

**PRiME**

*an initiative of the  
United Nations Global Compact*

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

JKU Business School

September 2025

## Table of Contents

1. About PRME .....	3
2. About SDGs .....	5
3. Getting Started .....	6
4. Purpose .....	14
5. Values .....	16
6. Teach .....	19
7. Research .....	42
8. Partner .....	50
9. Practice .....	52
10. Share .....	54

## 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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

# 1. Mission

## 1.1 Mission

### Subjects

- Business Administration
- Business Informatics

### Provide supporting context

Crafting Futures: Inspire. Empower. Connect.

The mission of the JKU Business School closely reflects the life and scientific achievements of Johannes Kepler. Kepler's relentless pursuit of knowledge and commitment to understanding the universe empowered him to challenge existing theories. Similarly, our institution empowers students and organizations by equipping them with the competencies to create meaningful change.

The JKU Business School's mission aligns with Kepler's commitment to empowerment, positive change, and societal impact by fostering a spirit of inquiry, innovation, and empowerment to continue Kepler's legacy of contributing to a better future for all.

# 2. Vision

## 2.1 Vision

### Subjects

- Business Administration
- Business Informatics

### Provide supporting context

The following vision statements make up the essence of the JKU Business School:

- We are a regionally embedded academic hub with an international orientation.
- We stimulate a tight discourse and connection with the world of practice.
- We enhance connections across disciplines in management-relevant research and teaching.
- We foster socially responsible and entrepreneurial thinking and practice in individuals and organizations.

This vision especially highlights the nature of the Business School as a hub between research, teaching, and practice, and is grounded in the region of Upper Austria. We aspire to connect to the international world of academia and practice and to contribute to the development of an international community. The connections to be forged also extend to different fields of research, and interdisciplinary research based on a strong multi-disciplinary university is a key component in creating impactful and relevant research and teaching. The Business School puts special value on socially responsible and entrepreneurial thinking and practice as a key component on individual and organizational levels. It is understood as both critical thinking and analysis, but also active and innovative as well as risk-taking behavior.

### **3. Graduates**

356

### **4. Degrees Offered**

- Bachelor of Science (B.Sc. or B.S.)
- Master of Science (M.Sc. or M.S.)

### **5. Faculty & Staff at the University**

4189

### **6. Faculty & Staff at the Institution**

342

### **7. Student Enrollment at the University**

24396

### **8. Total Student Enrollment at the Institution**

2915



## 9. Undergraduate Student Enrollment at the Institution

1672

## 10. Graduate Student Enrollment at the Institution

1243

## 11. Doctoral Student Enrollment at the Institution

0

## 12. Undergraduate Degree Programmes

### 12.1 BSc Business Administration

**Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Business Administration

**Director Full Name**

Prof. Roman Rohatschek

### 12.2 BSc Business Informatics

**Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Business Informatics

**Director Full Name**

Prof. Iris Groher

## 12.3 BSc International Business Administration

### Degree Type

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

### Department

- JKU Business School

### Degree Programme Subject

- International Business Administration

### Director Full Name

Prof. Michael Tumpel

## 13. Masters Degree Programmes

### 13.1 MSc Economic and Business Analytics

#### Degree Type

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

#### Department

- JKU Business School

#### Degree Programme Subject

- Economic and Business Analytics

#### Director Full Name

Prof. Gerald Pruckner and Prof. Sophie Parragh

### 13.2 MSc Finance and Accounting

#### Degree Type

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

#### Department

- JKU Business School

**Degree Programme Subject**

- Finance and Accounting

**Director Full Name**

Prof. Teodoro Cocca

**13.3 MSc Leadership and Innovation in Organizations****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Leadership and Innovation in Organizations

**Director Full Name**

Prof. Claudio Biscaro

**13.4 MSc Global Business - Canada/Taiwan****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Global Business

**Director Full Name**

Prof. Robert Breitenecker

**13.5 MSc Global Business - Canada/Peru****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Global Business

**Director Full Name**

Prof. Robert Breitenecker

**13.6 MSc Management****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Management

**Director Full Name**

Prof. Christoph Teller

**13.7 Double Degree General Management Austria/France****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- General Management

**Director Full Name**

Prof. Christoph Teller

**13.8 Double Degree General Management Austria/Taiwan****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Global Business

**Director Full Name**

Prof. Christoph Teller

**13.9 MSc Business Informatics****Degree Type**

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

**Department**

- JKU Business School

**Degree Programme Subject**

- Business Informatics

**Director Full Name**

Prof. Manuel Wimmer



# Purpose


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

## 14. Letter of Commitment

### 14.1 Letter of Commitment

Upload or select a document

Letter Dean Michael Tumpel\_JKU Business School

View document 

## 15. Define Purpose

At JKU Business School, Purpose means inspiring and empowering future leaders to drive responsible innovation and societal impact. We foster sustainable ecosystems through research-led education and strong ties to practice.

## 16. Institutional Engagement

0% - 25%



# Values

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





## 17. RME Lead

- Centralized sustainability office
- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization

## 18. Define Values

At JKU Business School, our values drive us: curiosity fuels discovery, collegiality shapes collaboration, entrepreneurship sparks bold ideas, and connection amplifies our impact. We place utmost importance on advancing social responsibility, while embracing sustainability as an integral part of responsible leadership.

## 19. Student Awareness

0% - 25%

## 20. Student Engagement

0% - 25%

## 21. Values Voices

### 21.1 Sustainability – a key component of the JKU - Maria Buchmayr, Head of JKU's Office of Sustainability

#### Subjects

- Sustainable Development

#### Provide supporting context

#### Sustainability – a key component of the JKU

Contribution by Maria Buchmayr, Head of JKU's Office of Sustainability

Any forward-looking approach in today's world must inevitably feature sustainability. "The social dynamics that were already shifting toward climate action and sustainability have been further accelerated by social movements in recent years. Given the university's pioneering role

in paving society's path toward the future, the JKU intends to apply its diverse scholarly expertise to sustainable development as a means of addressing the global climate crisis and its threat to vital resources." (JKU Strategic Development Plan, p. 52)

As centers for research and scholarship, and as places of education for future generations, universities bear a particular responsibility for addressing the great challenges of the future. This applies to all areas of a university, from research and scholarship to teaching and education. It means raising awareness among students – those who will carry the concept of sustainability into the future – and encouraging research and scholarship across all faculties to become a driving force for sustainable development.

