

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

CBS University of Applied
Sciences

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 CBS University of Applied Sciences, including key details and basic institutional data.

Mission

Mission- CBS University of Applied Sciences

We educate professionals who make an impact from the very beginning. Through practice-oriented degree programs and individual guidance, we create space for development and orientation. We connect students with companies and jointly shape careers with purpose and a future.

Vision

Vision- CBS University of Applied Sciences

As a digital university with a physical presence, we shape education with the world of tomorrow in mind. We aim to bridge theory and practice and to support students on their journey into a changing world of work and toward their calling.

Strategy

CBS Code of Conduct

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Strategy Alignment

CBS University of Applied Sciences Strategy Alignment

CBS Cologne Business School GmbH is the legal entity, while CBS University of Applied Sciences is the university's current umbrella brand and has served as the overarching institutional brand since 2025. It brings together the expanded portfolio of degree programs in the fields of business, social sciences, health, and education.

Equality and Diversity at CBS: Embedded Responsibility Within the Klett Group

As part of the Klett Group, CBS University of Applied Sciences actively adheres to the Group's comprehensive compliance framework, as set out in the Klett Compliance Code. This code defines binding ethical and legal standards across all member institutions, with a focus on legality, integrity, fairness, and respect for human rights. It includes strict provisions on anti-discrimination, data protection, anti-corruption, conflicts of interest, occupational safety, cybersecurity, and anti-money

laundering. CBS implements these principles through its institutional governance structures and daily academic and administrative practice, thereby ensuring that ethical standards function not only as formal requirements but also as established norms.

As a private university within CBS University of Applied Sciences, CBS regards equality and diversity as central pillars of its institutional strategy. In alignment with national legal frameworks, including Article 3 of the German Basic Law and the Higher Education Act of North Rhine-Westphalia (HG NRW), CBS actively promotes a non-discriminatory and inclusive academic and professional environment. This includes transparent and standardized procedures for admissions and recruitment that are designed to be sensitive to discrimination and bias. In cases of underrepresentation, affirmative action and targeted support mechanisms may be introduced.

Central to CBS's efforts are the Gender Equality Officer, Franziska Seyboth-Tesmer, and her deputy, Angela Müller, who participates in strategic decision-making, is involved in academic appointment processes, and reports annually to the university Senate. In addition, the university provides comprehensive support services, including academic advising, career services, and specialized assistance for international students, refugees, and students with disabilities. Intercultural training for staff and mentoring programs for students further strengthen the institution's commitment to inclusion, for example through structures such as the DEI Steering Committee.

Flexible study and work arrangements at CBS support the reconciliation of personal, academic, and professional responsibilities and thereby contribute to inclusive participation in higher education and employment-related qualification pathways. At the same time, CBS applies a continuous review process to assess the effectiveness of its diversity measures and regularly organizes events on gender equality and diversity. These structures are institutionally embedded through designated functions such as the Gender Equality Officer and the ombudsperson, strengthening the systematic integration of diversity, equal opportunity, and inclusion across teaching, research, and administration. Through this multi-level approach, embedded in the compliance framework of the Klett Group and operationalized through the academic and organizational practices of CBS, the university contributes to several Sustainable

Development Goals:

- **SDG 4 Quality Education:** ensuring equitable access, academic integrity, and individualized support
- **SDG 8 Decent Work and Economic Growth:** promoting sustained, inclusive, and sustainable economic growth, as well as full and productive employment and decent work for all
- **SDG 17 Partnerships for the Goals:** strengthening the means of implementation and revitalizing the Global Partnership for Sustainable Development

Institutional History

CBS University of Applied Sciences History

The CBS Cologne Business School GmbH traces its origins to the European Business and Language Academy (EWS), founded in 1908 as a private institution. In the 1993–94 winter semester, EWS launched its first bachelor's degree programs under the name "International Campus," representing one of the earliest implementations of the bachelor's system in Germany. These programs were accredited by FIBAA in 1998, underscoring their academic quality. In 1999, the institution adopted the name "Cologne Business School – International Campus," a designation still reflected in the acronym "CBS."

Institutional expansion began in 2006 with the establishment of the European Management School (EMS) in Mainz, which now operates as CBS's Mainz campus. Since 2016, CBS has been part of the Klett Group, one of Germany's largest education providers. In 2018, CBS received international program accreditation from the IACBE, further reinforcing its international orientation.

A major structural change occurred in 2020, when CBS consolidated its activities under the name CBS International Business School, incorporating campuses in Cologne, Mainz, and Potsdam. This unification marked a strategic reorientation toward international business education under the guiding principle "Creating Tomorrow."

In 2022, CBS expanded further by integrating the Management and Technology division of the EU|FH University of Applied Sciences for Health, Social Work and Education, also a member of the Klett Group. This integration added campuses in Brühl, Aachen, Neuss, and Solingen, nearly doubling the institution's student body and academic offerings.

In September 2024, CBS opened a new, significantly larger campus in Cologne-Rodenkirchen, consolidating operations from various locations.

The most significant development occurred in March 2025, when CBS International Business School and EU|FH Health, Social Services, and Education formally merged and rebranded as CBS University of Applied Sciences. This transformation established a comprehensive university of applied sciences with campuses across Germany: Cologne, Mainz, Berlin, Hamburg, Neuss/Düsseldorf, Stuttgart, Solingen, Rheine, and Rostock. The institution now offers interdisciplinary programs in Business, Social Work, Health, and Education, supported by a network of more than 1,300 cooperating enterprises.

The former CBS International Business School continues to exist as the Business School within CBS University of Applied Sciences, retaining its internationally recognized brand.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1060
Faculty & Staff at the University	330
Faculty & Staff at the Institution	92
Student Enrollment at the University	2431
Student Enrollment at the Institution	2431
Undergraduate Attendance	1920
Masters-Level Postgraduate Attendance	511
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

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 Arts (M.A.)
-  Master of Business Administration (M.B.A.)

Undergraduate Degree Programmes

- Dental Hygiene & Prevention Management
- Physician Assistance
- Business Informatics
- Industrial Engineering and Management
- Social Work and Education
- Business Administration & Management
- General Management (Block)
- General Management
- Primary Education
- Applied Sports Science
- Applied Nutritional Science
- International Management
- International Business
- Business Psychology

Masters Degree Programmes

- International Management
- Business Psychology
- Business Development Management
- Controlling and Financial Management
- Digital Transformation
- General Management
- Marketing Management
- Sustainable Management
- Personal- & Changemanagement
- Pedagogy and Adult Education
- Sports Management & Applied Sports Psychology
- Digital Project Management
- Physician Assistance
- Strategic Management & Consulting part-time
- Human Resource Management & Leadership part-time
- Digital Transformation Management part-time
- Strategic Management & Consulting full-time
- Global Supply Chain Management
- Global Finance
- Business Psychology & Management
- Digital Marketing
- Digital Transformation Management full-time
- Human Resource Management & Leadership full-time
- Logistics & Supply Chain Management part-time
- Sales Management & Sales Psychology full-time

Certificates, Professional Development, or Associate Programmes

- International Management 3+1



Purpose

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

Letter of Commitment



CBS University of Applied Sciences
Bahnstraße 6-8 | D-50996 Köln

Prof. Dr. Anja Bettina Karlshaus
President
Professor of Business Operations and
Human Resource Management
CBS University of Applied Sciences
+49 (0)221 93 18 09-0

SIP Report 2026

Commitment to the Principles for Responsible Management Education

To our stakeholders,

CBS University of Applied Sciences reaffirms its commitment to the *Principles for Responsible Management Education* (PRME). The institution continues to align its strategic orientation, academic mission, and operational processes with the seven principles: Purpose, Values, Teach, Research, Partner, Practice and Share.

This *Sharing Information on Progress (SIP)* report outlines the ongoing measures undertaken to integrate these principles into institutional structures, teaching, research, and stakeholder engagement. Through this, CBS contributes to the implementation of the United Nations Sustainable Development Goals. Sustainability is understood as an integrative guiding principle that informs all areas of institutional development and academic practice.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'A. Karlshaus', written in a cursive style.

Prof. Dr. Anja Bettina Karlshaus
President
Professor of Business Operations and Human Resource Management

CBS Cologne Business School GmbH
Bahnstraße 6-8 | 50996 Köln | Deutschland | +49 (0)221 93 18 09-0 | cbs.de

Geschäftsführung: Dipl.-Kfm. Phillip Gülke, Prof. Dr. Christoph Willers
Amtsgericht Köln CBS Cologne Business School GmbH, HRB 65080, USt-ID Nummer DE 268686478
Bankverbindung: CBS Cologne Business School GmbH | IBAN: DE02 6007 0070 0138 9550 00 | BIC: DEUTDE33XXX, Deutsche Bank

Definition of Purpose

At CBS University of Applied Sciences, sustainability is understood as an integral part of business practice that must be embedded across all areas, from strategic orientation, operational processes to academic teaching and research. In higher education, it is conveyed in an interdisciplinary manner and systematically integrated into diverse disciplinary contexts to shape transformation processes toward sustainable development in a scientifically grounded and responsible way.

Institutional Engagement

26% - 50% of faculty at CBS University of Applied Sciences actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

CBS University of Applied Sciences Goals

CBS University of Applied Sciences uses the goal-setting component of the Sharing Information on Progress (SIP) to reflect on its priorities for implementing the PRME Principles. The goals relate to CBS's guiding idea "Creating Tomorrow", its profile as a practice-oriented and internationally oriented university of applied sciences, its institutional strategy, and its regional and international context. They describe directions of development rather than fully measurable or time-bound targets.

For the current SIP cycle, CBS focuses on four strategic directions.

