

### **What are the challenges for responsible business education today? How do you support SML lecturers in tackling them?**

**Reichmuth:** To effectively implement innovative approaches to teaching and learning, business educators must have professional development opportunities and support mechanisms that help them acquire the necessary knowledge, skills, and attitudes. They must also have access to appropriate resources, tools, and infrastructure to facilitate their teaching and learning. Resources, in particular, constitute an existing challenge because, among instructors, the need for executive education competes with many other needs

and demands. This is why our Center helps the School with resources such as professional development programs (e.g., the CAS in Higher and Professional Education and the CAS in Digital Learning), tools (e.g., myTeaching and myScripting), and teaching support (e.g., Moodle Support, our learning video production studio, and didactic coaching). Overall, we provide lecturers with a comprehensive toolbox that covers numerous elements of the i5 approach (see below).

### **What is your opinion of the Impactful Five (i5) Project, and how does it resonate with the strategy of the CITL?**

**Reichmuth:** The Impactful Five (i5) Project takes an educational approach that promotes holistic skills and thinking. It focuses on cognitive skills and aims to develop creative, emotional, and social skills. The i5 characteristics aim to make learning meaningful, facilitate active engagement, design for iteration, develop supportive social interaction, and foster joy and well-being. Accordingly, the i5 Project is well suited to reflect the CITL's strategy and what we are



already engaged in. We share the belief that novel and innovative solutions and multidisciplinary approaches are needed to address the complex challenges of today's world. Therefore, it is crucial to promote interdisciplinary and professional competencies. Furthermore, the i5 characteristics are designed to promote sustainable learning, which is why these also resonate with the CITL strategy.

**Müller Werder:** However, it is important to keep in mind that innovative teaching and learning methods are not self-perpetuating; their implementation and, thus, their impact depend to a large extent on the instructors who bring to life the learning content. For example, we have to design “hands-on” and “minds-on” learning tasks suitable for developing the required competencies of future business leaders.

#### How does the CITL currently engage with the Impactful Five (i5) Project?

**Reichmuth:** CITL staff participate in the workshops of the i5 Project in the role of PRME Champions to ensure the flow of information, contribute our expertise and experience, and critically reflect on the process and content. Furthermore, the

i5 characteristics also play a role in our teacher training. For example, we demonstrate how active engagement can be methodically promoted, what kind of communication supports social interaction, the potential of gamification in teaching, and how subject-specific and interdisciplinary competencies can be modeled and promoted. We also actively promote mindfulness in teaching, because a mindful teacher is a better teacher.

#### What are the future goals of the CITL concerning the enhancement of responsible management education?

**Müller Werder:** The CITL supports the goal to develop leaders who possess not only in-depth professional but also broad methodological, social, and personal competencies to cope with the complex challenges of today's world. Additionally, the CITL is engaged in developing flexible learning opportunities with digital learning that facilitate access to higher education for everyone. For this reason, the CITL will continue to help develop and spread the ideas of the i5 Project, just as we are committed to working with other business schools and partners to bring about positive change in society.

### RESPONSIBLE MANAGEMENT EDUCATION IN COMPULSORY AND ELECTIVE MODULES AT THE BACHELOR'S LEVEL

COMPULSORY MODULES	PROGRAM
Corporate Responsibility	BSc in International Management
International Business & Ethics*	BSc in Business Law
Leadership, Ethics, & Intercultural Competence	BSc in Business Information Technology
Leadership and Business Ethics	BSc in Business Administration

\*The module is being restructured and will be relaunched in the fall of 2024 as “Compliance & Corporate Responsibility”.



# Electives based on the SDGs offered at the SML in all Bachelor's degree programs

ELECTIVE COURSES IN BACHELOR'S DEGREE PROGRAMS	SUSTAINABLE DEVELOPMENT GOALS (SDGS)				
	1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 
Anti-Discrimination, Equal Opportunity & Diversity Law					●
Business & Human Rights	●				●
Climate & Energy Economics					
Compliance					
Applied Business Ethics					
Managing Circular Economy					
Energy Law					
Data Protection & Governance					
Managing Bioeconomy		●			
Advanced Fundamental Freedoms			●		
Mindfulness / Mindful Leadership			●	●	
Strategic Diversity Management					●
Sustainable Finance					
Self-Leadership			●	●	
Psychology			●	●	
Business in the Climate Crisis					
Introduction to the Energy Sector					
Environmental Economics & Politics					
War, Economics & Business	●				
Cultural Management				●	



6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS
				●		●				●
		●		●						●
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				●						



# New Electives for the Period 2021–2022

## STRATEGIC DIVERSITY MANAGEMENT

Strategic diversity management can bring economic benefits for companies (in the context of social sustainability, demographic change, migration, internationalization, scarcity of specialist labor, etc.). Diversity issues include gender, LGBTIQ+, disability, combining work and family, age and generations, and BIPOC. In this module, students focus on a human capital management perspective, in which the diversity of a company's workforce is considered strategic, innovative human capital. Students work through real company case examples and consider a marketing perspective which deals with the many different needs of customers. This elective is taught in German.

## SELF-LEADERSHIP

*"Be the change that you wish to see in the world."*  
(Mahatma Gandhi)

*"Only those who lead themselves can lead."*  
(Urs Baldegger)

Anyone who wants to lead others successfully first has to strengthen their self-leadership competence. In this module, students use specific tools and exercises to learn how to reach the goals they set for themselves while also, among other things, becoming more SELF-AWARE. This requires high intrinsic motivation and active participation. This module applies aspects of positive psychology, leadership research, business coaching, mental training (resilience/high-performance sports), and mindfulness practice that are essential for leadership in today's world. This elective is taught in German.

## MANAGING BIOECONOMY

The global economy faces multiple challenges related to environmental sustainability, such as climate change, loss of biodiversity, depletion of resources, population growth, and overconsumption. Nearly 60 countries worldwide are pursuing bioeconomy-related policies, which presents a significant potential for sustainable economic growth. This elective module provides basic knowledge of the bioeconomy, related management tools, and company success stories from various economic sectors. Students learn to identify drivers of and barriers to bioeconomy. They gain basic knowledge of technological enablers and can identify the potential of bioenergy and biobased products. They also learn how to quantify the potential of bioeconomy in selected focus countries.

## SUSTAINABLE FINANCE

Sustainability in the Swiss financial sector is becoming increasingly important both nationally and internationally. In the introductory section, students learn the definition of different terms and discuss why sustainability matters. Sustainability is, firstly, seen from the perspective of investors, and the differences across sustainable investment strategies are highlighted. In the second part of the module, students focus on sustainability considerations from the perspective of companies, such as evaluating different sources of financing and sustainability performance and impact.



# Learning to Lead Oneself Before Leading Others

## Interview with Katja Kurz, Lecturer in the elective module “Self-Leadership”

### What was the motivation for offering an elective on “Self-Leadership”?

For me, the ability to lead oneself is the basis of all successful leadership. I know this from many years of experience working in various leadership roles, and leading researchers share this opinion. If you want to lead others successfully, you must first strengthen your self-leadership skills. When I started teaching in the BSc and MSc in Business Information Technology programs at the SML, I noticed that students often had questions about interdisciplinary skills. In other words, they noticed gaps in their self-leadership competencies that they wanted to remedy. To support them, I further developed this elective, designed by my colleague Elias Jehle and passed to me in 2020.

interact and gain practical experience. In this way, we have already built up a lot in the first four weeks, enabling more independent work on practical projects in the following

“Until now, I had kept my personal and student life separate. The Self-Leadership module has moved me to accept my authentic personality and helped me develop a good way of dealing with my former doubts.”

SML BSc student in Business Administration

### Could you briefly describe the structure and learning methods of the module?

It is a three-ECTS-credit module offered to BSc students in Business Administration and Business Information Technology in the final semesters. It strongly relies on experiential learning and therefore requires high intrinsic motivation from the students. Above all, it requires their willingness to engage with themselves and the other module participants. One of my goals is to establish a culture of learning and sharing in which participants help each other on the way to success. A lot of honesty and courage are then rewarded with insights.

The first three weeks of the semester are mainly devoted to theoretical input. In a 2-day intensive event, the students

weeks. I support the independent learning phase online, for example, through weekly, closely coached Moodle forum activities. In this context, you could say that it is a kind of hybrid module. At the end of the semester, we meet again on-site. It is always amazing to see the students' progress during that time. The performance assessment consists of a reflection report, which students have to write using scientific principles.

I offer the module in the fall and spring semesters, so in one year, I myself gain deep insights into the self-leadership skills, questions, and progress of about 50 students. I take care to treat the students with a great deal of respect because things can sometimes get personal. I am often highly impressed with the results.



*Katja Kurz with the elective module “Self-Leadership” contributes to the achievement of SDG 3: “Good Health and Well-Being”, SDG 4: “Quality Education” and SDG 8: “Decent Work and Economic Growth”.*

**Among other things, students learn how to be SELF-AWARE. How do you define self-awareness, and why is it so important in today’s world?**

First, I present examples of how I have learned to observe myself. We consider what is going on in their minds. How do they react to stimulation? What is mindful impulse distance? I see this as a vital first step into which I invest much time. I use, among other things, the “Johari window”. I explain the increase of self-knowledge using the model and show how the students can achieve it in a very practical way. Further models and, most of all, the didactic exercise settings applied include aspects of positive psychology, the Zurich Resource Model, leadership research, project management and coaching, mental training, and mindfulness.

I aim to help students become clearer about what they want to do with their life, what is important to them, and how they can successfully implement and achieve the goals they have set for themselves. Another key aspect is how to deal with stumbling blocks along the way.

**Can self-leadership lead to responsible leadership, and how?**

I think that's the case, yes. Students who know themselves, who can maintain a healthy impulse distance, who do not allow themselves to be distracted (single-tasking!), and who can create healthy mental routines certainly act more responsibly in their working lives. The goal would then be, for example, to have the flexibility and the ability to endure



uncertainty or the unforeseeable in everyday leadership. We need leaders who react quickly to new circumstances and behave responsibly towards others.

