PRME
an initiative of the
United Nations Global Compact

Hochschule Reutlingen
Reutlingen University

2025 Sharing Information on Progress **(SIP) Report**

Reutlingen University

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

> *The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Getting Started

This section provides foundational information about Reutlingen University, including key details and basic institutional data.

Mission

Reutlingen University's mission

Baden-Württemberg is one of Germany’s engines of prosperity. The region is home to highly successful small and medium-sized enterprises (SMEs), which are often closely connected to global corporations and demonstrate their strength in both national and international competition. Reutlingen University considers it its responsibility to support companies and society in their technological transformation. Our students help to meet these challenges successfully by acquiring up-to-date knowledge and developing their skills and personalities through our continuously updated curricula. This is an indirect approach: by hiring our graduates, companies remain competitive in their ongoing development. The direct approach focuses on supporting SMEs and other companies in their realignment – faster, more agile, and more efficient than today. Another goal is to strengthen Baden-Württemberg’s innovative capacity by promoting start-ups in the high-tech sector.
Reutlingen University’s mission statement reflects its core values. It communicates to all stakeholders – companies, students, applicants, employees, and professors – how the university understands and fulfills its mission.

Our mission encompasses five areas:

1. Students at Reutlingen University acquire relevant technical, methodological, and social skills through forward-looking, innovative teaching and application-oriented research. They also gain qualifications in the areas of digitalization, diversity, entrepreneurship, internationality, and sustainability.
2. Graduates act responsibly as specialists, managers, or founders, solving problems in innovative and sustainable ways. As a university, we thus contribute economically and socially to actively addressing global challenges.
3. Regional and global companies, as well as society at large, benefit from application-oriented research, knowledge and technology transfer, start-up initiatives, and continuing education.
4. Members of the university actively embrace diversity – in their daily interactions as well as in interdisciplinary teaching and research.
5. The university itself is continuously evolving as an attractive employer.

Ad 1. Students
The university places great importance on linking practical teaching with application-oriented research. This enables us to educate students who, as graduates, are capable of solving real-world problems using research-based methods. Reutlingen University’s excellent rankings in teaching and research demonstrate its ability to pursue this path successfully. In addition to subject-specific content, students are also exposed to key socially relevant topics. All of these areas are embedded in the university’s structure and development plan ("Struktur- und Entwicklungsplan", SEP).

Ad 2. Graduates
Our graduates are distinguished by a high level of employability—thanks to comprehensive, high-quality academic programs and the encouragement to act accordingly during their studies. By integrating research and teaching with training in the university's core focus areas, we aim to foster greater innovation potential and thereby make a significant economic and social contribution.

Ad 3. Businesses
The university seeks to make its knowledge and innovation potential available to both the economy and society. This goes beyond producing academically qualified graduates – it also includes supporting regional and international companies in their development through research, knowledge and technology transfer, start-up initiatives, and continuing education. As an international university, we are committed not only to our region but also to the global market.

Ad 4. Diversity
Diversity in society: Our society has become increasingly diverse. We embrace this diversity to foster innovation on the one hand, and mutual understanding and peaceful coexistence on the other. As an international university, Reutlingen naturally places a strong emphasis on diversity.
Diversity of disciplines: We leverage the university's broad spectrum of six faculties to drive innovation. After all, innovation often emerges at the intersections of disciplines. This also helps us foster mutual understanding among people from a wide range of academic backgrounds.

Ad 5. The University and Our Employees
We strive to be an attractive employer – especially in terms of culture and collaboration. We are convinced that this will enhance the university's overall effectiveness and that it is the only way to achieve the goals outlined in the SEP.

Vision

Reutlingen University's vision

As a university, we combine our expertise with the power of diversity to shape the future sustainably – as a driver of innovation both regionally and internationally.

Reutlingen University is evolving from a knowledge transfer institution into an innovation platform that not only shares knowledge but also brings together the key players needed for progress. In doing so, the university operates on both regional and national levels, harnessing the strength of diversity.
We firmly believe that innovation arises from the combination of our expertise and the diversity of our people and our six faculties.

Our commitment to sustainability is based on its three pillars: ecological, economic, and social. These components are considered equal and interdependent.

The vision of Reutlingen University can be summarized as:
“Innovation through expertise and diversity.”

Strategy Alignment

Ethics, Sustainability & Climate Protection Department

The "Ethics, Sustainability & Climate Protection Department" fosters ethical behavior and sustainable responsibility in daily life and work through university-wide projects and partnerships. The unit coordinates related activities, connects stakeholders, drives change, and supports student initiatives. It collaborates with political actors, the city and region, and other universities.

