

Sharing Information on Progress (SIP)

2021-2022



Principles of Responsible Management Education

at

Karlsruhochschule 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 their 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 have been 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 **Corona Crisis and its current aftermath**.

Karlsruhochschule 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 Karlsruhochschule.

Accordingly, we continue to be 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

Karlsruhochschule has been continuously oriented towards realizing an education that is ethical and responsible. In various activities, workshops and retreats the students, services, professors, and leadership is working on the purpose as a responsible university that wants to make a difference for a more responsible and sustainable world. Beyond further developing a shared advanced understanding of our purpose we want to strengthen our resilience, our implementation capabilities, and our determination to continuously improve. Correspondingly, we use also our quality management system for continuously assessing our-selves.

New Targets

Our long-term vision is to become even more a hub and to create a culture for sustainability with an extended agenda of activities for implementing sustainability-oriented initiatives and practices. This in turn shall enable graduates and staff to flourish as practitioners for sustainability transformation and contributing for an even more responsible practices and sustainable futures in business and society.

Karls want to become even more a vibrant life-world and an institution where sustainable transformation and sustainability-oriented education (in sense of 'Bildung') happens.

Accordingly, we aspire to contribute to developing and improving quality of life through balancing the environment, society, and the economy by providing learnings for foundational capabilities, vital competencies and critical knowledge together with developing the powers of critical reasoning and judgment as well as ethical and wise practice. This undertaken is informed and orients itself toward the UNESCO road map of 'Education for Sustainable Development (2022, see also Jeronen 2022)ⁱ.

Integrating and implementing sustainability in curricula seeks to enable students and graduates to not only gain and generate knowledge about sustainability, but also reflect critically on

phenomena behavior and decisions for sustainable development in a way that they can contribute to a sustainable future (see also Lud 2023). At Karls we offer Education for Sustainability (Wamsler 2020) and Education for Sustainable Development in particular (Weiss and Barth 2019)ⁱⁱ.

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"; and "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, Karlsruhochschule 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 (for more information, see also below).

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 and 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 e.g., 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 Master study program 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

Ongoingly, Karlshochschule approaches and tries to accomplish the vision and specific goals of a responsible, ethical and sustainable education in refining its programs, especially those that specialize on sustainability, global social responsibility and citizenship and civic engagement. Furthermore, we have even more intensively integrated increasingly urgent questions and problems as well as challenges of sustainability and its development and those of responsibility and ethical issues into different courses and levels in all our programs, as outlined before.

On the master level the pioneering Master's program "Social Transformation - Politics, Philosophy, Economics" that qualifies students for a competent, ethically reflective practice of responsibility, especially in unfamiliar, ambiguous, conflictual and complex leadership and decision-making situations has been an ongoing learning experience for improving the education that contribute to the transformation of their organization and society and its common good in a sustainable way. Using latest multi- and crossdisciplinary research and recent cases and examples related to current development enriched the established program.

Self-assessment

Ongoingly the curriculum at Karlshochschule has been developed more and more in the direction of a transformative civic education (Bildung) that is ethical and responsible in an integral fashion. Existing modules and programs were refined while new ones created integrating a **specific focus on responsibility and ethics**. Furthermore, this focus got also special attention in relevant areas of marketing, and information dissemination.

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 sustainability and 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 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 emphasize 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 workplaces.

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.

To enhance our working environment, we offer counselling and mentoring to individuals on all topics related to personal and study challenges, mental health and wellbeing, gender, diversity and inclusion, and experiences of discrimination, marginalization, harassment, and abuse. We try to ensure flexible working conditions and flexible scheduling to members of Karls with caregiving responsibilities or challenging life situations. We do our best to ensure that no one is disadvantaged because of their (family) circumstances.

Finally, developing and putting in place measures for non-biased, forward-thinking and targeted staff and student body development, paying particular attention to gender balance and increasing the proportion of underrepresented groups and people from the Global South. This includes creating awareness to biases in the recruitment and evaluation processes, and working to eradicate these and any barriers for becoming a member of the Karls university.

Prof. Dr. Ella Roininen, employed as Professor of International Management with specific focus on Gender, Diversity and Inclusion served during the reporting time as what is called now '**Diversity and Equal Opportunities Commissioner**', in accordance with the UN Global Compact Principles.

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 knowledges are integrated into the teaching and research.

As an institute of higher education, Karlshochschule tries to follow a **feminist orientation**. This means that an integral part of the Karlshochschule mission is to deepen our constituencies' understanding of topics related to gender, diversity, and inclusion.

Karlshochschule tried make people regardless of their gender or gender identity, sexual orientation, race, ethnic background and nationality, faith and religion, age, mental and physical health, or abilities, or any other characteristic and their intersections, feel included and that they can contribute to and at the university. At Karlshochschule, we educate and debate on a range of theoretical and practical concepts related to equality, social justice, and care, and constantly train how to turn these into practices at the university and in our community, personal, study, and working spheres. We work to increase the diversity of our student body and staff, and to ensure that everyone here is not only having a home at Karls, but also the sense of getting their voices heard.

Furthermore, we are sensitive for racism and support **anti-racism**. This means that we work to become increasingly aware of our individual and institutional racist structures and ways of thinking and acting, increase our understanding of how colonialization and colonial histories until

today extend to our experiences of identities and social relations and reflect in local and global cultures and knowledges, science, and learning, and in the practices and institutions related to these. Practically, the university was involved in an initiative for Building an Antiracist Karlshochschule (BARK) in collaboration with an external partner.