First, CBS aims to integrate sustainability further into study programmes and teaching. This includes ecological, economic, and social dimensions of sustainability. This applies to our entire CBS portfolio.

Second, CBS aims to strengthen competencies for sustainability transformation in management education. Business Projects, Blended Intensive Programmes (BIPs), Collaborative Online International Learning (COIL) formats, and other practice-based approaches can support this goal where they align with programme and module objectives.

Third, CBS aims to develop a clearer understanding of its research and transfer activities related to responsible management and sustainability. During this SIP cycle, CBS intends to map selected existing and emerging projects, publications, and transfer formats. This will help identify substantiated thematic priorities, existing contributions, and areas for further development.

Fourth, CBS aims to strengthen the integration of PRME and sustainability into governance, quality enhancement, and internal communication. This includes considering sustainability in relevant institutional strategy and quality enhancement processes. CBS also seeks to learn from the PRME community through exchange, international comparison, and cooperation.

These directions combine established activities, current initiatives, and exploratory ideas. CBS will revisit them through qualitative reflection, documented examples, and selected indicators where suitable. It will consider progress, setbacks, pauses, and changes in priorities when setting the direction for the next SIP cycle.

To support these goals, CBS intends to review how CASM can further contribute to coordinating and documenting sustainability-related activities in teaching, research, transfer, and external engagement. The scope of any further development will depend on available capacity and institutional decisions. CBS also aims to strengthen regional cooperation on sustainability. Existing formats include the CBS Sustainability Forum, which has taken place on several occasions. CBS intends to build on this experience and explore further opportunities to connect municipal institutions, political actors, universities, companies, civil society, and other stakeholders around educational, organisational, economic, ecological, and social questions. A workshop on political and municipal climate protection with the City of Solingen is another example of this direction; its current status should be confirmed before submission.

CBS intends to document more clearly what its sustainability-related activities achieve. Alongside descriptions of activities, future SIP reporting could include examples of assessed learning, research use, knowledge transfer, and feedback from external partners. CBS may also review whether sustainability-related theses, specialisations, and graduate experiences can be documented consistently. Counts of theses or graduates would show participation and thematic reach; evidence of influence on professional practice would require suitable follow-up or documented examples.

Further steps include reviewing sustainability content in current study programmes and possible specialisations, as well as mapping relevant publications, commitments, guidelines, and public statements. The findings will help CBS identify priorities and gaps for the next SIP cycle.



Values

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



How We Define Values

CBS University of Applied Sciences defines its values through integrity, diversity, and social responsibility. These principles shape a future-oriented, open, and respectful academic community. They are complemented by practice orientation, internationality, and a commitment to lifelong learning, personal development, and the positive contribution of students and staff to society.

Who Champions Responsible Management Education at Our Institution

- ❖ Students
- ❖ Faculty
- ❖ Programme Directors
- ❖ Deans
- ❖ President

Student Voices

The following narratives demonstrate how CBS University of Applied Sciences has influenced students' academic journey and personal growth.

Student Voice Florian

My name is Florian Eberl, and I have been studying at CBS as part of a dual degree program since 2021. I am currently in my third semester of the Master's program in Digital Project Management and, at the same time, work as a project manager for digitalization and innovation at a medium-sized company in southern Germany. The close connection between my studies and my career has shown me that responsible decisions can rarely be made from just one perspective. In particular, exploring topics such as sustainability, leadership, and data science has sharpened my way of thinking and broadened my understanding of the interplay between economic goals, technological developments, and social responsibility. In my day-to-day work, this helps me make more informed decisions, take different interests into account, and consider long-term implications. This mindset is particularly important when it comes to digitalization, automation, and AI projects. Such initiatives not only transform technologies but also often have a profound impact on processes, task allocations, and forms of collaboration. For me, responsible project management therefore means providing guidance, involving stakeholders early on, taking concerns seriously, and ensuring that changes are implemented in a transparent and understandable manner. For me, leadership is not just about making decisions, but also about being willing to listen, taking responsibility, and aligning different perspectives toward a common goal. I find the exchange with other students as well as with professors and instructors particularly valuable. Diverse professional experiences and open

discussions create an environment in which existing viewpoints can be questioned and new approaches to solutions can be developed. At the same time, I bring my practical experience to my studies and consciously apply new insights back to my daily professional life. For me, Responsible Management Education means staying curious, learning continuously, and driving projects forward with discipline, reliability, and enthusiasm. However, for me, responsibility does not end with graduation. It also involves passing on knowledge, supporting others in their development, and making a lasting contribution to businesses and society that goes beyond my own role.

Student Voice Annemarie

My name is Annemarie Haas, and I am in the third semester of the Master's program in Digital Project Management. Before my studies, I worked for three years as a store manager at Globetrotter Ausrüstung GmbH. As sustainability, employee development, and responsible leadership shaped the company, these topics were familiar to me. However, while my previous leadership training was practice-oriented, Responsible Management Education at CBS has enabled me to reflect on my experience from an academic perspective. The courses Leadership and Negotiation and Market-Oriented Sustainability Management were particularly influential. Leadership and Negotiation encouraged me to examine the mindset, motivation, and responsibilities of leaders and how negotiations can create fair and sustainable outcomes. Sustainability Management broadened my perspective on the environmental and societal consequences of business decisions. The passion with which Prof. Dr. Tanju Aygün, and Prof. Dr. Wulf-Peter Schmidt taught these subjects was motivating and encouraged me to explore responsible leadership and sustainability further. Prof. Dr. Alexander Hiller and Prof. Dr. Steffen Stock also shaped my personal and academic development. Prof. Dr. Alexander Hiller's dynamic and accessible teaching demonstrated how important it is to inspire people around shared goals and made him a role model in his interactions with students. Prof. Dr. Steffen Stock's critical and precise approach showed me the value of constructive feedback, careful decision-making, and high standards for my own work. I hope to integrate both perspectives into my future leadership style. Previously, I understood responsibility mainly in relation to employees and the organization. Today, I also consider social justice, environmental impact, and societal consequences. After gaining further experience in the IT sector, I aim to pursue a middle-management position that allows me to remain close to my team and contribute actively. As a future female leader, I also want to empower other women and demonstrate that they can take on responsible leadership roles in a still male-dominated industry.

Student Voice Nora

My name is Nora and I am studying General Management as a dual degree program in cooperation with Dornbach GmbH, an auditing firm, currently in my fourth semester at CBS. Sustainability has been a recurring thread throughout my studies. It started with discussions on sustainable supply chains in "Management der Wertschöpfungskette" and continued as a quiet undertone in nearly every course

since. My most formative encounter though came in the third semester through my specialization in Sustainability Management, particularly the course "Konzepte des Nachhaltigkeitsmanagements." This course embodied what Responsible Management Education means to me. It pushed us beyond theory, encouraging open discussion, our own solutions and direct dialogue with practitioners through guest lectures. One lecture given by the spice brand HELA on supply chain issues in their industry left a lasting impression on me. It made me realize how little visibility we usually have into everyday products and how economic decisions ripple into social and ecological consequences that reach far beyond a company's balance sheet. A later group case study on sustainability in the logistics sector deepened this understanding even further, showing me that responsible management is not a separate discipline but an integrative part of every business function. These experiences have sharpened my professional self understanding. I no longer see sustainability as an add-on to business education but as a core responsibility of everybody, especially all future managers. Even though the current push for sustainability regulation feels uncertain in some sectors, this only reinforces my conviction. I am now actively searching for a master's program to specialize further in sustainability management, determined to build my career around it.

Student Voice Adrian

My name is Adrian, and I am currently in my 3rd semester of the dual Master's program in "Digitales Projektmanagement" in Cologne, building on a prior background in business psychology. I first encountered Responsible Management Education properly in a course on Sustainability Management, but it was a Data Science module that truly changed a thought process, that can be generalized to many different levels.

That module made me realize how complex systems really are, and how much work lies between raw data and a conclusion you can stand behind. A large part of that realization came from one of my lecturers Prof. Dr. Steffen Stock, whose way of teaching stayed with me. He consistently pushed us to look at things objectively, to question everything, and to accept that no assessment, no matter how wide your own context window is, can ever be fully complete. When our term papers were reviewed, he questioned assumptions I hadn't even noticed I was making, which was uncomfortable in the moment but genuinely reshaped how I approach problems.

What changed for me wasn't a single belief, but a habit. I now understand how central careful analysis is to solving any real problem. I haven't launched a new initiative or project as a direct result, but I do take noticeably more time to structure a topic and question it thoroughly before going deeper into it, both academically and in my work.

Responsible Management Education hasn't given me a fixed set of answers. It has taught me to be more honest about the limits of what I can claim to know.

Student Awareness

0% - 25% of students at CBS University of Applied Sciences are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at CBS University of Applied Sciences actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values Voices Carla

1. How is value orientation reflected in your department?

Value orientation is the foundation of our work in the Department of Health and Education. We understand education as a mandate to help shape society and qualify professionals and future leaders who assume responsibility for developmental processes in the fields of education and health. Our teaching and learning culture is characterized by collaborative partnership, mutual appreciation, transdisciplinarity, and exchange on equal footing. Students from different professions learn with and from one another, develop joint solutions to complex challenges, and thereby strengthen their capacity to take responsibility in an increasingly interconnected society.

2. Which topics or experiences are particularly relevant in this context?

A key focus in recent years has been the reaccreditation of all degree programs with a consistent view toward future societal and professional requirements. In this process, topics such as sustainability, digitalization, interprofessionality, future skills, and lifelong learning have been systematically advanced and embedded in the curricula. Important impulses were provided, among others, by the now fifth "BNE Competence Day 2026," organized jointly with KLETT Kita & Schule and dedicated this time to the theme "BNE that lasts – from practice to mindset," as well as by the continuous exchange with practice partners. Especially in our dual and part-time degree programs, current questions arising from professional practice are brought directly into the university, reflected upon academically, and further developed collaboratively. In this way, a continuous transfer of knowledge emerges between the university, professional practice, and society.