Examples:
Teaching: As part of curricular and supplementary training and further education (lectures, seminars, projects, etc.), students are qualified in ethics, sustainability and climate protection topics. The university creates structures to support teaching staff and systematically anchors the topic of ethics and sustainability in the development of degree courses and modules. Prizes are awarded for excellent performance in studies and teaching. The “Sustainability and Diversity” teaching prize and sustainability prizes for outstanding theses are awarded annually.

Research: Sustainability and climate protection are being researched and promoted in numerous research projects in all faculties - from decentralized energy systems to circular economy and sustainable textile management to environmental aspects in chemical processes. The university is working on expanding human resources for sustainability research, also by expanding interdisciplinary and transdisciplinary research skills.

Campus operations: In line with the climate neutrality targets of the state of Baden-Württemberg (BW), Reutlingen University has committed to undertaking climate protection activities in order to achieve the goal of net greenhouse gas-neutral operations by 2030 if possible. As the user of the properties, Reutlingen University has an operator responsibility to identify and initiate measures to save energy and resources. Investment, structural and building technology measures (including the installation of photovoltaic systems) have already been successfully implemented by the state authority “Vermögen und Bau BW”. In future, the potential for reducing emissions is to be exploited in an even more targeted manner and climate protection is to be implemented operationally and strategically. The main

fields of action here are real estate, mobility, procurement, IT infrastructure, space management, heat and cooling use, adaptation to climate change and renewable energies. Technical solutions are just as important in this context as climate-friendly behavior on the part of university members. An integrated climate protection concept has been developed and corresponding climate protection measures are being defined and implemented.

The following links provide an overview of our current initiatives and collaborations:
https://www.reutlingen-university.de/en/university/organisation-facilities/ethics-sustainable-development
https://www.lets-act-sustainably-at-reutlingen-university.de/

Graduates & Enrollment

2024 Statistics	Number
Graduates	1144
Faculty & Staff at the University	665
Student Enrollment at the University	5007

Degrees Offered

Bachelor Programs

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Engineering (B.Eng.)

Masters Programs

- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Engineering (M.Eng.)

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

Hochschule Reutlingen
Reutlingen University

PRME 2025

UN Principles for Responsible Management Education

Renewal of Our Commitment

As a leading university of applied sciences, we remain deeply committed to research-based innovation as a key driver in addressing global challenges. We continually develop forward-thinking solutions—from sustainable energy and mobility concepts, to the ethical application of artificial intelligence, improved working conditions and innovative work-life models. These are just a few examples of how our research responds to the needs of our society.

It is through interdisciplinary teaching and applied research that Reutlingen University strengthens its academic focus on meeting today's global demands. Our current areas of specialization reflect a clear commitment to sustainability, digital transformation, social innovation, and international collaboration. Across all academic departments, we increasingly integrate responsible leadership, climate-conscious technology and topics of social impact into curricula and research agendas. A prime example is the school "NXT Nachhaltigkeit und Technologie", established this March, which combines perfectly sustainability and technology in the curricula; in addition, the new Social Work Bachelor degree program significantly strengthens the social aspect of sustainability in our university's teaching. These developments not only align with the expectations of students and industry partners, but also reinforce our role as a forward-thinking institution dedicated to shaping a more sustainable and equitable future.

The UN Principles for Responsible Management Education (PRME) provide a strong foundation for these efforts. With this report, we reaffirm our dedication to educating responsible future leaders in close cooperation with our stakeholders. We also remain committed to sharing our progress and practices with fellow academic institutions worldwide.

We view PRME as an ongoing journey of reflection and improvement. This year's report – the seventh overall – has documented our progress since 2022 and outlines our goals for the future. Above all, it fosters an ongoing exchange of best practices that advance the principles of responsible management education throughout our institution.

Prof. Dr. Hendrik Brumme
President of Reutlingen University

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Who Champions Responsible Management Education at Our Institution

- Centralized sustainability office
- Interdisciplinary efforts across parent organization
- Research or issue group, society, or club leading sustainability efforts

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Courses that support RME

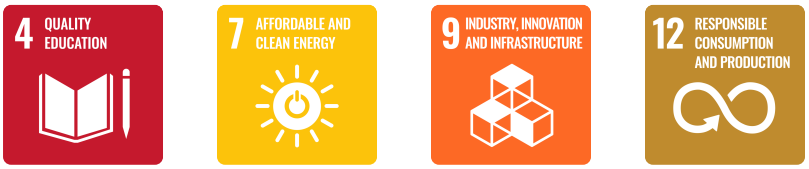
Reutlingen University reports 6 courses in 2024 that support responsible management education and sustainable development goals.

Business Models for a Circular Economy

M9-M11

This is a course created and held by Prof. Dr. Maud Helene Schmiedeknecht. • Circular Economy Concepts: Grasp the fundamental principles of the Circular Economy and its significance in the contemporary business landscape. • Circular Business Models: Explore a spectrum of circular business models, from product-as-a-service to closed-loop systems, and assess their applicability across industries. • Circular Design Thinking: Develop skills in applying circular design principles to product and service development, fostering innovation with a focus on sustainability. • Circular Strategies: Develop strategies for integrating circular economy principles into existing business frameworks, addressing challenges and leveraging opportunities for sustainable growth.

