

Sharing Information on Progress (SIP)

2019 - 2020



Principles of Responsible Management Education

by

Karlsruhe International University

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Principle 1 Purpose:

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

Summary of existing practices

Karlsruhochschule aspires to incorporate responsibility and sustainability on all levels as an institution. Karlsruhochschule's **mission statement** from a stakeholder perspective formulates "I'm looking for a university that is pursuing an educational ideal in which people, along with their personal growth and social responsibility, are front and center. This university wants to amaze its students and help them grow into contemplative individuals who help shape our future as thinkers and doers".

It's **guidelines** state that

- We act on the assumption of the educational ideal of an educated young person with multifaceted interests, who is willing to assume responsibility, believes that leadership is an opportunity to serve others and society.
- We act on the assumption of the ideal of a university that - literally - considers itself a service provider for the students, the economy and society that through its competitive orientation, seismographically detects developments and trends and integrates them into its research and teaching.
- Our academic profile is characterized by our specific interest in economic and entrepreneurial activity. We assume that economic reality is constructed and staged by the actors through ascription, interpretation and negotiation of sense and meaning and that economic interactions are culturally and socially "hyper-formed".
- We qualify young people for management and leadership functions in business and society. This includes, in addition to cognitive-theoretical knowledge ("rules") and instrumental knowledge ("tools"), orientative knowledge. Orientative knowledge is one of ethically justified ends and goals.
- We believe that, in the performance of our tasks with regard to teaching, studying and researching, we have a special responsibility vis-à-vis our city, the region and the federal state of Baden-Württemberg. In addition, we see this responsibility in relation to animals

and people living here and the regional businesses and networks. We seek a trustful cooperation with relevant stakeholders and partners, including specific groups of society, businesses and other universities and academic institutions. We want to contribute to the University's capability to establish and maintain ethical sensitive and good working-relationships to regional, national and international collaborators.

- As a 'business' owned by a charitable foundation, we compete and cooperate with other academic institutions and universities for getting the best talented students, developing timely ideas and meaningful projects. Our services and programs are aimed at both, those who have a demand for education and training on the one hand and businesses and institutions on the other hand.

Programmatic Activities after the previous report

The university has continued working on enacting its mission and purpose, building on the existing practices. Like before, again, during meetings of staff and professors, the topic of sustainability and responsibility was addressed, debated and consequently integrated in the updated strategic practice. The discussion is ongoing and the awareness of the **urgency** has once more increased since the last report, also due to the acute **Corona Crisis**.

SENSE Center for Civic Engagement and Responsible Management Education

As one of the most important structural contributions to anchor the subject of responsible management education, Karlshochschule has successfully realized the so-called SENSE project, based on a grant received by the Ministry for Higher Education. The SENSE Project was financed with 1,5 Mio Euros for the period between April 2018 and March 2021. Its work can both be subsumed under Principle 1 and Principle 2.

As a core entity of the Project, the **Center for Civic Engagement and Responsible Management Education** was set up at Karlshochschule with one half-time professor, one full-time coordinator, two half-time research assistants and two working students. Its main goal was to strengthen the sense of ethical responsibility within the student body in order to contribute to the University's vision of forming responsible future leaders for society. Therefore, different components were integrated into the curriculum of the study programs, mainly focused on the concept of "**Service**

Learning”. Service Learning is an academic approach centered on combining experience-based learning and academic knowledge. In Service Learning projects, students support activities or organizations of civil society, thus gaining knowledge about civic responsibility and their potential contributions to form a sustainable future society. It is vital in supporting participation and the strengthening of democracy.

The main academic component established by the SENSE Center in 2019 and 2020 were the so-called **Community Projects**. In the Community Projects, students work on a specific task for and together with an organization from civil society for the term of one semester. While working on their task (e.g. the formulation of a fundraising/marketing strategy, an optimization of processes, the planning of an event or the like), students learn about pressing challenges in today’s civil society, and, in turn, they contribute by applying their theoretical knowledge gained through their studies. Many of our project partners are focused on topics of sustainability, e.g. urban approaches to cycle economy on a variety of levels, or social entrepreneurship initiatives. The Community Projects have been established as an integral, mandatory part of each “Karls” students study cycle and the experience is greatly appreciated by both students and partners in civil society. They help bring the academic world of our institution nearer to the surrounding community.

Along the course of the project, a wide network with civic society in and around Karlsruhe was established, promoting the **role and image of Karlshochschule as a societal actor**. As a result of the work of the SENSE Team and cooperating departments, Karlshochschule and its student body became increasingly active in the field of **climate activism** in the year of 2019, as stage and facilitator of youth climate conferences, round tables and political discussions on climate protection.

Another part of the SENSE Project has been the so-called **“cross-generational learning”** component. This area evolves around the concept of “train the trainers”, inciting students to learn by imparting their knowledge on others, typically high school students. As part of this module, Karlshochschule students went to schools and performed workshops for highschool students, usually centered on topics of civic engagement, leadership and change processes in society. Taking on the role of trainers is a crucial factor in promoting the idea of responsibility

education, since students are led to reflect on the idea themselves from the perspective of the adult generation.

The SENSE Center also established an international component. During their study semester abroad (which is part of the curriculum), students have the possibility to conduct “**International Community Projects**” by researching on volunteering opportunities themselves and supporting a non-profit entity on a specific issue during their stay abroad. Like the local Community Projects, the module “International Community Projects” entails intensive coaching and support. For this module, an online didactical course was designed to accompany students and give them constant incentives to reflect upon themselves, their experience, their role in their home and host society and also, on intercultural issues. While this module is voluntary (in difference to the Community Project), it is another offer Karlshochschule makes to its students, in order to gain inside knowledge of the functioning of another society, global interdependence, and the extent of the responsibility they can take or the difference they can make in today’s and tomorrow’s global and interdependent world.