### **What is the feedback you have received from the students so far?**

I receive much positive feedback about the module. Many students say that it was one of their highlights at the SML. Let me provide some quotes: “The mood was very positive. I believe that if you can laugh together, much has already been accomplished.” – “Normally, one has to pay a lot of money for such coaching programs and input on selfleadership. I'm very grateful that ZHAW offers this elective module, and I'm even looking forward to the performance assessment.”

### **What are your plans with this module?**

I have already achieved my first goal: I have recently integrated individual basic elements of the course into a first-semester module. Together with my colleagues from the module “Introduction to Business Informatics Studies”, I've designed several semester weeks of interdisciplinary self-leadership skills input to enable students to develop effectively during their studies with the help of the competencies they acquire.

The next goal is for the elective module to expand to other degree programs. I want to reach as many students as possible. It would certainly be nice if I were asked by other schools, educational institutions, or colleagues to design modules adapted to other degree programs.

## **Katja Kurz**

Katja Kurz is a research associate, lecturer, and coach in the Institute of Business Information Technology, Department of General Management at the SML. Her research is focused on digital mindfulness, digital mental load and data ethics, self-leadership, gender diversity in the technology sector, agile transformation, and change management.



# New Elective: Strategic Diversity Management

## Interview with Anna Iten, BSc student in Business Administration

**Strategic Diversity Management is a new elective offered in all Bachelor's programs at the SML. You completed the module in the fall of 2022. What motivated you to choose it?**

Diversity and different people have always interested me. This was the main reason I wanted to learn more about it. Another reason was that I study in the FLEX degree program model. This degree program gives more flexibility to students to combine studying and working because there is less face-to-face teaching, and more can be done through self-study. In that way, the module is very suitable for Flex students.

**What is Strategic Diversity Management all about? What is its meaning for businesses?**

Diversity management refers to a company's conscious approach to a diverse workforce in order to make positive use of diversity based on the different personality traits of its employees. In addition to promoting equal opportunities and anti-discrimination, companies hope that diversity management will bring economic benefits. Various factors encourage companies to deal with diversity management. For example, companies can differentiate themselves from the competition through active diversity management or increase their reputation to attract qualified personnel. Due to demographic change and the resulting shortage of skilled workers, the topic is becoming increasingly topical. Another aspect is that a more diverse workforce can increase a company's innovative capacity.

**What learning methods were applied, and how were you assessed?**

In the beginning, we had a theoretical introduction to the topic of diversity management based on lectures. Important models were explained to us, for example, models that classify different personality traits of people, so-called diversity dimensions. The models can also show to what extent and why people with corresponding personality traits are more likely to be affected by discrimination and inequalities

of opportunity. In addition, we were introduced to unconscious biases, which show us to what extent we make decisions or judge facts about people subconsciously.

We worked on real company cases. For this purpose, five companies presented their problems concerning their internal diversity management or the areas in which they strive for improvement. We were then given the task of preparing a project report in groups for the selected company, in which we worked out recommendations for action to the problem presented by the company. Different dimensions were evaluated, such as whether the problem was meaningfully delimited or whether scientifically target-oriented methods were used to obtain the results, but also whether the work was supported by the necessary theory. We presented the final results as a group to the class and the representatives of the respective companies. We were assessed based on this presentation.

**You are currently writing your Bachelor's thesis on the same topic. Could you tell us how what you have learned flows in your research?**

My Bachelor's thesis deals with diversity labels for companies. A diversity label is a seal of quality that an independent organization can acquire as part of a certification process. The fact that I completed the Strategic Diversity Management module before writing my Bachelor's thesis was valuable in that I already had an overview of the theory of diversity management. This helped me define the research question, write the research proposal, and later present the research process in the thesis itself. For example, I knew very quickly that I wanted to investigate labels for the diversity dimensions of gender, age, sexual orientation, disabilities and impairments, ethnicity and nationality, skin color, and parenthood, as these dimensions are most often relevant in organizations.



*The elective module "Strategic Diversity Management" contributes in particular to SDG 5: "Gender Equality" and SDG 10: "Reduced Inequalities".*

**What were the highlights of the module that you are taking with you in your professional journey?**

The module, in particular, examining unconscious biases, made me reflect on myself. This will definitely remain with me throughout my professional life. I will always make sure to question facts before making a decision and reflect more on my assumptions.

**Would you recommend this elective to other students?**

Yes, I would definitely recommend this module to students who are interested in human capital management and marketing and are open to diversity and inclusion. As mentioned, dealing with diversity can contribute to self-reflection and making more conscious decisions in the future. In addition, writing the project report is a good preparation for a Bachelor's thesis in that field.



# Jan Camenisch, Winner of the “Students4OER: Sustainability through Sharing” Competition

In the spring semester of 2022, the ZHAW University Library, supported by the ZHAW Sustainable Impact Program, held the Students4OER competition. Jan Camenisch, an SML Bachelor's student in Business Administration with a Major in Banking, Finance & Controlling, won third place for his paper about SDG 8: “Challenging Green Growth”.

## ABOUT THE COMPETITION

The competition promoted the publication of open educational resources (OER) on the 17 UN Sustainable Development Goals (SDGs); prize money of up to CHF 500 was offered to the winners. Students from all schools were invited to participate. The diversity of the submissions and the participants' commitment exceeded the expectations of the organizing committee. ZHAW students explored the UN's 17 SDGs from the perspective of their fields of study. They could place their personal or joint contributions under an open license and submit them to the competition. The nature of the contributions was deliberately kept open, and as a result, there was a wide and varied range of formats, such as podcasts, videos, and posters. On 20 May 2022, the award ceremony took place at the ZHAW University Library in Winterthur.

## CHALLENGING GREEN GROWTH

Jan Camenisch submitted a paper that focused on the first part of SDG 8, describing the challenges and barriers of sustainable economic (green) growth and decoupling resource use from an environmental perspective. Furthermore, he proposed a definition of green growth and decoupling,

ending his paper by presenting the Debunking Decoupling Report by the European Environmental Bureau, providing a critical assessment of the concept of green growth. The paper was supplemented with multiple images and graphs that are considered OERs. In other words, they are shared on the web under open licenses such as Creative Commons so that third parties may use, modify, and redistribute them.



*Jan Camenisch receiving his prize at the award ceremony.*

“When I saw that the competition allowed me to write an OER, I was intrigued because I would be able to write about a topic that was interesting to me in the format of my choice. Green growth is a topic that is not debated enough in the normal procedures of our School, which is why I wanted to write a paper to intellectually challenge the normative notion of green growth as the only viable solution to combat climate change. I think OERs are an incredible way to share thoughts and information about the SDGs, and I encourage students and lecturers to develop OERs further to confront pay-to-read practices in academia.”

Jan Camenisch, SML BSc student



To download the paper, click here:

>>> [zenodo.org/record/6566902#.YpTWE6hByUk](https://zenodo.org/record/6566902#.YpTWE6hByUk)



# Responsible Management Education at the Master's Level: MSc in Circular Economy Management (CEM)

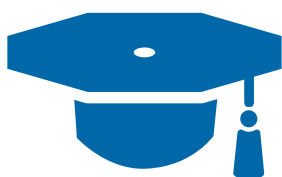
The MSc in Circular Economy Management is a new degree program that supports the ZHAW's key commitment to sustainability, specifically to impart and develop knowledge and skills in that area and support individuals and organizations in their efforts to make a valuable contribution to society. Having been designed and developed jointly by three Schools of Zurich University of Applied Sciences (ZHAW), this is a truly interdisciplinary Master's program that utilizes and combines expertise from several different disciplines.

## BACKGROUND

In 2020, faculty members of the three Schools of ZHAW, the School of Management & Law, the School of Engineering, and the School of Life Sciences & Facility Management, joined a working group to develop the university's first interdisciplinary program, the Master of Science in Circular Economy Management. Michael Farley, Deputy Head of the Department of International Business, and Peter Qvist-Sorensen, Deputy Head of the International Management Institute, represented the SML in this project and played a pivotal role in the process. The road was long and hard. Administrative and organizational challenges needed to be overcome. However, the vision and determination of those involved were strong, resulting in the final approval of the program by the ZHAW's Executive Board in 2022. Prof. Christian Vögtlin took over as Head of Program in the fall of 2022. The program, which is taught in English, will be offered for the first time in September 2023, and many students from Switzerland and abroad have already registered.

## CONTENT AND STRUCTURE

The MSc in Circular Economy Management is a full-time course of study. It consists of a preliminary week and three semesters of intensive study amounting to 90 ECTS credits. The program combines all dimensions of the circular economy – technical, environmental, social, and economic. Students acquire practical and theoretical knowledge in all disciplines. Using an interdisciplinary, hands-on approach, they develop a broader understanding and implementation skills to deal with the circular economy. The program's compulsory modules are grouped into themes and provide a foundation, while elective clusters allow students to prepare for specific career paths and professional roles. Case studies and, ultimately, the Master's thesis provide students with practical credentials. The strong involvement of business and industry in all areas ensures the practical relevance of the degree acquired. In addition, there is a strong emphasis on developing critical thinking, creativity, communication, teamwork, self-management, and self-reflection.



Some **40** Students are expected to start the MSc in CEM in September 2023



“We have a responsibility to educate, train, and prepare students, the managers of the future, so they can help organizations manage the transition from a linear economy towards sustainability and a circular economy. A central theme of the program is the balance between economic, technological, social, and ecological sustainability.”