Professional competencies: Providing real-world examples of businesses successfully implementing circular economy principles. Through case studies and practical projects, students develop technical skills in circular design, project management in sustainable initiatives, and leadership abilities needed to drive change within organisations. Methodological competencies: By emphasizing research into innovative circular business models, this class sharpens methodological competencies. Students engage in analyzing and assessing the impact of circular practices, fostering a solid foundation in research and analytical thinking. Social competencies: Social competencies are strengthened as students collaborate on group projects, simulating real-world teamwork in implementing circular strategies. The emphasis on stakeholder engagement and communication in the context of sustainable business practices cultivates interpersonal skills, enabling students to effectively convey complex ideas and negotiate solutions with diverse stakeholders. Personal competencies: The class fosters adaptability and resilience by exploring the evolving landscape of circular economies and preparing students to navigate sustainability challenges. Through discussions on ethical considerations in business model transitions, students develop a strong sense of ethical decision-making, contributing to their personal competencies and reinforcing the importance of values in their professional journey.



Business Strategy

4.3.2 - M3.2

This is a course created and held by Prof. Dr. Elizabeth Hofvenschiöld. Strategy Position: • Deep understanding of the impact changes in the business environment, in particular digitalization, have on the strategy of a firm • Clarification of the strategy concept and process at different levels (corporate / business unit / functional) • The impact on strategy of the macro-environment, the industry environment, the organisation's strategic capability (resources and competences), the organisation's stakeholders and the organisation's culture • Strategy analysis tools (generic strategies, value disciplines, value chain, vertical integration, etc.). Strategic Choices: • Generation and evaluation of strategy options to reach strategic goals • Corporate and business level • Innovation, internationalization, M&A. Strategic in Action: • Options for implementing strategies: process, organization, change • Critical links between strategies and leadership in the execution context. Strategic Thinking: • Understanding how strategic thinking is crucial for the implementation of strategy.

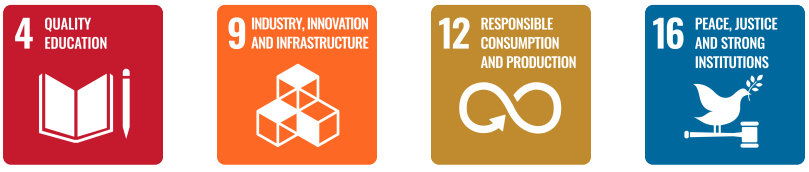
The impact I am making on my students: • Professional competencies: acquisition of actionable end-to-end approach for strategic analysis and recommendations; ability to recognize, reflect, & understand changes in the business environment with a focus on digitalization and sustainability. • Methodological competencies: familiarization of classical & innovative strategic analysis techniques; ability to analyze case studies & apply knowledge to practical situations. • Social competencies: ability to repeatedly work successfully in multi-cultural teams under time constraints, also in hybrid & online environments; learn to active contribute to creating a psychologically safe learning environment. • Personal competencies: ability to design & convincingly communicate a strategic presentation in a practical way; development of active listening skills in a professional environment.

International Financial Reporting: IFRS & Accounting for Sustainability | M24

This is a course created and held by Prof. Dr. Michel Charifzadeh. This advanced seminar offers students a detailed exploration of financial accounting under International Financial Reporting Standards (IFRS) and the growing field of Sustainabiliy Reporting. Designed for final year undergraduate students with a foundational knowledge of accounting, the course combines technical proficiency with critical insights into global regulatory trends and ethical considerations. Students will engage with both the core principles of IFRS and the emerging standards in non-financial reporting, equipping them to interpret and prepare reports that meet the expectations of modern global stakeholders, including regulators, investors, and civil society. Core Topics Include: • Theory, Framework, and Regulation • The Process of Harmonization: IFRS vs. US GAAP • Financial Statement Presentation • Fixed (Non-Current) Tangible Assets • Intangible Assets, Goodwill, and Impairments • Accounting for Leases • Sustainability Accounting: Triple Bottom Line, Global Reporting Initiative (GRI),

and the ISSB Standards • Sustainability Reporting in the EU: ESRS and the EU Taxonomy The course emphasizes active engagement through case studies, group work, and practical exercises to bridge theory and practice. As a central component, students will write an individual research paper on a sustainability reporting topic of their choice, encouraging critical analysis of current standards, challenges, or innovations in the field. By the end of the seminar, students will have developed a strong foundation in selected IFRS topics and sustainability reporting principles, equipping them for further study or entry-level roles in accounting, finance, and corporate sustainability.

