

# OUR CONTRIBUTION TO A BETTER FUTURE

2020 Sustainability Report

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# FOREWORD BY THE EXECUTIVE MANAGEMENT

Global challenges such as the climate crisis, social injustice and most recently the coronavirus pandemic have brought the topic of sustainability increasingly into focus. As a university, it is not only important that we play a part in the debate, but that we also actively shape it as well. In view of these circumstances, we see it as our duty to offer forward-looking education, to carry out research that provides solutions to the challenges facing society, to ensure that the university is an equitable, healthy and safe place to work, and to minimise our environmental footprint. The fact that these principles have been rooted in IMC Krems' strategy since day one underlines our commitment to achieving them.

We have been dedicated to constantly enhancing our sense of social and environmental responsibility since implementing our ISO 14000 environmental management system in 2012. We built on this by adopting the Sustainable Development Goals (SDGs) as the framework for the university's strategy in 2016. Our first sustainability report published in accordance with the GRI Standards focuses on the 2019/2020 financial year. From now on, we plan to publish a sustainability report every two years.

In the course of the materiality analysis, we took a detailed look at our core activities – teaching and research – in consultation with our internal and external stakeholders, as well as at the areas where the university can potentially have the largest impact in terms of promoting sustainable development. The key topics examined in the analysis were high-quality education, sustainability in teaching, high-quality research, research on sustainability, diversity and equal opportunities, financial stability, working conditions and mobility. These are covered separately in this report. The contents of the report also serve to emphasise our commitment to the Principles for Responsible Management Education (PRME) and our efforts under the United Nations Global Compact (UNGC).

When preparing this report, we decided to set up a website with supplementary information available for download in an additional document. We hope this approach provides sufficient information for all stakeholders. We look forward to hearing your comments on this report and wish you an enjoyable read!



Ulrike Prommer and Prof. Karl C. Ennsfellner  
*Executive Management*

# THE ROAD TO THIS REPORT

Ever since I took over as a Degree Programme Director, and at that time also as Deputy Sustainability Officer, it has always been my vision to publish a sustainability report. But as in my teaching, all my work at the university has been driven by the principle that we should only report when we have something to show for our efforts. So this report can rightly be seen as the product of the continuous improvements in our environmental and sustainability-related performance here at IMC University of Applied Sciences Krems.

A lot has happened over the past eight years. I am now the university's Sustainability Coordinator and the sustainability team is embedded in all departments and institutes. In our operations, we are working systematically to continuously reduce emissions in all areas. And in our core teaching and research activities we are progressing with the implementation of measures that reflect our commitment to achieving the Sustainable Development Goals (SDGs).

Of course, a report is only a snapshot and we will continue to follow our chosen path. A new and expanded section of the university's website will provide even deeper insights into our sustainability-related activities, with the aim of integrating students more closely into the process of meeting our social and environmental responsibilities. In addition, we have instigated a number of exciting new projects, including the Positive Impact Rating and the assessment of teaching and research to find out how they measure up in terms of the SDGs; I am certain that we will be able to provide detailed information on all these projects in our next report in two years' time.

I would like to thank the entire team, as well as all those who have worked tirelessly in preparing this report and on the projects that make up our environmental and sustainability programme. We all hope that you enjoy reading this report and look forward to hearing your thoughts on it.



Prof. Roman H. Mesicek  
*Sustainability Coordinator and Degree Programme Director*

**“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”**

Our Common Future: Report of the World Commission  
on Environment and Development (The Brundtland Report, 1987)

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# Our path to sustainability



# About IMC Krems

IMC University of Applied Sciences Krems is an Austrian higher education institution with a strong international focus. Based in Krems an der Donau, it was founded in 1994 as a Gesellschaft mit beschränkter Haftung (limited liability company), on the basis of a public-private partnership model. IMC Consulting GmbH holds a 70% stake in the university, with the remaining 30% held by the City of Krems an der Donau. Dr. Heinz Boyer represents IMC Consulting GmbH. Dr. Reinhard Resch, the serving Mayor of Krems, represents the City of Krems at the university's annual general meeting.

The Executive Management and the Academic Board form the IMC Krems Managing Team, which is responsible for the university's strategic direction, positioning and development.

IMC Krems currently offers 17 [bachelor](#) and 10 [master degree programmes](#), as well as four [continuing education courses](#) – about 40% of programmes are taught in English. The curriculum focuses on business, digitalisation and engineering, as well as health sciences and life sciences. 2,750 students – 1,868 women and 882 men – were enrolled at IMC Krems in the 2019/2020 academic year. The largest department in terms of student numbers is the Department of Business.

We also conduct applied research in the core subject areas of business, health sciences and life sciences in partnership with companies and other organisations. Here, the main emphasis is on research aimed at providing answers to the most pressing questions facing society. With this in mind, IMC Krems focuses on application-driven research carried out in close collaboration with the industries concerned. In the 2019/2020 academic year, our research work encompassed 49 projects implemented in conjunction with numerous partners.

The latest developments in the fields of life sciences, health sciences and business feed directly into research questions, which are investigated within the scope of research projects, and by research groups and institutes. A network of 150 partner universities spread across six continents reflects our strong international focus.

IMC Krems degree programmes are also offered at selected universities in six other countries: Azerbaijan, China, Latvia, Ukraine, Uzbekistan and Vietnam. The common thread that links all of these transnational programmes is that they have all been designed specifically to meet the local needs of our partner universities.



# Sustainability at IMC Krems



IMC Krems takes its responsibilities to society and the environment seriously, and takes considered actions in order to fulfil them. Specifically, the university is committed to continuously improving its environmental performance and in turn reducing its impact on the environment, as well as safeguarding the principles of responsible higher education.

# SUSTAINABLE DEVELOPMENT GOALS

Our actions are aligned with the UN Sustainable Development Goals and we act as a role model for our stakeholders.



Source: <https://17ziele.de/>

The UN's 2030 Agenda for Sustainable Development was adopted in 2015. Its 17 Sustainable Development Goals (SDGs) for 2030 – which are aimed at the regional, national and international level – also place a duty on universities.

The SDGs are universally applicable and based on a holistic approach to development which gives equal priority to the three dimensions of sustainable development: the economic, social and environmental. They also encompass the protection of human rights, the rule of law, good governance, fundamental freedoms, and safety and security. The 2030 Agenda is therefore relevant to many aspects of university teaching and research.



# OVERVIEW OF OUR SUSTAINABILITY GOALS

Our vision, mission and values, in combination with our strategic guidelines, form the basis for the university's strategic objectives, which in turn feed into the operational targets for the next three years. Many of these targets are concerned with aspects of sustainable practice.

Enhancing our environmental and sustainability management activities involves elements such as continuous improvements across all departments, formulating new ideas for shaping the future, and in particular providing staff with ongoing information on our activities. Further details on our staff and our organisational structures can be found in the sections of this report dealing with the university's management.

 <b>Raising awareness</b>	 <b>Teaching and research</b>	 <b>Resource deployment</b>	 <b>Transport and mobility</b>
We aim to raise awareness of environmental and sustainability issues among our stakeholders.	We aim to integrate aspects of sustainability into our teaching and research in a considered and effective fashion.	We aim to improve resource efficiency and avoid waste wherever possible.	We aim to promote the use of eco-friendly means of transport and optimise traffic flows.



# Stakeholder engagement

The [university's strategy](#) states that partner companies and other stakeholders should be continuously involved in quality improvement processes. We have implemented a comprehensive plan for the systematic engagement of significant and defined stakeholders in quality improvement and quality management processes.

This plan is geared towards providing a systematic overview of stakeholder involvement at the university, and highlight the potential impact of current measures. To gain a picture of the status quo, IMC Krems regularly reviews all stakeholder-engagement measures.

## INTERNAL

- Employees
- Students
- The university's owners, and governing bodies of IMC Consulting GmbH

Defining the university's stakeholders, as well as determining their needs and the measures necessary to meet and monitor these needs are requirements of both ISO 9001:2015 and ISO 14001:2015. These standards require the university to identify, monitor and review information relating to internal and external concerns that are relevant for our strategic alignment as well as our quality and environmental management systems. The majority of the external concerns are also addressed by our risk management processes.

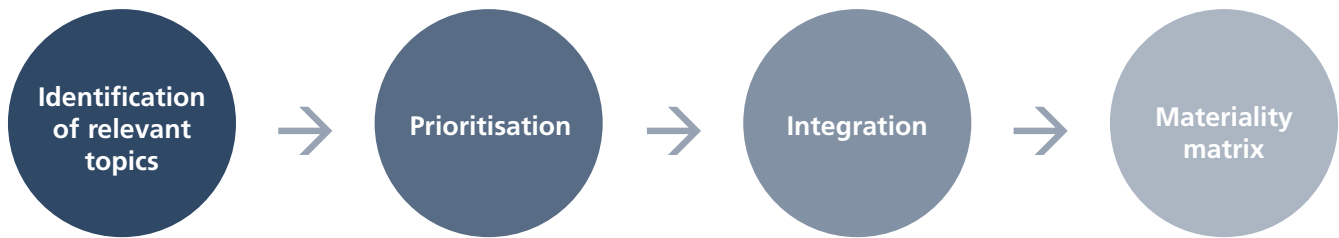
## EXTERNAL

- Alumni
- Part-time lecturers
- Funding providers
- Interest groups
- Ministries and ministry-related authorities
- Internship providers
- Higher education partners – internationalisation
- Research partners
- University applicants
- General public
- Media
- Regulatory and legislative bodies
- Private sector companies

The sections of this report dealing with the university's management provide more information about IMC Krems' stakeholders and how the university engages with them.