But the principle of sustainability is also central to the JKU as a physical location. With its university campus situated within a residential area in Linz, the JKU has the potential and the obligation to be a center for sustainability. A place that, instead of being an isolated entity that tolerates little interaction with its surroundings, strives to foster lively exchange and new encounters.

Mission 2030. The Johannes Kepler University Linz has committed to becoming climate-neutral by 2030. The primary focus of this endeavor is on student and employee mobility and improving the energy efficiency of the processes and buildings on campus while taking a holistic view of the campus, its people, and its surroundings. But becoming climate-neutral is just one of several pillars of the JKU's sustainability portfolio that also includes measures including creating more green spaces and encouraging biodiversity on campus, implementing green meetings and events, and shifting waste management towards circular practices. The JKU is a place of work, research, study, and well-being for employees and students alike, and as such it serves as a role model for other universities across the country.



# Teach

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



## 22. Define Teach

We create transformative learning experiences where responsible management, critical thinking, interdisciplinary innovation, and entrepreneurial spirit are built into every curriculum – ensuring students develop critical, entrepreneurial, and socially responsible mindsets ready to address complex global challenges.

## 23. Courses

### 23.1 Introduction to Marketing Management - Christiane Steinlechner

**Course code**

973GMCCIMMK23

**Department**

- Institute for Retailing, Sales and Marketing

**The duration of my course is:**

- 16 weeks

**My course session format is:**

- weekly session

**My course learning outcomes are:**

- LO1: Appreciate the scope and character of marketing in today's dynamic markets. [subject knowledge]
- LO2: Synthesise knowledge of marketing strategy, marketing operations and tactics and apply concepts to national and international case studies. [cognitive/analytical]
- LO3: Discuss and evaluate social and ethical issues relating to marketing management. [cognitive/analytical]
- LO4: Accurately identify and apply relevant theory within different sector specific contexts. [cognitive/analytical]
- LO5: Critically evaluate various marketing management approaches and application of strategy within a specific context. [cognitive/analytical]
- LO6: Apply decision making skills related to marketing management. [professional/practical skills]
- LO7: Discuss and evaluate various marketing management approaches and designs. [professional/Practical skills]
- LO8: Analyse key drivers affecting marketing management in general. [professional/practical skills]

- LO9: Demonstrate the ability to formulate and present a concise, insightful analysis which exposes issues logically and coherently. [transferable skills]

### **My course touches on the following concepts:**

- Marketing Management Basics

### **My course implements the following pedagogies:**

- Interactive
- Adaptive
- Group discussions
- Analytical research on current issues
- Feedback

### **Course Description**

The course is designed to convey current theory with respect to "Marketing Management". A strong focus is on decision making throughout the different phases and challenges of a company in different industries. Students will be guided to applying this knowledge by discussing various real-life cases. Indicative content in the context of channel management in a digital environment includes:

- Locating Marketing within the general management of an organisation, e.g. Development of the Marketing understanding and Linking Marketing to other business functions
- Understanding markets and customers, e.g. markets, consumer behaviour and segmentation
- Creating value propositions, e.g. products and services
- Price decisions, e.g. willingness to pay, price demand functions and price elasticity
- Sales and channel decisions, e.g. sales entities, multichannel management and channel integration
- Communication decisions, e.g. communicating superior value and communication channels
- Process and customer contact point decisions, e.g. customer participation, process management, capacity and demand management
- Relationship Marketing, e.g. customer satisfaction and loyalty, complaint and recovery management

### **Tell us about the impact you're making on your students**

Preparedness to apply marketing management to different business situations.

### **Relevant SDGs addressed through the course**



### **Upload your syllabus**

SS25\_Syllabus\_Introduction Marketing  
Management\_Steinlechner Christiane

[View document](#)

## 23.2 Responsible Leadership and Change Management - Claudio Biscaro

### Course code

986CABUCBRK24

### Department

- Institute of Leadership and Change Management

### The duration of my course is:

- 16 weeks

### My course session format is:

- full and half days

### My course learning outcomes are:

- Create a framework to comprehend and diagnose possibilities for change within an organization
- Analyze and diagnose organizational problems from different theoretical perspectives
- Apply existing theoretical and practical toolkits to solve organizational problems related to leadership, HRM, and change
- Infer the effect on the organization of the application of practical measures concerning leadership, HRM, and change
- Conduct autonomous research to address organizational change problems

### My course touches on the following concepts:

- psychological safety, change management, leadership, ambidexterity, leadership style, ethics, organizational inertia, social and cognitive networks, market categories, politics and power in the workplace

### My course implements the following pedagogies:

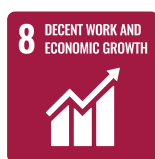
- lecture-based learning
- experiential learning
- inquiry-based-learning
- collaborative learning

### Course Description

This course aims at - discussing current topics in the fields of leadership and change management. - understanding the role, the importance, and the limits of leadership. - equipping students with a solid theoretical foundation to address and diagnose organizational problems concerning leadership and organizational change. - providing students with tools for the analysis of organizational problems. - supporting students to apply different theoretical lenses to address problems. To understand organizational change, one needs to understand what organizations are made of: their social structure, organizational and social identity, but also

rules and routines. These aspects play an important role in any attempt to change organizations. Therefore, this course provides a basic understanding of organizations, before moving into more specific topics on how to trigger, mobilize, and lead change. Through the study of cases and the presentation of different theories of change, students will learn how organizational change can unfold and how it can be affected by dynamics that are internal to organizations and others that are external to the organizations. The course will provide the tools to become an effective change agent. Some of the theories and theoretical concepts covered: - Continuous vs episodic change - Psychological safety - Ambidexterity - Leadership styles - Politics and power in the workplace - Social and cognitive networks - Organizational inertia

#### Relevant SDGs addressed through the course



## 23.3 Gender Aspects in Economics - Doris Weichselbaumer

### Course code

971GASEGAEK22

### Department

- Institute of Women's and Gender Studies

### The duration of my course is:

- 16 weeks

### My course session format is:

- weekly session

### My course learning outcomes are:

- Students are able to describe the central gender and feminist aspects of economic theory and empirics
- Students are able to present the knowledge acquired in the course in their own words in a written exam
- Students are able to recognize connections between different theories and empirical findings from Gender and Feminist Economics and explain them.