Professional competencies: • Students will develop an understanding of the origin of the international accounting standards, the principles, and the framework of IFRS in contrast to major local reporting principles like US GAAP or German GAAP (HGB). • Since IFRSs are continuously developed, students will become familiar with the role of the standard-setting bodies (especially the IASB) and the imminent changes of IFRS. • Students will deal with the recent standard developments by the IASB and the latest developments in international reporting. Based on this, students will be equipped with the knowledge and skills to critically discuss and solve specific accounting problems and challenge existing and proposed standards. • Students will get insights into the growing field of sustainability reporting and how frameworks such as ESRS, EU Taxonomy, GRI, or Integrated Reporting guide new forms of corporate reporting. Methodological competencies: • Through a principles-based approach, students will develop critical thinking skills and the ability to apply general accounting concepts to specific situations and critically discuss existing solutions to accounting problems. • A major part of the course requirements is the writing of a research paper. Here, students will train the key skills of selecting, justifying and applying a methodology for solving a research question. • Students will train their academic writing skills, which will prepare them for writing their bachelor thesis. • Students will further shape their presentation skills. Social competencies: • Through the interactive nature of the course, students will refine their oral and written communication skills. • Through teamwork under time pressure and diversity in classroom, students will develop social and intercultural skills. Personal competencies: • Students develop the skills to work autonomously on a new complex topic. • They learn how to act competently and self-responsibly. • As part of the profile in Finance, the course will train students for both a specialist career in either of the following fields: corporate finance, accounting, auditing, or banking, as well as a leadership role in international management.



Strategy and Business Models

M.1.5.1.

This is a course created and held by Prof. Dr. Philipp von Carlowitz. • What is Strategy & Levels of Strategy • Strategic Analysis and Strategic Options • Developing Business Models • Business Model Innovation • Internationalization Strategy and Business models • Trends and Strategy

Professional competencies: Critically understand the complexity of strategy development and the ability to link different aspects of business in a long-term perspective; ability to scrutinize existing strategies for consistency and doability. Importance of holistic view by using business model approach. Methodological competencies: Problem solving in strategic management issues also in international context; step-by-step development of strategies; business model canvas. Social competencies: Argue for or against positions in front of audiences; develop results in discussions in various team set ups; apply effective written and oral communication skills Personal competencies: Awareness of own potential in analyzing and assessing strategy issues; awareness for own argumentation skills and ability to deal with complex issues. General: On the basis of some case studies, the topic of internationalization strategy of companies is discussed as one strategic option, identifying the complexity of cross-border business. The main feature of the course is to apply strategic management tools to deal with complex and uncertain situations in the business environment and to come up with feasible and realistic long-term strategies. To create a workable strategy deploying business model methodology is used for problem solving in a holistic way.

Macroeconomics

A-C-ECO1

This is a course created and held by Prof. Dr. Larissa Zierow. 1. Introduction to Macroeconomics: • Gross Domestic Product (GDP) • Economic Growth • Income Inequality • Capitalism and its Role in the Economy • System of National Accounts (VGR). 2. Goods Market Analysis: • Multiplier Analysis • IS Curve • Fiscal Policy • Haavelmo's Theorem. 3. Financial Market Analysis: • Inflation • Money Demand and Money Supply • Financial Market Equilibrium • Monetary Policy. 4. IS-LM Model: • Fiscal Policy in the IS-LM Model • Monetary Policy in the IS-LM Model • Policy Mix in the IS-LM Model • Extended IS-LM Model and Financial Crises. 5. The Labor Market: • Determination of Wages • Phillips Curve • Inflation and the Natural Unemployment Rate.

• Professional competences: Students will gain a comprehensive understanding of macroeconomic principles, including key concepts like GDP, economic growth, inflation, and inequality. They will learn to evaluate economic situations using macroeconomic models, appreciating the role of the state, the impact of fiscal and monetary policy, and the role of (financial) crises. • Methodological competences: Students will learn to apply mathematical calculus, graphical methods, and economic reasoning to analyze and understand macroeconomic models, such as the IS-LM model, and the Phillips curve. They will develop the skills to determine market outcomes, assess the effects of policy changes, and evaluate welfare consequences. • Social competences: Students will enhance their ability to work on economic problems in international groups, presenting their results and engaging in discussions with peers and professors. They will develop the skills to reflect on and discuss macroeconomic issues,

contributing effectively in a collaborative learning environment. • Personal competences: Students will learn to handle abstract economic models and appreciate the mix of intuitive reasoning and formal rigor required to work with economic theory. They will develop resilience in dealing with complex and sometimes frustrating concepts, and understand the significance of assumptions in determining the outcomes of economic models.

