

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

University of Applied Sciences of
the Grisons (FHGR)

September 2026

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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 University of Applied Sciences of the Grisons (FHGR), including key details and basic institutional data.

Mission

The vision of the UAS Grisons which we are working to pursue in the coming years is: 'As an agile university, we are shaping the future boldly and sustainably'.

The core of our mission is based on the sustainable fulfilment of our fourfold mandate. In doing so, we consistently pursue the university's profile of offering relevant, application-oriented solutions on a scientific basis. Building on this, we have evolutionarily sharpened our existing mission.

The further developed mission is defined by our understanding of task fulfilment:

- Our teaching is oriented towards practical challenges in business and society.
- Our research is interdisciplinary and transdisciplinary and develops solutions to relevant problems.
- We educate our students to become responsible individuals.
- We contribute to the success and competitiveness of our stakeholders.
- We are anchored in the region, play an important role in Switzerland and have an international reach.

Vision

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Strategy Alignment

Strategy Alignment

The UAS Grisons aligns its strategic priorities closely with the advancement of sustainable development, the common good and high-quality education through a holistic and integrated institutional approach.

The newly established cycle 2025-2036 follows the vision "As an agile university, we shape the future boldly and sustainably". This places particular emphasis on ensuring long-term future viability, continuing to meet the evolving needs of students, society and the economy. At its core is the strengthening of the university's key competence, that is, higher education, through innovative, demand-driven study programmes, lifelong learning, and practice-oriented research.

Sustainable development is embedded as one of the five identified cross-cutting themes which make up the strategy, and is additionally guided by several SDGs, particularly SDG4 (quality education) and SDG 8 (decent work and economic growth). The UAS Grisons commits to equipping our students with the competencies to become responsible, future-oriented professionals who actively contribute to solving real-world economic, social and environmental challenges, particularly in alpine regions. Additionally, four strategic development priorities have been identified: (1) innovation in technology and IT, (2) economic development of alpine regions through tourism, (3) integrated care in alpine regions with a focus on health, and (4) increasing attractiveness through infrastructure and new learning formats. These all support social inclusion, regional development and digital transformation, and are implemented through an inclusive, collaborative governance model that promotes excellence, diversity and open science.

Across all levels such as teaching, research and partnerships, the UAS Grisons ensures the integration to sustainability, diversity and innovation. This included the expansion of interdisciplinary programmes, cooperation with regional partners through living labs, and the ongoing reflection on the impact of its educational mission.

Graduates & Enrollment

2025 Statistics	Number
Graduates	433
Faculty & Staff at the University	829
Student Enrollment at the University	2003
Undergraduate Attendance	1728
Masters-Level Postgraduate Attendance	275
Certificate, Professional Development, or Continuing Education Attendance	520

Degrees Offered

Bachelor Programs

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

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Engineering (M.Eng.)



Purpose

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

Letter of Commitment



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University of Applied Sciences

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Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that the University of Applied Sciences of the Grisons (FHGR) reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Best regards,

Prof. Dr. Gian-Paolo Curcio
President
University of Applied Sciences of the Grisons

Fachhochschule Graubünden
Scola auta spezialisada dal Grischun
Scuola universitaria professionale dei Grigioni
University of Applied Sciences of the Grisons

Bilden und forschen. **graubünden**



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

- ❖ Interdisciplinary efforts across parent organization
- ❖ Centralized sustainability office
- ❖ Student contributor
- ❖ 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.



Teaching Voices

The following statement demonstrates ways in which educators at University of Applied Sciences of the Grisons (FHGR) support sustainability and responsible management in their classrooms.

Experiential Sustainability Learning: From Knowledge to Action

Wie kann man Nachhaltigkeit so vermitteln, dass Studierende nicht nur theoretisch verstehen, worum es geht, sondern sich auch persönlich angesprochen fühlen? Diese Frage stand im Zentrum eines Lehrexperiments im Bachelorstudium Betriebsökonomie. Im Frühling 2025 wurde das Modul «Grundlagen Nachhaltigkeit» erstmals als kompakte Blockwoche statt in wöchentlichen Lektionen über das Semester verteilt durchgeführt – mit positiven Erfahrungen.