3. What do you see as this department's particular contribution to CBS?

The Department of Health and Education expands the CBS profile by adding perspectives in which social responsibility, education, and health interact directly. Our particular contribution lies in educating individuals who not only possess subject-specific expertise but are also able to shape

processes of change responsibly- as teachers, adult educators, and professionals and leaders in health and education-related professions. Through innovative didactic concepts, transdisciplinary learning, and the close connection between academia and professional practice, we promote not only employability but, above all, the capacity to make a sustainable contribution to society. In this way, we strengthen the values-oriented direction of CBS in line with the PRME principles and contribute to the development of a responsible and future-ready society.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating Values Larissa

From the perspective of the International Office, the CBS values are particularly evident wherever international exchange is deliberately enabled and firmly embedded in everyday university life.

International perspectives are an integral part of campus life and make a significant contribution to experiencing openness, respect, and intercultural understanding in practice.

More specifically, this is reflected in various formats and activities that support international students as they settle in while also promoting exchange with local students. These include, in particular, welcome and orientation events, which serve not only as an organizational introduction but also convey an open and supportive culture of welcome. In addition, there are exchange programs and semesters abroad, as well as cooperation with international partner universities, through which students can gain insight into different academic and cultural contexts.

Another important component is international events such as country evenings or international dinners. These formats create opportunities for personal encounters, cultural exchange, and mutual learning beyond the formal teaching environment. The connection to these values also becomes especially tangible in encounter-based formats such as the Study Buddy Program, which connects international and local students and thereby fosters integration, dialogue, and collaborative learning. From the perspective of the International Office, international perspectives enrich not only individual events but also classes, group work, and everyday campus life as a whole. Exchange with people from different cultural backgrounds promotes openness, empathy, perspective-taking, intercultural competence, and mutual understanding. In this way, international formats make a concrete contribution to a university culture in which diversity is not only present but actively integrated and valued.

Continue telling your story

CBS University of Applied Sciences Changemaker

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CBS University of Applied Sciences Center for Advanced Sustainable Management (CASM)

The Center for Advanced Sustainable Management (CASM) is a competence center of CBS University of Applied Sciences dedicated to sustainable management. It is embedded within the university and brings together expertise in sustainability, management, and transformation.

CASM focuses on the integration of sustainability into corporate strategy, business models, value creation, human resource management, and organizational development. It approaches sustainability as a management task that requires measurable objectives, clear responsibilities, and robust decision-making frameworks.

A key reference point is the white paper “Integrated Sustainability”, published by CBS University of Applied Sciences on 2 July 2025. More than a dozen CBS experts contributed to the publication, drawing on disciplines such as business administration, ethics, psychology, engineering, information science, and sustainability management. The white paper shows how sustainability can be embedded in research, teaching, and business practice.

Its content covers topics such as sustainable business models, supply chains, sustainable HRM, corporate culture, digital responsibility, ethical AI use, circular economy, and climate-related financial regulation. It also addresses tools and methods such as life cycle assessments, ESG criteria, the Product Environmental Footprint, and digital sustainability strategies.

CASM therefore stands for a practice-oriented and interdisciplinary approach to sustainable management. The center supports CBS University of Applied Sciences in positioning sustainability as an integral part of modern management education, applied research, and knowledge transfer.

Link: [Center for Advanced Sustainable Management | CASM](#)



Teach

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



How We Define Teach

At CBS University of Applied Sciences, teaching means enabling students to think critically, question assumptions, connect knowledge, and act responsibly. Through our LLC, LLO, and GSS framework, we combine academic learning with real-world application, independent learning, collaboration, and personal development to prepare students for meaningful impact.

Teaching Awards

In 2025, 2 awards were given to faculty and educators at CBS University of Applied Sciences.

CBS University of Applied Sciences Best Digital Education Provider

Granter: ServiceValue GmbH and WirtschaftsWoche

Grantee: CBS University of Applied Sciences/ CBS International Business School GmbH

Award Description:

CBS University of Applied Sciences/ CBS International Business School GmbH was recognized by WirtschaftsWoche as the “Best Digital Education Provider” in 2025. The ranking is based on an independent consumer survey conducted by the rating agency ServiceValue, drawing on the experiences of more than 11,000 real users and students. At the core of the evaluation is the high level of satisfaction with the university’s digital educational offering. Particular emphasis is placed on the hybrid teaching concept, which combines digital learning phases with on-campus classes, thereby enabling flexible and practice-oriented further education.

CBS University of Applied Sciences VPH Innovation Award 2025

Granter: Verband der Privaten Hochschulen e.V.

Grantee: Anja Karlshaus & Malgorzata Zmuda

Award Description:

CBS Wins the VPH Innovation Award 2025

CBS International Business School has been honored with the VPH Innovation Award 2025 in the category Teaching, Didactics & Student Experience.

The award-winning project, the Multinational Action Learning Academy (MALA), impressed the jury with its innovative and practice-oriented approach to fostering international learning experiences. MALA connects students, academic staff, and industry partners across national borders through real-world business projects, thereby creating a new dimension of active international learning.

As CBS President Prof. Dr. Anja Karlshaus stated:

“International cooperation, active learning, and social relevance—this is exactly what MALA represents. The VPH Innovation Award is a meaningful recognition of the commitment shown by our entire teaching team, our students, and our partners. For us at CBS, this award demonstrates that excellent teaching can extend far beyond the classroom when it is developed collaboratively.”

This recognition reflects the contribution of the entire project team, the participating students, and the partner companies involved.

According to the Association of Private Universities (Verband der Privaten Hochschulen, VPH), the VPH Innovation Award was established in 2024 on the occasion of the association’s 20th anniversary. It is awarded annually to projects that help shape the future of higher education through creative approaches, digital solutions, and forward-looking concepts.

The initiative is directed at lecturers, researchers, and higher education stakeholders who demonstrate a high degree of innovative capacity, whether through the development of new learning formats, the application of modern technologies, or practice-oriented research and transfer projects. Its purpose is to promote excellence and progress within the higher education sector and to make exemplary ideas more visible.

To reflect the diversity of innovative higher education initiatives, the award is presented in two main categories:

Teaching, Didactics & Student Experience

This category recognizes projects characterized by new didactic approaches, digital teaching formats, or particularly effective learning methods.

Research, Innovation & Higher Education Development

This category recognizes projects that combine research and practice in innovative ways, whether through applied research, interdisciplinary collaboration, or creative forms of knowledge transfer.

Source: <https://private-hochschulen.net/innovationspreis>

Educator Recognition

At CBS University of Applied Sciences, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support

Teaching Voices

The following statement demonstrates ways in which educators at CBS University of Applied Sciences support sustainability and responsible management in their classrooms.

Teaching Voice Wulf-Peter

Simulations and Role Plays in Sustainability

How do we limit the extent of climate change to significantly less than 2°C, ideally not more than 2.5°C? This has been the question students evaluated using the simulation tool EN-ROADS of Climate Interactive and MIT Sloan in various lectures, international weeks and even in exams. The simulation tools enables students to test themselves different climate policies and actions such as CO2 pricing, introducing nuclear fusion, subsidizing renewable energy, increasing efficiency, banning fossil infrastructure or engines, behavioral changes, carbon removal und many more. The tool shows the effectiveness and interdependencies, social co-benefits and challenges. In a role play each student has taken over the role of different stakeholders in UN Climate Summit negotiations, including different countries, NGOs but also industry.

This tool enabled deeper learning by bringing collaboration/relationship-centered and critical as well as system thinking in sustainability to live in an experimental way

The students understand the trade-offs and dilemmas, difficulties of each role and real world challenges to responsible management decisions. The role plays help them to reflect on their own perspectives, understand how important stakeholders are in decision-making and especially they understand global challenges around sustainability. Discussions are always engaging but respectful – differentiating between role and person.

From my perspective, this experimental learning enriches the student engagement, their creative thinking through scenario development, and structured reflection what are all key components of responsible management education. Altogether a more comprehensive learning experience is achieved that balances theoretical understanding with practical application. The positive feedback inspired me to use this simulation tool in more lectures as well as other set-ups.

Barriers to Innovative Curriculum

In 2025, CBS University of Applied Sciences identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Budgetary limitations
- ❖ Curriculum inertia
- ❖ Scalability issues

- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, CBS University of Applied Sciences identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Budget constraints
- ❖ Limited interdisciplinary teaching approaches
- ❖ Scalability issues
- ❖ Student engagement concerns



Research

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

How We Define Research

At CBS University of Applied Sciences, research means more than theory: our projects combine academic excellence with social relevance. Whether it's digitalization, sustainability, or economic issues – we develop answers to today's and tomorrow's challenges. With an interdisciplinary approach and strong practical orientation, we create knowledge that makes an impact – in teaching, business, and society.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, CBS University of Applied Sciences was awarded funding for research that is:



Local



Regional



National



International

Socializing Research

In 2025, CBS University of Applied Sciences contributed research findings to:

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

Research Projects

In 2025, CBS University of Applied Sciences reported 1 research project that implemented responsible or sustainable activities.

CBS University of Applied Sciences DRIVE - Digital, Regional, Innovative, Connecting, Engaged – Inter-municipal Collaboration for Successful Mobility Solutions in Rural Areas

Period Covering: May, 2025 - April, 2028

Department: Awareness Concept for Users | Alliance Management and Coordination

The DRIVE project develops an innovative regional mobility concept. Its goal is to define the requirements for an operational mobility solution by involving regional stakeholders and applying a participatory research approach.