Last but not least, the SENSE Center managed to integrate one decisive cross-sectional topic into the curriculum of Karlshochschule: the component “**Ethics in Digitalization**” was embedded firmly in the project with one research associate that brought the topic into many modules of the curriculum. The goal of the component was to make students (and also lecturers) aware of the ethical dimensions of digitality in organizations and develop digitality in an ethical way. This cross-sectional topic helped sensitize the entire student and academic body of the relevance of the issues entailed in our increasingly digitalized world. The component culminated in the development of an entire module named “Ethical Leadership in an uncertain Digital World” which was first offered in the winter semester 20/21 and is to be offered again on regular basis.

The SENSE Project as a staff body at the Karlshochschule was “wrapped up” in March 2021. Part of the wrap-up was a **digital conference** focused on the topic of Service Learning, in which the findings and experiences of the project were presented and which became the stage of an exchange of best practices between scientists and practitioners in the field of Service Learning in Germany and Austria. <https://karlshochschule.de/en/konferenzservicelearning>

Some of the main ideas of the SENSE Project were suggested to be **integrated** into the curriculum and the structure of the university to be perpetuated. Therefore, the SENSE Project has been one

of the main pillars of the Karlshochschule in order to materialize the concept of responsible education.

Karlshochschule wants to **further develop** and explicate even more the principles that are underpinning our goals of becoming environmentally, societally and socio-culturally, as well as economically responsible and sustainable in our operations. The same is valid for our attempt to provide lifelong learning and research opportunities for all students and staff and stakeholders of Karlshochschule.

We are committed to:

- enhance an integral understanding of sustainability (and cultivating sustainability literacy and capabilities, competencies and practices) through learning, teaching and research;
- consult appropriately and encouraging debate on sustainability-related issues;
- encourage responsible use of resources within the university, especially in relation to our stakeholders and the wider community

Self assessment

Karlshochschule is clearly oriented towards ethical and responsible management education. In staff, professorial, student and leadership retreat we worked on our purpose as a responsible university that wants to make a difference towards a more responsible and sustainable world and especially management education. We developed a shared understanding of our purpose and want to strengthen our resilience, our implementation capabilities and our determination to continuously improve.

New Targets

Our long-term vision is to create a culture for sustainability with an open agenda of activities and roadmap for implementing sustainability-oriented initiatives and practices. This in turn shall enable graduates and staff to flourish as sustainability practitioners and contributing for a sustainable future in business and society.

Principle 2: Values

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

Summary of existing practices

Karlshochschule continues to approach the goals of a responsible, ethical and sustainable education in two ways. On the one hand, there are several programs that specialize on Sustainability, global social responsibility and citizenship and civic engagement. On the other hand, the topic of sustainability responsibility and ethical issues are integrated into different courses and levels in all other programs.

During their study at Karlshochschule, students deal with different related topics via modules like Sustainable Development; Political Philosophy; Cultural Studies; Gender, Feminist and Postcolonial Studies, Diversity Leadership, Introduction in Strategic Practice; International Collaboration; Contemporary Society; Anthropology; Conflict Resolution; Introductory Community Project; Service Internship; Civic Engagement: Action Research; Ethics: Globalization - Sustainability – Practice; Justice, Human and Constitutional Rights; Advanced Community Project.

Besides these programs, which approach the goals of a responsible, ethical and sustainable education explicitly, sustainability and responsibility are integrated in other programs as follows:

Bachelor level

Sustainability, ethics and responsible management were integrated in various modules in all study programs. In order to enhance the impact of the principles even further, we now started with a focus on ethics and sustainability in the first semester for all our students:

'Re-Thinking management' with lectures about Knowledge and Human Interest, Power and Knowledge, Ethical Approaches, Digitalization, Ethics and Economy, Cultural Turns, Historical Development and Contingency, Can the Subaltern Speak? Postcolonial and Feminist View, Critical Management and "Doing Ethics". In International Relations and Politics, Philosophy & Economics we integrated a module **"Civil Society"**.

In the program International Business, we offer a specific focus on sustainability and an area of specialization Responsible Business with modules like **Sustainable Development, Social Responsible Business & Society, Sustainable Entrepreneurship & Social Innovation, Circular Economy Lifecycle Management, Current Issues in International Sustainability Management**. In addition to that, International Business entails modules like **International & Sustainable Finance** or **Change and Innovation**, where questions of societal and economic transformation are discussed. Thus, in this study program, students are provided thorough knowledge about sustainability, concerning doing business globally. Particularly, students can acquire comprehensive knowledge specializing on Managing Operations Globally (operation management, resources and capabilities for **sustainable operations strategy and sustainable logistics and supply chain**); **Sustainable Development** (introduction to the concept of sustainability, the sustainability discourse, Limit to Growth, the Brundtland Report, Social and Cultural Dimension of Sustainability); International Finance and Sustainability (Working Capital Management; Financial Value Drivers and Sustainable Return on Investment; Environmental and Natural Resource Taxation).

Furthermore, there is a selective module namely '**Current Issues in Re-Thinking Management and Society**': that is applied for all the study programs on the bachelor level. Specifically, this module presents various interconnected areas from different perspectives such as concepts of Business Ethics, Global Consumption Culture, and Transnationalism.