Was früher über ein Semester verteilt stattfand, wurde im letzten Jahr neu strukturiert: das Modul «Grundlagen Nachhaltigkeit» wird nun als Blockwoche durchgeführt – ein kompaktes Format, das Raum schafft für vertiefte Diskussionen und zusammenhängendes Lernen. Nachhaltigkeitsthemen sind komplex und interdisziplinär; deshalb entfalten sie ihr Potenzial erst, wenn man die Zeit hat, Bezüge herzustellen und eigene Fragen zu entwickeln. Neu werden die Inhalte also gebündelt, und die Studierenden arbeiten fünf Tage intensiv an Theorie, Reflexion und Praxisbezug. Die Vor- und Nachbereitung sowie die Prüfung werden digital organisiert. Die Idee: Nachhaltigkeit nicht als Wissensstoff, sondern als Erfahrungsraum zu gestalten – als etwas, das sich aus Denken, Fühlen und Handeln zusammensetzt.

Die neu gestaltete Blockwoche ist ein Konzept, das bewährte Lehrformen mit einem neuen, kreativen Element kombiniert: der Produktion eines eigenen Videos. Jedes Studierendenteam arbeitete an einem rund zehnminütigen Film, der ein Nachhaltigkeitsproblem, dessen Ursachen und mögliche Lösungsansätze beleuchtete. Der Ablauf war bewusst kompakt gestaltet: Am Dienstag erfolgte die Themenwahl, am Mittwoch das Konzept-Feedback, am Donnerstag die Videoproduktion und am Freitag die Präsentation der Ergebnisse. Parallel dazu erhielten die Gruppen individuelles Coaching, technische Unterstützung sowie inhaltliche Begleitung, um die Qualität der Arbeitsergebnisse und den Lernfortschritt optimal zu fördern. Die Themenwahl der Studierenden reichte von «Foodwaste» und «Skipistenbeschneigung» über «Mikro- und Nanoplastik», «Extremwetterereignisse» und «Wildbienensterben» bis hin zu «Lichtverschmutzung», «Greenwashing», «Fleischkonsum» und der «Bedeutung von Nachhaltigkeitslabels». Diese Bandbreite verdeutlicht, wie differenziert Studierende Nachhaltigkeitsfragen erfassen und sie mit betriebswirtschaftlichen, ökologischen und ethischen Überlegungen verbinden.

Die Resonanz auf das neue Lehrformat war durchweg positiv. Viele Studierende zeigten eine deutlich höhere Motivation als im regulären Unterricht. Die Arbeit an den Videos forderte sie heraus, ihr Wissen zu strukturieren, kritisch zu hinterfragen und kreativ umzusetzen. Dabei entstanden Beiträge, die sowohl fachlich fundiert als auch überraschend reflektiert waren.

Besonders eindrücklich war, wie stark sich die Studierenden mit den Themen identifizierten. Durch den offenen Projektcharakter konnten sie Fragen aufgreifen, die sie persönlich bewegten, und Nachhaltigkeit somit aus ihrer eigenen Lebenswelt heraus verstehen und deuten. Der Feedbackprozess – von der Konzeptvorstellung über die Erarbeitung bis zur Zwischenversion – förderte iterative Lernschleifen und einen bewussten Umgang mit Rückmeldungen. Die Teams konnten ihre Projekte von Beginn an gezielt planen und ihre Videos anhand des Feedbacks kontinuierlich verbessern. Dadurch entstanden schlussendlich qualitativ hochstehende und inhaltlich überzeugende Ergebnisse.