The key topics include:

- Requirements analysis
- Planning concept for mobility and digitalization
- Awareness-raising and digital skills
- Pilot operation
- Inter- and intra-municipal reuse concept

A special focus is placed on regional mobility, user orientation, and transferability to other municipalities.



Research Awards

In 2025, CBS University of Applied Sciences was awarded 1 research award for responsibility- and/or sustainability-related research.

Best Practice-Based Research Award (2nd Place)

Granter: European Association for Practitioner Research on Improving Learning (EAPRIL)

Grantee: Kerstin Helker-Schlotmann, Isabelle Reymen, Miguel Bruns, Jan D. Vermunt

Award Description:

Annual award granted at the Conference of the European Association for Practitioner Research on Improving Learning (EAPRIL):
<https://www.eapril.org/awards>

Research Presentations Related to RME and/or Sustainability

In 2025, CBS University of Applied Sciences gave 1 research presentation related to RME and/or sustainability.

TRUST FINANCE: An Erasmus+ funded novel project on sustainable finance for transnational and transdisciplinary students

Authors: Laxmi Remer, CBS University of Applied Sciences, Cologne, Germany | Emma Robinson, TU Dublin, Dublin, Ireland | Keith Sunderland, TU Dublin, Dublin Ireland | Maria Nemilentseva, LUT, Lappeenranta, Finland | Hans-Jörg von Mettenheim, IPAG Business School, Paris, France

Date of publication: January, 2025

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

Department: Economics | International Affairs and Diversity

In an effort to advance higher education in the context of sustainability and sustainable development, TRUST Finance represents a novel transnational and transdisciplinary Erasmus+ project in the field of Sustainable Finance. Within the project framework, innovative teaching and learning methods, including peer teaching, the flipped classroom model, and challenge-based learning, were adapted to support the achievement of the project objectives.

The transnational consortium consisted of IPAG (Paris, France), CBS (Cologne, Germany), LUT (Lappeenranta, Finland), and TUD (Dublin, Ireland). The transdisciplinary student cohort included participants from engineering, finance, and management backgrounds.

The Sustainable Finance course was structured into three components: an introduction to sustainability and finance, an in-depth focus on Sustainable Finance, and an ESG challenge, in which gamification was used to support collaborative work on sustainable finance dilemmas. In addition, an open-access ESG database was developed over the course of the project.

The project was positively received by students across the partner universities, as well as by industry representatives participating in the project's multiplier events.

The course and all materials developed within the project are available not only to higher education institutions seeking to integrate them into their own programs, but also to companies interested in providing executive education in the field.

The project was completed in November 2024.



Publications Related to RME and/or Sustainability

TRUST FINANCE: An Erasmus+ funded novel project on sustainable finance for transnational and transdisciplinary students

Authors: Laxmi Remer, CBS University of Applied Sciences, Cologne, Germany | Emma Robinson, TU Dublin, Dublin, Ireland | Keith Sunderland, TU Dublin, Dublin Ireland | Maria Nemilentseva, LUT, Lappeenranta, Finland | Hans-Jörg von Mettenheim, IPAG Business School, Paris, France

Date of publication: January, 2025

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

Department: Economics | International Affairs and Diversity

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The project was completed in November 2024.



Enhancing Social Sustainability in Automotive Supply Chains: A Framework for Effective Grievance Mechanisms

| [DOI](#)

Authors: Prof. Dr. Wulf-Peter Schmidt | Laura Marx

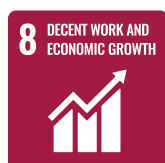
Date of publication: June, 2025

Presented at: International Journal of Supply Chain Management | IPRJB

Department: International Business | Management | Marketing | Economics

Purpose: The automotive industry operates within complex, globalized supply chains characterized by multi-tiered structures and extensive outsourcing, often lacking visibility and accountability for potential human rights violations. Increasingly, regulatory frameworks place explicit obligations on original equipment manufacturers (OEMs), including the requirement to install an effective grievance mechanism along the supply chain. This paper explores how grievance mechanisms can be integrated into automotive supply chain practices to strengthen social sustainability.

Methodology: A qualitative approach was employed, and expert interviews were conducted with a diverse group of stakeholders from the automotive industry, non-governmental organizations (NGOs), regulatory bodies, suppliers, and unions to provide a well-rounded view of grievance mechanisms in supply chains. The data was analyzed by employing Kuckartz's qualitative content analysis with MAXQDA software to systematically code and identify key themes critical for an effective grievance framework.



Life Cycle Assessments and Life Cycle Costing: Fundamentals of Comprehensive Sustainability Assessment Using the Example of Car Production

Authors: Prof. Dr. Wulf-Peter Schmidt

Date of publication: March, 2025

Presented at: Forum Nachhaltiges Wirtschaften

Department: Management | Business Analytics

Sustainability begins with analysis and ends with clear decisions: using the automotive industry as an example, the article shows why a holistic view of the environmental impacts across the entire life cycle of products is essential. It becomes clear that electromobility has the edge not only ecologically, but also economically. However, for genuine transformation, social aspects and external costs must also be taken into account consistently.



Movement-Based Cognitive Enhancement in Nursing Homes | [DOI](#)

Authors: Karin Almer | Rebekka Lenz | Dennis Hamacher

Date of publication: December, 2025

Presented at: Thieme | B&G Bewegungstherapie und Gesundheitssport

Department: Health Research and Therapeutic Sciences

This study developed and evaluated a movement-based cognitive training program for older adults living in nursing homes. Using a participatory approach, researchers collaborated with nursing home staff and residents to design tailored exercise programs that combined physical activity with cognitive stimulation. The intervention was implemented over ten weeks in four nursing homes and evaluated through a quasi-randomized controlled trial. Outcomes included executive functions, fear of falling, mobility, and health-related quality of life. The findings demonstrated significant improvements in executive functioning and reduced fear of falling among participants in the intervention group. Although improvements in mobility were not statistically significant, participants reported clinically relevant gains in health-related quality of life. The process evaluation confirmed that the program was feasible and well accepted in routine care despite challenges such as staffing shortages and varying care needs. The study concludes that movement-based cognitive interventions can effectively promote cognitive health, self-efficacy, and quality of life among older adults in residential care while providing a practical model for implementation in nursing home settings.



Between AI and Culture: Which Human Skills will make the Difference Tomorrow - AI.MAG 05-2025

Authors: Bernd Wallraff | Felix Brossmann

Date of publication: December, 2025

Presented at: AI.MAG AI TECH MAGAZINE FOR BUSINESS AND CULTURE

Department: Economics | AI

Artificial intelligence (AI) is rapidly transforming organizational decision-making, workflows, and productivity. While much of the current debate focuses on technological capabilities, this article argues that the decisive factor for sustainable value creation lies at the intersection of AI, leadership, and organizational culture. Based on current empirical studies, interviews with executives, CIOs, and technology experts, as well as practical observations from leadership development and consulting projects, the article examines which human skills will make the difference in AI-enabled organizations. It proposes a structured framework of cognitive, interpersonal, and strategic leadership competencies that are becoming increasingly critical as AI systems take over routine tasks and augment managerial decision-making. The analysis highlights that AI does not replace leadership, but rather raises the level of leadership maturity required. Judgment, critical thinking, ethical responsibility, learning agility, and the ability to integrate technological insights into coherent value narratives emerge as central future skills. The article concludes with concrete recommendations for leadership development, governance, and organizational learning architectures to ensure that AI adoption is not only efficient, but also culturally effective and sustainable. This contribution is intended for scholars, HR professionals, and practitioners interested in AI leadership, future skills, and the human side of digital transformation.



Teaching research methods in a business school: Reflections of an instructor on students' difficulties

| [DOI](#)

Authors: Irina Ervits

Date of publication: December, 2025

Presented at: The International Journal of Management Education

Department: Economics, Competitiveness & Empirical Research

This article is a result of reflection on teaching a course entitled “Empirical Research Methods” in a two-year master’s program in a business school in Germany. The purpose of this article is to increase awareness about the difficulties students experience in research methods training. I rely on autoethnography and ethnographic content analysis to reflect on students’ performance through the lens of constructivist theory. Following the constructivist view of the learning process, the emphasis should be placed on practical exercises often performed in groups. Most importantly, this paper contributes by emphasizing that research methods training must be integrated into the business school curriculum on a more systematic and consistent basis when students have multiple opportunities to engage in a full cycle of a research project over the course of their studies. This insight is a result of a systematic analysis of autoethnographic data and based on unique but extensive personal experience and reflections.



Navigating the gerontechnological frontier: Innovations and challenges in the care field

| [DOI](#)

Authors: Belkais, Kebir | Barczik, Kristina

Date of publication: May, 2025

Presented at: Gerontechnology Design technology and environment for independent living and social participation of older persons in good health, comfort, and safety. | Scope of Gerontechnology Health, housing, mobility, communication, leisure, and work

Department: Health Education

Kebir and Barczik (2025), in *Gerontechnology* 24(1), present a systematic literature review on the current state of gerontechnology in the field of care. The point of departure is demographic change: by 2050, approximately 41% of the German population, equivalent to around 24 million people, is expected to be aged 65 and older. Technological innovations have the potential to transform elderly care by providing solutions tailored to the diverse needs of older adults, ranging from support in everyday life to the monitoring of health data.

Methodologically, the article follows the PRISMA framework. The literature search was conducted in PsycInfo, PubMed, IEEE Xplore, and CINAHL for the period from January 2022 to December 2023. Out of 1,504 records, 52 publications were included after the application of predefined inclusion and exclusion criteria.