In our program "**Management**", the PRME-paradigm is integrated in the study program. After the aforementioned module ReThinking Management, students discuss issues of responsibility in the context of market reciprocity. We offer a general module "Culture and Markets" and specific modules dedicated to **critical** perspectives on arenas, consumers and audiences. The third semester focusses on the issue of strategy in the context of different fields; in each field we dedicated one or two sessions to non-profit management strategies and their **societal impact**. In the following semester, students discuss the challenges of digitization with one element also reflecting the **ethical implications** of the digital era.

'Politics, Philosophy and Economics' and the 'International Relations'

In the Bachelor study programs 'Politics, Philosophy and Economics' and the 'International Relations' we have developed students' knowledge of **ethics, responsibility and sustainability** whilst examining and explicating on the role of state and non-state actors within the global system. In particular, the students have picked up a range of theoretical and practical tools by working on a number of modules, which include but are not limited to the following: 'Introduction to International Relations' (foundational course on IR theory, ethical approaches, and in-depth case studies); 'Global Economy' (Global political economy; sustainability; and development); 'Introduction in Strategic Practice' (Innovative approach to strategic practices; Steps of strategic decision-making process in a global context; identified concrete strategies for the construction and interaction of institutions with (in) its socio-cultural environment); 'Political Philosophy' (critically reflect on major political theories against their historical and background of their origin; critically reflect on the theories and the categories in which we think and act politically); 'Foreign Policy Analysis' (concepts of power and influence; decision making; reflect on the impact of ethics, values and norms on state and non-state actors).

Master level

The Master study program in "Management" includes questions on ethics and responsibility implicitly as well as explicitly. Implicitly issues of **Corporate Social Responsibility (CSR)** and **Sustainability are integrated** in many modules e.g. Culture, Markets and Consumption; Business Analysis; Strategic Practice; Business Transformation.

Explicitly the topics are present in a module on **ethics and aesthetics** in the final semester. In this module students learn that ethical and aesthetical dimensions of leadership and organizing are media for re-thinking **legitimization** in a changing landscape of business, economy and society. Both ethics and aesthetics allow, each and together, to radically reimagine and put into practice new ways of doing business and management in a **more responsive, responsible** and artful way. Accordingly, this innovative module deals with learning how students individually and in groups as well as leading organizations can integrate ethics and aesthetics, especially for becoming more responsible and sustainable while developing a professional artistry.

Students who have successfully participated in this module will be able:

- to interpret classical texts about ethics and aesthetics and relate them to current issues.
- to appreciate and integrate ethical and aesthetical dimensions & issues and their effects with regard to their own organizing and leadership practices practice as a co-creative one.
- to question the extent to which ethics are universal, but also to learn how it can be guiding in concrete organizational and management contexts, especially with regard to dilemmas.
- to reflect on how sensations, empathy, intuition, spontaneity and taste make sense and contribute towards handling complex and uncertain situations and problems in organizing and leading.
- to understand that organisations and leadership are not only cognitive construction or institutional arrangement, but also a life-worldly practice that is shaped by embodied, and aesthetic experience, including tacit and implicit knowing.
- to reflect on their own learning and professional careers as a process of development and of cultivating ethical and aesthetic qualities and practices towards a genuine art of responsible leadership.

Specialization in Sustainability for Master “Management” and “Social Transformation Politics, Philosophy and Economics”

On the master level, Karlshochschule offers one of the optional specialization explicitly linked to questions of sustainability: ***“Sustainability and Urban Development”***. In this specialization, students explore different approaches towards the complexity of sustainabilities critically. They learn about an integral understanding of sustainability that interconnects ecology, cities, architectures, technologies and socio-cultural values.

Specifically, in the 1st semester “Approaching Sustainability” students learn how to **re- and deconstruct sustainability** (development) as a contested concept and what the key ideas and conflicts are. They learn how to reevaluate the meaning of economic prosperity or “success” in relation to my and civic socio-cultural values and the ‘limits to growth’. Understanding und using

concepts like **'green growth', 'degrowth' and 'postgrowth'** and applying sustainability and managerial tools for **transforming** social, economic and business practices and debates on current issues and future challenges in relation to sustainability and its development are covered. In particular, they study how sustainability practices can be related to urban development, including (re-)designing **smart cities or transition towns**.

Specifically, the 2nd semester focuses on **"Sustainable Urban Development: Conflict & Acceptance"** here students learn to differentiate urban development according to dimensions like size, geography, populations and wealth and how can to identify various urban actors as stakeholder. They study not only different urban planning schools in changing times, and scrutinising institutions and institutional settings concerning sustainable urban development but also analysing agendas and interaction dynamics of relevant players and conflicts critically.

Questions that will be asked are e.g.: What is the connection between cities and their (post-)modern narratives and its realization? Or: What are limits and challenges as well as what are future forms of more sustainable cityscapes and new communities?

Moreover, students learn to analyse cross-sectoral processes between 'business/economy, politics and civil society at the crossroads of technological and social innovation, all to actualise transformative potentials in our 'glocalized' world.