# Materiality analysis

In the process of compiling this report, a materiality analysis was carried out to determine the most important sustainability-related topics for the university.



Sustainability context and value chain	Stakeholder needs and expectations	Creation of materiality matrix	Internal validation and finalisation
<ul style="list-style-type: none"> <li>- Global developments</li> <li>- Stakeholder-related issues</li> <li>- Evaluation of environmental aspects</li> <li>- Value-chain-related considerations</li> </ul>	<ul style="list-style-type: none"> <li>- Survey of employees, students and lecturers</li> <li>- Feedback from partners</li> <li>- Evaluation of impacts</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from IMC Krams management and stakeholders</li> <li>- Materiality matrix</li> </ul>	<ul style="list-style-type: none"> <li>- Internal validation</li> <li>- Finalisation</li> <li>- Definition of material topics</li> </ul>

The first stage of the process was to identify potential sustainability-related topics. To do so, the project team analysed the university's internal processes as well as international benchmarks and sustainability-related trends in the education sector. Topics which came to light in the course of regular contact with a range of different stakeholders were also considered. This ensured a broad, comprehensive context for sustainability-related factors. The project team prepared a brief description of each identified topic for the purposes of shared understanding and clear differentiation between the different topics.

The next stage was to assess the university's impacts. Our environmental management team evaluated IMC Krams' impact on the environment and society in terms of the identified sustainability topics, including the strength and scope of the impacts. Existing measures were also considered. The members of the environmental management team come from various parts of the university, which ensured a range of different viewpoints.

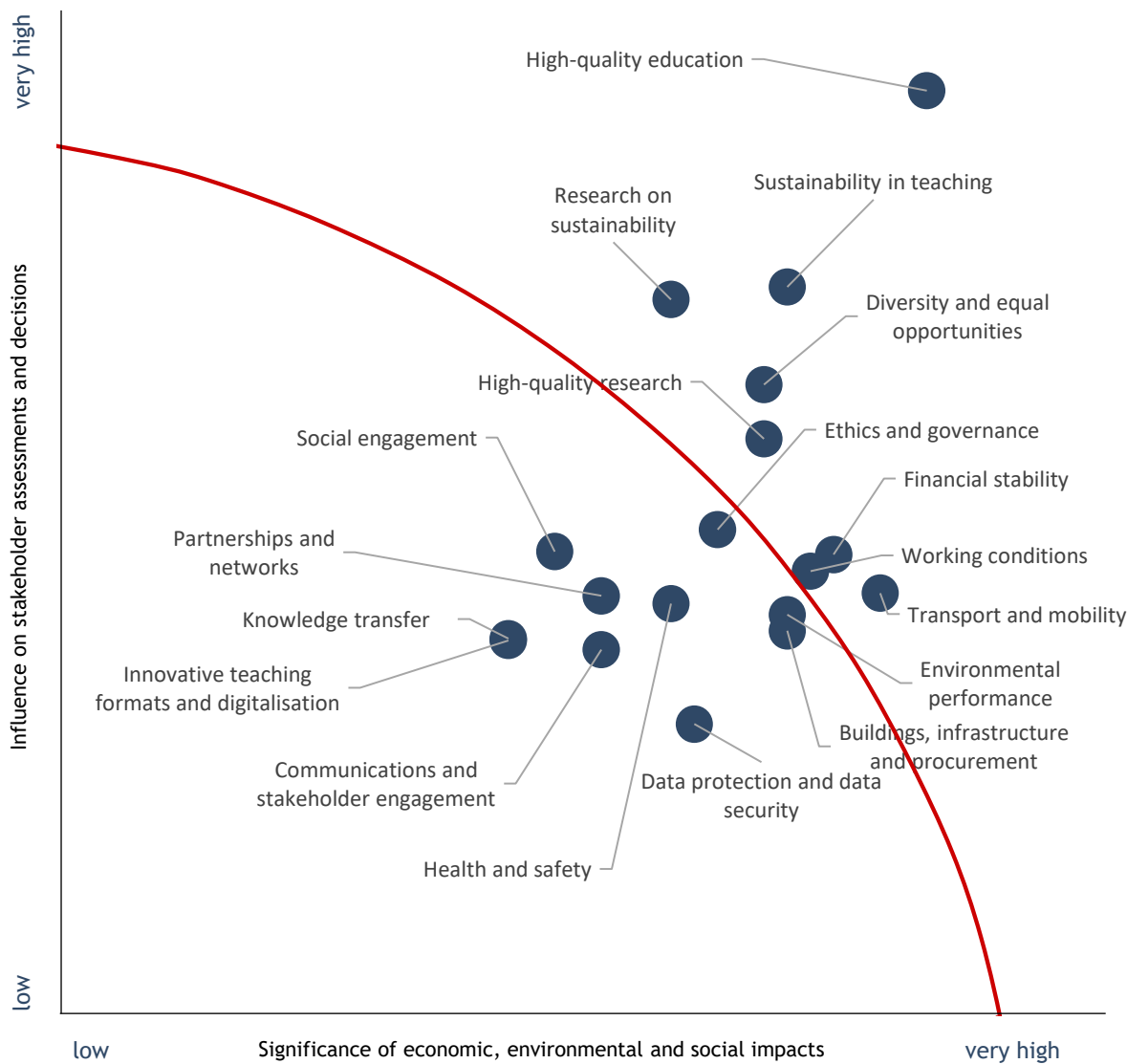
Stakeholders were extensively involved at stage three, completing an online survey that asked them to assess how significantly the sustainability-related topics influenced them and their decision making. In the survey, the stakeholders evaluated the importance of each topic and indicated their priorities by selecting the five most significant. The survey involved each of the stakeholder groups that had been classified as highly relevant in the course of implementing our environmental management processes.

The identified stakeholders were rated according to the influence they exercise on or through IMC Krems. The survey was aimed at stakeholders identified as having a high degree of influence. These included students, employees,

the university's owners, ministries and ministry-related authorities, higher education partners, part-time lecturers, internship providers and funding providers. The project team intends to involve additional stakeholder groups in the review of the materiality analysis for the next sustainability report.

The final stage of the process was to consolidate the results of the stakeholder survey and the impact assessment into a materiality matrix, which was then validated internally.

## MATERIALITY MATRIX



# MATERIAL TOPICS AT IMC KREMS

## HIGH-QUALITY EDUCATION ([see page 23](#))

In line with its high quality standards, IMC KREMS aims to meet and surpass the expectations of its stakeholders, and especially those of our students. IMC KREMS' high-quality degree programmes give students the best possible preparation for their future careers.

This topic relates to the university's core operations and therefore exerts a considerable impact.

## SUSTAINABILITY IN TEACHING ([see page 26](#))

Knowledge of sustainable development is necessary in all sectors of the economy in order to bring about fundamental change. This means it is essential that basic knowledge of sustainability is embedded in all degree programmes. Specific degree programmes can also teach in-depth knowledge and skills connected with sustainability. By firmly anchoring sustainability in its teaching, the university is making a significant contribution to raising awareness of and providing knowledge required for sustainable development.

## HIGH-QUALITY RESEARCH ([see page 29](#))

As a research institution, IMC KREMS has a significant, long-term impact on society by generating academic findings. When it comes to research, quality is our number-one priority. Efficiency of research processes also plays an important role here, with a view to minimising the impact of travel and the use of financial resources, equipment and materials.

## RESEARCH ON SUSTAINABILITY ([see page 29](#))

Sustainable development calls for new ideas, academic insights and open discourse. Thanks to its research focuses in the field of sustainable development, IMC KREMS can help to drive progress on all three of these fronts and contribute to sustainable development.

## FINANCIAL STABILITY ([see page 15](#))

As an educational institution, IMC University of Applied Sciences KREMS is focused on long-term, sustainable success. Financial stability provides the foundation for our commercial activities.

## WORKING CONDITIONS ([see page 35](#))

A variety of operational factors influence levels of employee satisfaction at IMC KREMS. Aspects such as training and development, a good work-life balance and flexible working time models play an important role in this respect. This topic relates to employees and teaching staff at IMC KREMS.

## DIVERSITY AND EQUAL OPPORTUNITIES ([see page 39](#))

Everyone is different. In order to consciously and proactively manage this diversity, we can create frameworks that generate opportunities for everyone. This applies to employees, lecturers and students, and to teaching, research and administration in equal measure. Barrier-free access is especially important in higher education in order to ensure that education is open to all. This topic is relevant to all of our activities.

## TRANSPORT AND MOBILITY ([see page 32](#))

Travel to and from the university by students, employees and teaching staff has environmental impacts in the form of emissions, noise and land use. Providing infrastructure that enables reductions in travel, and transitioning to greener alternatives reduces these negative impacts. This aspect is especially relevant in connection with the courses taught by the university.