The findings point to ethical issues relevant to care practice (n=4) and allow for a systematization of gerontechnologies along key technology clusters: remote monitoring and fall detection (n=12), usability evaluation (n=10), self-perception and acceptance (n=9), ambient assisted living (n=9), and robotics and smart homes (n=8).

The analysis highlights complex barriers that hinder the broad acceptance and effectiveness of gerontechnologies, including implementation barriers, the digital competencies of older adults, inequalities in access to technology, and ethical concerns such as loss of autonomy and data privacy. The article was produced within the BMFTR project *ZukunftAlter – Future Technologies for Successful Ageing in Rural Areas*.



Organizational responses to non-financial reporting legislation in Germany and Poland—Qualitative study and explanatory framework

| [DOI](#)

Authors: Marion Festing | Alexandra Ballnat | Maria Aluchna | Leszek Bohdanowicz | Ewa Jastrzębska | Maria Roszkowska-Menkes | Ihar Sahakiants | Thomas Steger

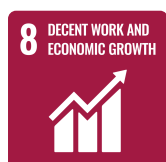
Date of publication: June, 2025

Presented at: European Management Journal

Department: Human Resource Management and Intercultural Leadership | Department of Management Theory | Department of Strategy and Value-Based Management | Department of Public Policy | International Human Resource Management | Leadership and Organization

Although the European Non-financial Reporting Directive (Directive 2014/95/EU) aims primarily to increase the transparency of non-financial reports, it is also suggested that it will impact organizational practices, especially with regard to corporate governance and human resource management (HRM), in European Union (EU) member state companies. Considering the scarcity of research on the effects of non-financial reporting (NFR), especially taking into account potential influences of country-context factors, our qualitative comparative study aims at explaining the similarities and differences of the impact of mandatory NFR on organizational practices in two EU member states, Germany and Poland.

While we find many similarities, country-specific factors account for differences in the way NFR is carried out, highlighting the need for contextualization. In particular, the countries' individual reporting histories, as well as the varying levels of intensity relating to talent scarcity and societal debates about sustainability issues, greatly influence organizational responses to mandatory NFR. We suggest an explanatory framework that will contribute to better understanding of organizational responses to NFR-related EU directives while considering country context. We further propose that the institutional mechanisms illustrated in our framework may restrict means–ends decoupling, that is, NFR serving as an end in itself and not as a means of enhancing sustainability performance. Finally, future avenues for investigating the effects of mandatory NFR on both organizations and their environments are proposed.



A framework for capturing student learning in challenge-based learning | [DOI](#)

Authors: Helker, Kerstin (now Helker-Schlotmann), | Bruns, Miguel | Reymen, Isabelle M. | Vermunt, Jan D.

Date of publication: February, 2024

Presented at: Sage Journals

Department: Educational Science

Responding to calls for more future-oriented teaching and learning, an increasing number of institutions of higher education have recently implemented challenge-based learning (CBL). Through work on open-ended and real-life challenges, CBL aims to stimulate students to take the lead in their own learning, acquire and apply knowledge relevant for responding to the challenge and developing disciplinary and transdisciplinary skills. Prior research on student learning has suggested multiple advantages of such active involvement of students in their learning, which calls for integrating these insights into emerging CBL research. This paper therefore presents a framework for capturing the conditions, process and outcomes of student learning in challenge-based learning, paying specific attention to the distinct levels (microlevel or course context, mesolevel or institutional context and macrolevel or university, societal, local, national or international context) and content (social, physical, and formal) of the context in which CBL takes place. Use of the proposed framework is investigated with data from interviews with eight teachers experimenting with CBL in their courses. The analyses show that the framework is useful for capturing all aspects teachers consider and mention as relevant in implementing CBL courses. The data furthermore suggest interactions between some parts of the framework that need to be examined in future research.



How to capture student learning in challenge-based learning – a proposal for a longitudinal study. In European Association for Practitioner Research on Improving Learning: Conference Proceedings 2024

Authors: Helker, Kerstin (now Helker-Schlotmann) | Bruns, Miguel | Reymen, Isabelle M. | Vermunt, Jan D

Date of publication: March, 2025

Presented at: National or international issue or theme-specific conference | European Association for Practitioner Research on Improving Learning

Department: education science

Recent years have seen increasing calls for a more modern and flexible university education that prepares students for an increasingly complex and ambiguous world. As an educational concept responding to such calls, Challenge-Based Learning (CBL) has been implemented by an increasing number of higher education institutions. CBL puts students in the lead of their own learning, working

on authentic and real-life challenges, collaborating with other learners and stakeholders to define learning and working goals. Research systematically exploring student learning processes in CBL and specifically student learning outcomes however remains scarce. In a pilot study, we therefore explored the learning gains CBL alumni reported to have taken away from a CBL learning experience. Participants reported many advantages of CBL and having acquired a broad number of personal and professional skills, but also named disadvantages of CBL learning processes. Therefore, we present a proposal for a longitudinal study of student learning in CBL in the second part of the paper. This longitudinal study should follow students on their path through higher education, capturing their learning process, perceptions of the CBL learning environment, and learning gains during each CBL course they encounter. This would allow us to get a better understanding of how CBL learning experiences affect student learning in other (both CBL and non-CBL) courses and foster the development of most beneficial conceptions of learning as well as processing and regulation strategies.



Integrated Sustainability | [DOI](#)

Authors: Prof. Dr. Wulf-Peter Schmidt | Prof. Dr. Anja Karlshaus | Prof. Dr. Alexander Hiller | Prof. Dr. Barbara Schnieders | Prof. Dr. Brigitta Herrmann | Prof. Dr. Christian Dechêne | Prof. Dr. Hanno Martens | Prof. Dr. Hans-Gerd Servatius | Hermann Heinrichs | Prof. Dr. Laxmi Remer | Prof. Dr. Monika Söndgerath | Prof. Dr. Nils Finger | Prof. Dr. Rolf Ibal

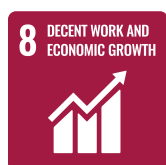
Date of publication: July, 2025

Presented at: Regional or local academy of management

Department: Human Resource Management | Management | Economics | Technical Sustainability Management | Digital Project Management | General Management | Business Operations | Business Psychology | European Policy | Globalization | Ethics | Development Policies | Logistics Management | Supply Chain Management

In a world increasingly marked by ecological tipping points, social unrest, and global uncertainty, the call for sustainability as a guiding principle in science and management is more urgent than ever. The Center for Advanced Sustainability Management (CASM) at CBS University of Applied Sciences has published a new White Paper that explores the integration of sustainability across all areas of business and academia. Drawing on interdisciplinary expertise from professors across CBS, the paper takes a holistic view of sustainability challenges and solutions —from raw material extraction to circular economy practices, from corporate strategy to day-to-day operations across economic sectors and functions. Key topics include: - Cross-sectoral sustainability challenges - Interdisciplinary

management perspectives - Practical relevance along the entire value chain - Alignment with the UN Sustainable Development Goals In times where the relevance of sustainability is questioned by shifting political agendas, this publication reaffirms: Sustainability is not an isolated, out-dated trend. It's a necessity and it is and has to be integrated in every activity. Co-authors Prof. Dr. Wulf-Peter Schmidt, Prof. Dr. Alexander Hiller, Prof. Dr. Anja Karlshaus, Prof. Dr. Barbara Schnieders, Brigitta Herrmann, Prof. Dr. Christian Dechêne, Hanno Martens, Prof. Dr. Hans-Gerd Servatius, Hermann Heinrichs, Laxmi Remer, Monika Söndgerath, Prof. Dr. Nils Finger, Rolf Ibald for your great contributions



The Interplay between Social Media Addiction and Psychological Needs: Exploring the Relationship & Implication among Gen Z

| [DOI](#)

Authors: Prof. Dr. Mehran Najmaei | Romy Tirado

Date of publication: May, 2025

Presented at: Asian Research Journal of Arts & Social Sciences

Department: Business Psychology; Generation Z; social-media behavior; digital well-being

This study examined the relationship between social media addiction and the psychological needs of Generation Z, with particular attention to social connectedness, mood enhancement, and compulsive checking behavior. The research adopted a deductive, quantitative approach and collected data from 278 Generation Z participants through an online survey using convenience sampling. Structural equation modeling was applied, and the collected data were analyzed using PLS-SEM in SmartPLS. The findings indicated positive relationships between the duration of social media use and feelings of connectedness, as well as improvements in mood following social media engagement. Moreover, receiving social media notifications was associated with compulsive checking behavior, illustrating the potentially addictive nature of digital-platform use. The research therefore highlighted the dual role of social media: it helped satisfy psychological needs for connection and emotional support while also encouraging repetitive behaviors that could negatively affect users' well-being. The study contributed to a better understanding of Generation Z's digital behavior and provided a basis for developing digital-literacy initiatives, well-being interventions, and more responsible approaches to the design and management of social media platforms.



VR and AR for optimization of packaging sample processes in the food procurement process

| [DOI](#)

Authors: Prof. Dr. Nils Finger – Professor for Supply Chain Management,
CBS University of Applied Sciences | Nils Brehme, M.A. – CBS alumnus, currently a project
manager in food retail

Date of publication: November, 2025

Presented at: National or international issue or theme-specific conference | Inderscience |
International Journal of Procurement Management

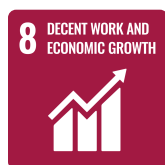
Department: Supply Chain Management

The study examines how Virtual Reality (VR) and Augmented Reality (AR) can improve the packaging sampling process in the German food retail sector—a process step that has so far relied on the physical shipment of packaging samples and is therefore time-, cost-, and resource-intensive. The analysis is based on eight semi-structured expert interviews with specialists from consulting, retail, technology development, trade associations, and manufacturing. The data were evaluated using Mayring's structured qualitative content analysis based on a deductive category system.