Correspondingly the 3rd semester explores **"Sustainable Glocal Development as nexus of Transition & Transformation"** Here students learn to connect globalization and localization and how to become able to critically reflect the notions of 'smart city' and 'regional clusters' or transition towns and what are their conflicting political and economic environments. Furthermore, they learn how they can evaluate urban-based (business) models and see their contribution towards a resilient, low-carbon, socially inclusive and democratic society and what it implies to understand and manage an environmental and institutional polyphony in cross-sectoral innovation networks and their socio-spatial boundedness. Questions like "What role does the heterogeneity of values and different sources of knowledge play for transforming urban and regional environments? Or "How can I understand the role of new "glocal" economics and politics in which eg., makerspaces, community farming and local exchange trading are connected?" are asked. Furthermore, future perspectives for an integral and transformative sustainable development are discussed

We hope to create additional attractiveness by combining this specialization also as part of new to be created master in **“Social TransFormation Politics, Philosophy and Economics”**. This new developed master will integrate on various levels **questions, issues and practices of sustainability and responsible management**, especially related to civic society.

The new study program “Social TransFormation Politics, Philosophy, Economics” responds to the need of our contemporary challenges today and for a **more sustainable future** to come. Our present economic, socio-political situation and its complex globalized context is characterized by a multiple crisis, which includes often short-sighted, **unethical and unsustainable practices**. Understanding and dealing with these realities and practices require a more integral approach and **holistic** perspectives. Conventional theoretical and empirical approaches are fragmented and are inadequate as they fail to show the whole picture. Isolated perspectives are insufficient for a much needed **inter- and trans-disciplinary** understanding of the pressing challenges we face. Accordingly, studying at this cross-disciplinary master program enables students critically analyse, understand and reflect on these issues and develop suitable and timely policies, projects or actions. Studying this program aims at contributing for **re-thinking, re-imagining and re-doing** as well as **re-integrating** on a whole host of levels and subjects. It also emphasizes that re-orientations are also about **re-designing** alternative ways of living and working together. This implies recreating a world beyond capitalism and society, as we know it. Furthermore, such an approach serves as a pathway for **democratic reform** of the socio-political, cultural and economic life worlds and systems towards a **more sustainable and wiser future**.

The four-semester Masters is organized in a holistic and integral way, covering all the disciplines of philosophy, politics and economics as an inter- and transdisciplinary nexus. All of them are linked not only to each other, but also to leadership and organization studies and practices. Furthermore, the design differentiates **multiple levels** with a specific focus (micro-, meso- and macro/mundo level) and at the same time offering a **“big picture”**. Students see that such integrative design allows them to take multiple perspectives, and gain diverse understanding of interwoven patterns and relationships, beyond singular modules.

Activities after the previous report

The SENSE project has been an excellent example of how the values of global social responsibilities can be incorporated into (not only academic) activities of the Karlsruhochschule. The SENSE Project actually merges the Principle 1 and Principle 2, both developing the capabilities of our students to work for a sustainable global economy and incorporating the values of global social responsibility into the curriculum. As described in the foregoing section, the project has been successfully conducted and concluded between 2019 and early 2021. The results in terms of structural adaptations are remarkable; as described above, the following modules have been established for the university on a permanent basis:

Community-oriented projects in and around Karlsruhe

The students take part in groups of 4-6 persons in the 3rd or 4th semester of a project oriented towards the common good. The students are prepared for their assignment in workshops and training sessions, receive accompanying coaching and subsequently take part in reflection seminars. The successful conclusion of the mandatory module is worth 6 ECTS and the workload equates 180 hs.

International Projects

During or after their semester abroad, i.e. in the 4th or 5th semester, students have the opportunity to participate in the International Community Projects. This module is optional, but its successful conclusion is worth 6 ECTS, as well.

Digital learning and ethics

As described in section 1, the module “Ethical Leadership in an uncertain Digital World”, first offered in the winter semester 20/21 is to be offered again on regular basis.

Self assessment

The curriculum at Karlsruhochschule developed more in the direction of ethical and responsible management education. New programs and modules with a **specific focus on responsibility and ethics** were created while existing programs got special attention in marketing, dissemination and information.

New Targets

We continued to develop and prepare respectively put into operation new study programs with a clear focus on responsible management education. In the case of **Politics, Philosophy & Economics and International Relations**, we have examined how and in what way we can emphasize even more the significance and roles of ethics and sustainability in each module. Overall as these programs have developed very well – whether in the modules, internships or for student development we want to continue offering these PRME related modules. In many ways, and related to the students' pro-active engagement with the course and outside social activism we want to continue strengthened their theoretical and critical understanding.

On the master level, as mentioned before we have developed and accredited a new master study program in “**Social Transformation**” with a specific focus on interdependent areas of Politics, Philosophy and Economics, linked also to **responsible leadership**. For the design and further program development the principles of PRME served and will serve again and ongoingly as a source of inspiration and guide for realisation.

Gender, diversity and inclusion

The focus on gender, diversity and inclusion has been intensified. Deepening students' understanding of these dimensions is an integral part of all Karlshochschule study programs. During their time at the Karlshochschule, students learn a range of theoretical knowledge and practical tools to become leaders and professionals, who are aspiring realising the UN sustainable development goals. Gender, diversity and inclusion directly relate to at least 9 out of the 17 goals: poverty reduction, health and well-being, gender equality, work and economic development, industry and innovation, reduced inequality, sustainable cities and communities, responsible consumption and production, and peace, justice and strong institutions.

In our teaching, research and interaction, gender, diversity and inclusion are attended through constructivist, critical and a non-essentialist methodology, while using and further developing latest theoretical models and concepts as well as empirical findings. Whereas in our teaching and research we emphasise modern and postmodern approaches of the field, we also recognise the

historicity and contextual specificities of gender, diversity and inclusion topics. This includes their intersectional, postcolonial and non-binary character. But also unsustainable consuming behavior that are dis respecting living beings.