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# Management and sustainable organisation



# Finances and future



IMC University of Applied Sciences KREMS is an educational institution focused on long-term, sustainable success. Financial stability provides the foundations for the university's activities and has direct impacts on the organisational set-up.

The university conducts its business in accordance with applicable law and regulations, and attaches great importance to fairness, commitment, mutual trust, a sense of responsibility, embracing diversity and supporting personal advancement. Integrity, honesty and honouring internal and external agreements also underpin our activities. Public-sector funding accounts for two-thirds of IMC KREMS' budget. Subsidies for each degree programme are assured by contracts with the federal government and the State of Lower Austria. Tuition fees paid by students make up approximately 7% of total revenue. The proportion contributed by project revenue including research and development income is around 22%.

## INDIRECT ECONOMIC IMPACTS

It is generally acknowledged that higher education makes a major contribution to the continuous development of society and the economy, and this contribution attracts significant attention. Higher education institutions help to ensure knowledge creation and knowledge transfer to industry by means of teaching, research and other activities. The contribution made by higher education institutions is multidimensional: they promote growth in human capital, they influence the social, cultural and economic environment in which businesses operate, and at the same time they are also independent participants in the economy which, through their own spending, make a macroeconomic contribution to regional economic activity that should not be underestimated.

With 3,000 students, 300 employees and almost 700 lecturers, IMC KREMS makes a significant contribution to regional economic growth.

IMC KREMS' economic impact was estimated using an input-output model which quantifies the university's contributions to economic output, value creation, employment and income from employment across Lower Austria. Direct and indirect impacts generate additional induced impacts. These three types of impact – direct, indirect and induced – reflect IMC KREMS' overall contribution to the provincial economy. The model showed that every euro spent generates EUR 2.31 for Lower Austria.

## STUDENT NUMBERS

A forward-looking curriculum and stable student numbers are the cornerstones of the university's sustainable, long-term success.

	Bachelor degree programmes	Master degree programmes	Total
<b>Summer semester 2018</b>	1,917	627	2,544
Department of Business	1,144	544	1,688
Department of Health Sciences	598	18	616
Department of Life Sciences	175	65	240
<b>Summer semester 2019</b>	1,901	704	2,605
Department of Business	1,160	557	1,717
Department of Health Sciences	538	86	624
Department of Life Sciences	203	61	264
<b>Summer semester 2020</b>	1,973	777	2,750
Department of Business	1,177	589	1,766
Department of Health Sciences	550	123	673
Department of Life Sciences	246	65	311



# Ethics and governance



In its business dealings, IMC KREMS puts an emphasis on its core values of fairness, commitment, mutual trust and a sense of responsibility, as well as embracing diversity and supporting personal advancement, in line with its vision and mission. This is facilitated by maintaining the university's legal and financial independence. It is reflected in sustainable thinking and actions and in the university's recognition of its responsibilities towards the business, the IMC team and students, as well as the society in which it operates.

The university's Managing Team – comprised of the Executive Management and the Academic Board – is its highest governing body with regard to decision making on economic, environmental and social matters.

IMC University of Applied Sciences KREMS' success is based on the trust that students, the IMC team, business partners and funding bodies place in the university. Compliance with legal and internal guidelines is essential for maintaining this trust, and in turn for the success and stability of the organisation. All of the university's employees have a duty and a responsibility to act with integrity at all times, in accordance with legal regulations and the highest ethical standards.

# Partnerships



At IMC University of Applied Sciences Krems, people and shared success are at the heart of everything we do. The university's organisational structure creates the necessary framework by promoting an open culture characterised by trust and mutual respect. In the interest of safeguarding sustainability, IMC Krems takes action to satisfy its stakeholders in all aspects of its educational, research and other activities.

# MEMBERSHIPS

IMC KREMS is a member of the Austrian Association of Universities of Applied Sciences, a non-profit organisation comprising all Austrian universities of applied sciences that represents the interests of its members in Austria and abroad. The aim of the Association is to improve the financial and legal environments, achieve uniform standards and transparency in the higher education sector, and engage in efficient public relations to enhance the sector's image.

Since 2013 the university has been a member of the two most important initiatives and networks related to its operations: [Principles for Responsible Management Education \(PRME\)](#) and the [United Nations Global Compact \(UNGC\)](#).

The PRME initiative promotes achievement of the United Nations' Sustainable Development Goals and lays down principles for sustainable business education. The university is in regular contact with PRME members in Europe and the rest of the world, and has built up extensive relationships within the DACH Chapter of members in the German-speaking countries. IMC KREMS is committed to the Ten Principles of the UN Global Compact (UNGC) and plays an active part within the network to help shape activities and content in Austria.



**Principle 1: Purpose**

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



**Principle 2: Values**

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



**Principle 3: Method**

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



**Principle 4: Research**

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



**Principle 5: Partnership**

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



**Principle 6: Dialogue**

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

# Society and social engagement



IMC University of Applied Sciences Krems is committed to transferring knowledge and communicating science to the public, and has [opened its doors to students of all ages](#). Introducing children and young people to science and research from an early age and providing lifelong access to higher education are important socio-political aspects of the university's mission. Based on these guiding principles, in 2006 IMC Krems established the first university for children and young adults in Lower Austria, as well as the SeniorInnenUNI university for senior citizens, offering education to people in retirement.

Other initiatives and events connected with communicating science to the public have included Science Goes School, the Science Fair, summer Talent Internships, the Junior Life Science Meeting, the Long Night of Science and Research, the Lower Austria Research Festival, Enjoy Science, the Science Market, the "studieren probieren" university taster day, Teacher Goes FH, and collaborations with schools to organise research days at IMC Krems.

# IMC KREMS YOUTH UNIVERSITY

Children aged between 10 and 13 can immerse themselves in the fascinating world of science and research for a week at [IMC Krems' Youth University](#). The youngsters attend lectures and workshops on a variety of subjects, and as IMC Krems students for the week they have the opportunity to ask questions about the things they have always wanted to know.

Children need to register to participate in the Youth University, just like at a real university. There is a curriculum of lectures and workshops, and also a graduation ceremony. But the participants do not have to sit any exams, since the slogan is: LAUGH + LEARN every day = the YOUTH UNI way.



# SCIENCE ACADEMY AT IMC KREMS

The university is part of the State of Lower Austria's new knowledge transfer programme, "[your Science Academy Niederösterreich](#)", and offers an extra-curricular course for students aged 14 to 19. IMC Krems covers the field of biotechnology. Over the next two years, participants will explore the world of biotechnology through exciting experiments and will have the chance to meet and discuss their work with researchers.

# IMC KREMS SENIORINNENUNI

IMC Krems offers an attractive continuing education programme for retirees, or people whose children have left home. Participants complete eight modules over four semesters. The focus is on developing the skills and know-how required to participate in voluntary activities, for example in the social or healthcare sectors, at local authorities, within neighbourhood organisations, societies and charities, for local initiatives or for projects that participants themselves want to set up.

The [IMC University of Applied Sciences Krems SeniorInnenUNI](#) is suitable for anyone interested in learning about new areas of work, putting their know-how to use in voluntary activities, or setting new goals for their retirement.



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# Teaching and research



# Teaching and quality

We aim to provide excellent teaching that gives students the ideal tools required for professional success and helping to overcome the challenges faced by society. The aim is to equip students for the roles they will take on in their careers and in society by providing exceptionally well-designed degree programmes with a strong practical focus and curriculums geared towards future requirements.

Teaching quality is regularly assessed using internal standards and processes. These consider course contents as well as contemporary teaching formats. The university's strategic commitment to achieving the SDGs is also reflected in course contents in the shape of learning objectives.



## INNOVATIVE TEACHING FORMATS AND DIGITALISATION

Under IMC Krems' strategic guidelines, digitalisation will gradually be positioned as a new key focus and implemented as a factor that touches on all areas of the organisation. The following targets have been defined: expansion of and improvements to the IMC Krems eDesktop, integration of the eVRyLab virtual reality room into course-related projects, and the definition of quality standards for blended learning.

As the Covid-19 pandemic took hold, all teaching operations switched to distance learning in the space of just a few days in March 2020. New, creative solutions were developed in the process, without losing sight of the university's high quality standards. For instance, the university implemented a digital toolbox comprising communication tools as well as programs available for use in blended and distance learning. All lecturers have access to the toolbox, which also includes a wide range of short guides.

New digital teaching methods adopted by IMC Krems in the process of switching to online teaching during the coronavirus pandemic will continue to be used in future and integrated into day-to-day teaching activities.



# SERVICE LEARNING LINKS TEACHING AND PRACTICE

The Europe Engage project has helped to anchor the concept of service learning within the teaching methods used at IMC University of Applied Sciences Krems.

Under this innovative approach, charitable work and support for social initiatives are integrated into the curriculum. Commitment to working for the good of society as well as addressing real-world problems can be credited towards students' degrees. Experience has shown that such activities support the execution of learning strategies and promote personal reflection; however, they must be connected with a particular academic discipline and a certain occupation.

In higher education, service learning is an important means of fostering a culture of civic and political competence in students' lives.