The central finding is that the fundamental applicability of both technologies is confirmed; however, they are seen primarily as a complement rather than a full replacement for physical samples, with the lack of haptic experience remaining the decisive limitation. Above all, upstream phases such as design, material selection, layout development, and the review of legal requirements can be virtualized. This reduces the need for physical iteration loops and lowers procurement time, transport effort, and material consumption for samples.

The respondents identify particular potential for promotional products, emotionally charged product categories, and digital shelf placement at the point of sale.

The study further identifies several prerequisites for implementation: 3D data competence on the supplier side, suitable hardware and software, employee training, and active change management. In addition, it discusses implications for the professional role of buyers—toward more location-independent, digital, and project-oriented work—as well as risks such as overly polished digital sample representations and the loss of personal supplier relationships.



The trade-off between convenience and privacy: Sharing personal data with intelligent vehicles in exchange for convenient driving

| [DOI](#)

Authors: Prof. Dr. Irina Ervits, Study Dean of Finance, Professor of Economics, Competitiveness & Empirical Research | Prof. Dr. Julia Maintz, Professor of Internet Economics and International Management, both CBS University of Applied Sciences, Cologne, Germany

Date of publication: June, 2025

Presented at: National or international issue or theme-specific conference | Entertainment Computing

Department: Economics, Competitiveness & Empirical Research | Internet Economics and International Management

This research focuses on the trade-off between data privacy and the convenience of using modern, built-in automobile infotainment systems as a precursor to intelligent vehicles. The research approach involves a survey with experimental elements. Various dimensions of consumers' 'convenience of use' and 'openness to sharing data' were identified via focus groups and incorporated into the survey of a sample of young consumers. The conceptual model was tested using structural equation modeling in SmartPLS 4. The main finding is the positive relationship between 'convenience of use' and 'openness to sharing data' implying the willingness of young consumers to forgo privacy concerns in exchange for higher levels of perceived convenience. The warning given to the experimental group about the potential risk to data privacy did not solicit the expected response, as both the experimental and the control groups were equally willing to exchange their personal data for the convenience of using modern infotainment systems. The main contribution of this empirical study is in pursuing a nomological framework to conceptualize and develop an original scale for the 'convenience of use' and 'openness to sharing data' constructs.



Factors influencing the choice of preventive care products – lifestyle, sustainability and scientific evidence

Authors: Prof. Dr. Peter Hahner (M.Sc.) | Lisa Konzack (B.Sc.)

Date of publication: May, 2025

Presented at: National or international issue or theme-specific conference | Prophylaxe Journal

Department: Clinical Periodontology | Prevention Management

Background: The number of people following vegetarian and vegan lifestyles is rising steadily.

At the same time, awareness of sustainability is increasing. These developments should influence future patient advice on dental hygiene products. The aim of this study is to expand our understanding of factors influencing the selection of oral hygiene products.

Methods: To investigate these relationships, an online survey was conducted over a period of four weeks. The sample comprised 297 participants with different dietary patterns. Using descriptive statistics and chi-square tests, correlations between lifestyle, sustainability awareness and preferences in the choice of products were analyzed. Effect sizes were calculated using Cramér's V and Cohen's h.

Results: The choice of preventive dental care products is influenced more strongly by environmental and ethical considerations, in particular sustainability, has the greatest influence on the purchasing decision, even though the difference is only slight. Differences in product preferences between different dietary styles could not be confirmed. Price and brand trust were found to be equally important factors in consumers' decision-making processes.

Conclusion: The results underscore the relevance of patient-centered advice that takes into account both environmental values and scientific evidence on the effectiveness of the products in the prevention of oral diseases.



The effect of curcumin on the healing after non-surgical periodontal treatment

Authors: Prof. Dr. Peter Hahner (M.Sc.) | Elisabeth Golth (B.Sc.)

Date of publication: April, 2025

Presented at: Prophylaxe Journal

Department: Prevention Management | Clinical Periodontology

Background: In addition to mechanical subgingival debridement, a range of therapies are under discussion, e.g. antibiotics and antiseptics have been shown to be effective for certain indications. However, these are associated with systemic side effects and the development of resistances. Curcumin could be of interest due to its anti-inflammatory, antioxidant and antibacterial properties, while also meeting the desire of many patients for plant-based preparations. The aim of this study is to determine the effect of curcumin on the healing of periodontitis.

Methods: A systematic literature review was carried out to address the research question, which ultimately identified 11 clinical studies. Due to the heterogeneity of the study designs, only an in-depth qualitative analysis of the studies could be conducted; the conditions required for a meta-analysis were not met.

Results: The use of curcumin results in further reduction of probing depths and additional clinical attachment gain in most of the studies, however, this effect is not statistically significant in all cases.

Conclusion: Curcumin can be used in periodontal pockets following mechanical subgingival therapy; no side effects have been reported.

Further research with comparable study designs and methodology is required to provide a definitive answer to this question.



The Impact of Organizational Support and Individual Green Values on Pro-Environmental Behavior in the Workplace

| [DOI](#)

Authors: Paula Marie Schlapp | Stefan Schwarz | Céline Rojon

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference | Corporate Social Responsibility and Environmental Management

Department: Business Psychology | CSR | Sustainability

Employees who voluntarily behave pro-environmentally are highly valuable for companies seeking to reduce their environmental footprint. This study investigates whether employees are more inclined to show organizational citizenship behavior directed toward the environment (OCB-E) when either perceiving organizational support toward the environment (POS-E) (hypothesis 1) or when scoring high on individual green values (IGV) (hypothesis 2). Furthermore, and this is the main focus of the paper, it is examined whether the relationship between POS-E and OCB-E is moderated by employees' individual green values (IGV) (hypothesis 3). Findings from a quantitative online survey (N = 380) measuring OCB-E, POS-E, and IGV confirmed that POS-E and IGV significantly, positively influence OCB-E, supporting the hypothesized relationships. Conversely, the hypothesized moderation effect could not be supported by the data. These insights contribute to the extant discourse on pro-environmental behavior within organizations by emphasizing the importance of organizational support in promoting OCB-E. We further offer practical implications for managers and organizations, such as

implementing green recruitment and selection processes and offering training courses or development programs for fostering OCB-E for both regular employees as well as those with leadership responsibilities.



A New Paradigm for the EU's Global Trade Strategy: Ethical Global Trade and the Economy for the Common Good

Authors: Felber, C. | Herrmann, B. | Knirsch, J.

Date of publication: October, 2025

Presented at: Regional or local issue or theme-specific conference | Center for Advanced Sustainable Management (CASM)

Department: Globalization | Development Policies | Ethics | Center for Advanced Sustainable Management

In this Working Paper a new international trade order is proposed which is perfectly in accordance with the United Nations Sustainable Development Goals and with the other shared values of the international community embedded in the UN agreements and declarations. Sustainable development, human and labor rights, food sovereignty, climate and biodiversity protection, tax justice and fair distribution, cultural diversity, gender justice, and peaceful international cooperation are the goals which shall be pursued also through the international trade order. That is why it is called a United Nations Ethical Trade Zone. The EU is suggested to take the lead together with other interested countries in implementing this new ethical trade order oriented toward the global common good.



Employee Well-being in a Hybrid Working Environment: The Role of PERMA and Leadership Styles

| [DOI](#)

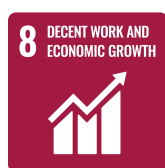
Authors: Anne Potthast (CBS University of Applied Sciences, currently Consultant at c.con Management Consulting GmbH) | Céline Rojon (CBS University of Applied Sciences) | Olivier Fuchs (TH Köln – University of Applied Sciences)

Date of publication: November, 2025

Presented at: National or international issue or theme-specific conference | Journal of Business, IT, and Social Science (BITS)

Department: PERMA model; transformational leadership; servant leadership; positive leadership; well-being; hybrid work

The increasing prevalence of hybrid work has created new opportunities and challenges for employee well-being, making it essential to understand the organizational factors that support healthy and sustainable work environments. This study examines the relationship between the PERMA model (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment), leadership styles (transformational, servant, and positive leadership), and employee well-being in hybrid work settings. Using survey data from 302 employees in Germany with experience in hybrid work, the study finds that all five PERMA dimensions are positively associated with employee well-being. Among the leadership approaches examined, servant leadership demonstrates the strongest positive relationship with employee well-being. These findings provide empirical evidence on how leadership behaviors and positive organizational practices can contribute to supportive hybrid work environments. The study offers implications for organizations seeking to develop evidence-informed leadership and workplace practices that foster employee well-being in the evolving world of work.



Evaluation and information platform for enhancing the sustainability of packaging solutions

| [DOI](#)

Authors: Marius Martin | Amira Amin | Prof. Dr. Rolf Ibalde | Franziska Lechky | Dr. Namrata Pathak | Prof. Dr. Kai Sparke | Prof. Dr. Monika Söndgerath | Peter Steinkuhl | Konstantin Struth | Rahel Symanzik | Ayla Yildiz | Prof. Dr. Judith Kreyenschmidt

Date of publication: November, 2025

Presented at: National or international issue or theme-specific conference | Müll und AbfallFachzeitschrift für Kreislauf- und Ressourcen- wirtschaft

Department: Logistics Management | Sustainability of Packaging

The article presents the evaluation and information platform that was developed. The distinctive feature of the platform is that it is a holistic, standardized tool that makes it possible to assess the sustainability of packaging while taking into account its impact on food waste and the supply chain. The article first addresses existing tools and, on that basis, explains the developed tool, the technology used, and the algorithm applied to evaluate sustainability. It also introduces the consumer platform, which provides information on the sustainability of different types of packaging in order to increase their acceptance and create incentive systems for purchasing decisions. This also includes

the presentation of educational videos. In addition, the development of the standard is illustrated, which makes it possible to comprehensively certify the sustainability of packaging in specific fields of application over the long term.