Prof. Christian Vögtlin, Program Head, MSc in CEM



# The five key themes of the Master's program



## Future career roles

- Consultant (in-company or external)
- Corporate social responsibility manager/coordinator
- Product manager (design, development, innovation)
- Production and operations manager
- Project manager
- Supply chain manager (including distribution and logistics)
- Self-employed expert (entrepreneur, start-up founder)
- Management role (engineering, technology, circular economy)
- Communications manager
- Quality manager

For more information, click here:

>>> [www.zhaw.ch/en/sml/study/master/  
circular-economy-management/](http://www.zhaw.ch/en/sml/study/master/circular-economy-management/)



# Sustainability Awards for SML Graduates

Every September, the Swiss Green Economy Symposium (SGES), jointly with ZHAW, awards prizes for outstanding final theses that contribute in some way to achieving the Sustainable Development Goals. The SGES is one of the largest annual events for the green economy in Switzerland. More than 1,000 participants from business, politics, and science meet in Winterthur. The ZHAW SDG Award, worth a total of CHF 4,500, funded by the ZHAW Sustainable Impact Program, is presented at this event. For two consecutive

years, the School of Management & Law proudly saw its graduates receive an award for their valuable contributions.

In 2021, Lukas Jöhri won third place for his Master's thesis on the sustainable circular economy. In 2022, Alexander Wagner won third place for his Master's thesis on "The impact of resource base on performance: Success factors of Swiss Energy and environmental start-ups".



SML Master's graduate Alexander Wagner (third from the left) receives his award during the SGES ceremony in 2022.



# Responsible Management Education with Executive Education Programs

The SML offers about 200 executive education programs and courses aimed at boosting the careers of business professionals and executives and providing them with practical knowledge and up-to-date, relevant skills.

Certificates of Advanced Studies (CAS) programs offered at the SML are in-depth executive education programs worth 12–15 ECTS credits, offered in German or English.



The SML ranked 71 in the Financial Times Executive Education – Open Programs 2023

## THE FOLLOWING CAS PROGRAMS INCLUDE SUSTAINABILITY TOPICS AND WERE OFFERED FOR THE FIRST TIME IN 2021/2022:

	<b>CAS in Corporate Finance and Sustainability</b>	<p>In-depth knowledge of corporate finance is essential for professionals and managers in finance departments. Participants combine acquiring these skills with learning about the impact of sustainability on finance.</p>
	<b>CAS in Law of Sustainable Corporate Governance</b>	<p>The program introduces legal issues from three areas of sustainable corporate governance (ecology, social issues, and good corporate governance). Relevant problems are identified, and adequate solutions are found.</p>
	<b>CAS in Managing Circular Economy</b>	<p>Implementing circular economy principles in an organization can strengthen its supply chain's resilience and efficiency and drive its innovation agenda while becoming more competitive.</p>
	<b>CAS in Sustainable Innovation</b>	<p>Sustainability can be used as a competitive advantage. Unique competencies are needed to evaluate and implement sustainable products, services, and business models.</p>



## EXISTING CAS PROGRAMS WITH SUSTAINABILITY-RELATED TOPICS AT THE SML:

	<b>CAS in Climate Strategies</b>	<p>The focus is on developing scientifically sound, tailor-made, and field-tested strategies for organizations to achieve the net zero target. This program has been offered in German since 2017.</p>
	<b>CAS in Corporate Responsibility</b>	<p>Managers acquire the right tools to embed corporate responsibility and sustainability management as strategic goals for companies to achieve corporate success. This program has been offered in German since 2007.</p>
	<b>CAS in Sustainable Investing</b>	<p>The focus is on understanding how responsible investing works without losing sight of return and risk. Managers learn how to integrate ESG (environmental, social, governance) data into the investment process in a targeted manner and thus create a transparent basis for decision-making for their clients. This program has been offered in German since 2020.</p>
	<b>CAS for Compliance Officers</b>	<p>Learning how to set up an effective compliance management system is essential for managers. In addition to legal know-how, participants learn about compliance culture and corporate responsibility, how to assess risks, and how to monitor and communicate. This program has been offered in German since 2015.</p>



# Executive Education for the Circular Economy

According to the World Economic Forum, our current way of living uses 60 % more resources than the Earth can provide, creating more waste than we can handle. Switching to a circular economy is considered by many countries to be the way forward.

## Interview with Marc Schmid, Head of Program of the CAS (MCE)

### How would you describe the circular economy concept?

Contrary to the current linear economic model, which is based on a take-make-consume-throw-away pattern, the circular economy is a model of production and consumption which transcends the life cycle of products and designs out waste and pollution. Circular economy entails a systemic approach to economic development designed to benefit businesses, society, and the environment. In practice, organizations apply various principles of value retention, such as remine, recycle, remanufacture, reuse, or reduce. This concept requires innovation at the process, product, and service or business model level and often requires rethinking the scope of the current supply and value chains.

### Why has the circular economy become such an important topic in business?

All business stakeholders are aware, to varying degrees, of the impact of human activities on biodiversity loss, climate change, pollution, and the scarcity of natural resources. While companies take different stances on sustainability, ranging from mere compliance to visionary approaches, most today are trying to reduce their environmental impact, increase resource efficiency, and mitigate climate change risks. In this context, the circular economy has emerged as a practical model for addressing stakeholders' concerns and continuing to grow through differentiated, sustainable value propositions. Specifically in Europe, the circular economy is strongly enabled by policy, in particular the European Green Deal. The recently enforced Corporate Sustainability

Reporting Directive (CSRD) recognizes the circular economy as one of the six relevant environmental factors. Also, the new Circular Economy Action Plan deploys policy instruments on six key product value chains: electronics & ICT, batteries and vehicles, packaging, plastics, textiles, and construction & buildings. Pioneering companies, such as Cat® Reman, have successfully implemented circular business models that inspire others to innovate in that way. In other cases, implementing circular economy practices enables companies to ensure the resilience of their supply chain.

### Why did you decide to launch a circular economy elective followed by a CAS in MCE program at the SML?

Back in 2019, our team found that sustainability taught at the SML was mainly anchored in its classical paradigm: "minimizing negative consequences of human activities". We decided, therefore, that circular economy management should be represented in our programs.

Starting with a Bachelor's elective was the quickest way to assess the relevance of the idea. This has now been confirmed by the consistently high level of participation and positive feedback from the students. For the CAS program, we first established a benchmark of existing relevant education programs in Switzerland and identified the opportunity to be the first in the market. We then asked various companies about the need for such a professional training program. Based on the positive feedback we received, we launched our CAS in Managing Circular Economy.



Marc Schmid contributes with the CAS MCE to the achievement of SDG 6, SDG 7, SDG 8, SDG 13 and SDG 15.

## Marc Schmid

Marc Schmid is a lecturer and the Deputy Head of the Center for International Industrial Solutions at the Department of International Business. His research is focused on circular economy and bioeconomy in the industrial sector.

### The CAS in MCE was offered for the first time in the fall semester of 2022. Can you describe your pedagogical approach and the program structure?

The CAS program is characterized by methodological diversity. In addition to face-to-face teaching, students work on case studies. They prepare and give peer-reviewed group presentations, apply their knowledge in a simulation game, communicate with companies active in the circular economy, and develop a roadmap for implementing the circular economy in their organization. The first module conveys the basic knowledge of the circular economy: identification of drivers and barriers, the transformation of business models, the role of customers in its adoption, material flow analysis and LCA, enabling technologies, the rebound effect, circular supply chain, metrics, road-mapping, and change management. The second module extends and deepens participants' knowledge of key business functions for circular economy implementation: procurement, industrial design, servitization, and finance. Furthermore, participants go on two field trips, during which they visit two companies implementing circular activities.

### In what ways is this CAS program different from other executive education programs about sustainability at the SML?

The main difference is that it provides knowledge on specific characteristics of the circular economy: closing, narrowing,

slowing, intensifying, and dematerializing resource loops. The related metrics also differ.

### What feedback have you received from students participating in the CAS program?

The first cohort was delighted with the program. Here are two examples of testimonials:

"The ZHAW CAS in Managing Circular Economy program struck the perfect balance between management and science and equipped me with practical tools to implement the circular economy in my company."

"The program was eye-opening, emphasizing the need for swift implementation of the circular economy. This course blends theory and practice, allowing for seamless integration of the concepts learned into real-world business operations."

### What are your plans for 2023–2024?

My first objective is to make minor changes to update the CAS program for 2022/23. I will also be contributing to the new ZHAW Master's program in Circular Economy Management or in CEM by heading one module. >>> [Link](#)



# edX Online Courses at the SML and Sustainable Corporate Financing

The Center for Corporate Performance and Sustainable Financing of the Institute of Financial Management has developed the new edX online course “Sustainable Corporate Financing”, which was launched and ran for the first time in the fall of 2022; it consists of two courses. This is the first Professional Certificate Program offered at ZHAW.

## **COURSE 1: SUSTAINABLE CORPORATE FINANCING: FOUNDATIONS.**

### **DURATION: THREE WEEKS**

As a result of recent global developments, issues of climate change and sustainable development are increasingly being addressed. Different players in the financial sector have started to include sustainability issues in their daily operations. In addition to regulatory pressures, stakeholder demands, increasing transparency, and comparability of sustainability data contribute to the financial sector's move towards sustainability. While sustainability has been gaining in popularity in the investment business for several years now, it is only beginning to do so in corporate finance.