### My course touches on the following concepts:

- Economics of Labor Markets and Employment Trends

- Economics of Social Welfare and Public Policy
- Income Distribution and Economic Inequality
- Public Sector Economics and Government Regulation

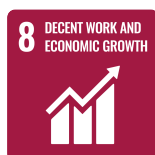
**My course implements the following pedagogies:**

- lecture

**Course Description**

The students know and understand central theories and empirical findings of Gender and Feminist Economics (e.g. models of the household, care economics, gender in labor markets). They are able to reproduce and explain them in their own words. The students know the current core topics on the effects of gender in economics from the field of Gender/Feminist Economics and Women's and Gender Studies.

**Relevant SDGs addressed through the course**



## 23.4 Business Models and the Impact of Digitalization and Sustainability - Georg Reischauer

**Course code**

973STIMBMDS24

**Department**

- Institute of Strategic Management

**The duration of my course is:**

- 16 weeks

**My course session format is:**

- half day sessions

**My course learning outcomes are:**

- LO1: Business Management Qualifications: Practical examples and the development of an innovative business model enable students to apply theoretical knowledge and prepare students to tackle practice-oriented problems. (Subject knowledge)



- LO2: Digital Transformation and Digital Skills: Students engage with digital transformation in the context of business model and business model innovation by analyzing practical examples and companies, also in a historical context. (Cognitive & Transferable Skills)
- LO3: Practical Projects with Companies: Best practices of business model innovation in a corporate context are shared and discussed with students. (Practical Skills)
- LO4: Social and Intercultural Skills: Students engage with business model innovation in a group setting and develop skills to ideate and innovate a business model as a team. If possible, exchange students are added to groups. (Social Skills)
- LO5: Problem Solving and Reflection Skills: Beyond mini-case-studies which are worked on and discussed in-class, students also reflect their own innovative business models as well those of their peers. (Intellectual Skills)
- LO6: International Orientation: In the context of the theoretical knowledge provided to students as well as in the practice-oriented group assignment (business model innovation), students engage with global challenges as well as trends which allows them to reflect the presented topics in a global context. (Subject knowledge)
- LO7: Ethics, Responsibility and Sustainability (ERS): Specifically, the topic of sustainability in the context of for-profit business models is discussed. Beyond that, the SDGs are a foundation for the development of innovative and sustainability-oriented business models. (Cognitive & Transferable Skills)
- LO8: Identify the conceptual and scientific foundation of business models and related topics in general and in relation to sustainability and digitalization. [subject knowledge]
- LO9: Develop new business models based on conceptual frameworks. [transferable skills]
- LO10: Identify and explicate the logical relationships between elements of a business model. [cognitive/analytical]

**My course touches on the following concepts:**

- Business models
- Business model frameworks
- Business model innovation & portfolios
- Digital business models
- Digital business model frameworks
- Sustainable business models
- Sustainable business model frameworks

**My course implements the following pedagogies:**

- problem-based pedagogical approach
- Interactive
- Adaptive, individualized
- Group discussions

- Teamwork

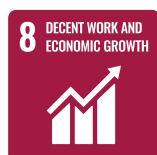
### Course Description

This course aims to provide a conceptual and practical foundation regarding business models, focusing on the impact of digitalization and sustainability on business models. There is a specific focus on the academic development of this research field – including its history – definitions which significantly developed the theory and set the foundation for practical implications. Beyond business models, the topic of business model innovation is an additional element in understanding the overall concept of business models. In terms of a practical application, students (group assignment) are asked to develop an innovative business model in the context of digitalization and sustainability based on their acquired theoretical knowledge. Constant feedback from peers and the lecturer ensure the adoption and critical thinking of business model innovation based on a practical approach. In this regard, state-of-the-art tools are grounded in theory and applied in the practical context. The final results of this endeavor is presented in a final presentation at the end of the semester. The lecturer uses state-of-the-art technologies and digital didactic tools. The content is presented actively by the lecturer as well as interactive elements are included. Teamwork is enabled by group assignments and ad-hoc discussions. Students have the possibility to actively engage in business model innovation and tap into their entrepreneurial mindset. Furthermore, the group assignment allows students to discuss and reflect on their findings at the group level. Additionally, feedback in class and by the lecturer is provided to enable further learning progress.

### Tell us about the impact you're making on your students

Students who completed the course Business Models and the Impact of Digitalization and Sustainability gain the knowledge and tools to develop sustainable start-ups and drive the digital and green transformation of established companies. By integrating insights from both digital innovation and sustainability, they are equipped to lead the twin transition- a new strategic imperative that combines digitalization with sustainable development to create future-ready business models.

### Relevant SDGs addressed through the course



## 23.5 Ethik: Auswirkungen unternehmerischen Handelns - Johannes Thaller

Course code

515AUHEETHU20

**Department**

- Institute of Management Control and Consulting

**The duration of my course is:**

- 16 weeks

**My course session format is:**

- weekly session

**My course learning outcomes are:**

- LO1: Students can reflect on the impact of entrepreneurial action and assess ethical challenges based on normative principles.
- LO2: Students can explain key concepts of ethics.
- LO3: Students can explain the basics of business and corporate ethics as well as selected concepts and theories of corporate ethics.
- LO4: Students can explain the importance of ethics for entrepreneurial action.
- LO5: Students can identify ethical challenges in business activities and analyze them in detail.
- LO6: Students can apply normative principles of ethics to real-life business problems.
- LO7: Students can discuss specific ethical questions or problem areas in groups and present structured solutions.
- LO8: Students can use the principles and principles of business ethics as a guide for business activities.