## QUALITY ASSURANCE MEASURES

Due to the course-providing body's statutory obligation to implement a quality management system in order to safeguard performance and quality standards, IMC University of Applied Sciences Krems decided as early as 1995 to put in place a comprehensive quality management system in line with the relevant international standard. The university was first certified in accordance with ÖNORM EN ISO 9001 in 1997.

The university undergoes voluntary external audits every year and is also re-certified every three years by independent, external certification bodies in accordance with the international ÖNORM EN ISO 19011 standard.

All aspects of quality management as they relate to core teaching and learning activities are specified in a quality management and quality assurance manual. There are also related manuals and guidelines, such as the Teaching and Learning Quality Manual and the Curriculum Development Manual. These guidelines are available to all teaching staff.

In addition, every degree programme prepares an annual report, which provides a regular evaluation of each programme as well as consideration of the material factors that influence them. Pre-defined core questions ensure that the reports have a uniform structure and are comparable. Feedback on each degree programme's annual report is given during course-evaluation meetings between the Academic Board and the relevant degree programme director.

Student course evaluations are another quality assurance and quality improvement tool for teaching and learning. These provide an important, regular assessment of the development of teaching quality, and provide important information that feeds into curriculum changes. Course evaluations generate structured feedback on course contents, teaching methods and organisational aspects in teaching. They also help to identify material factors that promote sustainable teaching and learning, which in turn support improvements in the curriculum, teaching capabilities and quality.

Training for teaching and research staff is provided by means of internal development courses, and by supporting (and financing) participation in external courses.





# RATINGS

IMC Krems takes part in the annual cross-border CHE university ranking as well as the international U-Multirank ranking.

Both are based on student evaluations and are intended as a means of support for prospective students when it comes to choosing a university. The idea underlying both rankings is that every prospective student bases their choice of degree programme or university on different criteria. The factors assessed include the university's emphasis on research and its practical focus.

By participating in the survey, students provide wide-ranging insights into their university, which in turn provides useful information for potential students who are looking to attend a particular university or take a particular degree.

**CHE ranking**

In the 2019/2020 academic year, the degree programmes offered by the Department of Business at IMC University of Applied Sciences Krems were included in the Centre for Higher Education (CHE) ranking. The Export-oriented Management programme scored particularly highly, and was placed among the leading institutions in 11 of the 12 aspects covered in the survey.

**U-Multirank**

The results of the U-Multirank ranking were published in August 2020. IMC Krems was placed in the top 100 universities in terms of international orientation (the results can be found on the U-Multirank 2019/2020 website). The university was rated as excellent in three of the four indicators applicable to it: foreign language bachelor programmes, student mobility and international academic staff.



# Teaching and our responsibilities



In view of the key role of social responsibility at IMC Krems, it goes without saying that the topic of sustainability is embedded in our core teaching activities. The question of how to shape a liveable future is regularly discussed with students, and is an integral part of curriculums and lectures.

In this regard, alignment with the SDGs as a policy framework, which in turn promotes sustainable development, is a central consideration. A dedicated master degree programme, Environmental and Sustainability Management, has been introduced, and in the past five years the topic of sustainability has been integrated into all accredited or revised degree programmes in the Department of Business.

The university is currently assessing the status of integration of the SDGs into all courses. We intend to prepare a plan of action on the basis of this evaluation, with specific measures aimed at further enhancing the role of sustainability in the university's curriculums.

## POSITIVE IMPACT RATING

The Positive Impact Rating (PIR) initiative is all about enabling business schools to make the greatest possible contribution for the good of the planet, instead of simply concentrating on gaining a place in rankings of the top business schools worldwide.

In order to ensure that they continue to be perceived as productive members of society in this age of major social challenges and increasing conflict, business schools are having to adapt the focuses of their teaching, research and services. This also entails adjusting their structures, their self-perception and their culture.

The PIR is an assessment produced by students for students, with the aim of supporting this realignment. IMC University of Applied Sciences Krems will take part in the ranking for the first time in 2021 and will use the results to make concrete improvements in the university's sustainability-related performance.

## EXAMPLES OF SUSTAINABILITY-RELATED COURSE CONTENTS

### ETHICS, SUSTAINABILITY AND LEADERSHIP BUSINESS BASE COURSE

Business base courses were implemented in the process of redesigning the degree programmes. The emphasis is on providing fundamental business and academic content in IMC Krems' bachelor programmes, which will be standardised in terms of content, scope and learning outcomes.

Students who take the Sustainability and Ethics in Leadership base course analyse the history and basic principles behind the concept of sustainable development, as well as current social, environmental and economic trends. They also look at aspects of business ethics and how they are applied in companies, as well as reflecting on their future roles as leaders against the backdrop of social challenges.

### ENVIRONMENTAL AND SUSTAINABILITY MANAGEMENT MASTER DEGREE PROGRAMME

Sustainable development and corporate social responsibility have increasingly become the focus of public debate in recent years.

This prompted IMC Krems to develop the [Environmental and Sustainability Management master programme](#) in 2011, as well as driving forward the development of a more professional approach to education in this subject.

The objective of the programme is to help students develop the expertise and methods-based skills required to support companies and organisations in the implementation of measures and strategies aimed at enhancing ecological and social sustainability, with a view to fostering a sense of corporate social responsibility.



# INTEGRATING SUSTAINABILITY INTO DEGREE PROGRAMMES – EXAMPLES

## OCCUPATIONAL THERAPY BACHELOR DEGREE PROGRAMME

The Sustainable Development Goals are an integral, practice-related element of the courses and workshops on the curriculum of the Occupational Therapy bachelor degree programme.

Theories and concepts of community-based rehabilitation, which also includes local social and healthcare needs, play a central role in this regard. Students analyse the planning, development and implementation of healthcare programmes within community-based rehabilitation initiatives, taking the SDGs into account in the process.



## MANAGEMENT MASTER DEGREE PROGRAMME

The Management master degree programme is aimed at prospective students who plan to assume managerial responsibilities at a company or other organisation in the course of their career. It provides the skills required to take on company-wide management functions, with a particular emphasis on assuming managerial responsibilities in either human resource management or controlling, depending on the student's chosen specialism.

The distinctive features of the programme are a focus on successful long-term management, and the inclusion of considerations connected with social responsibility and sustainable development in all core subjects on the curriculum. By taking these steps, the university aims to play a part in ensuring that sustainability is perceived as an interdisciplinary topic.



# Research and innovation



Research gives rise to innovations and creates value for people, society and the economy. And this is why research and development are among IMC Krems' core activities. Research-led teaching, applications-driven research and groundbreaking expertise benefit not only the economy but also society as a whole. The university's research is geared towards developing solutions with strong academic foundations for businesses and organisations. The diverse nature of our research projects ensures interdisciplinary research activities covering a wide range of topics. These projects and the findings generated deliver economic, medical, pharmaceutical, technological and social benefits.

The varied research focuses and projects of the departments of Business, Health and Life Sciences contribute to the achievement of the Sustainable Development Goals. In order to highlight these contributions more clearly, we are currently working on a methodology designed to provide a structured, transparent evaluation of how research contributes to achieving the SDGs. In future, the university plans to evaluate all of its research findings.

Ongoing research projects:

<b>FY 2017/2018</b>	36 projects	<b>FY 2018/2019</b>	45 projects	<b>FY 2019/2020</b>	49 projects
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# SELECTED RESEARCH PROJECTS RELATED TO SUSTAINABILITY

## CORPORATE SOCIAL RESPONSIBILITY (CSR) AND INNOVATION MANAGEMENT

As a strategic and managerial approach, CSR can help companies to capitalise on opportunities for innovation arising from current and future social and environmental challenges.

In practice, though, CSR is only rarely – or to a limited extent – coupled with innovation management. This research project examined the effects of CSR on the various phases of the innovation cycle, and developed suitable instruments and tools designed to support small and medium-sized enterprises (SMEs) and family businesses.

This fed into research-based recommendations on how SMEs and family businesses can optimise and implement innovation processes based on their CSR strategy and their objectives.

**Project manager:** Prof. Reinhard Altenburger

**Duration:** 2013-2018

**Funding provider:** Austrian Research Promotion Agency (FFG)



## BOTTOM-UP ENERGY TRANSFORMATION – SOCIALLY INNOVATIVE APPROACHES AND NEW ACTORS

One of the core questions related to achieving climate protection targets is how to bring “exhausted” potential for climate protection more closely into line with what is theoretically possible. Established policy instruments such as legislation, regulations, subsidies, information and advice do not appear to be sufficient.

The ‘Bottom-up energy transformation’ project looked at how social innovations and bottom-up initiatives can contribute to speeding up the Energiewende. It also investigated who the civil-society sponsors of these innovations are, and how their plans can be supported.