The first course aims to provide the foundations of corporate finance with a particular focus on how sustainability aspects relate to corporate financing decisions. Four action areas of sustainable corporate financing are elaborated on and

discussed. Theoretical knowledge is supplemented with case studies and practical examples. The practical application is meant to help participants gain competencies beyond the scope of the course by focusing on critical reflection on public information/data and the feasibility of developing ideas. >>> [Link](#)



1,335 people from 99 countries  
enrolled in the two courses in  
Sustainable Corporate  
Financing in 2022

#### **Week 1**

**Introduction to  
Corporate Finance**

#### **Week 2**

**Introduction to  
Sustainability**

#### **Week 2**

**Corporate Finance  
& Sustainability**



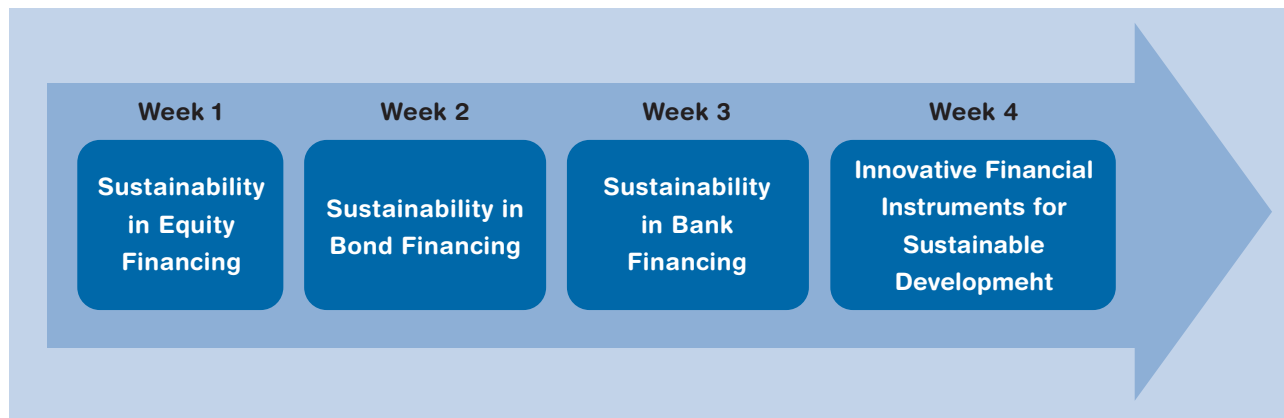
## **COURSE 2: SUSTAINABLE CORPORATE FINANCING: APPLICATIONS.**

### **DURATION: FOUR WEEKS**

The second course emphasizes sustainability from the perspectives of equity, debt, and bank financing. Finance professionals are in a position to strategically contribute to an alignment of the real economy with sustainability targets by allocating capital in all forms: directly, such as bank lending, and indirectly, with equity and debt investments. These targets concern the environment and society at large, including future generations. Financial institutions must strategically address potential financial and sustainability-related risks to address sustainability issues. In the environmental dimension, rigid policies and regulations increasingly force financial market participants to integrate these aspects into their operations and adjust their reporting

accordingly. On the other hand, the economy's transition towards more sustainability and the development of sustainability solutions will lead to additional and specific financing needs.

Course participants will gain in-depth insights into what financing options and considerations apply in the respective fields of action (exclusion, ESG integration, transition, and sustainability solutions) previously encountered in Course 1. In addition, Course 2 elaborates on the question of how specific financing solutions can contribute to closing the SDG financing gap. Specific impact-oriented and innovative financing approaches are discussed, focusing on their relevance, origin, and possibilities to manage and measure the impact realized. Practical examples and case studies are discussed for all financing approaches. >>> [Link](#)



**Prof. Beat Affolter**  
Head of Center for  
Corporate Performance  
and Sustainable Financing



**Dr. Julia Meyer**  
Senior Lecturer, Center for  
Corporate Performance  
and Sustainable Financing



**Niccole Jordan**  
Senior Lecturer, Center for  
Corporate Performance  
and Sustainable Financing



**Andreas Schweizer**  
Senior Lecturer, Center for  
Corporate Performance  
and Sustainable Financing



## GLOBAL BUSINESS AND HUMAN RIGHTS

The Center for Corporate Responsibility has launched an edX course entitled “Global Business and Human Rights”, which was offered for the first time in May 2021. The course provides a fundamental understanding of the connections between business conduct and human rights in a globalized world. It is designed for individuals working in such fields in companies, civil society, intergovernmental, or government organizations.

The course explains the various interrelationships and the impact of globalization, company activities, and human rights from an ethical, historical, cultural, and legal perspective. Participants receive a general overview of important institutions and their role in discussions about human rights. They are shown the relevant concepts, methods, and instruments companies use to address and manage human rights. Due to the resounding success of the first course and the great interest that it has received internationally, the course will be offered again in spring 2023. >>> [Link](#)



**Dr. Thorsten Busch**  
Senior Lecturer,  
Center for Corporate  
Responsibility



**Prof. Marco Clemente**  
Co-Head, Center for  
Corporate Responsibility



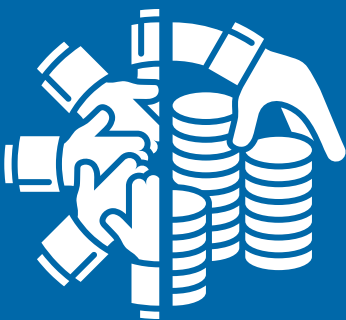
2,935 participants from  
171 countries enrolled in  
Global Business and  
Human Rights in 2021





# PRME in Research

The research of sustainability topics is a priority for the SML. As a PRME Champion School, we focus on six specific research areas connected to the SDGs. In 2022, we introduced two new professorships, one for Business & Society and one for Sustainability & Management. Five of our research centers are active in the acquisition and realization of impactful research projects with international and regional partners from businesses, the public sector, and civil society.





# An Overview of the Research Focus Areas “Corporate Responsibility Management” and “Ethically Responsible Leadership”

## Interview with Christian Vögtlin, Professor of Business and Society, and Marco Clemente, Professor of Sustainability and Management, Co-Heads of the Center for Corporate Responsibility

**You both took over as Co-Heads of the Center for Corporate Responsibility in the fall of 2022. Could you describe your research backgrounds and how they relate to the SML PRME research focus areas?**

**Vögtlin:** My research, which has a clear PRME focus, is on CSR and sustainability with a specific emphasis on responsible leadership and innovation. I chose this area of research because it allows me to investigate questions we need to address if we want to guarantee a sustainable future for our planet. I believe that if we want to do good business, managers need a sense of responsibility and accountability toward those we affect. Business is part of society and, as such, has to be conscious of its purpose and contribution to society. My specialization allows me to study, obtain knowledge, and understand more about the links between individual behavior, corporate responsibility, and societal impact. It is important to me to ensure that my research has societal relevance and relates to pressing societal questions. Finally, it allows me to raise awareness among our students, who will one day become managers, of topics involving responsible leadership and innovation. The insights gained through my research are integrated into my teaching, one of the goals of PRME.

**Clemente:** Both as a lecturer and a researcher, I’m interested in how companies’ strategies relate to sustainability. My driving research question is: How can companies achieve a competitive advantage ethically and sustainably? Within this area, I have also been fascinated with what drives organizational misconduct and corporate scandals. Ethical and responsible leadership is a driving force to ensure that companies behave ethically for internal and external

stakeholders. The world faces multiple grand challenges – we must train current and future leaders to face them!

**The two research areas previously belonged to different SML departments. Now they are both in the Department of International Business. What was the reason for this decision?**

**Vögtlin:** CSR and ethics are interlinked, and you cannot commit to one in a credible way, or even successfully, without acknowledging the other. We have seen many cases where companies instrumentalized CSR and were exposed as hypocritical, resulting in negative publicity, reputational damage, and even boycotts. Companies that want to engage in CSR meaningfully need to consider their ethical obligations beyond what is required by law (which was an early definition of CSR). As such, it makes much more sense to address ethics and sustainability holistically under one institutional umbrella.

**Clemente:** I agree with Christian. We are working on an article idea that shows how adding sustainable targets while neglecting the company’s organizational culture can backfire and create an environment that facilitates misbehavior. Just think about the infamous Volkswagen emission scandal in 2015.

**Can you give examples of your current research projects/publications and how they are linked to the SDGs?**

**Vögtlin:** In our recent article published in the Journal of Management Studies, which appeared in 2022, we outline pertinent characteristics of grand societal challenges, such as those addressed in the SDGs, that make current conceptualizations of corporate social responsibility and



*Prof. Marco Clemente (left) and Prof. Christian Vögtlin (right) contribute with their research and teaching particularly to the achievement of SDG 17: “Partnerships for the Goals” and SDG 4: “Quality Education”.*

social innovation insufficient in addressing them. We explain the reflexive and participative capacities of the governance of responsible innovation as a complementary and promising way forward.

In 2023, we received funding from the Swiss National Science Foundation for a project on “How green transformational leaders engage stakeholders to tackle environmental grand challenges in the context of circular economy”. The project aims to improve our understanding of why, when, and how organizational leaders engage stakeholders to tackle great environmental grand challenges in the context of the circular economy. We focus on green transformational leaders (“GTLs”) and investigate how they motivate and enact change among networks of external stakeholders for environmental sustainability. Our findings will contribute specifically to SDG

12 on responsible production and consumption and SDG 13 on climate action.

**Clemente:** In my research, I address multiple SDGs. There is one project I have been working on these last two years with Prof. Royston Greenwood from the University of Alberta and Claudia Gabbioneta from the University of York. We edited two volumes as part of the Research in the Sociology of Organizations series under the title: “Organizational Wrongdoing as the “Foundational’ Grand Challenge”. When discussing SDGs, we often forget to mention wrongdoing and corruption. However, as the UN stated, “acting against corruption is imperative to achieving the recently adopted Sustainable Development Goals, which aim to end poverty, protect the planet, and ensure prosperity for all, amongst others.”



### **How can we train students to become future ethical and responsible leaders?**

**Vögtlin:** Our research informs our teaching. Students can benefit from the latest insights into quickly evolving topics to better understand the drivers, conditions, and outcomes related to being an ethical and responsible leader and moving companies toward sustainability.

**Clemente:** To add to what Christian has mentioned, at the CCR, we continuously use innovative teaching and learning practices. We have been following the i5 Project very closely, the UN PRME pedagogical initiative, to promote innovative training and create a new generation of responsible leaders. We have already experimented with the i5 framework with good results.

### **What are the future research goals of the Center for Corporate Responsibility?**

**Clemente:** We are lucky to work in an institution where the purpose and values are inspired by the PRME guidelines. As co-heads of the Center for Corporate Responsibility, we are very much aware of the responsibility to apply the recently updated UN PRME principles and help to embed them in the overall organization. We are aware that this needs an orchestrated effort. We are part of the SML PRME Committee, where multiple ideas and projects are discussed. Next year, we are launching our Master's program in Circular Economy. We will also work to ensure that sustainability, corporate responsibility, and ethics are represented strongly in our executive education products. In research, we are working on multiple projects that we hope can help create more impact for students and companies.