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 ways of engaging
- (re-)consider and reflect upon societal issues (e.g. poverty, unfair distribution, globalization, environment, diversity, discrimination, migration)
- define critical factors for effective forms of engagements
- 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 entailing also **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 is open for and 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 become and live as ethical beings, enacting sustainable practices. 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 sustainability-oriented 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, respectively seminars during regular meetings.

The aim is to further develop 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.

Activities after the previous report

Karlsruhochschule has continued and improved the aforementioned existing practices. Students have organized awareness activities. 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. The mission of the “**KarlsforFuture**”ⁱⁱⁱ 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 experiences.

Self assessment

The **awareness** about sustainability and responsibility related topics continuous to increase and find new forms; especially students are quite active in this respect, also related to social media. Ongoing project self-reflection plays an even larger role before, during after the work in/with projects. This is happening as part of the learning cycle of experiential learning to ensure that experiences can be transformed into learning through reflection on many levels.

New targets

Our aspiration is to continue developing even more and different activities for raising better and intensified sensibility and consciousness of our internal and external stakeholders. Moreover, we will try to further work on creating educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership and sustainable practices. 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 "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 self-understanding 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 Karlsruhochschule 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 patters 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^{iv}, various research projects and research related activities and publications related to sustainability and responsible management have been documented in our research reports (2021, 2022), uploaded on our webpage^v. In addition to these contributions, there is a great deal of Bachelor and Master thesis that have engaged in research on topics and issues related to ethics and sustainability, also documented in the recent research report.

Self-assessment

Karlshochschule made some headway in focusing 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 Karlshochschule 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, Karlsruhochschule 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

Also in the reporting period 2021 and 2022 Karlsruhochschule conducted various company and community projects with external partners. The focus of the projects continues to **shift to sustainability**-related topics and organizations as well as questions of social and economic co-operation and integration. Building on this trend, Karlsruhochschule has intensified its ambitions to become a leading regional player involving students in community projects. In coming years community projects are envisioned in co-operation with both established and new partner and initiatives as well as leading institutions.

Sustainability Camp

Karlsruhochschule has 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^{vi} as part of inter- and transdisciplinary research practices and encounters. Accordingly, we at Karls also understand the world as a *networked mesh* that is as a constant movement, intersection, and attunement and responding to differences as well as interlacing paths of codevelopment. Our open-ended, crossdisciplinary approaches resonates with Ingold's use of 'meshwork' as a metaphor for how life is lived along lines of becoming: emergent, indeterminate, contingent, historical, narrative, and corresponding interstices of research methods, objectives, and envisioned outcomes.

Self-assessment

Karlsruhochschule did interact with business corporations and other partners to convey our message and to educate about the challenges in meeting personal, social, cultural and environmental responsibilities. We developed and assess approaches that jointly address and respond to 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 accomplishing 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, justice etc.

Activities after the previous report

We have intensified our media presence and established further partnerships with various civil society organizations to broaden our network and enhance the impact of our teachings and research. Thereby we were able to offer specific contents to partners outside the university and create more relevance and impact for an education and research related to responsibility and sustainability.

Self-assessment

Karlshochschule made again some steps towards more visibility in relation to networking and communication with the public and partner about knowledge and 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 for example in future “Karlsgespräche” situated on campus but also online talks.

Moreover, we would like to engage even more with other PRME signatories, and especially the D.A.C.H. as well as related networks.

Furthermore, we will engage with various social 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.

Overall, Karlshochschule aims for becoming recognized as one of the change agents towards more sustainable futures and for this we will use different formats and media 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 and 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 ongoing 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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ⁱ UNESCO (United Nations Educational, Scientific and Cultural Organization) (2020). Education for Sustainable Development. A Roadmap. #ESDfor 2030. Paris, France.

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ⁱⁱⁱ <https://karlshochschule.de/en/university/people/karlsinitiatives/karlsforfuture>

Mission: Our goal is to encourage students of the Karls to focus their attention on sustainability, the environment, and nature protection through active participation.

What makes us special? The KarlsforFuture initiative 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, we organize exhibitions, clothing exchange events, and support the FridaysforFuture movement by advertising and demonstrating. In our regular meetings we discuss new and old project ideas and exchange experiences. If you have questions, ideas, or want to join us, feel free to get in touch!

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

^v <https://karlshochschule.de/en/research/research-at-the-karls>

[Research Report 2022](#)

[Research Report 2021](#)

^{vi} Ingold, T. (2011) *Being Alive. Essays on Movement, Knowledge and Description* Routledge, New York, Ingold, T. (2015). *The Life of Lines*. Routledge, New York. Ingold has been inspired by (Deleuze and Guattari (2004: 224–225) “A line of becoming is not defined by the points it connects, or by the points that compose it; on the contrary, it passes between points, it comes up through the middle, it runs...transversally to the localizable relation to distance or contiguous points. A point is always a point of origin. But a line of becoming has neither beginning nor end.” Deleuze, G., Guattari, F., 2004. *A Thousand Plateaus: Capitalism and Schizophrenia*. trans. B. Massumi. Continuum, London.