Accordingly, students are invited to conduct research projects on gender, diversity and inclusion in a critical and innovative manner, and discouraged from resorting to ready-made solutions that reflect hierarchical dominance, forms of silencing that are reproducing inequalities and enacting destructive and unsustainable power relations.

Students are encouraged to discover their own voice, and confidently use it, to question the existing power structures also at the university as well as in the media and local culture surrounding them, including political environments, and at work places.

Moreover, students are further encouraged to become role models within their community and as they enter their professional lives, in that they incorporate inclusivity in all their behaviour, starting from hearing out and respecting the voice of their classmates in classrooms, and choosing how they speak of other people. This is achieved by the offered breadth of theoretical learning, recent research as well as adequate support systems, networks and events at the university. All of them are designed to foster inclusion and constantly challenge all members of the university community to question and reflect their views and behaviour.

Finally, we take empowerment seriously by offering students' capabilities and giving them tools to combat abuse and violence, discrimination and suppression in their personal and professional spheres. We try to support this by ensuring that we as a university provide a safe and inclusive study and working environment to all. This also includes having sufficient mechanisms to attend to any breaches of students' or staff members' personal space and integrity.

In addition, Prof. Dr. Ella Roininen is employed as Professor of International Management with specific focus on Gender, Diversity and Inclusion and functions as representative for Equal Opportunities and Diversity, in accordance with the UN Global Compact Principles.

The following concrete actions are meant to extend the inclusive mindset to different spheres of Karlshochschule activities, including, but not restricted, to the following:

- Feminist modules are included in the design of the study programs
- Throughout the curricula, the existing modules reflect the above-described topics, principles and/or approaches
- Our library collection is constantly complemented by new publications on the topics
- Training of the Karls staff and students to have inclusive mindset in all behaviour in and out of classroom. Such as: hearing out, respecting and including each individual in situations of interaction, ensuring teaching and communication materials are inclusive (language, imagery).
- Zero tolerance to hate speech, increased sensitivity to (what consists of) sexist, racist, homophobic, anti-semitic etc. use of language
- Increasing our understanding of the multiplicity of gender and sexual identities among students and staff. Strengthening the visibility of the LGBTQI+ people, community and topics in our teaching and communication.
- Implementing the gender-neutral use of language in all newly written documents and website pages from here on
- Educating staff and students on the gender-neutral use of language
- Events and student initiatives for educating and sharing with the Karls' and local community on all the different topics related to gender, diversity and inclusion. The events include, but are not limited to, the yearly Karls Pride to make our LGBTQI+ community more visible and bring awareness to different topics related to gender and sexual identities; events thematising racism in society in general and academia in particular, and spreading awareness on experiences of racism and racial marginalisation, such as critical whiteness workshops; lectures and workshops on gender based violence, abuse and sexual harassment, and microaggressions, including self-empowerment training to victims and awareness training to allies, critical masculinity workshops, digital discussions on mental wellbeing, disability, women leadership; autonomous student discussion and empowerment groups.
- Reaching out to and networking with the local, national and international academic and business community, media and interest groups. We want to position ourselves as the

experts and even opinion leaders in the German speaking academia on the topic.

- Guest speakers and shared experiences in the classrooms and staff meetings on the different diversity topics.
- Confidential mentoring to individuals on all topics related to personal and study challenges, mental wellbeing, gender, diversity and inclusion, and experiences of abuse and marginalisation.
- The staff at Karls is committed to further education and constant self-reflection on the topics related to gender, diversity and inclusion. New theories and knowledge are integrated into the teaching and research. Institutional policies and decisions are made through the lens of gender mainstreaming, awareness to privilege and marginalisation, care ethics and inclusivity of all.
- Our lecturers engage in educating communities worldwide on the stated topics in form of voluntary engagements, workshops and public lectures.

In sum, as an institute of higher education, Karlshochschule has a feminist and inclusive orientation. This means that an integral part of the Karlshochschule mission is to deepen our constituencies' understanding of the various dimensions related to gender, diversity and inclusion of all, regardless of one's gender or gender identity, sexual orientation, ethnic background and nationality, faith and religion, age, mental and physical abilities, or any other characteristic making us unique. At Karlshochschule, we want to educate and debate on a range of theoretical and practical concepts that help to bring ***equality and social justice*** into our university, community and our constituencies' personal, study and working spheres. We aim to increase the **diversity of our student body and staff composition**, make Karls home to everyone regardless of their intersecting identities and social positions, and enable each individual to **contribute to their fullest** by not only having home at Karls, but also the sense of having the voice to be heard.

Citizenship and Civic Engagement

The university is preparing a new study program and modules related to 'Citizenship and Civic Engagement' that focuses on the topic of social responsibilities and sustainable practices. As such it complements also the Politics, Philosophy and Economics and International Relations programs. This module provides students not only with the theoretical foundation for civic engagement but also with meaningful social activities:

Students in this program should learn to:

- distinguish historical, philosophical, social foundations, practices and models of service-learning and civic engagement
- describe different concepts and theoretical approaches to citizenship and civil engagement
- (re-)consider and reflect upon societal issues (e.g. poverty, unfair distribution, globalization, environment, diversity, discrimination, migration)
- define critical factors for effective engagement
- differentiate between different forms of involvement (e.g. participation, advocacy, activism, institutional politics etc.)
- evaluate the role of service learning and engage in community-based projects for their studies
- create a personal action plan for the acquisition of qualifications and competences via community-based service learning and theoretical reflection

They should furthermore be able to:

- differentiate and critically evaluate various theoretical approaches to action research
- apply research methods (data collection and interpretation) within the scope and framework of action research
- develop and implement an effective action research plan
- legitimize the chosen approach towards the community, experts and peers
- reflect about ethical issues of action research and the concrete action plan

The objective is to make sense of the society and to develop ideas for initiatives, groups or start-ups that help one's ideals to flourish and to make a difference in this world.