Das Rollenverständnis der Lehrperson veränderte sich deutlich: Statt primär Wissen zu vermitteln, standen nun die Begleitung von Lernprozessen, die Vermittlung von Orientierung, die Formulierung von Fragen und die Anregung von Reflexion im Vordergrund. Diese coachende Rolle erforderte eine hohe persönliche Präsenz, eröffnete jedoch zugleich neue Formen des Dialogs und des gegenseitigen Lernens.

Die Blockwoche war intensiv, zugleich aber ausgesprochen lebendig. Fast von selbst entstand sowohl innerhalb der Gruppen als auch im Plenum eine konzentrierte und gemeinschaftliche Arbeitsatmosphäre. Diskussionen entwickelten sich spontan weiter, Ideen wurden geteilt und vertieft. Das Lernen erhielt dadurch eine Dynamik, die im regulären Semesterbetrieb nur selten entsteht. Entscheidend waren dabei eine klare Struktur und ein transparenter Ablaufplan, der genügend Freiraum für Kreativität liess.

Vor allem die notwendige technische Unterstützung bei der Videoproduktion war eine Herausforderung. Besonders wertvoll war dabei die fachliche Unterstützung durch den Dozierenden Serge Djourong aus dem Studiengang «Multimedia Production», der die Studierenden gezielt bei Fragen zur Videoerstellung begleitete. Diese interdisziplinäre Zusammenarbeit erwies sich als äusserst erfolgreich und bereichernd. Sie brachte neue Perspektiven in den Kurs ein und wurde von den Studierenden sehr geschätzt.

Die Erfahrungen mit der Blockwoche zeigen, dass verdichtete, projektorientierte Formate eine starke Wirkung entfalten können – insbesondere bei komplexen Querschnittsthemen wie Nachhaltigkeit. Das neue Format fördert nicht nur das Wissen, sondern auch das Engagement, die Selbstwirksamkeit und die Teamfähigkeit. Für kommende Durchführungen sind mehrere Weiterentwicklungen geplant, wie zum Beispiel eine stärkere Einbindung externer Praxispartner, um den Realitätsbezug zu vertiefen, sowie eine Erweiterung des Peer-Feedback-Prozesses. Zudem ist die Publikation ausgewählter Videos als Open Educational Resources auf der Lernplattform Moodle oder der Website der FH Graubünden angedacht.

Das Format knüpft an die Bestrebungen des Zentrums für Betriebswirtschaftslehre an, praxisnahe, wirkungsorientierte und innovative Lernformen für Studierende bereitzustellen. Es hat gezeigt, dass Nachhaltigkeit am besten im Denken, im Diskutieren und im kreativen Tun gelernt wird – und wenn sie als gemeinsame, gestaltbare Aufgabe erlebt wird.



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

110 Peer-reviewed articles were published by University of Applied Sciences of the Grisons (FHGR) from this past calendar year.

vs 38 Peer-reviewed articles were published by University of Applied Sciences of the Grisons (FHGR) from this past calendar year in support of RME.

Research Funding

In 2025, University of Applied Sciences of the Grisons (FHGR) was awarded funding for research that is:



Regional



National



International

Socializing Research

In 2025, University of Applied Sciences of the Grisons (FHGR) contributed research findings to:

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

Research Projects

In 2025, University of Applied Sciences of the Grisons (FHGR) reported 6 research projects that implemented responsible or sustainable activities.

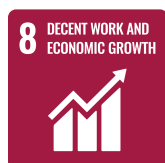
Whistleblowing Report

Period Covering: December, 2015 -

Department: Swiss Institute for Entrepreneurship

Companies are constantly at risk of being affected by illegal or unethical behavior within the company or in its supply chain. To identify and prevent such misconduct early on, information from internal and external stakeholders is crucial.