**My course touches on the following concepts:**

- This course deals with the effects of business action from an ethical perspective and teaches the basics of (business) ethics. The focus is on the ethical reflection of business action. The aim is to enable students to identify and analyze ethical issues in the corporate context and to apply normative principles of ethics to management decisions. Students learn to evaluate ethical challenges and reflect on possible solutions. This includes: • Basics from normative ethics such as utilitarianism, Kantianism and virtue ethics • Business ethics • Corporate social responsibility as a practical area of application

**My course implements the following pedagogies:**

- Information input (structured lecture) by the course instructors
- Guest lectures by ethically relevant people from the business world
- Reflection papers on the guest lectures
- Discussions
- Independent preparation and presentation of a case study (in group work) incl. peer feedback

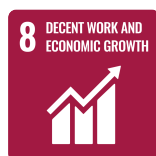
## Course Description

- Students should reflect on the impacts of entrepreneurial actions. - Students should become familiar with ethical principles and learn how these can serve as orientation for entrepreneurial activities. - Students should recognize connections between ethics and business and reflect on possible conflicts between ethics and business in everyday business life. - Students will understand the basics of economic and business ethics.

## Tell us about the impact you're making on your students

**Competencies:** Students can reflect on the effects of business action and assess ethical challenges on the basis of normative principles. **Knowledge:** Students can explain key concepts of normative ethics. Students can explain the basics of business ethics as well as selected concepts and theories of business ethics. Students can explain the importance of ethics for business action. **Skills:** Students can identify and analyze ethical challenges in business action in a differentiated manner. Students can apply normative principles of ethics to real-life business problems. Students can discuss specific ethical issues or problem areas in groups and present structured proposals for solutions. Students can use the fundamentals and principles of business ethics as a guide for business action.

## Relevant SDGs addressed through the course



## Upload your syllabus

Syllabus\_Ethik

[View document](#)

## 23.6 ESG (Environmental, Social und Governance) in Finance - Eva Wagner

### Course code

979VFINESGK25

### Department

• Institute of Finance

**The duration of my course is:**

- 16 weeks

**My course session format is:**

- half days

**My course learning outcomes are:**

- LO1: Die Studierenden können relevante Theorien und Konzepte zu ESG bzw. CSR im Finance-Bereich benennen.
- LO2: Die Studierenden verstehen und erläutern den Zusammenhang zwischen ESG und dem Unternehmensrisiko sowie dem Unternehmenswert.
- LO3: Die Studierenden sind in der Lage, ESG-Informationen bei Finanz- bzw. Investitionsentscheidungen mit einzubeziehen.
- LO4: Die Studierenden analysieren den Einfluss verschiedener ESG-Strategien auf das Unternehmensrisiko und den Unternehmenswert auf einer fortgeschrittenen Ebene. Sie nutzen dazu nicht nur theoretisches Wissen, sondern auch die vorhandene empirische Literatur, um differenzierte Analysen durchzuführen.
- LO5: Die Studierenden sind in der Lage, den Einfluss von ESG (CSR) auf die finanzielle Performance umfassend zu beurteilen sowie die Performance von Socially Responsible Investing (SRI)-Strategien auf Portfolioebene einzuschätzen.

**My course touches on the following concepts:**

- ESG Investing and Sustainable Finance
- Corporate Finance and Capital Structures
- Financial Analysis and Valuation Techniques

**My course implements the following pedagogies:**

- Active Learning
- Blended Learning
- Collaborative Learning
- Critical Pedagogy

**Course Description**

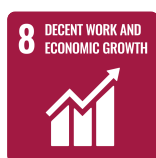
Der Kurs vermittelt Kenntnisse über die grundlegenden Konzepte von ESG (Environmental, Social und Governance bzw. Corporate Social Responsibility (CSR). Dabei wird ein umfassendes Verständnis dafür entwickelt, wie ESG-Faktoren bei den finanziellen Entscheidungen von Manager:innen, professionellen Investoren:innen und Marktteilnehmer:innen wirken bzw. eingesetzt werden können. Die Studierenden vertiefen ihre Einsicht in den Zusammenhang zwischen ESG und dem Unternehmensrisiko sowie dem finanziellen Erfolg. Sie werden in die Lage versetzt, den Einfluss von ESG auf den Unternehmenswert kritisch zu beurteilen. Der Kurs vermittelt zudem Kenntnisse im Bereich des Socially Responsible Investing. Die Studierenden erwerben die Fähigkeit, ihr erworbenes Wissen

und ihre Kompetenzen auf reale Investitions- und Finanzierungsentscheidungen anzuwenden.  
 Kursinhalte: 1. Definitionen sowie (theoretische) Konzepte von ESG (Environmental, Social und Governance) und CSR (Corporate Social Responsibility), 2. ESG-Reporting (bspw. im Bankensektor) und ESG im internationalen Vergleich, 3. ESG und Einfluss auf das Unternehmensrisiko, 4. ESG und Einfluss auf den Unternehmenswert bzw. den Shareholder Value, 5. ESG auf Portfolioebene/Socially Responsible Investing

### Tell us about the impact you're making on your students

Fostering a deep understanding of Corporate Social Responsibility (CSR) and Environmental, Social, and Governance (ESG) principles in the context of finance.