The program is designed for students who want to start right here and right now, even while they are studying, to put the knowledge and skills they have acquired into practice. They will be enabled to already in their studies and research bring about change in society.

Part of the study program is volunteer work for the chosen subject or issue. Students will go to the streets to protest against injustice or to promote their beliefs. They are involved in social networks where they start petitions, campaigns and debates. They mobilize people to join and support their ideas via crowdfunding. They aim to sustainably and constructively change the world in which we live. They want to live the changes and make a commitment to their future profession.

Future plans include new modules and workshops, and specifying the existing modules to even deeper reflect responsibility, ethics and sustainability in all our study programs.

We want to improve our marketing for the new study programs. Furthermore, we aim to integrate sustainability-related topics **including gender, diversity and inclusion** into more courses with the support of professors, who are specialized in this field and also experts within our network, further recruiting as well as making new contacts.

Overall, Karlshochschule International University makes curricular space for the kinds of knowledge and/or experience that helps students conduct thoughtful, responsible (professional) lives. Implicitly related to questions of responsibility and ethics, Karls offers ways of knowing and learning for students (and other stakeholder) that have the capacity to enhance abilities to be ethical beings. These include various ways to become emotional and socially competent and to make sense, and being able to **cultivate holistic discernment and informed judgement for educating more integral and inclusive mindsets.**

Possibilities to exchange and develop further approaches concerning forms of emotional and cognitive, individual and social learning are also processes among professors and lectures/seminars during regular meetings.

The aim is to further developing a learning and teaching culture at the university that allows debate, critical thinking and “living discourses” with regard to topics of ethics, responsibility and sustainability in business and society.

Principle 3 Method:

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

Summary of existing practices

Karlshochschule focuses on the **personal development** of its **students**. To achieve this goal the “Karls” leads their students to increasingly demanding experiences. At the same time it facilitates the personal development with an abundance of supporting seminars and trainings. This starts with the Orientation Week, which includes essential steps towards the development of an ethically responsible manager like guiding principles, spirit, team-building, feedback, commitment and self-reflection. The mentoring program and the weekly moderated reflection encourage students to constantly reflect their learning progress and their contribution to the group and to their own development. In the third and fourth semester the company and community projects provide an encounter with team work, conflicts, feedback and different perspectives. This is then followed by intercultural sensitivity training, the semester abroad and an intercultural reflection after the exchange. Subsequently, Karlshochschule offers a preparation for the internship, the internship itself and a transfer week to reflect the experience. This week also prepares the students for the integration of their learning into their future live, which will be complemented by follow-up trainings during the course of their life.



- In the timeframe of the report, student-based projects (Be A Change Agent”) were continued. Accordingly, students were given a key role in implementing different sustainability -related activities with support from the Board of Management, professors and administrative staff. In this way, students could learn about sustainability and the possibilities and challenges of its implementation, not only from theory but also from their own experiences and practice.

Karls Café, an initiative run by students continued to be in operation. This café is a place for different events and a meeting point for different project groups. It provides the possibility for students to sit together and sometimes with their coaches or professors for discussing different topics. It provides students the possibility to generate their own business in a **sustainable way**, buy fair traded, local and sustainable products and experience responsible management in a real-life situation.

Activities after the previous report

Karlsruhochschule has continued and improved the aforementioned existing practices. Further progress has been made concerning a more **sustainable campus**. For example separate rubbish boxes have been placed the Karls Café has improved offering more local or/and organic products, especially foods and drinks.

Students have organized awareness activities and worked in a group called “**Karlstainable**”. With small projects as well as bigger events, this group tried to raise awareness for sustainability issues and implement whatever is possible at our university. They emphasize that sustainability is not only about environmental protection but also has a strong social component - with the ultimate goal to enable a good life for people in the present and the future.ⁱ

The mission of the “**KarlsforFuture**”ⁱⁱ initiative is to encourage students of the Karls to focus their attention on sustainability, the environment, and nature protection through active participation. It consists of a group of people who are passionate about nature and environmental protection and who want to promote these values. In order to attract and involve more people in these topics, they organize exhibitions, clothing exchange events, and support the FridaysforFuture movement by advertising and demonstrating. In their regular meetings this group discuss new and old project ideas and exchange experiencesⁱⁱⁱ.

Self assessment

The awareness about sustainability and responsibility related topics has been increased; especially students are quite active in this respect. As part of the aforementioned SENSE project self-reflection plays an even larger role before, during after the work in/with the project. This is happening as part of the learning cycle of experiential learning (based on David Kolb) to ensure that experiences can be transformed into learning through reflection on many levels.

New targets

Our target is to continue developing even more activities for raising better and intensified awareness among our internal and external stakeholders and creating educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. We strive to integrate embodied ethicality in all of our study programs by making use of experiential learning, service learning and specific programs on mindfulness and awareness. We further our didactical competences and offer special empowerment workshops and opportunities for students. Furthermore we continue to support and encourage student initiatives, like “Karlstainable” or “KarlsforFuture”, where students can develop their competencies as change agents in a self-organized way.