**Vögtlin:** I fully agree with Marco. We have ambitious plans and many ideas.



# A Selection of Research Projects in 2021–2022



## **Focus: Corporate Responsibility Management**

RRI Leaders: Leveraging Leadership for Responsible Research and Innovation in Territories

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/4435/>



## **Focus: Social Law**

Importance of the UN Disability Rights Convention for the integration of people with disabilities- Legal commentary and book “CRPD in a nutshell”

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/3340/>

Psychological stress and mental illness in the perception of the Swiss labor and social security courts

>>> <https://www.zhaw.ch/en/sml/institutes-centres/zur/research/#c55439>

SWEET DeCarbCH- Decarbonisation of cooling and heating in Switzerland

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5428/>

Enforcement of wage demands and fair working conditions of seafarers on cargo ships (under a flag of convenience)

>>> <https://www.zhaw.ch/en/sml/institutes-centres/zur/research/#c55439>



### **Focus: Enabling Energy Transformation**

H2020 SONNET: Social Innovation in Energy Transition – Digitalization for energy efficient consumer choices

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/3025/>

Re@dy4 Sustainable Electricity? – Consumer preferences for renewable energy sources

>>> <https://www.zhaw.ch/en/sml/institutes-centres/cee/research-consulting/edy4-sustainable-electricity-consumer-preferences-for-renewable-energy-sources/>

Decarbonisation of Cities and Regions with Renewable Gases (DeCIRRA)

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5392/>

NETFLEX: Efficient network tariffs for flexible consumers

>>> <https://www.zhaw.ch/en/sml/institutes-centres/cee/research-consulting/netflex-efficient-network-tariffs-for-flexible-consumers/>

Unlock-PV: Analysis of the potential of community-financed PV systems to accelerate the transformation of the Swiss energy system

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/4358/>

ProdUse: Closing the gap between model-based energy scenarios and its potential users to support evidence-based decision-making for the transformation of the Swiss energy system

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5156/>

**Focus: Sustainable Finance**

Tech4SDG – Guiding Swiss Asset Managers towards High-Impact SMEs

>>> <https://www.zhaw.ch/de/forschung/forschungsdatenbank/projektdetail/projektid/4783/>

BioVaR: Assessing and Digitizing Risk Exposure Resulting from Biodiversity Loss

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/6001/>

Spatial sustainable finance: Satellite-based ratings of company footprints in biodiversity and water

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5921/>

Decentralised Financing of Fairtrade Producers using a Blockchain based solution

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/3824/>

Quantitative decision model for sustainable corporate financing

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5109/>

Prognostic scoring of innovations in Green-Tech patent clusters using Natural Language Processing

>>> <https://www.zhaw.ch/en/research/research-database/project-detailview/projektid/5041/>



# A Selection of Research Publications in 2021–2022



## Focus: Sustainable Finance

Affolter, B.; Meyer, J.; Richter, T.; Röthlisberger, P.; Schweizer, A. (2022). Nachhaltigkeit in der Kreditfinanzierung. Swiss Sustainable Finance.

>>> <https://doi.org/10.21256/zhaw-25418>

Schweizer, A.; Röthlisberger, P.; Affolter, B. (2022). Nachhaltigkeit in der Fremdfinanzierung: aktuelle Entwicklungen am Kapital- und Bankenmarkt und erwarteter Einfluss auf KMU. Expert Focus. 2022(12), pp. 604–611.

>>> <https://digitalcollection.zhaw.ch/handle/11475/27293>

Posth, J.A.; Hadji M.; Kotlarz, P.K.; Osterrieder, J.; Schwendner, P. (2021). The Applicability of Self-Play Algorithms to Trading and Forecasting Financial Markets. Frontiers in Artificial Intelligence.

>>> <https://doi.org/10.3389/frai.2021.668465>



## Focus: Corporate Responsibility Management

Hietschold, Nadine; Voegtlin, Christian; Scherer, Andreas Georg; Gehman, Joel, (2022). Pathways to social value and social change: an integrative review of the social entrepreneurship literature. International Journal of Management Reviews.

>>> <https://doi.org/10.1111/ijmr.12321>

Demasi, Ramona; Voegtlin, Christian, (2022). When the private and the public self don't align: the role of discrepant moral identity dimensions in processing inconsistent CSR information. Journal of Business Ethics, 187 (1), 73–96.

>>> <https://doi.org/10.1007/s10551-022-05282-z>

Brand, Fridolin Simon; Bläse, Richard; Weber, Giulia; Winistörfer, Herbert, (2022). Changes in corporate responsibility management during COVID-19 crisis and their effects on business resilience: an empirical study of Swiss and German companies. Sustainability, 14(7), 4144.

>>> <https://doi.org/10.3390/su14074144>



### Focus: Social Law

Wohlwend, M., (2022). Der Arbeitsausfall. Sui generis. pp. 101–111.

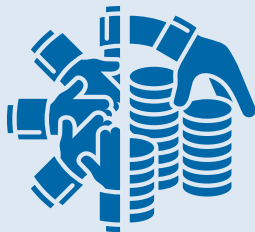
>>> <https://doi.org/10.21257/sg.210>

Egger, S. M.; Gemperli, A.; Filippo, M.; Liechti, R.; Gantschnig, B. E. et al. (2022). The experiences and needs of persons with disabilities in using paratransit services. *Disability and Health Journal*. 15(4), 101365.

>>> <https://doi.org/10.1016/j.dhjo.2022.101365>

Meier, M. E.; Egli, P.; Filippo, M.; Gächter, T., (2021). "So konkret wie möglich". *Schweizerische Zeitschrift für Sozialversicherung und berufliche Vorsorge*. 2021(2), 55–73.

>>> <https://digitalcollection.zhaw.ch/handle/11475/22665>



### Focus: Ethically Responsible Leadership

Cattani, Gino; Clemente, Marco; Durand, Rodolphe; Mai, Ke Michael, (2022). Who controls the controller?: People's reaction to social control agent's decisions about organizational misconduct. *Journal of Management Studies*.

>>> <https://doi.org/10.1111/joms.12894>

Frémeaux, Sandrine; Vögtlin, Christian, (2022). Strengthening deliberation in business: learning from Aristotle's ethics of deliberation. *Business & Society*. 62(4), pp. 824–859.

>>> <https://doi.org/10.1177/00076503221113816>

### Other sustainability-related research publications

Marcone, R. D.; Schmid, M.; Meylan, G. (2022). Closing the gap between EU-wide national bioeconomy monitoring frameworks and urban circular bioeconomy development. *Journal of Cleaner Production*, 379, 134563.

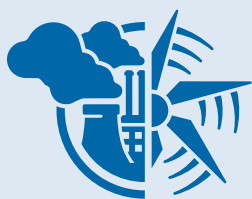
>>> <https://doi.org/10.1016/j.jclepro.2022.134563>

Meylan, G.; Thiombiano, B.; Le, Q. B. (2021). Towards assessing the resource criticality of agricultural livelihood systems. *Ecological Indicators*. 124.

>>> <https://doi.org/10.1016/j.ecolind.2021.107385>

Jahn, S.; Furchheim, P.; Strässner, A–M. (2021). Plant-Based Meat Alternatives: Motivational Adoption Barriers and Solutions. *Sustainability*, 13 (23), 13271.

>>> <https://doi.org/10.3390/su132313271>



### Focus: Enabling Energy Transformation

Abrell, J.; Cludius, J.; Lehmann, S.; Schleich, J.; Betz, R. (2021). Corporate emissions-trading behaviour during the first decade of the EU ETS. *Environmental and Resource Economics*. pp. 1–37.

>>> <https://doi.org/10.1007/s10640-021-00593-7>

Gui, E. M.; MacGill, I.; Betz, R. (2021). Consumer-centric and capital efficient design of community microgrids for financially strapped communities. *Energy Sources, Part B: Economics, Planning, and Policy*. 16(10), pp. 929–950.

>>> <https://doi.org/10.1080/15567249.2021.1983083>

Kosch, M.; Betz, R.; Geissmann, T.; Schillinger, M.; Weigt, H (2021). The future of Swiss hydropower: how to distribute the risk and the profits? *Schweizerische Zeitschrift für Volkswirtschaft und Statistik*. 157(5), pp. 1–17.

>>> <https://doi.org/10.1186/s41937-021-00074-0>

Stadelmann, M. (2021). Energy Efficiency Gap in Switzerland. In: Quah E., Schubert, R. (eds) *Sustainability and Environmental Decision Making. Sustainable Development*. Springer, Singapore.

>>> [https://link.springer.com/referenceworkentry/10.1007/978-981-15-9287-4\\_12](https://link.springer.com/referenceworkentry/10.1007/978-981-15-9287-4_12)

Markard, J.; Rinscheid, A.; Widdel, L.; (2021). Analyzing transitions through the lens of discourse networks: coal phase-out in Germany. *Environmental Innovation and Societal Transitions*. 40, pp. 315–331.

>>> <https://doi.org/10.1016/j.eist.2021.08.001>

Rinscheid, A.; Rosenbloom, D.; Markard, J.; Turnheim, B. (2021). From terminating to transforming: the role of phase-out in sustainability transitions. *Environmental Innovation and Societal Transitions*. 41, pp. 27–31.

>>> <https://doi.org/10.1016/j.eist.2021.10.019>



# RRI Leaders: Leveraging Leadership for Responsible Research and Innovation in Territories

## THE RRI FRAMEWORK

RRI is an approach that seeks to align science, technology, and innovation with social values and needs. Its guiding principles are about linking science with society so that research and innovation can generate ethically acceptable, sustainable, and socially desirable outcomes. RRI integrates the quadruple helix approach, looking at the perspectives of a broad spectrum of social players: (I) policymakers (national, regional, and local administrations, and EU institutions); (II) research and education communities (researchers, research centers, universities, and research funding agencies); (III) business and industry (companies, industry associations, chambers of commerce, and entrepreneurs); and (IV) civil society (non-organized citizens, civil society organizations, and consumers).