Artificial intelligence attitudes and resistance to use robo-advisors: exploring investor reluctance toward cognitive financial systems

| [DOI](#)

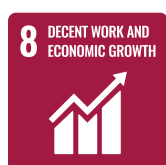
Authors: Balraj Verma | Mike Schulze | Divya Goswami | Kamal Upreti

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference | Frontiers in Artificial Intelligence

Department: Controlling, Accounting and Financial Management / Artificial Intelligence, Digital Finance and FinTech

This empirical study investigates resistance to financial robo-advisors among retail investors in India using Innovation Resistance Theory. Based on data from 409 investors and structural equation modeling, the study examines functional and psychological barriers to the adoption of AI-based financial advisory services and the moderating role of attitudes toward artificial intelligence. The results show that perceived complexity, data privacy risk, overconfidence bias, image barriers and particularly inertia increase resistance, whereas the value barrier is not significant. Resistance, in turn, negatively affects both intentions to use and recommend robo-advisors. Positive attitudes toward AI mitigate some barriers, including inertia, overconfidence and data privacy concerns. The findings provide implications for financial institutions, technology developers and policymakers regarding transparency, data protection, digital literacy, user-centered design and responsible adoption of AI-enabled financial services.



Voluntary Sustainability Reporting for SMEs: How the Voluntary Sustainability Reporting Standard for Non-Listed SMEs (VSME) Can Create New Perspectives and Opportunities

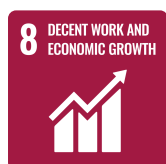
Authors: Mike Schulze

Date of publication: February, 2025

Presented at: National or international issue or theme-specific conference | RETHinking Finance

Department: Controlling, Accounting and Financial Management / Sustainability Reporting and SME Management

The article examines the Voluntary Sustainability Reporting Standard for Non-Listed SMEs (VSME) developed by EFRAG and its potential role in supporting sustainability reporting by small and medium-sized enterprises. It discusses the particular challenges SMEs face due to limited resources, growing information requests from customers, investors and lenders, and increasing sustainability requirements throughout supply chains. The article explains the structure and key disclosure requirements of the VSME and outlines a practical implementation process. It also provides recommendations for SMEs, including establishing responsibilities, improving ESG data management, using pilot projects, developing employee competencies, engaging stakeholders and progressively integrating sustainability into corporate strategy. The VSME is presented not only as a reporting framework but also as a potential catalyst for more systematic sustainability management in SMEs.



Empowering the Future of Finance: The 2025 IMA Competency Framework and its Strategic Shift

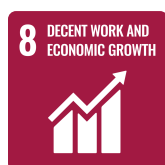
Authors: Mike Schulze

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference | Controller Magazin

Department: Controlling, Accounting and Financial Management / Professional Competencies, Digital Transformation and Sustainable Finance

The article analyzes the expanded 2025 Institute of Management Accountants (IMA) Competency Framework and its implications for the future role of management accounting and finance professionals. The revised framework responds to technological, regulatory and societal developments by incorporating competencies in emerging technologies, data analytics, cybersecurity and data privacy, digital transformation, sustainable business practices and governance. In addition to traditional finance capabilities, the framework emphasizes professional ethics, leadership and strategic decision-making. The article highlights how competency frameworks can guide professional development, curriculum design, recruitment and organizational capability building and argues that finance professionals increasingly need to combine technological expertise with ethical judgment, sustainability awareness and strategic business partnering.



Approaches to Double Materiality Analysis: SAP's ESRS & Double Materiality Approach

Authors: Ines Löffler | Michael Link | Mike Schulze

Date of publication: February, 2025

Presented at: National or international issue or theme-specific conference | Rethinking Finance

Department: Controlling, Accounting and Financial Management / Sustainability Reporting and ESG Management

The article examines how SAP implemented the requirements of the Corporate Sustainability Reporting Directive (CSRD) and the European Sustainability Reporting Standards (ESRS), with a particular focus on double materiality analysis. It describes the organizational setup of ESG reporting, the six-step process used to assess financial and impact materiality, the integration of sustainability-related impacts, risks and opportunities into corporate reporting and management, and the involvement of international subsidiaries in data collection. Based on SAP's practical experience, the article derives recommendations for companies preparing for CSRD implementation. A central insight is that sustainability reporting should not merely be regarded as a compliance exercise but can serve as an instrument for strategic management, governance and the continuous development of sustainability strategy and business models.



Research Voices

The following statements demonstrate ways in which researchers at CBS University of Applied Sciences bring sustainability and responsible management into their research.

Research Voice Mike

Research and knowledge transfer are central elements of CBS's identity as an application-oriented university and at the same time an important foundation for responsible management education. The objective is not only to generate academic knowledge, but also to bring it into dialogue with business and society and to make it applicable to the solution of current and future challenges. In this context,

CBS combines academic rigor with strong practical relevance and social responsibility, with a particular focus on topics such as sustainable management, responsible digitalization and artificial intelligence, new working environments, as well as the future viability and competitiveness of companies and society.

Research, teaching, and transfer are understood as closely interconnected. Research findings are integrated into teaching, students are involved in application-oriented research and practice projects, and exchange with companies, institutions, and other societal stakeholders generates new impulses for both research and education. In this way, CBS aims not only to equip students with up-to-date knowledge, but also to enable them to critically reflect on economic decision-making and to help shape it responsibly.

CBS sees a particular connection to Sustainable Development Goals 4 “Quality Education,” 8 “Decent Work and Economic Growth,” 10 “Reduced Inequalities,” and 12 “Responsible Consumption and Production,” to the implementation of which the university seeks to contribute through research, research-based teaching, and knowledge transfer. At the same time, interdisciplinary and cooperative research approaches are becoming increasingly important, as complex economic and societal challenges require different perspectives and competences.

The goal is to continuously further develop research and transfer at CBS, strengthen their impact within and beyond the university, and create even closer links between academic knowledge, entrepreneurial practice, and social responsibility.

Research Voice Torsten

What is distinctive about my work is that, from the very beginning of my academic career, I have sought to closely connect practical relevance with theoretical and academic approaches. Precisely because products with impact and a sustainability focus will increasingly require stronger market leverage in the future, marketing is, in my view, of considerable importance in relation to societal issues and sustainability.

At present, I have the opportunity to put this approach into practice particularly within the German Football Bundesliga in my role as a Senior Expert. In cooperation with the clubs, I use data collection and academic analysis as a basis for deriving concrete measures aimed at further expanding and optimizing the clubs’ sustainability activities in the future.

Research Voice Burkhard

As Program Director for Industrial Engineering and Professor of Engineering Sciences, I aim to contribute to enabling students to connect economic questions with technical problems and, above all, with technical solutions. This includes, for example, addressing sustainability aspects in courses such as materials engineering or energy technology, whether by examining the energy demand of different material classes or by using examples that link thermodynamic questions with contemporary energy-related topics, such as building insulation and renewable energy sources.

Energy-related questions also play a significant role in my research area. I am currently working on a paper documenting a forecast-based control strategy for charging electric vehicles with surplus solar power. It can be shown that such model predictive control not only provides greater convenience for users, but also optimizes the self-sufficiency of the respective household.

Research Barriers

In 2025, CBS University of Applied Sciences identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Technology and resource access
- ❖ Time constraints



Partner

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

How We Define Partner

The CBS University of Applied Sciences promotes responsible management education through close collaboration with regional companies, municipalities, and stakeholders from business, government, civil society, and academia. Through dual study programs and targeted talent management, it supports organizations in attracting qualified professionals early and jointly developing future-oriented solutions.

Institutional Partnerships

- ❖ Partner universities with BIPs and COILs
- ❖ FIBAA
- ❖ IACBE
- ❖ Stiftung Akkreditierungsrat
- ❖ Local institutions and associations
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ University Councils

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 3 key partnerships at CBS University of Applied Sciences.

Cooperation between CBS University of Applied Sciences and City of Solingen "Nature and Environment Service, Sustainability, Climate Protection, and Climate Adaptation Division"

Within the PRME-related collaboration, a well-established partnership of CBS University of Applied Sciences with the City of Solingen has developed over the past several years, encompassing event organization, practice-based integration, network-building, and substantive contributions to sustainability-related transformation fields. A central component of this cooperation was the joint organization of event formats, most notably the sustainability festival "Bergisch Länd" in 2023 and 2024. In addition, the institutional anchoring of the partnership is reflected in the integration of practice partners within dual study programs: two dual students are completing the practical phase of their studies with the City of Solingen in the periods 2023 to 2026 and 2024 to 2027, respectively.

Since 2025, CBS has also increasingly served as a place of transformation and as a host venue for network meetings, thereby further strengthening its role as a platform for cross-sector exchange in the field of sustainability. As part of the CBS Sustainability Forum, the City of Solingen contributed through its presence as an exhibitor and through pitches on municipal heat planning and the funded project “Circular.Care Solingen,” which focuses on circular economy approaches in the healthcare sector. At the same time, the cooperation contributes to the implementation of Solingen’s sustainability strategy and the 17 United Nations Sustainable Development Goals. A defining feature of this collaboration is the aim of involving a broad range of stakeholder groups, including companies, the general public, associations, and civic initiatives. Students, faculty, and staff of CBS have been and continue to be actively involved in these formats. Overall, the cooperation has become an established and viable structure and offers clear potential to reach additional target groups for the City of Solingen’s sustainability agenda, particularly those that are otherwise difficult to engage through conventional municipal participation formats, such as companies and students.