Business Simulation – Systems Thinking and Sustainability

M24 - M30

This is a course created and held by Prof. Dr. Florian Kapmeier. Business Simulation: Systems Thinking & Sustainability is a, interdisciplinary course that empowers students to address complex global challenges through systems thinking, simulation modeling, and collaborative learning. The course integrates award-winning teaching methods, including serious games, interactive lectures, and real-world case studies. It cultivates key competencies in ethical reasoning, intercultural collaboration, and systems-based problem-solving. By engaging with interactive simulations, role-playing games, and case studies, students explore the root causes of strategic failures of sustainability initiatives and learn to design high-leverage, lasting solutions. The course fosters critical competencies in ethical reasoning, intercultural collaboration, and complex problem-solving. Students develop a deep understanding of feedback loops, time delays, stocks and flows, and unintended consequences in systems—skills essential for navigating today's volatile global landscape and sustainability challenges. Through engaging experiential learning tools like the Climate Action Simulation and FishBanks, students gain empathy, negotiation skills, and a systems perspective on global sustainability. Key topics include organizational growth dynamics, sustainability transitions, climate change mitigation, and the risks of greenwashing. Students explore the dynamics of pandemics, food systems, and waste management, particularly in vulnerable contexts like Small Island States. The course also covers foundational concepts such as planetary boundaries and the limits to growth, drawing on influential studies like Limits to Growth and Earth4All.

Recognized for its innovation and impact, the course inspires students to become proactive, informed leaders capable of driving sustainable transformation in business and society—equipped not only with analytical tools but also with a hopeful, action-oriented mindset. As research affiliate of the MIT Sloan School of Management and partner of US-based NGO Climate Interactive, I am deeply involved in the

development and diffusion of the roleplay Climate Action Simulation that is embedded in the interactive En-ROADS climate solutions simulator. I have been using En-ROADS and the predecessor model C-ROADS with all forms of engagement at the ESB Business School for more than ten years. It has become an integral part of the curriculum in the Bachelor's and Master's programs at ESB, and I work on diffusing it among academics throughout the German-speaking regions. On PRME's 2022 Best 10 List: Climate Change, En-ROADS is ranked as the number one activity for business and management professors to use with students. At the time of writing, more than 327,000 people in 163 countries have participated in interactive sessions with En-ROADS (https://www.climateinteractive.org/en-roads/).

Teaching Awards

In 2024, 1 award was given to faculty and educators at Reutlingen University.

Lehrpreis Nachhaltigkeit und Diversität

Granter: Hochschule Reutlingen

Grantee: Prof. Dr. Elizabeth Hofvenshiöld (2024)

Award Description:

Teaching Award for Sustainability and Diversity Sustainability and diversity are important cross-cutting issues - also at our university. In our courses, we impart necessary specialist knowledge as well as interdisciplinary skills. We want to recognize the commitment of our professors and, at the same time, provide an incentive to address these issues and highlight innovative approaches. Courses from all degree programs that emphasize sustainability or diversity are eligible for the award. Does one of the following criteria apply? If so, this course is eligible for the teaching award. • Skills essential for sustainable development are strengthened. Examples include: value-oriented, critical thinking, the ability to empathize with others, imagining the effects of actions on future generations, skills in dealing with areas of conflict, learning with the head, heart, and hands. AND/OR • The course makes a concrete contribution to greater sustainability and/or participation in society. AND/OR • Innovative, practice-relevant content on sustainability and climate protection or on gender and diversity issues is taught. AND/OR • Diversity-sensitive teaching methods are used. These promote equal participation for all students, stereotypes are questioned, role models are rethought, and teaching materials are designed with diversity in mind.

Educator Recognition

At Reutlingen University, we recognize educators for quality of teaching in the following ways:

- Annual teaching excellence awards
- Course evaluation scores
- Financial incentives
- Institutional recognition events
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Reutlingen University support sustainability and responsible management in their classrooms.

Industrial Ecology

The seminar Industrial Ecology is held in English and is open to foreign students from the faculties of Engineering, Industrial Engineering, Technical Chemistry and is combined for foreign students with the offer of the Faculty of Life Science in the field of environmental protection. The duration is 1 semester. The seminar includes project work and presentations.
Learning outcomes: Students learn about different aspects and dimensions of sustainable management in production. In this context, regenerative forms of economy, new business models are presented that differ significant from traditional linear consumption – and meeting governance (e.g. CSRD-reporting) and social requirements at the same time (e.g. conducting human rights due diligence). The students will understand different approaches and methods for implementing in particular ecological and economic requirements in the product life cycle. This includes product design, its manufacture, the supply chain, the product itself and the end of the product life cycle. Furthermore and unique, students will apply these environmental and social concepts on a specific product, which they have designed, developed and prototyped in three previous semesters.
Concepts touched: Students learn the basic principles of sustainable management (triple bottom line approach, energy and material flow management, eco-design, recycling management, etc.) and advanced methods for collecting ecological and economic and partly also social indicators, such as LCA. They apply the acquired knowledge to the product idea and check the product and its manufacturing for sustainability aspects.