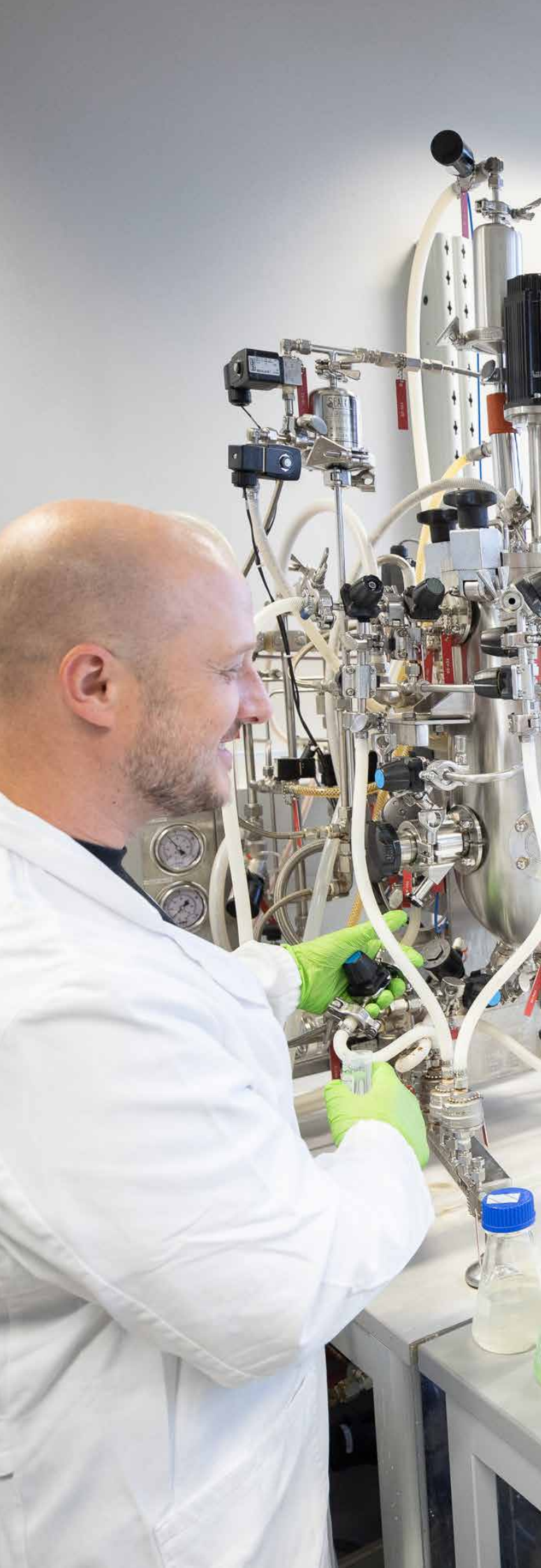
The project assessed energy and climate protection-related social innovations and bottom-up processes, as well as potential key actors. The findings were adapted to enable them to be put to practice use. Action areas were identified in which social innovations and bottom-up processes can play a part in bringing about the energy transformation.

**Project manager:** Prof. Roman H. Mesicek

**Duration:** 2018-2020

**Funding provider:** Austrian Climate and Energy Fund (Austrian federal government)





GRI INDICATOR: NUMBER OF ONGOING RESEARCH PROJECTS AND CONTRIBUTION OF RESEARCH TO ACHIEVEMENT OF THE SDGS

## SUSTAINABLE BIOLOGICAL RECYCLING OF ENVIRONMENTALLY HAZARDOUS RARE EARTH ELEMENTS FROM ELECTRONIC WASTE AND WASTEWATER

Rare earths are used in electronic devices such as mobile phones, computers and energy-saving bulbs. However, they are scarce and cannot be recycled using eco-friendly methods.

Complex and expensive mining, coupled with scarce supply, means that the prices of rare earths on the world market are rising steadily. Due to continuous technical advances, we can already predict that the supply situation for rare earth elements will become critical in future, which in turn could pose a threat to the development of innovative technologies.

However, an approach that has never been used before – recycling by means of microorganisms (bacteria and algae) – could help to avert this. The goal of the project is to develop a practicable recycling technology in collaboration with regional industry, with a view to reclaiming rare earths from electronic waste and subsequently making the technology available to businesses.

**Project manager:** Prof. Dominik Schild

**Duration:** 2018-2022

**Funding provider:** INTERREG V-A Austria-Czech Republic



# Mobility and international perspectives



Travel by students, employees and teaching staff which is induced by teaching and research activities creates environmental impacts such as emissions, noise and land use. Due to the university's international outlook, employee travel related to international activities is also relevant.

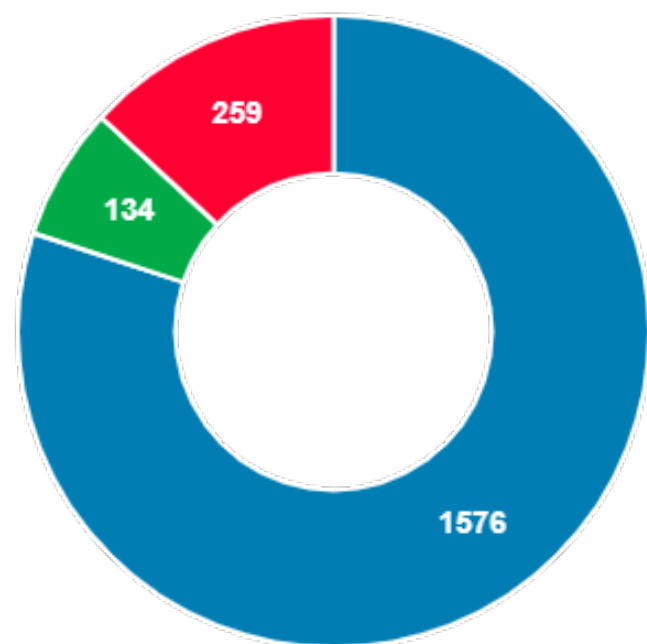
Appropriate processes have been put in place to ensure efficient travel schedules and support the switch to alternative, more eco-friendly forms of transport. In addition, there is an emphasis on increased use of digital communication, which has been accelerated and intensified due to the coronavirus pandemic.



## DEGREE PROGRAMME-RELATED EMISSIONS

In recent years, various studies by IMC Krems have shown that the majority of emissions generated by students are attributable to travel to and from the university.

In order to quantify these emissions, as part of a master thesis emissions accounting was carried out for the degree-related activities of a typical student in the university setting at IMC Krems; the accounting process included individual travel and other Scope 3 emissions.



■ Individual mobility    ■ Diet  
■ University emissions per student

The calculation was carried out in accordance with the GHG Protocol based on data from the 2016/2017 financial year, and is due to be updated for the first time in 2021/2022.

## TRANSNATIONAL PROGRAMMES AND PROJECTS

Education is absolutely crucial in this age of globalisation. Particularly in the emerging economies of Eastern Europe and Asia there is strong demand for qualified specialists from a range of different backgrounds.

Over the past few years, IMC University of Applied Sciences Krems has positioned itself in these regions as a [leading provider of education services](#) in fields related to its core competences. By initiating and extending partnerships with private and public universities abroad, IMC Krems supports its partners in their efforts to meet the growing demand for higher education in their respective home countries.

It also makes a significant contribution to satisfying the requirements of the labour market, assisting countries as they make the transition to a highly developed knowledge economy.

## ERASMUS

Since it was founded, IMC Krems has been committed to promoting mobility among its students, lecturers and other employees – as reflected in both its vision and day-to-day practice.

IMC Krems is an [Erasmus network](#) partner and was awarded the Erasmus Charter for Higher Education (ECHE) for 2014-2020. This means that the university is committed to observing the requirements of the European Commission and promoting the European and international dimension of education.

The university offers students various options for completing an exchange semester in Europe, as well as a range of possibilities for gaining academic experience outside Europe. At present, IMC University of Applied Sciences Krems has a network of more than 150 partner universities spread across six continents.

4

# Employees and the environment



# Employees and training and development



A variety of operational factors influence levels of employee satisfaction at IMC Krems. In addition to fair pay and fringe benefits, aspects such as a good work-life balance and flexible working arrangements play an important role. This chapter looks at the topic of training and education as a core element of a healthy working environment.

As a rapidly growing, successful organisation which attracts employees from far and wide, IMC Krems places a strong emphasis on the professional and personal development of its staff. It is a driver of economic development in the area – a UNESCO World Cultural Heritage Region – and is a trusted partner. Every effort is made to support and promote the personal and professional development of the IMC team. The relaxed, friendly campus culture at IMC Krems is based on respect for the people who study and work at the university. Flat hierarchies, streamlined decision-making channels, flexible working arrangements and a strong service ethos foster team spirit and job satisfaction. Ensuring that IMC Krems is an exceptional place to work is paramount. This is reflected in the wide range of benefits that the university offers, such as training opportunities, health promotion measures and support in achieving a healthy work-life balance.

# INFORMATION ON EMPLOYEES AND OTHER WORKERS

IMC team by region	17/18	18/19	19/20
Krems Stadt	55	63	67
Krems Land	49	58	63
Lower Austria	93	85	90
Vienna	40	47	43
Other	6	7	7

IMC team: full-time/part-time	17/18	18/19	19/20
Full-time employees (female)	90	97	92
Part-time employees (female)	56	59	76
Full-time employees (male)	84	87	88
Part-time employees (male)	13	17	14

## GRI 102-41

IMC University of Applied Sciences Krems is not subject to any collective agreements, and none of its employees were employed under collective agreements during the 2019/2020 financial year.