With the latest edition published in 2025, the EQS Group and the University of Applied Sciences of the Grisons are presenting the fourth edition of their Whistleblowing Report. The aim of this study is to highlight the impact of illegal and unethical behavior on companies and to demonstrate how reporting mechanisms for internal stakeholders and complaint mechanisms for external stakeholders contribute to preventing and uncovering misconduct. A key difference from previous surveys lies in the clear differentiation between these two types of mechanisms. This separate analysis allows for a deeper understanding of the function and impact of reporting and complaint mechanisms in corporate ethics and compliance management.



Energy and Jobs

Period Covering: August, 2024 - November, 2026

Department: Centre for Economic Policy Research (ZWF) | Centre for Business Administration (ZBW)

New technologies, digitalization, and the expansion of renewable energies are leading to rapid changes in job profiles, activities, and skill requirements in the energy and construction industries. Occupations in the fields of electrical installation, building technology, solar energy, heat pumps, and building automation are particularly affected.

The energy transition in Switzerland is increasingly characterized by two parallel developments: a shift in the construction sector away from new construction and toward renovation, and growing labor market tensions in areas that are particularly important for the implementation of green projects.

Between 2018 and 2024, the number of building permit applications steadily increased, but the number of building permits issued stagnated after 2019 and declined from 2021 onward. This widened the gap between applications submitted and approved projects. This trend indicates administrative bottlenecks. Permits for new buildings decreased by around 20%, while those for

renovations increased by 17%. This underscores the crucial importance of renovations - especially of heating systems, insulation, windows, and solar panels - for achieving the national decarbonization targets.

At the same time, the labor market is showing clear signs of structural shortages in specialized technical fields. Companies implementing large-scale energy transition projects are recruiting above-average numbers of skilled workers in the heating, ventilation, and air conditioning (HVAC) sector, including HVAC installers, building services engineers, and renewable energy specialists. Vacancy durations in these professions are systematically longer, indicating supply constraints. Econometric analyses confirm that large projects significantly increase the demand for energy-related expertise, while recruitment times are particularly lengthened for those skills crucial to heat pumps, ventilation systems, and insulation.

Overall, current results show that the energy transition in Switzerland is limited not only by permitting processes and infrastructure but also increasingly by the availability of qualified professionals.



International ESG Regulations and SMEs

Period Covering: May, 2024 - December, 2025

Department: Swiss Institute for Entrepreneurship

International ESG (Environmental, Social, and Governance) regulations are becoming increasingly relevant for Swiss small and medium-sized enterprises (SMEs), especially those operating in international markets or integrated into global value chains. In this context, the Swiss Federal Council was mandated by Postulate 23.4062 submitted by Council of States member Josef Dittli to prepare a report, for which this study provides the empirical foundations. The core focus of the study was to analyze the direct and indirect effects of international ESG regulations on Swiss SMEs. It examined the challenges and opportunities that arise for Swiss SMEs in implementing international ESG standards and explored potential measures at the federal level to support their implementation. Various methods were used to achieve the project's objectives, including desk research, a quantitative online survey, and a qualitative focus group workshop.



Development of sustainable communities in destinations in mountain regions

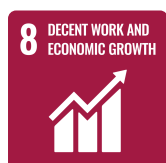
Period Covering: December, 2022 - December, 2025

Department: Institute for Tourism and Leisure

Swiss mountain regions are increasingly facing the challenge of creating vibrant and sustainable destinations - for locals as well as for guests, second home residents, employees and employers. Local communities can play a key role in this: They promote a sense of belonging, commitment and year-round revitalization.

In the Innotour-funded project "Development of sustainable communities in destinations in mountain regions", ways of successfully initiating and supporting community building in Alpine regions were researched and tested between 2023 and 2025 together with the pilot regions of Andermatt and Bregaglia and the Institute for Tourism and Leisure (ITF) at the University of Applied Sciences of the Grisons.

The project has resulted in a practical guide that leads destinations, municipalities and other interested communities and organizations step by step through the process of developing local communities. It is based on scientific principles and concrete practical experience in the two pilot regions.