Pedagogies: Students learn by seminars and applying the knowledge in a project work the basic principles of sustainable management (triple bottom line approach, energy and material flow management, eco-design, recycling management, etc.) and advanced methods for collecting ecological and economic and partly also social indicators, such as LCA. They apply the acquired knowledge to the product idea and check the product and its manufacturing for sustainability aspects.
Course description: In this module the students learn about and apply the topics of eco-design and circular economy to their product. This includes energy and resource efficiency, environmental impacts for production, in the supply chain, for transport, in the use and end-of-life phase. With these methods students check and optimize their product idea according to eco-design aspects.
Relevant Sustainable Development Goals adressed througout the course: SDG 6 (Clean water and sanitation), SDG 9 (Industry innovation and infrastructure), SDG 12 (Responsible Consumption and production), SDG 13 (Climate action)

Prof. Dr.-Ing. Peter Kleine-Möllhoff
Prof. Dr. Wolfram Heger

Innovation for Sustainable Business

Shaping the Future Through Innovation: Sustainable Business Models for Global Challenges

The class "*Innovation for Sustainable Business"* is rooted in my practical and scientific experience in digital and sustainable transformation. As Professor for Innovation and Sustainability at Reutlingen University, I combine academic research with hands-on work on topics such as ESG data management, AI for sustainability, and the twin-transformation (digitalization and sustainability) of organizations. In my role as the Scientific Director of the Center for Entrepreneurship at Reutlingen University, I actively build bridges between academia, startups, established companies, and civil society to foster innovation with real-world impact. This perspective shapes my teaching, which integrates cutting-edge research with entrepreneurial practice.

In the course, students are equipped with the tools and mindset needed to address one of the most pressing issues of our time: the sustainable transformation of business and society. The course goes beyond technological innovation to foster a deep understanding of how to develop future-oriented business models that integrate environmental, social, and economic objectives.

A strong emphasis is placed on practical knowledge: students work with real-world case studies, apply established frameworks, and design their own solutions for sustainable innovation. In doing so, they acquire exactly the competencies that are in high demand in the job market; whether as sustainability managers in corporations, consultants for digital and green transformation, product managers for sustainable technologies, or founders of their own impact-driven startups.

The course thus promotes not only entrepreneurial thinking but also systemic responsibility, preparing graduates to succeed in a professional world where companies and institutions urgently need innovation to tackle global challenges like climate change, resource scarcity, and social inequality.

Prof. Dr. David Feierabend

Bioeconomy – Biorefinery and Circular Economy

Institution: Reutlingen University, School of Life Sciences

Preparing Students to Tackle Global Sustainability Challenges through Bioeconomy Education

In the face of global sustainability challenges, our course on Bioeconomy stands as a multidisciplinary and innovation-driven example of how higher education can prepare students to become responsible changemakers. By embedding the principles of sustainable development, circular economy, and systems thinking into every element of its design, this course enables learners to critically engage with one of the most pressing transitions of our time: the move from a fossil-based to a biobased economy.

Innovative Course Design

The course is structured around three interlocking pillars:

- Foundations of Bioeconomy and Sustainable Development – Students explore the scientific, ecological, and political dimensions of bioeconomy, developing an understanding of sustainability challenges at a global scale.
- Processes and Value Chains – Focusing on real-world bio-based production and transformation processes, students examine biorefineries, biomass utilization, and circular material flows.
- Applied Innovation and Responsibility – Learners engage in a pre-feasibility study where they apply theoretical knowledge to design a biobased product plant. During the project students face practical challenges in biobased product design, life cycle assessment, and policy development.

Teaching Strategies Aligned with Sustainability:

- The course emphasizes interdisciplinary collaboration and active learning, employing several teaching strategies that support the development of critical thinking and responsible action:
- Problem-Based Learning (PBL): Students work on real-world sustainability issues in teams, simulating the product design and its production costs.
- Sustainability Assessment Tools: Integration of LCA (Life Cycle Assessment), material flow analysis, and SDG mapping enables students to evaluate the ecological and societal impact of innovations.
- Transdisciplinary Input: Guest lectures bridge the gap between academia and practice, emphasizing the societal responsibility of science and innovation.

Embedding the SDGs and Planetary Boundaries:

- The course aligns explicitly with the UN Sustainable Development Goals (SDGs), particularly SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 9 (Industry, Innovation, and Infrastructure). Students are challenged to design solutions within the constraints of planetary boundaries, linking theoretical frameworks with actionable sustainability outcomes.

Outcome and Impact:

- By the end of the course, students are not only equipped with technical and scientific knowledge but also with a value-based understanding of responsibility, ethics, and ecological limits. The course fosters a generation of innovators who are capable of leading the transition toward a sustainable bioeconomy.