### Relevant SDGs addressed through the course



### Images





## 23.7 Reporting in International Corporations - Shekerta Aliu, Albert Traxler

### Course code

514CGRIRICU21

### Department

- Institute of Management Accounting

### The duration of my course is:

- 16 weeks

### My course session format is:

- weekly session

### My course learning outcomes are:

- Learning Outcome 1 (LO1): Recall the different forms of reporting practices, including their differences, purposes, and audiences.
- Learning Outcome 2 (LO2): Acquire adequate knowledge regarding the evolution of reporting from financial to non-financial, and its key role in decision-making and control.
- Learning Outcome 2 (LO2): Acquire adequate knowledge regarding the influence of multinationality on sustainability reporting practices. Know the main limitations and challenges associated with reporting.
- Learning Outcome 2 (LO2): Acquire adequate knowledge regarding the main sustainability reporting frameworks available to international corporations.
- Learning Outcome 2 (LO2): Acquire adequate knowledge regarding the main behavioral theories used in the literature in the context of sustainability management for interpreting corporate sustainability reporting practices.
- Learning Outcome 3 (LO3): Apply the acquired knowledge to identify and interpret the main ESG information that international corporations report on.
- Learning Outcome 4 (LO4): Independently explore, analyze and discuss aspects of sustainability reporting across its three ESG dimensions.
- Learning Outcome 4 (LO4): Use the technical language typical of the subject to communicate clearly and unambiguously with specialists in the sustainability field and non-specialist interlocutors.
- Learning Outcome 5 (LO5): Use autonomy of judgment and critical thinking to interpret the sustainability reporting practices.

**My course touches on the following concepts:**

- The conceptual basics of corporate reporting practices, different approaches to integrating aspects of sustainability into organizational reporting, the use of sustainability reporting not only as a tool for external communication but also as an instrument for internal decision-making and control.

**My course implements the following pedagogies:**

- Information input (structured lecture) by the course instructor supported by appropriate media (especially slides and literature) to facilitate the acquisition of knowledge.
- Application of the acquired knowledge using examples and in-class discussions in the context of sustainability reporting
- Collaborative learning through group work on company case studies, as well as writing an essay on the topic of Sustainability Reporting of a selected company.

**Course Description**

This course focuses on the role of corporate reporting in supporting internal decision-making and control. Particular emphasis is placed on corporate sustainability reporting, considering its three dimensions: environmental, social, and governance (ESG) related issues and the main sustainability frameworks and standards (i.e., Global Reporting Initiative (GRI) standards, the Agenda 2030 for Sustainable Development with its 17 UN Sustainable Development Goals (SDGs), the Corporate Sustainability Reporting Directive, and the European Sustainability Reporting Standards). The course will also discuss the role of multinationality and its influence on the corporate reporting practices. By the end of the course, students will acquire practical skills for the interpretation of the ESG information contained in sustainability reports. Course objectives 1. Students understand the role of sustainability reporting in internal decision-making and control. 2. Students acquire knowledge about the main challenges and limitations associated with corporate reporting. 3. Students become familiar with the influence of multinationality on corporate reporting practices. 4. Students become familiar with the main sustainability frameworks and standards to which international corporations are subject. 5. Students become familiar with the main environmental, social, and governance (ESG)-related information that international corporations can report on. 6. Students apply theoretical perspectives to interpret sustainability reporting practices. RME: The course objectives are in line with the educational mission and commitment of Johannes Kepler University Linz to address sustainability issues through education and practical application.

**Tell us about the impact you're making on your students**

The aim of the course is to familiarize students with the topic of corporate sustainability reporting and to show them how international corporations contribute to sustainability.

**Relevant SDGs addressed through the course**





## 23.8 Sustainable Management Accounting - Shekerta Aliu, Albert Traxler

### Course code

515MASUSTSK20

### Department

- Institute of Management Accounting

### The duration of my course is:

- 16 weeks

### My course session format is:

- weekly session

### My course learning outcomes are:

- LO1: Students can explain the conceptual foundations of sustainable development, organizational sustainability and sustainable values and outline their interplay.
- LO2: Students can explain the conceptual basics and approaches of sustainability reporting and sustainability management controls and outline their interplay and relevance for the implementation of sustainability strategies and the transformation of the business model.
- LO3: The students are able to apply the knowledge acquired in the course to questions of organizational sustainability or sustainability management controls.

### My course touches on the following concepts:

- The conceptual basics of sustainable development and organizational sustainability, different approaches to integrating aspects of sustainability into organizational reporting, the instruments and mechanisms of sustainability management controls and their possible applications in the context of management control systems.

### My course implements the following pedagogies:

- Information input (structured lecture) by the course instructor supported by appropriate media (especially slides and literature) to facilitate the acquisition of knowledge.

- Joint (by the course instructor and the students) and independent practical application of the acquired knowledge using examples and case studies focused on sustainability management, as well as in the course of writing an essay on the topic of Sustainability Reporting and Control of a selected company.

### Course Description

Students acquire knowledge of the conceptual basics of sustainable development and organizational sustainability, different approaches to integrating aspects of sustainability into organizational reporting, the instruments and mechanisms of sustainability management controls and their possible applications in the context of management control systems. In addition, the course uses practical application examples and case studies to train problem-solving skills and analytical skills with regard to sustainability management control issues.

Course objectives • Students know and understand the conceptual basics of sustainable development, organizational sustainability and sustainable values as well as their interplay. • Students know and understand the functions and tasks of management controls in the context of implementing sustainability strategies and transforming the business model. • Students are familiar with the historical development of non-financial reporting. • Students are familiar with different approaches and concepts for integrating aspects of sustainability into organizational reporting and acquire the ability to use the information collected, processed and analyzed in the course of reporting as a basis for decision-making in the context of organizational sustainability issues. • Students are familiar with sustainability management control instruments and mechanisms and their possible applications in the context of organizational management control systems and can develop design suggestions for sustainability management controls. RME: The course objectives are in line with the educational mission and commitment of Johannes Kepler University Linz to address sustainability issues through education and practical application.

### Tell us about the impact you're making on your students

The aim of the course is to familiarize students with the topic of sustainability management control and to show them the relevance of the contribution of companies to achieving sustainable development with the associated opportunities and challenges.