TranStat - Transitions to Sustainable Ski Tourism in the Alps of Tomorrow

Period Covering: October, 2022 - October, 2025

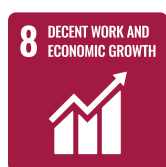
Department: Institute for Tourism and Leisure (ITF)

Tourism providers in alpine winter destinations face uncertainty regarding the long-term stability of their business models. Climate change, demographic shifts, and changing leisure habits are impacting visitor numbers. Simultaneously, mountain regions face a number of challenges, including housing and job shortages, and transportation difficulties. Given these circumstances, the future of winter destinations is unclear.

Tourism is facing change of remarkable speed and magnitude. To manage these rapid and often complex transformations, a new, future-oriented approach is needed. More than ever, strategies must incorporate uncertainties and consider disruptive forces. The project aims to encourage winter destinations to reflect on future (climate) change and its impacts. Such a long-term perspective enables:

- an understanding of future changes and their impact on the destination;
- ensuring agile and sustainable strategies;
- creating resilient winter destinations in the face of climate change;
- achieving long-term competitive advantages.

The project supports winter destinations in a participatory transformation towards a desirable future. This involves implementing processes in Living Labs (LLs), exchanging experiences with other LLs in various feedback loops, and developing and providing do-it-yourself methods and tools for other destinations.



Resilient Tourism

Period Covering: December, 2021 - December, 2025

Department: Institute for Data Analysis, Artificial Intelligence, Visualization and Simulation (DAViS) |
Institute for Tourism and Leisure (ITF)

The flagship project Resilient Tourism, supported by the Swiss innovation promotion agency Innosuisse, aims to advance the digitalization of the Swiss travel industry, particularly in the area of data utilization, in order to create resilient, digitally supported services, business processes, and business models.

The project is divided into four independent but interconnected sub-projects and pursues the following objectives:

- Establishment of a National Data Infrastructure for Tourism (NaDIT) to connect data producers and providers with data users.
- Development of innovative services, business models, and processes.
- Design of resilient tourism systems in line with the UN Sustainable Development Goals.

- Coordination, orchestration, and communication of existing experience to leverage current knowledge among all tourism stakeholders in Switzerland and to generate shared knowledge. This serves to generate data-driven added value to strengthen the competitiveness of SMEs.



Research Presentations Related to RME and/or Sustainability

In 2025, University of Applied Sciences of the Grisons (FHGR) gave 1 research presentation related to RME and/or sustainability.

Solar vertical - Guidelines for vertical solar installations on infrastructure buildings

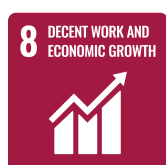
Authors: Mirco Blöchlinger, University of Applied Sciences of the Grisons | Christian Auer, University of Applied Sciences of the Grisons

Date of publication: January, 2025

Presented at: National or international issue or theme-specific conference

Department: Institute for Construction in Alpine Regions (IBAR)

In alpine areas, it has become apparent that vertically oriented photovoltaic systems can deliver higher yields of winter electricity. On the one hand, the accumulating snow slides off steeply sloping surfaces; on the other hand, the electricity yield is increased by the reflection of solar radiation onto surrounding snow-covered areas. However, freestanding solar parks encounter resistance on various levels. This leads to the consideration of utilizing public infrastructure in alpine areas more extensively. The requirements for photovoltaic systems on infrastructure buildings differ considerably from those within settlement structures. Since this area of application has received little research to date, the assessment of potential and possible implementation are the main questions.





Partner

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

Institutional Partnerships

- ❖ University Councils
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Buildings/real estate
- ❖ Ethical leadership or good governance policies



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

University of Applied Sciences of the Grisons (FHGR) offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs

Communication Audiences

University of Applied Sciences of the Grisons (FHGR) communicates its policies and progress on sustainable development and responsibility with:

- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Non-governmental organizations (NGOs)
- ❖ Research and academic networks
- ❖ Prospective and current students

SIGNATORY

University of Applied Sciences of the Grisons (FHGR)



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