This course exemplifies our institution's commitment to education for sustainable development (ESD) and demonstrates how disciplinary expertise can be harnessed to address complex, interconnected global challenges.

Prof. Dr.-Ing. Daniela Almeida Streitwieser

Sustainability in the textile chain

The technical content of the module „Sustainability in the textile chain" includes sustainability concepts / sustainability effects and strategies, sustainability aspects in the textile production chain from raw material to finished products and recycling. The ecological, the social, as well as the economic and political aspects of sustainability, including regulations and reporting are subjects of the interdisciplinary cross-curricular lecture series.

The course takes the form of lectures, workshops, group work, project work and an excursion. External guest lecturers from industry, research institutes, NGOs are also involved.

The overall priority issue in the school for textiles & design concerning the SDGs is Sustainable production and responsible consumption (SDG 12). Referring to the working conditions of the sewer on a global scale SDG 8 is of second priority in the course.

The module is compulsory for students of bachelor study course Textile Engineering (semester 3) and International Fashion Business (semester 2). It is a compulsory optional subject for students of bachelor study course Fashion & Textile Design and Transportation Interieur Design (semester 6).
(1 Semester, 60 contact hours, 4 ETCS, workload 120 hours, ungraded, project work and presentation as assessment)

Dipl.-Ing. Kai Nebel

Engaging students in interactive simulations for evidence-based climate action

As research affiliate of the MIT Sloan School of Management and partner of US-based NGO Climate Interactive, I am deeply involved in the development and diffusion of the interactive C-ROADS and En-ROADS climate simulators, co-developed by Climate Interactive and MIT Sloan. En-ROADS integrates the best available science, is fully documented, and runs on any laptop or tablet with internet access. En-ROADS users can choose a wide range of climate mitigation policies and actions and get immediate feedback on their effects on energy uses and sources, emissions, land use, temperature, sea level, and many other climate and economic factors.

Our team has developed three modes of interactive engagement with En-ROADS: the interactive En-ROADS Climate Workshop, the Climate Action Simulation (CAS) role-playing game, and En-ROADS Assignments on which students work independently. In the CAS, participants take on the roles of leaders from different sectors of the economy such as fossil fuels, industry, clean tech, agriculture, and others. They negotiate with each other to design policies and actions that meet international climate goals while protecting their own sector's interests. Their decisions are entered into En-ROADS, which includes the C-ROADS climate model and a model of the global economy and energy system that determines GHG emissions endogenously.

I have been using En-ROADS and the predecessor model C-ROADS with all forms of engagement at the ESB Business School for more than ten years. It has become an integral part of the curriculum in the Bachelor's and Master's programs at ESB, and I work on diffusing it among academics throughout the German-speaking regions. On PRME's 2022 Best 10 List: Climate Change, En-ROADS is ranked as the **number one** activity for business and management professors to use with students. At the time of writing, more than 327,000 people in 163 countries have participated in interactive sessions with En-ROADS (https://www.climateinteractive.org/en-roads/).

Prof. Dr. Florian Kapmeier

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

170 Peer-reviewed articles were published by Reutlingen University from this past calendar year.

vs

18 Peer-reviewed articles were published by Reutlingen University from this past calendar year in support of RME.

Research Funding

In 2024, Reutlingen University was awarded funding for research that is:

Institution Specific | **Local** | **Regional** | **National** | **International**

Socializing Research

In 2024, Reutlingen University contributed research findings to:

- Community organizations
- Government and policy makers
- Industry and business networks
- Local media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- AACSB (Association to Advance Collegiate Schools of Business)
- Local institutions and associations
- Ministries of Education, Higher Education, or similar national bodies
- University Councils
- EUA (European University Association)
- MIT Sloan School of Management, MIT Sloan Sustainability Initiative

Student Organization Partnerships

- Oikos International

Partnerships

The following provides more details on 6 key partnerships at Reutlingen University.

MIT Sloan School of Management, MIT Sloan Sustainability Initiative

Prof. Dr. Florian Kapmeier is a research affiliate and visiting scholar at MIT Sloan School of Management and a team member of the MIT Climate Pathways Project (CPP). The MIT Climate Pathways Project is a joint effort of the MIT Sloan Sustainability Initiative, the MIT Climate Policy Center, and the think tank Climate Interactive. The objective of the CPP is to leverage the C-ROADS and En-ROADS interactive simulations, co-developed by Climate Interactive and MIT Sloan to advance the adoption of evidence-based climate policy through leaders in the public and private sector. To-date, more than 18,000 leaders have participated in our interactive simulations. In a preliminary study we found out that 80+% of participants leave an interactive engagement with increased motivation for climate action.