Principle 4 Research:

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

Summary of existing practices

Research at Karls is related to PREME principles as it is about re-thinking, re-imagining, and contributing for re-doing all serving the **sustainability and responsibility oriented transformation** of society, economy and organisations as well as individuals. Correspondingly, is our academic selfunderstanding characterized with pluralistic oriented and philosophically reflective research interests, whilst focusing on phenomena, related to **responsible** leadership, organisational and economic, as well as societal and political systems and issues. In particular, we are interested in situating and exploring processes and activities of individuals, communities and various forms of organisations, and public or non-governmental institutions in their cultural and societal embedment and in relation to social and transformation connected also to sustainability developments.

We act on the assumption that socio-cultural, political, economic and organizational realities are constructed and staged or performed by agents and agencies through attributions, interpretations and negotiations of senses and sense-making, including those related to **responsiveness, responsibility and sustainability**. For us these dimensions of meaning emerge co-creatively through interacting actors and various stake-holders. With such orientation, the Karlshochschule understands itself as an educational institution that is characterised by cultural and critical-reflexive approaches towards organisational, economical and civic-societal phenomena, while aspiring to supplement or overcome traditional economists and managerialist reductionism. Besides critical studies on management and organisation, part of the emerging research patterns are related to the nexus of politics, philosophy and economics, international relations as well as 'hybrid' studies on humans and media as well as studies on **diversity, inclusion, equality, feminism and justice**. For this, we pursue **inter- and transdisciplinary and integral research**, inspired by and related to e.g. anthropology, sociology, communication and media sciences as well as the humanities, in particular philosophy, art and aesthetics.

Based on these orientations and alongside quantitative approaches, great importance is attached to qualitative research methods. Methodologically, the Karlshochschule pursues mainly an interpretative and integrative approach in relation to the phenomena under study. Such approach allows considering systematically and critically ambiguous and dynamic issues, complex processes and multi-layered dimensions of problems and meaning of our current times, while contributing to a constructive transformation toward a more **sustainable** future. Karls aims at pursuing foundational, applied and/or action research that is rigorous, but also relevant, engaged and **transdisciplinary**. Together with others, including practitioners' researchers co-create knowledge here that might imply "slow research", not trapped in a race for ranked journals, but aspires towards a contribution of **transformative difference!**

Activities after the previous report

Besides updating our academic profile, various research projects and research related activities and publications related to sustainability and responsible management are documented in our research reports, 2019 and 2020 that have been uploaded on our webpage^{iv}. In addition to these contributions, there is a great deal of Bachelor and Master thesis on topics related to ethics and sustainability.

Self assessment

Karlshochschule made some headway in focussing its research on conceptual and empirical research that advances our understanding about the role, dynamics, and impact of organisations and society in the creation of sustainable social, cultural, environmental and economic value and responsible management.

New targets

As outlined before in more detail Karlshochschule will further strengthen its focus on how to re-think and re-do **leadership and society** as a cultural, responsive, responsible and sustainable practice. Accordingly, also research will be encouraged and supported that resonates with this orientation. For appointing future positions for researchers criteria related to sustainability and responsibility will be used for the selection and induction process.

As outlined before, with the new strategic **focus on civil societal issues, problems and questions** themes of sustainability and responsible management education will be even more emphasized and implemented also in research. This implies research related to economic, societal and political dimensions and their interplay concerning sustainability thus what it means to rethink and transform economy and society responsibly.

Principle 5 Partnership:

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

Located in a region in Germany that is home to a number of leading high-technology firms, innovative companies and institutions and business incubators Karlsruhe has built and will develop more important and meaningful partnerships with organizations around Karlsruhe, Baden-Württemberg and beyond.

Summary of existing practices

Company and community projects are designed for students in the third and fourth semester. A **company project** is a fixed-duration proposal to create an innovative product, idea or result at the design, strategic or development stage. A **community project** is a fixed-duration proposal to support the community or civil society or to create a social innovation. The regular duration of a project is 4 months and each project is supported by 5-12 students. The student teams receive intensive coaching from professional external coaches and from professors of the university. In addition, Karlsruhe organizes various **Summer Academies** for international students in Karlsruhe and abroad and **Sustainability Camps** as well as further events open to the public as specified in the following.

Activities after the previous report

Company and community projects

In 2019 and 2020 Karlshochschule conducted in total 42 company and 27 community projects with external partners. The focus of the company projects continues to **shift to sustainability**-related topics and organizations, including but not limited to for example renewable energy (Sonnen GmbH), future of mobility (Daimler AG), resource efficiency (Siloamaxx GmbH), eco-friendly food and services (Biovegan GmbH, Bookitgreen GmbH).

In addition, questions of social and economic co-operation and integration have become a further recent focal point of the company projects (WeSmartCities, Netzwerkgesellschaft).

Building on this trend, Karlshochschule has intensified its ambitions to become a leading regional player involving students in community projects. In 2019 and 2020 community projects could be implemented in co-operation with both new projects and initiatives as well as well-established and leading institutions.

Sustainability Camp

Karlshochschule organized so-called sustainability camps that focus on discussing on the ecological and economic alternatives and perspectives of our economy, politics, culture and society. With its diverse participants, there are people of different generations, backgrounds and professions and workshop sessions. With such plurality these camps are always a great opportunity to discuss, develop new ideas, exchange information, to share their knowledge and deepen overcome inhibitions to create transparency, as well as to develop common solutions and to form net- and **meshworks** in sensu Ingold^y as part of these transdisciplinary encounters.

Self assessment

Karlshochschule did interact with business corporations and other partners to convey our message and to educate about the challenges in meeting social and environmental responsibilities. We developed approaches to jointly address these challenges.