### Relevant SDGs addressed through the course



## 23.9 Bachelor Seminar on Sustainability Management - Shekerta Aliu, Albert Traxler

### Course code

515WIARBASS20

### Department

- Institute of Management Accounting

### The duration of my course is:

- 16 weeks

### My course session format is:

- weekly session

### My course learning outcomes are:

- Students are able to apply the general knowledge imparted in the course (key elements of scientific work and the scientific work process) to their own topic in the field of sustainability management (application of acquired knowledge – transfer).
- Students are able to select the conceptual and theoretical foundations and methodology required to address the problem, objectives and research questions, and to justify this selection (analysis and evaluation), to answer their research question(s) using the selected research methodology, and to discuss the empirical results in the context of the literature and theoretical framework in the field of sustainability management.

### My course touches on the following concepts:

- Different approaches to integrating aspects of sustainability into organizational reporting, the instruments and mechanisms of sustainability management controls and their possible applications, the use of different methodological approaches (e.g., systematic literature review; documentary analysis)

### My course implements the following pedagogies:

- Information input by the course instructor supported by appropriate media (slides, textbooks, scientific articles, presentation of examples and striking application errors, use of databases)
- Independent learning using the media provided
- Feedback and discussions by the course instructor in group and individual sessions
- Presentations and feedback

### Course Description

Students should be able to: • develop and define a scientific problem in the context of sustainability management, and justify its relevance, • derive the objective of the bachelor thesis and the underlying research question(s) from the problem, • present the current state of

research in broad terms, • select conceptual foundations and theories in the context of sustainability management and justify their relevance, • select and justify the methodological approach (quantitative or qualitative research methods) and the object of investigation for exploring the research question(s), • present the bachelor thesis. RME: The course objectives are in line with the educational mission and commitment of Johannes Kepler University Linz to address sustainability issues through education and practical application.

### **Tell us about the impact you're making on your students**

The aim of the course is to support students in developing and solving a scientific problem in the context of sustainability management with methodological rigor.

### **Relevant SDGs addressed through the course**



## **23.10 Soziale Auswirkungen der IT**

### **Course code**

526SGAISAU14

### **Department**

- Institute of Business Informatics – Information Engineering

### **The duration of my course is:**

- 16 weeks

### **My course session format is:**

- weekly session

### **My course learning outcomes are:**

- LO1: Ethical and moral approaches of the digital society, in particular AIS Code of Ethics, and challenges derived from it, sustainability concepts, changes through digital systems such as purchasing behavior, travel, health, media addiction, crime, communication, interpersonal relationships, surveillance, e-government, labor market, new way of work, offshoring of jobs, e-learning, application of artificial intelligence as a challenge.
- LO2: Students can apply current scientific approaches to identify and measure social impacts.
- LO3: They can classify the effects on people, society and organizations accordingly.
- LO4: They are able to assess the effects and take appropriate measures.

- LO5: You are familiar with the current AIS Code of Ethics and can relate it to professional activities.

**My course touches on the following concepts:**

- Social Impact
- Information technology, digitalization and digital transformation on society

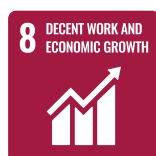
**My course implements the following pedagogies:**

- Active Learning

**Course Description**

The revolution in computing and communication technologies in the last decades has led to numerous changes in our society. In this course, we describe how information technologies impacts everyday life. Also, we describe the global influence of these changes on society altogether. Social and ethical problems on individual, organizational and societal level are discussed in-depth. Competencies: Students are able to scientifically justify the social effects of the increasing spread of information technology, digitalization and digital transformation on society and derive appropriate action from this.

**Relevant SDGs addressed through the course**



## 24. Teaching Awards

### 24.1 Vote Your Prof Award - Thomas Brunner-Kirchmair

**Award Granter**

JKU AktionsGemeinschaft

**Award Grantee**

Thomas Brunner-Kirchmair

**Description of Award**

Every year, the Johannes Kepler University Linz organises the "Vote your Prof" survey. In the survey, students have the opportunity to evaluate the professors who stand out from the rest through their excellent teaching and special commitment. Every student at Johannes Kepler University has the opportunity to vote for their three favorite professors from the respective faculty.

[Award link](#)

**Provide supporting materials...**

Thomas Brunner-Kirchmair

View document 

## 24.2 Kepler Award for Excellence in Teaching 2024 – Best Practice Category

### Award Granter

Johannes Kepler University Linz (JKU)

### Award Grantee

Univ.-Prof. Dr. Thomas Gegenhuber and Laura Thäter, MSc

### Description of Award

The Kepler Awards for Excellence in Teaching recognize innovative and outstanding teaching practices at JKU. In 2024, Thomas Gegenhuber and Laura Thäter received the award in the "Best Practice" category for the course KS Grundlagen des integrierten Managements (Fundamentals of Integrated Management). The course features a hybrid format combining in-person lectures with on-demand online content, designed for accessibility and flexibility. Interactive elements such as the "Beer Game," live polling, and small exercises are integrated into the sessions. Additional materials include GIF-enhanced videos and podcasts with practitioners, connecting theory with real-world insights. The concept has received positive student evaluations.

[Award link](#)

**Provide supporting materials...**

Thomas Gegenhuber and Laura Thäter Presented with the JKU  
Best Practice Teaching Award

View document 

## 24.3 Vote Your Prof Award - Sabine Reisinger

### Award Granter

JKU AktionsGemeinschaft

### Award Grantee

Sabine Reisinger


### Description of Award

Every year, the Johannes Kepler University Linz organizes the "Vote your Prof" survey. In the survey, students have the opportunity to evaluate the professors who stand out from the rest through their excellent teaching and special commitment. Every student at Johannes Kepler University has the opportunity to vote for their three favorite professors from the respective faculty.