## ABOUT THE PROJECT

RRI LEADERS received funding from the European Commission Horizon 2020 Program for three years, from 2021 until 2023, and focuses on integrating RRI at the territorial level. The project aims to study the interconnections between (I) geographical location, (II) socioeconomic and cultural bonds, and (III) administrative authority. Four European settings are analyzed as case studies to understand the application of RRI: Western Macedonia (Greece); the city of Sofia (Bulgaria); the city of Thalwil (Switzerland); and the city of Sabadell (Catalonia, Spain). The four territories have different cultural and socioeconomic backgrounds, institutional and decision-making infrastructures, R&D landscapes, and dynamics between territorial agents. Every territory has preselected a policy area and is working with a



*Quadruple helix approach: The four main groups of players significant for the implementation of RRI in territories.*



methodological partner. Nine organizations from five European countries comprise the international consortium of partners. In Switzerland, ZHAW and the Center for Corporate Responsibility support the city of Thalwil at every step of the research process, focusing on the policy area of energy transition.

### RRI IMPLEMENTATION

In each of the chosen territories, a co-creation process is taking place through multistakeholder interaction and collaboration. It is based on the five RRI key principles of public engagement, open access, gender equality, ethics, and science education. In each step of the co-creation process, the four AIRR dimensions (anticipation, inclusiveness, reflection, and responsiveness) are also considered. At the end of the co-creation process, each territory will have an action plan with concrete policy measures to address challenges in the chosen policy areas and implement RRI for change. These transformative outlooks for each territory will be ready to be handed to the respected policymakers by the end of 2023.

>>> <https://www.rri-leaders.eu/>

>>> <https://www.linkedin.com/company/rri-leaders/>



### Dr. Florian Roth

Dr. Florian Roth is Senior Project Manager at the Center for Corporate Responsibility and leading the RRI Leaders project. His research focuses on systemic resilience, transformation and innovation processes, sustainability governance, and crisis management and communication.

### CONSORTIUM

RRI Leaders is a proud partnership of methodological and territorial partners consisting of nine organizations across Europe:

<b>Bulgaria</b>	Applied Research and Communications Fund
	Sofia Development Association
<b>Greece</b>	University of Western Macedonia
	Regional Association of Local Government of Western Macedonia
<b>Spain</b>	Catalan Foundation for Research and Innovation
	Promoció Econòmica. Sabadell City Council
<b>Switzerland</b>	Zurich University of Applied Sciences
	Municipality of Thalwil
<b>Denmark</b>	Danish Board of Technology



# Center for Energy and the Environment

The Center for Energy and the Environment (CEE) deals with economic and business issues relating to energy and the environment at a national and international level. It cooperates closely with the other ZHAW institutes and centers active in energy research, while it has established successful partnerships with research institutions all over Switzerland and abroad.

## RESEARCH WITH IMPACT

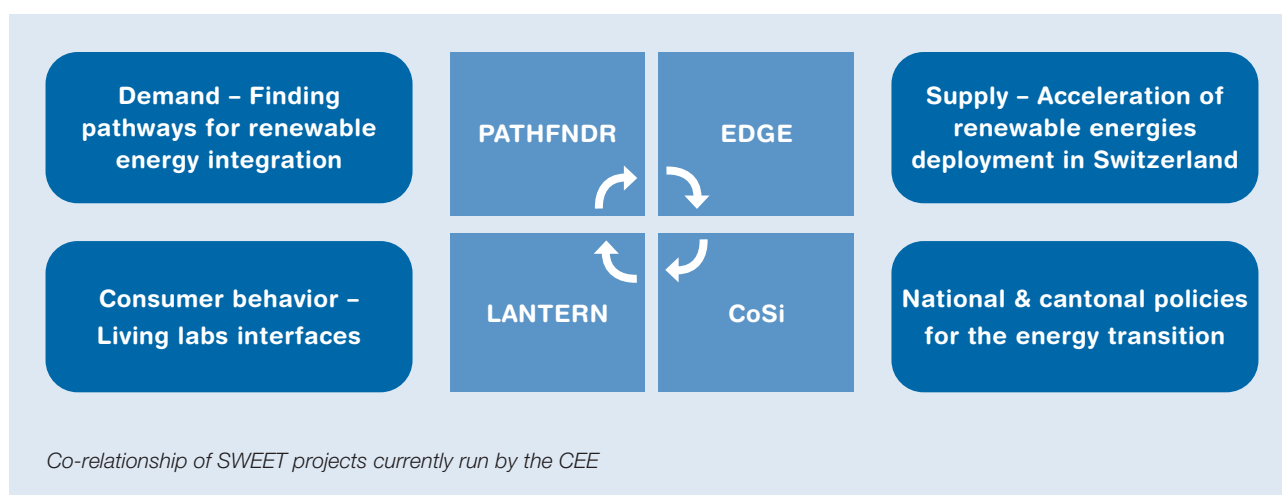
A unique characteristic of the CEE is the close link of their research to real-life problems. For example, after the Russian invasion of Ukraine, the CEE analyzed the best policy responses of 20 countries, particularly their reactions to the increasing electricity and gas prices affecting households and industry. As part of this project, a Ukrainian scientist was invited, and a special issue on international energy policies is being prepared.

Another critical topic is energy security with regard to electricity. The PEDALO project looks into how to make the electricity demand more flexible in emergencies by optimizing the favorable energy district algorithms. Optimization can improve the dispatch of flexible loads, which can substantially contribute to reducing the cost of shortages and increase the security of electricity supplies.

Furthermore, CEE researchers are active in SWEET (Swiss Energy Research for the Energy Transition) projects funded

by the Swiss Federal Office of Energy. The purpose of SWEET is to accelerate innovations that are key to implementing Switzerland's Energy Strategy 2050 and achieving the country's climate goals. The CEE is currently participating in four consortia with other Swiss universities in projects with interrelated focus areas, as seen in the graph below.

In addition, the CEE has recently acquired funding for the DeCIRRA flagship Innosuisse project. DeCIRRA addresses worldwide questions such as: How might we decarbonize cities and regions? How might we make the best use of local resources and existing infrastructure? What role can energy distributors and renewable gases play in the transition towards an energy system without net emissions of CO<sub>2</sub>? DeCIRRA is a platform that brings together practitioners from many sectors and focuses on critical aspects of sector coupling and relevant options for producing renewable gases, including Power-to-Gas. For this project, the CEE is collaborating with the Centre for Innovation Systems.





*The research team of the CEE is dedicated to the achievement of SDG 7: "Affordable and Clean Energy", SDG 11: "Sustainable Cities and Communities", SDG 13: "Climate Action" and SDG 17: "Partnerships for the Goals".*

## THE LINK BETWEEN RESEARCH AND TEACHING

The Center's strong focus on research has multiple benefits for Bachelor's and Master's students and participants of executive education programs (CAS in Climate Strategies). In particular, they receive updates on the most recent results in a research field that is rapidly evolving. Students can also write a Bachelor's or Master's thesis on such a topic as part of a research project or participate in a research conference with CEE researchers.

## EXAMPLES OF BACHELOR'S AND MASTER'S THESES RELATED TO THE CEE'S CURRENT RESEARCH

- Maurin Forster (2023), The media discourse on negative emission technologies (NET) in Switzerland, Bachelor's Thesis
- Luca Dittli (2023): Negative emission technologies: Swiss actor network and attitudes towards policies, Master's Thesis
- Cedric Tanner (2022): Carbon Capture Storage (CCS) and Utilization (CCU) for Switzerland's Path to Net Zero, Master's Thesis
- Sofia Cafaggi (2022): Challenges and Opportunities for Biochar and Mass Timber Constructions as NETs in Switzerland, Master's Thesis

## SUCCESS THROUGH PARTNERSHIPS AND A STRONG TEAM SPIRIT

The success of a research team relies on multiple networks, but most of all, a strong team spirit among the members. Regina Betz highlights three key aspects that contribute to high motivation:

- Early Monday kick-off session with round table discussions
- Team yoga sessions at lunch and other entertaining events
- Annual attendance of the whole team at a conference

## CLIMATECHANGE@ZHAW

The CEE has played a significant role in creating and launching the ClimateChange@ZHAW initiative. This is a platform for several research groups across the eight Schools of ZHAW working on issues related to climate change. The Center is now developing a ZHAW competence matrix to identify suitable project or teaching partners rapidly. In this context, the CEE shares the initiative's vision, which is to offer a solution to every conceivable applied (climate) problem – be it exclusively with ZHAW-internal expertise or including competencies provided by other universities.

## FUTURE GOALS

The next step for the CEE is to focus its research on energy and climate policies outside Switzerland, most notably in developing countries. In this context, Regina Betz's top priority has been to form a highly diverse international team to take on this challenge. A doctoral student from Africa will join her team in 2023. The CEE will also focus on Asian regions, which is expected to be very rewarding in terms of outcomes. Its future research goals will involve sustainable aviation fuels and hard-to-decarbonize industry sectors that need a lot of electricity while adjusting to the new climate policies. Other significant topics will include solar power, wind power, and hydropower, and methods for the transportation and reduction of CO<sub>2</sub>. >>> [Link](#)



# PRME in Our Partnerships

For eight years, the SML has been contributing to the initiatives of the PRME DACH Chapter and, since 2018, to the PRME Champions Group. Since 2021, we have been working on expanding our partnerships with other regional and international organizations to promote knowledge sharing and get inspiration for interdisciplinary research and the development of our curricula.



# Active Engagement in the PRME DACH Chapter

Our involvement in the PRME DACH Chapter allows us to participate in meaningful community initiatives that bring real change to business schools at the European level and engage with passionate RME scholars.