Oikos International

The university administration supports student sustainability projects. Therefore it provides guidance for legal concerns, aids projects financially and provides necessary channels to advertise projects. Further, through the sustainability counsel, students have direct contact partners.

In recent times, several projects have been successfully conducted. One of such projects is the wildflower-meadow project, in which students together with the sustainability counsel as well as NABU transformed a lawn into an insect-friendly meadow. In this project, the university sustainability counsel supported the student initiative through various ways. As such a suitable area of 1.350m² has been approved by the university for the transformation. The Sustainability counsel, in collaboration

with the student initiative oikos, designed a credit-bearing course led by NABU, in which students and staff could actively participate in transforming the lawn and received an introduction to various topics in biodiversity and wildflower-meadow management.

Another project is the construction of an insect-hotel. The university gave guidance in legal concerns. Financial support has been provided by AStA/STUPA.

Also, raised garden beds have been planted with insect-friendly flowers as well as eatable vegetables and spices. The university sustainability counsel supported oikos with research on suitable plants and provided financial support as well as manual labor support when planting.

Another example is the corporate impact day, which has been initially an oikos project and developed further into an expanded event in cooperation with the center of entrepreneurship. This project is an initiative to raise awareness for internships and job positions in sustainable companies.

Further projects include the reoccurring flea-markets as well as the vegan cooking evenings, hosted by the oikos.

ekhg Reutlingen

The ekhg Reutlingen is the campus's Protestant and Catholic Student Ministry. In addition to offering support and guidance in religious and spiritual matters, the ekhg program includes a range of seminars on acquiring social skills and how to cope with the demands of studying for a degree. One of the most important projects is "Do It!". Students learn during an internship in a social facility exactly the skills that are more and more requested by companies: social competence, communication skills and responsibility. After the internship students write a report on their experiences. The project allows students to gain credits for the Ethikum-certificate.
The ekhg students hut ("HÜTTE") offers a space for all students + student groups to meet with students of different faculties, to bring in their ideas, to create opportunities for reflecting and developing social, ethical, ecological responsibility.
The ekhg is part of the organizing Team of the Pop Up University, a lecture series on topics that move our society (see Pop Up University).

Pop-up university: The Studium Generale of the Reutlingen universities

The Pop-up university is a cooperation between Reutlingen University and Theologische Hochschule Reutlingen and ekhg - Evangelische und Katholische Hochschulgemeinde Reutlingen.
They organize a series of lectures on exciting topics that move our society - controversial, topical and inspiring.

Every semester, high-calibre lectures are held by experts from the fields of education, culture, politics, business and religion. Interactive formats create space for a change of perspective for university members and the public.

Referat für Technik und Wissenschaftsethik (RTWE)

The Department of Technology and Science Ethics (rtwe) was founded in 1991 as a central institution of the state universities of applied sciences in Baden-Württemberg. Soon it will be called "Zentrum für ethische Fragen im 21. Jahrhundert" (ZEF21).
Its task is to support the provision and establishment of the subjects of ethics and sustainable development at the universities as part of the funding programme for technology and science ethics.

The Reutlinger ethics officer, the sustainability officer and the consultant are very engaged in the rtwe-network that encompasses all ethics and sustainability officers at universities of applied sciences in Baden-Württemberg.
The network meets twice time per year and exchanges best practice and lessons learnt to implement ethics and sustainability projects at the universities.

AACSB

The ESB Business School is AACSB accredited to demonstrate our commitment to excellence in business education. Recognized globally as the highest standard, AACSB accreditation signals that a school meets rigorous criteria in teaching, research, curriculum development, and student learning. Since 2020, AACSB's accreditation standards emphasize not only academic quality and learner success but also societal impact, including sustainability. Accreditation encourages schools to integrate environmental, social, and governance (ESG) principles into their curricula, research, and institutional strategies. This alignment supports the development of responsible leaders who can address global challenges such as climate change and social inequality. By embedding sustainability into teaching and operations, AACSB-accredited schools demonstrate leadership in shaping a more inclusive and sustainable future. This enhances our school's reputation, attracts top students and faculty, and opens doors to international partnerships and funding opportunities. For ourstudents, it ensures a high-quality education aligned with employer expectations, often leading to better career outcomes. For the ESB Business School, it provides a framework for continuous improvement and strategic focus in a competitive global education landscape.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- Climate action plan
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical leadership or good governance policies
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Open-access guides
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Engagement Opportunities

Reutlingen University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- Boards and advisory committees
- Annual reports
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

Communication Audiences

Reutlingen University communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Boards and advisory committees
- Faculty and staff
- Government and policy makers
- Research and academic networks

Hochschule Reutlingen
Reutlingen University

SIGNATORY

Reutlingen University

Address

Alteburgstr. 150, Reutlingen, Baden-Wuerttemberg, D-72762

Germany

Website

https://www.reutlingen-university.de/home/