## A FAMILY-FRIENDLY ORGANISATION

We understand that balancing work and family commitments can sometimes be a challenge. Which is why IMC Krems is committed to supporting the IMC team in this regard. The values that we have drawn up together with our people, and which we all work by are: fairness, dedication, responsibility, openness and diversity.

These values are also reflected in our family- and female-friendly working environment. Above all, enabling the IMC team to maintain a healthy work-life balance is encouraged and supported. In line with this commitment, IMC Krems provides child care opportunities as well as parental leave and paternity leave options, alongside various part-time and flexitime arrangements. In addition to these measures, a re-entry program for employees returning from parental leave was introduced.



# TRAINING AND EDUCATION

The ongoing personal and professional development of every member of the IMC team is a key priority for the university. It is essential that staff add new skills and build on existing competences so that IMC Krems can offer high-quality services. Training and development needs are discussed and agreed with each employee in staff appraisals. The topic of training and education comes under the direct influence of IMC Krems, and the outcomes affect the organisation's core processes.

The aim is that each employee should take a total of at least three training days a year for external or internal courses. As a result, a wide variety of options are offered including during the twice-yearly MehrWERT Days, which are dedicated to training and development. This varied training programme ensures that there is something for each and every employee. Staff training and education falls under the remit of the Human Resources department. At IMC Krems, the MehrWERT event is the flagship event for the training and education programme for the entire IMC team. It is designed to help all employees and part-time lecturers to expand their own skill sets and ensure that they are even better placed to tackle current and future workplace requirements.

Internal training and development activities focus on the following areas:

- Office management skills
- IT skills
- Human resources management skills
- Languages
- Research
- Teaching and teaching methods
- Digitalisation
- Leadership development

The extensive internal training programme is complemented by highly individualised external training courses that cover a range of specific professional focuses. IMC Krems continued to place great importance on training and development during the Covid-19 pandemic. A training campaign with online courses on virtual teaching was quickly devised to ensure that the IMC Krems lecturer team adapted as effectively as possible to the new circumstances. We also offered online alternatives for all of the internal training and development activities offered under the MehrWERT programme. In February 2021, all 16 of the MehrWERT courses, covering a variety of topics, were hosted exclusively in virtual form.

Training hours per employee	17/18	18/19	19/20
Total, average	16.76	14.40	18.55
Female employees, average	18.77	15.03	18.57
Male employees, average	13.73	13.46	18.51
Part-time employees, average	17.33	13.16	14.76
Full-time employees, average	16.53	14.57	20.44

GRI 404-1

# HEALTH AND SAFETY

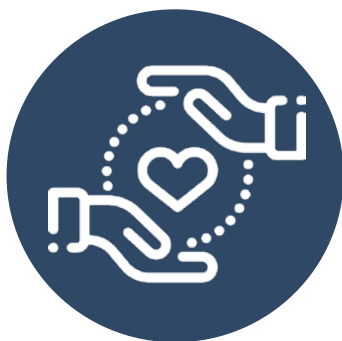
Healthy, skilled, motivated and productive employees are paramount for IMC Krems as it addresses and responds to current and future challenges. The university's Element Health programme is all about keeping a close eye on the health and wellbeing of all IMC employees.

Each year, a fresh programme is launched with a new focus that covers the three pillars of exercise, nutrition and mental health. Sports programmes, hiking days, providing healthy and nutritious food, and drives to promote mental fitness and resilience are just some of the programme highlights of recent years.

The university's response to the Covid-19 crisis saw the implementation of a raft of measures in this area for the IMC team. Designed to safeguard employees' mental and physical wellbeing, the targeted response to the new circumstances covered a wide range of activities, from live online workout classes to sessions designed to promote physical and mental health and resilience, as well as a special focus month in February 2021. The Element Health offering was another area where digitalisation had a major role to play, including through virtual live sessions.

Another element was the Windhund workplace app, which gave the IMC team a highly personalised option for taking their own mental and physical health needs into consideration, picking up tips and tricks for a healthy diet as well as getting started with home workout sessions.

The wellbeing programme was rounded out by access to online psychological counselling offered in cooperation with Instahelp to give quick and unbureaucratic support to individuals in crisis situations.



# Diversity and equal opportunities



We are all different. In order to consciously and proactively manage this diversity, we can create conditions that afford opportunities for everyone. This applies equally to employees, lecturers and students, and in the areas of teaching, research and administration. Barrier-free access is especially important in higher education to ensure that educational opportunities are open to all.

The effects of diversity and equal opportunities are directly related to the university's core activities - i.e. teaching, research and organisation. This topic is particularly important as it is an area that IMC Krems is able to influence directly. Diversity and equal opportunities are anchored in the organisation's strategy and corporate values. IMC Krems addresses this subject in teaching and research, internal training and education, as well as in its awareness-raising and public relations activities.

With the goal of constantly promoting diversity and equal opportunities firmly in mind, IMC University of Applied Sciences Krems set up its Gender and Diversity Committee in September 2019. The committee, which meets once per quarter, evaluates ongoing activities and initiates new measures.

# IMC KREMS GENDER AND DIVERSITY COMMITTEE

The aim of the committee is to make a positive and important contribution to the advancement of gender and diversity-related issues at IMC Krems. The measures and projects should include all stakeholder groups and have a lasting impact in the departments, institutes and programmes. Another overarching aim is the integration of gender and diversity-related issues with IMC Krems' international outlook.

The Gender and Diversity Committee's measures and projects are defined, implemented and evaluated annually on the basis of surveys and evaluations. Various members of the Managing Team are represented on the committee and are supported by the IMC Krems institutes and university services. This approach ensures that diversity and equal opportunities are anchored at the highest level of management. The topics of gender and diversity are also incorporated into all internal working groups, such as those for course development and course review.

## THE COMMITTEE INITIALLY FOCUSED ON THE FOLLOWING TOPICS:

- Students with disabilities
- Recognition of non-binary gender
- Gender and diversity training for the IMC Krems team
- Measures to increase the proportion of women employed on degree programmes and the number of research funding applications submitted by female researchers



## EXAMPLES OF SPECIFIC MEASURES

Recognition of non-binary gender has been introduced at all levels at IMC Krems. For example, a non-binary option has been integrated into all forms and documents and WC facilities are now gender-neutral. The organisation also makes every effort to use gender-appropriate language in external and internal communications. To support the process, recommendations have been drawn up on the use of gender-sensitive language at IMC Krems.

Specific gender and diversity-related objectives have been defined with regard to research proposals at IMC Krems. Particular attention is paid to project contents and the gender balance in project teams. A specific goal has been set to gradually raise the insufficient number of female and non-binary undergraduates enrolling on technical degree programmes at IMC Krems. For this purpose, a special working group will be convened for the 2020/2021 academic year to prepare and implement the necessary measures.

The following courses were offered at IMC Krems to help promote gender and diversity-related skills: Cultural Awareness Training, Diversity Competence – a general overview, Intercultural Awareness – focus on Southeast Asia, Foundations of Gender and Diversity at IMC Krems and an Intercultural Readiness Check. Additional courses are planned, including one on Unconscious Bias.

In order to send a clear signal in relation to diversity, in 2013 the university signed the Austrian Diversity Charter, which was set up by the Austrian Chamber of Commerce and the Vienna Chamber of Commerce based on a proposal by factor-D Diversity Consulting. At its heart, the Diversity Charter promotes respect towards all members of society – regardless of gender, age, ethnic origin, skin colour, sexual orientation, religion, world view and disability. The university plans to apply for equalitA certification in the 2020/21 academic year. This quality label recognises organisations that support gender equality internally and promote equality at a professional level.



## DIVERSITY IN THE IMC TEAM

A breakdown of employees by age and sex is shown in the following table. The IMC University of Applied Sciences Krems Supervisory Board comprises three males over the age of 50.

Age group	M-PT	M-FT	M-total	F-PT	F-FT	F-total	Total
<b>AY 2017/18</b>	<b>13</b>	<b>84</b>	<b>97</b>	<b>56</b>	<b>90</b>	<b>146</b>	<b>243</b>
Under 30	4	15	19	4	27	31	50
30-50	4	50	54	46	47	93	147
Over 50	5	19	24	6	16	22	46
<b>AY 2018/19</b>	<b>17</b>	<b>87</b>	<b>104</b>	<b>59</b>	<b>97</b>	<b>156</b>	<b>260</b>
Under 30	4	15	19	5	33	38	57
30-50	8	51	59	45	48	93	152
Over 50	5	21	26	9	16	25	51
<b>AY 2019/20</b>	<b>14</b>	<b>88</b>	<b>102</b>	<b>76</b>	<b>92</b>	<b>168</b>	<b>270</b>
Under 30	2	13	15	11	29	40	55
30-50	8	53	61	53	47	100	161
Over 50	4	22	26	12	16	28	54

AY: academic year M: male F: female PT: part-time FT: full-time



# Climate and the environment

The climate crisis and its impacts are already being felt, and affect all of us. In its capacity as a university of applied sciences, IMC Krems aims to help develop and implement approaches and strategies designed to tackle climate change. Environmental and climate-related topics feed into all of our activities. Our aim is to continuously improve our environmental performance.