## THE STRATEGIC ACTION COORDINATION (SAC) PROCESS

In January 2022, the DACH Chapter, with the support of the PRME Secretariat and in collaboration with VIVA Idea, held a two-part online workshop to promote a better understanding of the current state of the Chapter, its identity, its achievements, and its future strategy. PRME Coordinator Alexandra Grammenou represented the SML, one of the eight business schools selected to facilitate the process. The results were highly beneficial to understanding how to better coordinate with the other DACH signatories to increase collective impact in the region. It also helped to see the differences and similarities with other worldwide Chapters and promote knowledge sharing.

## PRME DACH CHAPTER MEETING AT KÜHNE LOGISTICS UNIVERSITY

The first DACH Chapter Meeting of 2022 was hosted by Kühne Logistics University in Hamburg, Germany, on 12 April and had a hybrid format. It focused on the presentation of the results of the Strategic Action Coordination Process that took place in January. Participants discussed suggestions on how to move forward and strengthen the position of the Chapter by gaining more signatories and communicating its activities more effectively. Detailed information about the i5 Project and the Ninth RME Research Conference was given. The meeting concluded with the election of the new steering committee members for 2022/2024. PRME Coordinator Alexandra Grammenou represented SML in person.

## NINTH RME RESEARCH CONFERENCE AT MCI, THE ENTREPRENEURIAL SCHOOL

The Ninth Responsible Management Education Research Conference was held at MCI, the Entrepreneurial School in Innsbruck, Austria, from 27 to 29 September 2022. The theme was “Societal Impact through Entrepreneurship and Innovation”. As part of the “Approaches and scope of management education for sustainable innovation and entrepreneurship” track, SML PRME Coordinator Alexandra Grammenou presented her paper on “The Approach of Responsible Research and Innovation for Universities: A Case Study”. The conference offered a wide range of inspirational guest speeches, panel discussions, interactive sessions, and multiple workshops, with the highlight being the workshop on the Impactful Five (i5) Project. The DACH Chapter meeting took place on the afternoon of 27 September, where signatories received information about the PRME Global Students Ambassadors Program, the latest developments in the i5 Project, and discussed the Chapter’s future communication strategy to enhance the exchange with old and future signatories.



Members of the PRME DACH Chapter at Kühne Logistics University in April 2022.



Members from PRME Chapters worldwide met at the Ninth RME Research Conference in September 2022 at MCI, The Entrepreneurial School in Innsbruck.

# Active Engagement in the PRME Champions Group

The fourth cycle of the PRME Champions was extended until the end of 2022. In December, the SML applied successfully for the fifth cycle of 2023, together with 46 business schools.

## PRME CHAMPIONS GROUP MEETING IN AUSTRIA

The first on-site PRME Champions Group meeting since the pandemic was held on 26 September 2022. It coincided with the start of the Ninth RME Research Conference in Innsbruck, Austria, and was held with the support of the PRME Secretariat. At the meeting, the new application process for

the PRME Champions Cycle 2023 was finalized, and the program's future was discussed. Representatives from 10 countries reflected on the vision and mission of the PRME Champion membership worldwide and brainstormed on possible ways to strengthen the institution. PRME Coordinator Alexandra Grammenou represented SML at the meeting.



*The PRME Champions Group 2020–2022 in Innsbruck, Austria.*

# Calendar Overview 2021/2022

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January 2021

PRME DACH Chapter Meeting (online)

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June 2021

PRME DACH Chapter Meeting (online)

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October 2021

8th RME Research Conference at the International Business School Suzhou, Xi'an Jiaotong-Liverpool University, China (online)

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November 2021

PRME DACH Chapter Meeting at the Cologne Business School, Germany (hybrid)

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April 2022

PRME DACH Chapter Meeting at Kühne Logistics University, Germany

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June 2022

PRME Global Forum (online)

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September 2022

PRME Champions Meeting at MCI | The Entrepreneurial School, Austria

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9th RME Research Conference at MCI | The Entrepreneurial School, Austria

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PRME DACH Chapter Meeting at MCI | The Entrepreneurial School, Austria

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December 2022

PRME DACH Chapter Meeting (online)

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Final PRME Champions Meeting for the fourth cycle (online)

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# Our Partnerships for the SDGs

In 2021–2022, the SML managed to establish new regional and international partnerships to expand networks for sustainability and create closer collaboration to achieve the SDGs.

## PARTICIPATION IN THE POSITIVE IMPACT RATING



The SML has participated in the Positive Impact Rating (PIR) in 2021. Concerned business school scholars developed the rating in collaboration with global NGOs, including the WWF, Oxfam International, and UN Global Compact Switzerland and Liechtenstein. It is run by the international student organizations Oikos and AIESEC, VIVA Idea, and the Institute for Business Sustainability in Switzerland. The PIR is based on an assessment done by students who evaluate their school. Student organizations distribute the survey within their school and are also responsible for organizing the data collection. The students assess the schools in three areas, including seven dimensions: energizing (governance & culture), educating (programs, learning methods, and student support), and engaging (institution as a role model and public engagement). Schools are rated according to five levels: 1) Beginning, 2) Emerging, 3) Progressing, 4) Transforming, and 5) Pioneering. In 2021, 46 business schools from 22 countries took part, of which the SML reached Level 3 – Progressing.

## PARTNERSHIP WITH THE GLOBAL BUSINESS SCHOOL NETWORK (GBSN)



In 2022, a partnership between the SML and the Global Business School Network was announced. The GBSN is a non-profit organization that partners with business schools, industry, foundations, and aid agencies to improve access to quality, locally relevant management education for the developing world. The vision of the GBSN stands for “enabling business schools to profoundly impact sustainable development worldwide through education, research, and community engagement”. Dan LeClair, the CEO of the GBSN, visited the SML on 6 December 2022 and took part in the SML PRME Committee scheduled for the same day, where he exchanged information with the School’s PRME representatives from all departments and encouraged participation in the GBSN’s programs and projects. The Center for Corporate Responsibility is an active member of the GBSN Business and Human Rights Impact Community.



## **PARTNERSHIP WITH THE ZURICH KNOWLEDGE CENTER FOR SUSTAINABLE DEVELOPMENT (ZKSD)**

# ZKSD

Zurich Knowledge Center  
for Sustainable Development

The SML actively supports the Zurich Knowledge Center for Sustainable Development (ZKSD), a research-oriented cooperation platform for sustainable development launched by the University of Zurich (UZH), Zurich University of Applied Sciences (ZHAW), Zurich University of Teacher Education (PHZH), and Zurich University of the Arts (ZHdK) in cooperation with the Hamasil Foundation. The Center, which opened in November 2021, aims to contribute to sustainable development by systematically harnessing knowledge from the research of sponsoring institutions for teaching and social discourse about the UN 2030 Agenda. SML researchers, lecturers, and students have participated in various activities

and projects the Center runs. In March 2022, the SML co-organized a workshop entitled “How to Successfully Pitch Your Sustainability Idea”.

## **PIONEERING PARTNERSHIP WITH THE THURGAUER KANTONALBANK**

The topic of sustainability has been part of the entrepreneurial thinking and actions of many Swiss companies for many years. Thurgauer Kantonalbank takes a pioneering role concerning this topic by organizing a customized training program with lecturers from the SML Center for Corporate Performance and Sustainable Financing for 800 employees. This is the first time a project of this type and magnitude is taking place in the Swiss banking landscape. It was launched successfully in September 2022. In around 1,900 training days, the staff of Thurgauer Kantonalbank will address the challenging question of how the opportunities of a sustainable economy can offer added value in daily customer contact.

[»» Link](#)



“To varying degrees, all employees of the Thurgauer Kantonalbank – from apprentices to members of the executive board – will come into contact with various sustainability topics in a tailor-made manner.”

Andreas Schweizer, project manager and lecturer for Corporate Banking & Sustainable Financing at the SML



# Fostering the PRME Dialogue at the SML

Extracurricular activities and events play an integral role in supporting meaningful dialogue and discussions concerning responsible leadership and sustainability among students, alumni, staff, the business community, and other stakeholders.



# Sustainability Day @SML: Raising Awareness of the SDGs

The Sustainability Day @SML has become a popular event for students and employees at the School of Management and Law since its launch in 2019. The 2021 event was held successfully online, and in 2022, it took place in Winterthur with some 200 participants. The vision remained the same: raising awareness for the SDGs and fostering the dialogue on sustainability at the SML and beyond.

## **SUSTAINABILITY DAY 2021 @SML: THE DIFFERENT LEVELS OF SUSTAINABILITY – FROM PROBLEM TO SOLUTION**

Under this motto, the second Sustainability Day @SML took place on 23 March 2021; it was held online due to the COVID-19 pandemic. Nine SML students volunteered to form the organizing committee. They started working in October 2020 under the project lead of Jonathan Schuler, a Bachelor's Student in Business Administration. The program included workshops on sustainable consumption and

overcoming unconscious bias, as well as exciting presentations from entrepreneurs of start-ups committed to reducing the carbon footprint.

## **ORGANIZING TEAM OF SUSTAINABILITY DAY 2021 @SML:**

Mireille Brown, Elena Dimitrova, Philip Hersperger, Yves Hofmänner, Lisa Isenring, Blanca Oggier, Jonathan Schuler, Anaïs Scheiwiller, and Hanna Linda Walser.

[»» Overview Sustainability Day 2021 @SML](#)

“Sustainability is a matter of personal concern to me, and I am determined to do more to promote it. I keep noticing that many students have understood the relevance, but hardly anyone does anything about it. I co-organized Sustainability Day 2021 @SML to motivate more students to take action.”

Anaïs Scheiwiller, Master's Student in Business Administration, co-organizer,  
Sustainability Day 2021 @SML





“Through the Sustainability Day @SML, I was able to meet like-minded students and work with them to implement a meaningful project.”

Hannah-Linda Walser, Bachelor's student in International Management, co-organizer, Sustainability Day 2021 @SML

## SUSTAINABILITY DAY 2022

### @SML: CHANGE IS IN OUR HANDS

The third Sustainability Day @SML took place on 4 and 5 April 2022. The project was headed by two Bachelor's students in Business Administration: Shqipron Brajshori and Yves Hofmänner. A team of seven SML students was formed, who developed an exciting program for the two-day event. An

information fair, workshops, and talks covered multiple sustainability topics such as reducing food waste, social entrepreneurship in developing countries, critical thinking, developing sustainable cities, and responsible consumption based on plant-based alternatives to meat. The participants were able to take part in a competition to win green prizes.