New targets

Based on approved experiences and networking, we strive for developing further community-related projects and cooperating with businesses and non-profit-organizations to advance learning and networking in relation to sustainable practices, responsible management and management education.

For this we will enhance our networking and support by providing facilities for partners especially ones who work in related topics related to **responsibility, ethicality and sustainability**.

Moreover, we will continue to build our partnerships with multiple stakeholders and plan to increase student engagement with companies and organisations or institutions focused on responsibility, sustainability, and ethics. In particular, we plan to develop more academic partnerships also with other with other PRME signatories to strengthen **transdisciplinary** collaborations.

Principle 6 Dialogue:

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

Summary of existing practices

We communicated the PRME and our commitment on our official website.

Furthermore, we provide support, resources, and incorporate others in forums to facilitate discussions and collaborations with regard to issues and topics of social responsibility and sustainability (see e.g. sustainability Camp).

Our **weblog** <https://blog.karlshochschule.de/> is another platform that is used for various contributions and an ongoing debate about civil society and current issues related to societal and economic transformation as well as responsibility and sustainability.

Additionally, we organize the “**Karlsgespräche**” on a regular basis. They are free, public talk and discussion events hosted by Karlshochschule International University with the intention of creating a platform to promote dialogue on socio-political issues of current interest. Each semester the University invites high-level speakers from academia, politics, culture, religion and

business to a public talk with ensuing discussion. The focus is on topics like sustainability, societal transformation, responsibility, ethics etc.

Various “Karlsgespräche” involved sustainability-related topics. For example, a recent one (25.2. 2021) was a panel discussion on the topic of “Cooperation between university and civil society in relation to service learning – a win-win model?” This dialogical forum included a vivid discussion with representatives from universities, and alumni of Karlshochschule, a network on civic societal engagement, “The Justice Project e.V.” and the audience.

Activities after the previous report

We established partnerships with various civil society organizations to broaden our network and enhance the impact of our teachings. Thereby we were able to offer specific contents to partners outside the university and create relevance for responsibility and sustainability education.

Self assessment

Karlshochschule made again some steps towards more visibility in relation to networking and communication about relevant commitments, but still needs further refine and improve the dialogical platforms and practices.

New targets

Encouraged by the successful events in the past, we plan to continue inviting speakers and panels to talk to students, faculty and staff about responsibility, sustainability, and ethics in future “Karlsgespräche”. Likewise, we would like to engage even more with other PRME signatories, and especially the D.A.C.H.

Furthermore, we will engage with media to increase awareness of role of business, organisations, and economy as well as civic society in relation to Sustainability Development and PRME goals. Accordingly, Karlshochschule will for example communicate this SIP on the website and integrate the communication about its commitment in their various materials. Furthermore, Karlshochschule aims for becoming recognized as one of the change agents towards more sustainable futures and will use different formats to create awareness and inspiration as well as mediating for a transformative enactment.

Principle 7: Organisational Practices

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

Summary of existing practices

The Management and campus services continued being engaged in various initiatives to support and enact sustainable practices in the organization of Karlshochschule.

These include the following:

- bottle filters on water fountains
- waste separation / recycling
- renewable energy use
- energy saving led lights
- eco-paper for printing
- ink based printer

Activities after the previous report

We engaged stakeholders and namely the students in a participatory approach to envision and create sustainable practices at our university and thereby developed a common understanding of shared leadership.

Self assessment

Due to Corona crisis and its implication, operational activities on the campus have been reduced, and also energy and paper consumption decreased.

Overall, despite having continued to make our organizational practices more sustainable, there is still room for further improvement.

New Targets

- continue to work on reducing power consumption via smart home heating
- continue to use eco-friendly toners for printers
- continue using green cleaning products & practices
- future replacement of furniture with eco-friendly equipment
- green renovation, including windows with better insulation
- consciousness raising campaign and visualizing display of activities for internal and external stakeholders

One focus of our projects and efforts over the next years is to increase awareness of PRME and the SDGs, and broaden the ecological consciousness and engagement of internal and external stakeholders. Corresponding awareness campaign will help to visualise the amount of trash, paper consumption, electricity, etc. with analogies, numbers, pictures and to display the power consumption and energy efficiency projects.

For questions, comments, or ideas for collaboration for this report, please contact:

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Renewal of Commitment to the PRME

Karlsruhochschule International University expressed its commitment to the Principles for Responsible Management Education already in 2015.

And also today and in the future Karlsruhochschule International University is and will be very firmly committed to those principles and its enactments. Although we appreciate that there has been quite some progress we made, there is still a lot of work to be done in order integrate and enact all PRME principles as a living and deep-rooted part of our everyday life.

Accordingly, we renew our commitment to the principles and membership of the network PRME.

Karlsruhe, 27.04.2021



Michael Zerr
President
Karlsruhochschule International University



Angie Habermann
CEO
Karlsruhochschule International University

ⁱ <https://karlsruhochschule.de/en/university/people/karlsruinitatives/karlsruainable/>
<https://www.facebook.com/pg/karlsruainable/photos/>
<https://blog.karlsruhochschule.de/2018/04/06/karlsruainable-code-conduct/>

ⁱⁱ <https://karlsruhochschule.de/en/university/people/karlsruinitatives/karlsruforfuture>

ⁱⁱⁱ <https://karlsruhochschule.de/en/university/people/karlsruinitatives/karlsruforfuture>

^{iv} <https://karlsruhochschule.de/de/forschung/forschungsprofil/akademisches-profil>

^v Ingold, T. (2011) Being Alive. Essays on Movement, Knowledge and Description Routledge, New York