## ORGANISATIONAL STRUCTURE AND PROCESSES

IMC University of Applied Sciences Krems introduced an integrated management system in 2012, which includes the ISO 14001 environmental management standard. This helps the university to adopt a structured approach to the continuous improvement of its environmental performance. The main focuses include optimising energy efficiency and use of resources including those related to mobility and transportation, raising awareness among internal and external stakeholders, as well as risk mitigation and legal compliance.

In line with the university's commitment to compliance with the ISO 14001 standard, IMC Krems has implemented a number of different processes throughout the organisation. At a formal level, this includes regular reporting on the progress made on the environmental programme, as well as regular evaluation and updates of environmental aspects. Other processes already in place at the organisation, such as those related to procurement, were amended to include environmental management-related topics and factors.

Environmental and sustainability-related aspects were structured clearly in the 2016/2017 business year, as shown in the table below. This approach helped create clear functions and responsibilities. The university's strategy – from which the environmental and sustainability program is derived – and the requirements of the ISO 14001 environmental management standard provide the foundations for the team's activities.



# ENVIRONMENTAL ASPECTS

Environmental aspects are evaluated annually in a multi-phase, interdepartmental process. The individual areas are categorised as “No intervention required” (green), “Medium priority environmental impact” (amber) and “High priority environmental impact” (red).

Additional evaluation criteria for defining medium and high priority environmental impacts include amount (extent, incidence), danger (potential to damage the environment), legal requirements (existence and requirements of environmental laws), as well as social relevance (opinion of stakeholder groups, consistency with status as a role model).

The scores presented in this report are aggregates for all teaching and research departments and institutes. Administrative service units, international activities, marketing, events and IT, as well as all buildings at the university’s various sites are also aggregated.



## EVALUATION

Environmental aspects are either related to teaching, research and service facilities or evaluated according to locations, which explains the blanks.

Area/ location	Direct environmental aspects									
	Energy consumption	Heating consumption	Water consumption	Resource consumption	Waste	Emissions to air	Emissions to water	Emissions to ground	Noise	Light
Teaching				■						
Research				■						
Service facilities				■						
Locations	■	■	■		■	■	■	■	■	■

Area/ location	Indirect environmental aspects			
	Raising awareness and communication with employees and students	Effects of service providers and suppliers	Environmentally-friendly behaviour of employees, students, teachers and visitors	Mobility of employees, students, teachers and visitors
Teaching	■	■	■	■
Research	■	■	■	■
Service facilities	■	■	■	■
Locations				

**■ Green:** No intervention required, but measures should be implemented in the interests of continuous improvement.

**■ Amber:** Medium priority environmental impact – improvement measures required over the medium-term. Regular monitoring by specially trained staff or the environmental team is needed.

**■ Red:** High priority environmental impact – urgent measures must be initiated without delay and the facility/process in question restructured. Measures must be added to the environmental programme, facilities must be regularly assessed in terms of the risk of faults and employees require special training.

# ENERGY AND ENVIRONMENTAL INDICATORS

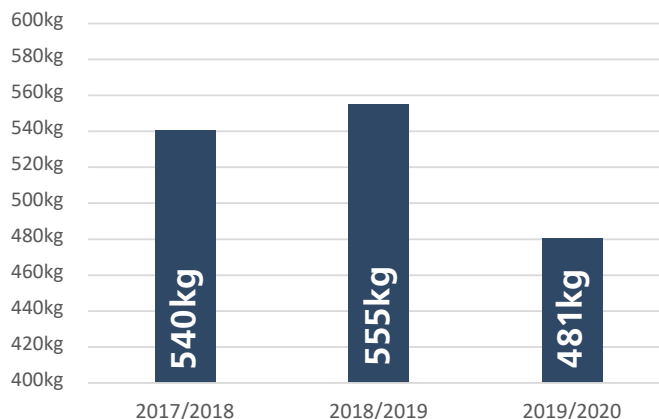
Consumption data for energy, paper and water, as well as data on waste flows have been collected separately on a quarterly basis and recorded in an environmental and energy control system since 2009.

## EMISSIONS DATA

Energy and heating consumption at IMC Kreams resulted in the levels of CO<sub>2</sub> emissions (based on the GHG Protocol, Scope 2 market-based) shown in the charts for the past three financial years.

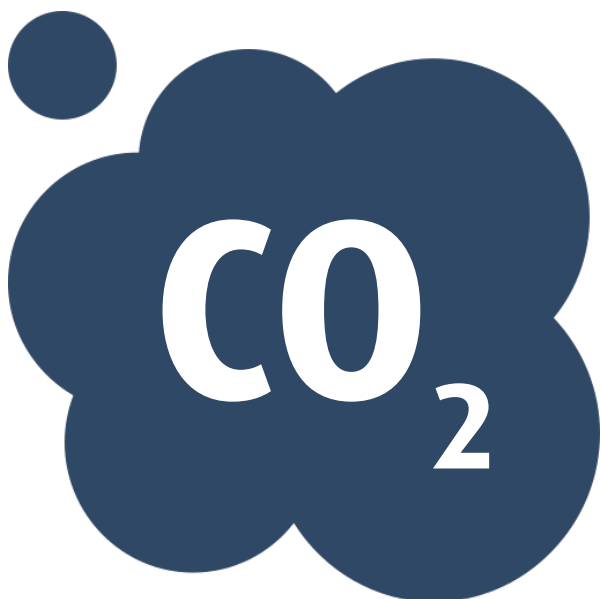
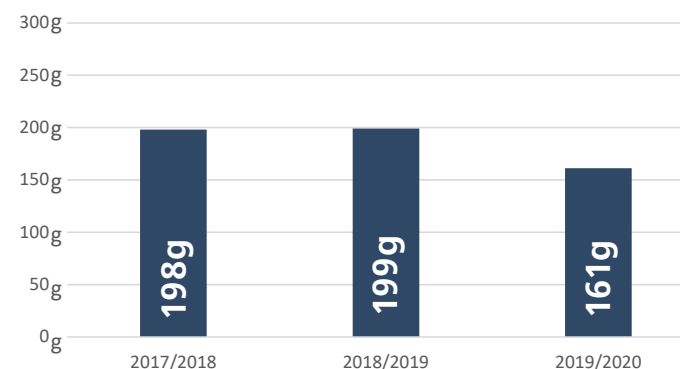
For technical reasons and in the interests of comparability, the data cover the largest buildings by area, i.e. the IMC Piaristengasse site as well as wings G and G1 at IMC Campus Kreams. The CO<sub>2</sub> emission factor for energy and heating consumption increased on the supply side between 2017/2018 and 2018/2019, which partly accounts for the absolute increase in emissions for the latter financial year.

## CO<sub>2</sub> EMISSIONS FROM ENERGY AND HEATING CONSUMPTION



An analysis of CO<sub>2</sub> emissions in relation to the number of students at IMC Kreams shows that due to the measures it introduced, the university was able to hold emissions at a constant level even though student numbers increased between 2017/2018 and 2018/2019. The drop in emissions in 2019/2020 was primarily attributable to the changeover to distance learning due to the pandemic.

## CO<sub>2</sub> EMISSIONS FROM ENERGY AND HEATING CONSUMPTION per student



## PAPER CONSUMPTION

In recent years, activities have focused on raising awareness among teaching staff and students, with incentives put in place to help reduce paper consumption. Various administrative processes have been digitalised, which – in combination with the pandemic – led to a steady decline in the amount of pages printed over the past financial year.



2017/2018

**1,745,049**  
Pages printed



2018/2019

**1,351,475**  
Pages printed

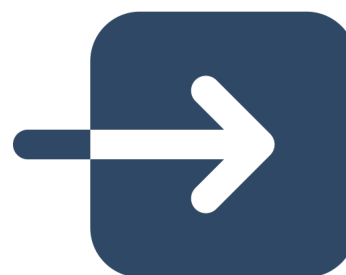


2019/2020

**964,784**  
Pages printed

## INPUT-OUTPUT COMPARISON

The university has presented the main quantitative figures in the form of an input-output table, based on the EMAS regulation, since the 2016/2017 financial year. This depicts material flows at IMC Krems even more clearly. Paper, water and energy consumption are currently shown.



INPUT		OUTPUT	
<b>Consumer goods per year</b>		<b>Services per year</b>	
Copy paper	3,617kg	Timetabled courses	1,516
<b>Water per year</b>		Bachelor papers	667
Drinking water	2,679m3	Master theses	311
<b>Energy per year</b>		Scientific publications	96
Heating	1,352 MWh	Special presentations	53
Electricity	1,409 MWh	<b>Waste per year</b>	
		Non-hazardous waste	48,674kg
		Cardboard and paper	21,901kg
		Hazardous waste	443kg
		<b>Emissions from energy consumption per year</b>	
		CO <sub>2</sub> emissions	627kg

Consumption data come from the environmental and energy control system and relate to the 2019/2020 financial year. The heating and energy consumption indicators in the input-output comparison include figures for all of the buildings covered by the system. There are plans to provide separate

information for individual waste categories such as glass, plastic packaging and metal. Other types of emissions, such as SO<sub>2</sub>, NO<sub>X</sub>, VOC and particulates, cannot be tracked at present for technical reasons.