[Award link](#)

### Provide supporting materials...

reisinger

View document 

## 25. Educator Recognition

- Student-nominated teaching awards
- Annual teaching excellence awards
- Course evaluation scores

## 26. Teaching Voices

### 26.1 From Awareness to Impact: Experiences from Integrating Sustainability into Software Engineering Education - Iris Groher

#### Subjects

- Responsible Management Education
- Sustainable Development
- Sustainability in Software Engineering Education

#### Provide supporting context

At the JKU Business School, faculty in the Business Informatics program have taken meaningful steps to integrate sustainability into core computer science education. One such initiative is a redesigned undergraduate Software Engineering course that explicitly incorporates sustainability analysis into agile development practices.

This course, described in the paper *From Awareness to Impact: Experiences from Integrating Sustainability into Software Engineering Education*, exemplifies how we are preparing students to address global challenges through responsible, systems-aware software development. Below is a summary of this innovative approach:

This experience report details the integration of sustainability into a practical, agile-based undergraduate software engineering course at Johannes Kepler University Linz. The course utilized the **Sustainability Awareness Framework (SusAF)** to help students identify the social, individual, environmental, economic, and technical effects of software systems.

Students worked in teams on a fictional software project—a digital logbook for a fleet of vehicles—and assessed the sustainability impact of user stories. Throughout the semester, students identified over 120 sustainability effects, with the majority being positive. Surveys revealed that the course increased student awareness of sustainability in software development and motivated some to continue exploring the topic independently.

#### Key Features:

- Embedded sustainability in existing course content without major restructuring.
- Combined technical development with ethical and environmental analysis.
- Encouraged student reflection on real-world sustainability trade-offs.
- Shared course materials publicly to support reuse and replication.

The paper demonstrates that sustainability can be effectively incorporated into SE education through thoughtful course design and structured guidance tools like SusAF. It presents a replicable, low-barrier model for other institutions aiming to prepare students for sustainable software development.

#### Abstract:

Sustainability is gaining increasing importance in software engineering education, as future software engineers must understand the environmental and societal effects of the systems they create. To prepare students for these challenges, it is essential to integrate sustainability into practical courses where students can explore its principles and real-world implications. However, there are still limited examples of how sustainability can be effectively embedded into existing university curricula, highlighting a significant gap in educational practice. In this paper, we describe an experience report of a practical and agile-oriented undergraduate software engineering course that integrates sustainability. We found that the students were successful in identifying various effects of a software system on different sustainability dimensions. Furthermore, sustainability aspects can be seamlessly integrated into existing courses with minimal effort. Therefore, we share our learning materials with the hope that they will inspire and be reused by other software engineering educators.



(The paper can be found in Additional Evidence)

## 27. Barriers to Innovative Curriculum

- Budgetary limitations
- Compliance and legal concerns
- Resource allocation challenges
- Overloaded faculty

## 28. Barriers to Innovative Pedagogy

- Change resistance
- Faculty resistance
- Overloaded faculty

## 29. Fostering Innovation

Somewhat

## 30. Experiential Learning

Somewhat

## 31. Learning Mindset

Somewhat

## 32. Method of Teaching and Learning

In person



# Research

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

## 33. Define Research

We push boundaries with research that is rigorous, relevant, and responsible, focusing on impactful and interdisciplinary research that tackles challenges like digital transformation and sustainable development. In our efforts to shape better futures for business and society, we advance knowledge that inspires responsible management and addresses real-world societal and environmental challenges.

## 34. 2024 Publications

112

## 35. 2024 Publications on Sustainable Development and/or RME

25

## 36. Research Funding

- Local
- Regional
- National
- International

## 37. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- Local media
- Research collaborations
- Open-access platforms

## 38. Research Projects

### 38.1 ZEMoS: Zero Emission Mobility Salzburg

#### Who is involved in the project

- Faculty
- Corporations

#### Department

- Institute of Production and Logistics Management

#### This research project covers:



#### Period covering

April, 2023 - March, 2027

#### Describe the research project

ZEMoS: Zero Emission Mobility Salzburg is a 2-year project funded by the Klima- und Energiefonds as part of the Energy Model Region WIVA P&G. In order to achieve the climate goals both at the EU level and as part of the climate and energy strategy of the federal state of Salzburg, diesel-powered vehicles in public transport and heavy-duty transport must be replaced by zero-emission vehicles. Both battery-electric and fuel cell-electric (FCE) vehicles are suitable for the transition to Zero Emission Mobility (ZEM). As part of the project, two ZEM model regions in Salzburg are being developed for public bus transport and pilot projects for zero emission heavy-duty transport. The two ZEM model regions complement each other as they place different requirements on the alternative mobility solutions in terms of time frequency, loading, altitude profiles, temperature, etc.

#### Provide any supporting materials

Working-Paper-PLM-JKU-ZEMoS

[View document](#)

ZEMoS\_D\_2023

[View document](#)

[Additional materials](#)

## 38.2 ASSET – Accounting for Sustainability, Social and Environmental Transparency

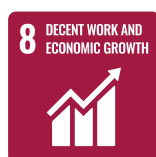
### Who is involved in the project

- Faculty
- Undergraduate students
- Masters students

### Department

- Accounting
- Business Administration

### This research project covers:



### Period covering

December, 2023 - November, 2026

### Describe the research project


**Accounting for Sustainability, Social and Environmental Transparency (ASSET)** is an EU/ Erasmus+ funded project that aims to incorporate sustainability into university accounting curricula: a need that can no longer be deferred. There is a growing global demand for accounting programmes – in higher education and business schools as well – to positively impact society and promote sustainable development. Recently, the [AACSB](#) Accreditation Standards (2021) for Accounting, the [EQUIS](#) Accreditation Standards for business schools, and the [United Nations Principles for Responsible Management Education](#) have emphasised the need to raise students' awareness of the importance of sustainable development goals and enhance their sustainability-oriented skills.