The Organizing Team of Sustainability Day 2022 @SML (from left to right): Leandro Graschi, Shqipron Brajshori, Kristina Misakova, Yves Hofmänner, Bleona Hasi, Jan Jörg, and Areekal Jeevan.



## TALK ABOUT THE SITUATION IN UKRAINE

The students of the SML were greatly affected by the unexpected outbreak of war in Ukraine in February 2022. They decided to devote some of Sustainability Day @SML to SDG 16: Peace, Justice, and Strong Institutions. A bake sale was held on the morning of the second day, and the proceeds were donated to help war victims. In the evening, Prof. Christopher Hartwell, Head of the SML International Management Institute, gave a memorable talk in which he provided a historical overview of the reasons that had led to the war and opportunities for sustainable development in the region in the post-war period. This was followed by an exciting discussion with multiple questions from the audience participating online and on-site.

>>> [Christopher Hartwell's speech](#)

>>> [Overview Sustainability Day 2022 @SML](#)



Prof. Hartwell in Sustainability Day 2022 @SML gave a guest lecture to the students about the situation in Ukraine.



# Dialogue in Research



## EURAM UKRAINE SYMPOSIUM

From 15 to 17 June 2022, the European Academy of Management Conference took place in Switzerland for the first time. It was hosted by the SML in Winterthur with the theme of “Leading the Digital Transformation”. On 16 June, Prof. Christopher Hartwell, Head of the International Management Institute, took the opportunity to chair a symposium entitled “The Global Impact of the War in Ukraine: Fundamental Challenges for Management Research”.

Prominent scholars Prof. Kseniia Smyrnova (Vice-Dean for Education, Taras Shevchenko National University of Kyiv), Prof. Roger Myerson (Professor for Global Conflict Studies, University of Chicago), Prof. Timothy Devinney (Professor & Chair of International Business, University of Manchester), Dr. Tetyana Korotka (Deputy Business Ombudsman of Ukraine) and Prof. Klaus Meyer (Professor of International

Business, Ivey Business School) took part in a high-caliber panel discussion about the ramifications of Russia’s invasion of Ukraine for businesses worldwide and the ways strategy and management theory can adapt to this “new normal”.

[»» Ukraine Symposium](#)

## PARTICIPATION IN THE ZHAW SUSTAINABILITY SCIENCE DIALOGUE

SML researchers participated in the first ZHAW Sustainability Science Dialogue organized by ZHAW Sustainable in collaboration with the Academy of Natural Sciences of Switzerland (SCNAT) on 27 September 2022. The focus of this first event was to support the exchange of ZHAW scientists from all eight Schools and encourage more inter- and trans-disciplinary research in sustainability. The experience was positive for all participants.



*The panel discussion at the EURAM Ukraine Symposium focused on SDG 16: “Peace, Justice & Strong Institutions”.*



# SML Alumni Homecoming Day 2021 & 2022

The SML is committed to promoting the values of responsible management education not only to its current students but also to its alumni, which is why the two SML Alumni Homecoming events of 2021 and 2022 were dedicated to the topic.

## POSITIVE BUSINESS

On Friday, 29 October 2021, the 11<sup>th</sup> edition of the legendary Alumni Homecoming Day took place at the SML. The theme was “Positive Business”. An inspiring keynote speech by Dr. Mandeep Kaur Rai Dhillon (bestselling author of The Values Compass) was followed by an exciting panel discussion with Markus Binkert (CFO of Swiss International Air Lines), Dr. Kerstin Humberg (Founder and Managing Partner at Yunel), Prof. Thierry Volery (Professor of Entrepreneurship at the SML and SML PRME Committee Chair), and Dr. Mandeep Kaur Rai Dhillon.

## LEADING THE WAY IN RESPONSIBLE BUSINESS

On Friday, 4 November 2022, the 12th Alumni Homecoming Day took place. The theme was “Leading the Way in Responsible Business”. One of the highlights of the evening was a keynote speech by Dr. Christian Leitz, Head of Corporate Responsibility and Group Historian at UBS Group AG. The subsequent panel discussion with Sophie Charrois (Co-President of oikos International), Prof. Christian Vögtlin (Co-Head, SML Center for Corporate Responsibility and Professor of Business & Society), Dr. Beat Habegger (lecturer and Managing Director of Habegger Strategy), and Dr. Christian Leitz provided the audience with further insights on the topic.



*The panel discussion highlighted “courage” as a significant characteristic for leaders of positive business in 2021.*



A diverse group of attendees gathered in 2022 to hear about the significance of aligning businesses strategically with sustainability issues.

### A Selection of SML Faculty Contributions at Events and in the Media

Title	Faculty Expert	Media Channel
Interview on the Impending Electricity Shortfall	Dr. Christina Marchand	Radio SRF1
Leveraging Leadership for RRI in Territories	Center for Corporate Responsibility	European Policy Brief, 30.06.2022
How Does Switzerland Manage the Energy Transition?	Prof. Regina Betz	Neue Zürcher Zeitung, 16.07.2022
Innovation in Harmony With the Civil Society	Dr. Florian Roth	ZHAW Impact Magazine, 06.12.2022
Workshop and presentation	Prof. Regina Betz	Energy Research Talks, Disentis, 26–28.01.2022
Policy Sprint: Climate-Positive Financial Center Keynote	Prof. Beat Affolter	Expedition Zukunft and Franxini Project, Bern, 06.09.2022
Presentation on Sustainability in Lending	Dr. Andreas Schweizer	Bankers Association Ticino, Lugano, 07.09.2022
Presentation of Paper on Countercyclical Social Responsibility	Dr. Julia Meyer	Research in Behavioral Finance Conference 2022, Amsterdam, 08.09.2022
Keynote speech on Sustainability in Financing	Prof. Beat Affolter	Circular Economy Forum, Zurich, 13.10.2022
Scandals, Ethical Leadership, and Creativity	Prof. Marco Clemente	Higher Ambition CEO Summit, Munich, 09.11.2022

# New Goals for PRME

For 2023–2024, we have set ourselves the following goals:

## PRME ROADMAP 2022/2023

We will adopt the PRME Roadmap 2023/2024 and implement the measures it sets out. Critical aspects for the implementation are restructuring the SML PRME Committee and strengthening the active engagement with the PRME Global Students by recruiting more students to the PGS Ambassadors program. Active participation in the PRME Champions Group in 2023 and successful application for the cycle of 2024 will be top priorities.

## EDUCATION

Our teaching strategy for 2023/2024 is based on a hybrid/mixed methods approach, as stated in the Blueprint for SDG Integration. Sustainability topics will be integrated into existing courses resulting in a reengineering project that will affect all Bachelor's and Master's degree programs at the SML. Furthermore, we aim to create a sustainability certificate at Bachelor's level. The SML is also working hard towards successfully launching the MSc in Circular Economy Management program in September 2023.

SML faculty members will start participating in the PRME i5 workshops organized by the PRME DACH Chapter and the PRME Champions Group for 2023. Under the support of the Center for Innovative Teaching and Learning, we aim to integrate the PRME Playbook into our teaching by 2024. We continue to be committed to expanding our range of executive education programs and developing more MOOCs focusing exclusively on RME topics. In 2023, we will develop the first Master of Advanced Studies (MAS) in Sustainable Leadership program.

## RESEARCH

Our research will continue to focus on the six research areas already defined while expanding to include other sustainability-relevant topics like circular economy, bioeconomy, and diversity management. We will collaborate with our partners to realize regional and international research projects, and we

will work at publishing research with an impact, following open-access guidelines to make it available to everyone. In doing so, we will involve businesses, the public sector, and civil society in the best ways possible.

## OPERATIONS

We are committed to implementing the measures set out in the ZHAW Green Impact Book for reducing our carbon footprint in our operations. The SML will actively contribute to the development of the ZHAW Social Strategy and the integration of the SDGs into curricula across all eight Schools. We will continue to monitor the efficient implementation of diversity and gender equality policies in our management and recruiting processes. Furthermore, we will continue participating in the Positive Impact Rating in 2023.

## PRME NETWORK

Active in-person participation in the PRME DACH Chapter meetings and the Responsible Management Education Week in New York will be important future commitments for the SML. We will take part in the 10<sup>th</sup> RME Research Conference organized by the ISCTE Business School in Lisbon, Portugal. We will engage in a continuous exchange to efficiently implement the new PRME Principles and adapt our reporting to the new Sharing Information on Progress (SIP) 2.0. Our active membership in the PRME Champions 2023 will be inspirational and a great driver in achieving our goals.

## DIALOGUE

Multiple events will be organized in 2023 to continue the dialogue on sustainability. The SML Sustainability Day @ SML will take place in March 2023 for the fourth time. It will be organized by seven SML students. The first Young Professional Day will be hosted by SML in collaboration with the Zurich Carbon Market Association in October 2023, offering exciting workshops and panel discussions to support young professionals in pursuing a career in carbon markets and climate leadership. In the ZHAW sustainable Lunch

series, SML researchers will present results from their projects. In addition, SML faculty members will strengthen their ties with the GBSN Impact for Business and Human Rights community.

### **PROGRESS REPORT**

The SML will continue to report its activities in 2023 via the PRME Commons platform and by completing the questionnaire for the first time in 2024, therefore joining the second generation of Responsible Management Education Reporting.

### **IMPRINT**

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A portrait of Stephan Loretan, a middle-aged man with short grey hair and glasses, smiling. He is wearing a dark blue blazer over a light pink button-down shirt. He is standing in a modern, brightly lit interior space with large windows in the background. A semi-transparent white box with blue corner brackets is overlaid on the bottom right of the image, containing a quote and his name.

“We are committed to continuing the integration of ethics, responsibility, and sustainability in the SML’s Strategy 2026 along with the new PRME principles.”

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

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