# SUSTAINABLE PROCUREMENT

IMC University of Applied Sciences Krems has set itself the target of designing procurement processes aligned with the principles of sustainability, i.e. by taking account of a range of social, environmental and economic criteria. Its actions in this regard are guided by the definition set out in the Österreichischer Aktionsplan zur nachhaltigen öffentlichen Beschaffung (Austrian Action Plan for Sustainable Public Procurement): "Sustainable procurement is the procurement of environmentally friendly products and services that follow the principles of economy, efficiency and effectiveness, and the manufacture and supply of which are also compliant with specific social standards."

Implementation in the organisation's ordering process involves incorporation of applicable sustainability-based criteria in the procurement guidelines, accompanied by awareness-raising measures, especially among those employees who are responsible for the largest number of orders. In addition, data on the environmental performance of key partners are taken into account as part of the annual supplier assessment.



# BUILDINGS AND INFRASTRUCTURE

Teaching at IMC Krems takes place at three locations in the town. The building at Piaristengasse 1, referred to as IMC Piaristengasse, has a total of 2,922m<sup>2</sup> of usable space set aside for the English-language courses offered by the Department of Business. At Campus Krems, the university rents a further 14,178m<sup>2</sup> of space spread across four different building complexes. Two wings (Wing G and Wing G1) are used exclusively by IMC Krems. IMC Krems rents a further 1,904m<sup>2</sup> of space at its Gozzoburg site, which is a centre for its international students and visitors. Additional laboratory space was adapted at the TFZ Krems site, taking the total now available to the Research Institute for Applied Bioanalytics and Drug Development to 366m<sup>2</sup>.



# GREEN MEETING LOCATION

Sustainable ceremonies is the watchword for IMC University of Applied Sciences Krems. The International Meeting Center was certified in accordance with the Austrian Ecolabel for Green Meetings and Green Events in 2016. This reaffirmed its status as a pioneer in sustainable and careful treatment of the environment among event venues at Austrian universities of applied sciences.

Re-certification for the green meeting location is scheduled for the 2020/2021 financial year. In all, 141 events were held at the location over the past three years.

# About this report

This report provides details of relevant and material factors relating to the sustainable development of IMC University of Applied Sciences Krems.



It refers to the 2019/2020 academic year and covers the period from 1 September 2019 to 31 August 2020. The university plans to publish a sustainability report every two years.

The information contained in the report applies to IMC Fachhochschule Krems GmbH. Unless otherwise stated, all data and indicators provided relate to the institution as a whole.

As far as possible, the 2016/2017 academic year was taken as the benchmark for the data presented, in order to present the development of the university over a three-year comparative period.

The specific management approaches for the core topics are outlined in the corresponding chapters of this report. The GRI content index for this report provides an overview of where the respective GRI disclosures are listed in this report.

The sustainability report was subject to internal quality controls. However, external assurance was not sought for this initial report. Options regarding potential external assurance for subsequent reports will be evaluated.

This report was drawn up in accordance with the GRI Standards: Core option.

If you have any questions regarding sustainability at IMC Krems, please contact Prof. Roman H. Mesicek ([roman.mesicek@fh-krems.ac.at](mailto:roman.mesicek@fh-krems.ac.at)).

# GRI content index

GRI Standard	GRI Disclosure		Page	Notes
GRI 102: General Disclosures 2016	102-1	Name of the organisation	6	
	102-2	Activities, brands, products, and services	6	
	102-3	Location of headquarters	6	
	102-4	Location of operations	6	The topics covered by the sustainability report are mainly relevant to activities in Austria.
	102-5	Ownership and legal form	6	
	102-6	Markets served	6	The markets correspond to the disclosures under GRI 102-4
	102-7	Scale of the organisation	6	
	102-8	Information on employees and other workers	36	No significant portion of the organisation's activities are performed by workers who are not employees. There are no significant variations in the numbers reported. Employee numbers are expressed as head count.
	102-9	Supply chain	6	
	102-10	Significant changes to the organisation and its supply chain	6	
	102-11	Precautionary Principle or approach	6	
	102-12	External initiatives	19	
	102-13	Membership of associations	19	A detailed overview of the organisation's memberships is planned for the next report.
	102-14	Statement from senior decision-maker	3	
	102-15	Key impacts, risks, and opportunities	13	
	102-16	Values, principles, standards, and norms of behaviour	17	
	102-18	Governance structure	17	



GRI Standard	GRI Disclosure		Page	Notes
GRI 102: General Disclosures 2016	102-40	List of stakeholder groups	10	
	102-41	Collective bargaining agreements	36	
	102-42	Identifying and selecting stakeholders	10	
	102-43	Approach to stakeholder engagement	10	Comprehensive disclosures regarding the approach to stakeholder engagement will be presented in the next sustainability report, as not all of the relevant information is available at present. Structures will be put in place in future to collect information on stakeholder engagement.
	102-44	Key topics and concerns raised	10.13	Stakeholder concerns were mainly considered in connection with the materiality analysis.  As a result, this report focuses on key topics and concerns. Additional information related to this disclosure will be included in the next report. Structures will be put in place in future to collect information on the key topics and concerns raised by stakeholder groups.
	102-45	Entities included in the consolidated financial statements	6	The annual financial statements include IMC Fachhochschule Krems GmbH, which is also covered by this sustainability report.
	102-46	Defining report content and topic Boundaries	11-13	
	102-47	List of material topics	13	
	102-48	Restatements of information	47	As this is the first sustainability report published by IMC Krems, this disclosure is not applicable.
	102-49	Changes in reporting	47	As this is the first sustainability report published by IMC Krems, this disclosure is not applicable.
	102-50	Reporting period	47	
	102-51	Date of most recent report	47	As this is the first sustainability report published by IMC Krems, this disclosure is not applicable.
	102-52	Reporting cycle	47	The reporting cycle is biennial
	102-53	Contact point for questions regarding the report	47	
	102-54	Claims of reporting in accordance with the GRI Standards	47	
	102-55	GRI content index	48-52	
102-56	External assurance	47		

## FINANCIAL STABILITY

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	15	
	103-2	The management approach and its components	15	
	103-3	Evaluation of the management approach	15	
GRI 203: Indirect Economic Impacts 2016	203-2	Significant indirect economic impacts	16	

## HIGH-QUALITY EDUCATION

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	23-35	
	103-2	The management approach and its components	23-25	
	103-3	Evaluation of the management approach	23-25	
Own indicator		University ranking	25	

## SUSTAINABILITY IN TEACHING

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	26-28	The topic of "Sustainability in teaching" comes under the direct influence of the organisation.
	103-2	The management approach and its components	26-28	
	103-3	Evaluation of the management approach	26-28	
Own indicator		Results of the Positive Impact Rating project	27	This indicator will be included in the next report.

# HIGH-QUALITY RESEARCH

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	29	
	103-2	The management approach and its components	29	
	103-3	Evaluation of the management approach	29	
Own indicator		Number of ongoing research projects	30-31	

# RESEARCH ON SUSTAINABILITY

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	29	
	103-2	The management approach and its components	29	
	103-3	Evaluation of the management approach	29	
Own indicator		Role played by research in achieving the Sustainable Development Goals (SDGs)	30-31	This indicator will be included in the next report.

# TRANSPORT AND MOBILITY

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	32-33	The effects associated with mobility are connected directly with the operational activities of the organisation.
	103-2	The management approach and its components	32-33	
	103-3	Evaluation of the management approach	32-33	
Own indicator		Emissions accounting for student activities	33	

## WORKING CONDITIONS

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	35-38	The topic of Training and Education comes under the direct influence of the organisation.
	103-2	The management approach and its components	35-38	
	103-3	Evaluation of the management approach	35-38	Training and education focuses are continuously reviewed by the Human Resources department.
GRI 404: Training and Education 2016	404-1	Average number of hours of training and education per year and employee	37	In this case, the employment relationship (full-time/part-time) was chosen to define the employee category.

## DIVERSITY AND EQUAL OPPORTUNITIES

GRI Standard	GRI Disclosure		Page	Notes
GRI 103: Management Approach 2016	103-1	Explanation of the material topic and its Boundary	39-41	
	103-2	The management approach and its components	39-41	
	103-3	Evaluation of the management approach	39-41	
GRI 405: Diversity and Equal Opportunity 2016	405-1	Diversity of governance bodies and employees	41	In this case, the employment relationship (full-time/part-time) was chosen to define the employee category.

# PRME index

PRME principles	Chapter	Page
<b>Principle 1: Purpose</b>	Sustainability at IMC Krems	7-9
	Teaching and quality	23-25
	Teaching and our responsibilities	26-28
<b>Principle 2: Values</b>	Ethics and governance	17
	Teaching and our responsibilities	26-28
	Employees and training and development	35-38
<b>Principle 3: Method</b>	Teaching and quality	23-25
	Teaching and our responsibilities	26-28
	Research and innovation	29-31
<b>Principle 4: Research</b>	Research and innovation	29-31
<b>Principle 5: Partnership</b>	Partners	18-19
	Teaching and quality	23-25
	Mobility and international perspectives	32-33
<b>Principle 6: Dialogue</b>	Partners	18-19
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This is our **Communication on Progress**  
in implementing the Ten Principles of the  
**United Nations Global Compact** and  
supporting broader UN goals.

We welcome feedback on its contents.