Educating accounting students about sustainability can increase their consciousness and alertness of sustainability and ESG initiatives in companies. To meet the challenges of the nowadays world, there is a crucial need to open accounting students' mindset, regarding the importance of sustainability topics and ESG goals in the organisational structure. Managers and accounting professionals must know that companies' accounting practices must be aligned with those related to production, process design and management, procurement, supplier selection and human resource management to support the company's sustainability strategy.

Academic accounting programs can be key in creating socially and environmentally responsible accounting professionals and citizens, able to actively engage in spreading the culture of sustainability in organisations and society and fostering the implementation of environmental and social initiatives that go beyond compliance with laws and jurisdictional regulations. ASSET proposes teaching activities that incorporate pedagogical practices such as variation (*observing and addressing a phenomenon from different perspectives*), enactment (*using interactive and experiential teaching techniques, such as case studies, flipped classroom, debate, role-playing*) and reflection (*using peer feedback and self-assessment to encourage students to reflect on their learning process, their attitudes, values, and practices*). Therefore, the project aim is to develop new learning materials, using several innovative teaching methods and testing it during so called Intensive Study Programmes (ISP). ISPs are annually held activities, involving students from 8 to 12 European Universities to evaluate und test those developed learning materials. For developing that cases and approaches, we also use accounting education research to not only have teaching concepts developed, but to also base it on the current state of literature. We also aim to publish papers or a collection of cases with a theoretical background as an outcome of this project.

#### Provide any supporting materials

Projektbeschreibung für PRMN-mit Logo\_SabineGraschitz

View document 

[Additional materials](#)

## 38.3 Research Collaboraton Towards Greener Aviation (OeAD, WTZ Serbia)

### Who is involved in the project

- Faculty

### Department

- Business Informatics - Data & Knowledge Engineering

### This research project covers:



### Period covering

July, 2022 - June, 2024

**Describe the research project**

This project deals with the impact of air traffic on the environment, as well as measures to reduce negative impact on the population living in the vicinity of airports, towards “greener” aviation. Research topics to be covered by this bilateral cooperation include simulation and modelling of aircraft noise, engine emissions and fuel consumption to assess the impact of airport operations on population along with the impact assessment of unmanned aerial vehicles on the environment.

**Provide any supporting materials**

WTZ\_2024\_Final\_Report

View document [Additional materials](#)

## 39. Research Awards

### 39.1 Invest-Con Award - Philumena Bauer

**Award Granter**

Invest-Con Finanzconsulting

**Award Grantee**


Philumena Bauer

**Description of Award**

This award is funded by INVEST-CON Finanzconsulting GmbH and honors outstanding bachelor's and master's theses as well as dissertations in the fields of finance and controlling. Furthermore, the purpose of this award is to familiarize a broader audience with complex issues in the banking and finance industry.

[Award link](#)**Provide supporting materials...**

Sustainability Reporting in der Automobilindustrie

View document 

IMG\_1630

View document 

### 39.2 Young Researchers' Award - Anna Gappmaier

**Award Granter**

JKU

**Award Grantee**


Anna Gappmaier

**Description of Award**

The awards have been designed to showcase dedicated and outstanding scholars currently at the start of their respective academic careers. All of the award winners recently joined academia, successfully completing their doctorate degrees two years ago or less.

[Award link](#)**Provide supporting materials...**

Anna\_Gappmaier

View document csm\_YRA\_2023\_BWL-  
WIN\_credit\_Paul\_Hamm\_Linz\_d7445b4540View document **39.3 Invest-Con Award - Anna Gappmaier****Award Granter**

Invest-Con Finanzconsulting

**Award Grantee**


Anna Gappmaier

**Description of Award**

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[Award link](#)**Provide supporting materials...**

Anna\_Gappmaier

View document **39.4 EURO Prize for OR for the Common Good - Jan Boeckmann****Award Granter**

Association of European Operational Research Societies (EURO)



**Award Grantee**

Jan Boeckmann and Clemens Thielen


**Description of Award**

The "EURO Prize for OR for the Common Good" (EPOCG) is an international award recognizing outstanding contributions of Operational Research (OR) to addressing social-oriented problems and global challenges. It's awarded by the Association of European Operational Research Societies (EURO). The prize aims to acknowledge impactful OR applications that contribute to the UN Sustainable Development Goals and raise awareness of OR's role in solving global issues.

[Award link](#)

**Provide supporting materials...**

Euro 2024 DTU Day 4-114 joyful

View document 



# Partner

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

## 40. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- European Campus of City-Universities - To a great extent
- Ministries of Education, Higher Education, or similar national bodies
- EFMD (European Foundation for Management Development)

## 41. Define Partner

We build bridges between academia, business, government, and society. Through partnerships rooted in curiosity, collaboration, and mutual growth, we advance responsible leadership and tackle today's real-world challenges together.

## 42. Student Partners

- Muslim Student Association
- AIESEC Linz - Somewhat
- Department for Climate Protection and Sustainability (Austrian National Union of Students) - Somewhat
- Department for Cultural Affairs (Austrian National Union of Students) - Somewhat
- Department for Women, Gender and Equal Opportunities (Austrian National Union of Students) - Somewhat
- Erasmus Student Network (ESN) - A lot
- European Campus of City-Universities (EC2U) - Somewhat



# Practice

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

## 43. Define Practice

We lead by example: embedding responsibility, ethics, and bold entrepreneurial thinking into how we govern, operate, and innovate – creating a vibrant, sustainable Business School community.

## 44. RME Practices


- Campus operations guides
- Buildings/real estate
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Professional training opportunities
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides

## 45. RME Policies

### 45.1 JKU's RME Policies

Upload or select a document

JKU's RME Policies

View document 



# Share

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



## 46. Define Share

We actively share insights, experiences, and lessons across our networks and communities, promoting collective learning and best practices in responsible management education for educators, students, and partners.

## 47. Transparent Engagement

- Community events and consultation forums
- Partnerships with local organizations
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities
- Feedback mechanisms (e.g., surveys, suggestion boxes)

## 48. Audiences

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

SIGNATORY

# JKU Business School

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## Address

Altenberger Strasse 69

Austria