Wodociągi Miejski Krakowa S.A. / Kraków University of Economics – Erasmus+ Blended Intensive Program “Multinational Action Learning Academy”

CBS collaborated with Kraków University of Economics, the Hague partner university and the Polish municipal water company within the Erasmus+ Blended Intensive Programm “Multinational Action Learning Academy”. The cooperation combined online introductory lectures, coaching sessions and virtual collaboration with a five-day on-site project in Kraków. Students worked in international and multidisciplinary teams on a real business challenge related to social innovation, sustainable urban water management, business partnerships, business models, sustainability and organizational resilience. Based on primary and secondary research, students developed evidence-based strategic recommendations for the company. The project was supported by company representatives and international academic staff from different disciplinary backgrounds, and the final recommendations were presented at the company’s headquarters.

Center for Advanced Sustainability Management / Regional company in the Cologne-Solingen region – Erasmus+ Blended Intensive Program “Sustainability Project”

CBS University of Applied Sciences, through the Center for Advanced Sustainability Management, implemented an Erasmus+ Blended Intensive Program with a company from the Cologne/Solingen region. The project focused on sustainable innovation, organizational transformation and resilience in response to sustainability challenges, resource constraints, market access requirements and climate-related risks. The blended learning format combined online knowledge-sharing by experts from across Europe, coaching sessions, meetings with industry representatives and teamwork in international, multidisciplinary student groups. Students applied materiality assessments, stakeholder analysis and simplified sustainability assessments to analyze the company’s situation and develop evidence-based

strategic recommendations. The project addressed both business-related and wider sustainability perspectives, including life cycle stakeholder management, sustainable business models and value creation in times of transformational change.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at CBS University of Applied Sciences support sustainability and responsible management education.

Partner Voice Stefanie

Successfully Connecting Practice and Study: Raiffeisen Waren-Zentrale Rhein-Main AG

Our cooperation with CBS University of Applied Sciences is particularly valuable in the context of supervising students in dual study programs. The collaboration is straightforward and constructive. Regular communication with the CBS advisor takes place easily by email and phone, which supports clear coordination between the university, the students, and our company.

For RWZ, the partnership offers the opportunity to connect academic knowledge directly with the practical requirements of our business. Students can apply what they learn in their studies to real professional contexts, while also gaining a deeper understanding of the operational, organizational, and strategic challenges in the agricultural sector.

At the same time, the cooperation allows us to get to know future professionals at an early stage and to support their development together with CBS. This is especially relevant in a changing agricultural industry, where sustainability, responsible action, and qualified professionals are becoming increasingly important.

The partnership with CBS provides a solid basis for addressing these developments. It links academic education, practical experience, and professional growth in a way that benefits students and companies alike.



Practice

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

How We Define Practice

In the context of CBS University of Applied Sciences, “Practice” signifies that values-based action is not merely taught but actively embodied at the institutional level, through transparent governance, equitable resource allocation, sustainable infrastructure, and a culture of accountability embedded across all administrative and operational domains.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

2_CBS_Equal Opportunities_EN_260715

View document  Download document 

Practice Voices

The following statements from stakeholders at CBS University of Applied Sciences demonstrate our commitment to sustainable and responsible practices.

Practice Voice Anika

Collaboration as the Foundation of Responsible University Development

For me, responsibility is expressed above all in the way we collaborate. Wherever different perspectives come together, knowledge is shared, and decisions are prepared transparently, responsible university development can emerge. It is precisely at this interface that my daily work takes place.

I am often the first point of contact for colleagues from the faculty, administration, executive management, and the student parliament (StuPa), and I also support student initiatives. As a result, a wide range of topics, people, and perspectives from across the university come together in my day-to-

day work. I listen, bring people into dialogue, connect the right individuals, and support the development of joint solutions. Precisely because I bring together different perspectives, synergies and ideas often emerge that would remain hidden from the viewpoint of a single department. An essential part of my work consists in further developing information, documents, and processes in such a way that they are centrally accessible, transparent, and understandable for everyone. Consistent structures facilitate collaboration, reduce duplication of work, and create a reliable basis for decision-making. In this way, knowledge can be preserved over the long term, resources can be used effectively, and processes can be continuously improved. For me, this is sustainability in practice: creating structures that do not only function today, but that also strengthen collaboration in the long term.

I support central university committees and university-wide exchange formats such as Faculty Day and the CBS Chat. This work is not limited to coordinating procedures; it also involves fostering cross-functional exchange, identifying potential for optimization, and advancing new ideas collectively. What I find particularly motivating is when an initial idea develops into a joint project through effective collaboration, or when a process improvement noticeably facilitates the daily work of many colleagues.

Another important part of my work is engagement with society. As a representative of CBS in the working group of the Kölner Wissenschaftsrunde, I collaborate with other universities and research institutions to make science accessible to the public and to strengthen dialogue between academia and society. Together, we develop cross-institutional formats such as the Cologne Science Festival, Science at City Hall, Science in Cologne Houses, and the KölnerKinderUni.

In this context, I not only support the KölnerKinderUni within the framework of the Kölner Wissenschaftsrunde, but also coordinate and oversee its implementation at CBS. It provides children with an initial point of access to science, stimulates curiosity, and demonstrates how universities can assume social responsibility and foster enthusiasm for education from an early stage. For me, it is a strong example of how effective partnerships can generate social impact and make science accessible to all.

What particularly motivates me in my work is the trust that others place in me. Many colleagues, lecturers, and students approach me with their questions, ideas, and challenges. This appreciation demonstrates to me how important connecting roles are within a university.

For me, the PRME principles are far more than guidelines. I experience them every day in the way we work together at CBS: through openness, transparency, mutual trust, and a shared commitment to taking responsibility and developing our university in a sustainable way.

Practice Voices Carla

Words Have Weight: Writing Sustainability Honestly

For me, copywriting is a constant negotiation between two instincts: make it compelling and make it true. Nowhere does that tension surface more than when I'm writing about sustainability. Certain words do a lot of heavy lifting. "Carbon-neutral." "Green." "Responsible." They sound reassuring, they

photograph well in a headline, and they're wonderfully easy to drop into a sentence. But sometimes that's exactly the problem. Greenwashing is rarely a bald-faced lie; it's usually just a soft phrase nobody bothered to interrogate.

So, a lot of my job, as I see it, isn't just writing at all. It's questioning. What's actually behind this claim? Is "sustainable" here a fact, or a hope dressed up as one? Could I say this more plainly, instead of letting a nice adjective do the work that evidence should be doing? Some days that means discarding a line I quite liked, because it was promising more than we could back up. Other days it means returning to members of our faculty with more questions before a text is approved.

That extra step costs time, and I've come to think of it as one of the more concrete ways PRME's Practice principle plays out day to day. Responsible management isn't only a matter for strategy documents; it's in the small, unglamorous choices made at a laptop. If you hold copy to the same honesty internally that you'd expect of it externally, value stops being a slogan and starts being a habit. I don't regard my role as simply that of someone who puts words on a page. More often, it is to notice when a sentence sounds a little too convincing, and to pause until it merits that confidence. For me, responsible practice does not begin with a grand strategic gesture. It begins with determining whether a single word is telling the truth.

Continue telling your story

CBS University of Applied Sciences Public Activities

[Link: CBS Blog & News – Articles, Tips on Studying, Career & Innovation](#)

HR Summit at CBS: Diversity as a Competitive Advantage

Date: 20 January 2025

The CBS International Business School hosted an HR Summit in Cologne under the motto "Success Factor Diversity." The event brought together experts from business, academia, and practice to discuss new approaches to diversity and equal opportunity in the modern working world. Keynote speeches, a panel discussion, and networking sessions highlighted diversity as a strategic advantage for companies.

Inclusive Child and Youth Welfare in Focus

Date: 19 March 2025

The A.H.O.I. specialist conference took place at the European University of Applied Sciences campus in Rostock and focused on inclusive child and youth welfare. Around 100 participants from politics, academia, and professional practice discussed inclusion as a social responsibility and legal principle. Workshops and expert discussions addressed practical approaches, structural challenges, and inclusive participation.

Career Day 2025 Inspires Pupils and Students

Date: 2 April 2025

The CBS Career Day in Hürth attracted hundreds of pupils and students who explored career opportunities and met potential employers. The event combined company presentations, interactive formats, and networking opportunities to support professional orientation. It emphasized the close link between career planning, practical insight, and personal development.

CBS University of Applied Sciences and Klett Kita & Schule Invite to the 4th BNE Competence Day in Berlin

Date: 9 May 2025

CBS and Klett Kita & Schule invited participants to the fourth BNE Competence Day in Berlin-Köpenick. The conference focused on the effectiveness of Education for Sustainable Development in educational institutions from daycare centers to universities. Participants from several countries exchanged ideas on projects, keynotes, and future pathways for sustainability education.

DRIVE Research Project: CBS Engages for Sustainable Mobility in Rural Areas

Date: 2 June 2025

CBS joined the interdisciplinary DRIVE research project, which aims to develop innovative mobility concepts for rural areas. The project focuses on inclusive, low-threshold, and digitally supported mobility solutions for older people, young people, and people with disabilities. It combines regional collaboration, digital tools, and practical implementation to improve participation and quality of life.

New White Paper: Integrated Sustainability in Science and Business

Date: July 2025

The Center for Advanced Sustainability Management at CBS published a new white paper on integrated sustainability. The publication brings together interdisciplinary expertise and shows how sustainability can be embedded in research, teaching, and corporate practice. It also presents tools and approaches such as life cycle assessment, ESG criteria, and digital sustainability strategies.

Kick-off for the Mentoring Program “Mothers for Management”

Date: 30 October 2025

CBS launched the mentoring program “Mothers for Management” with a festive opening event in Cologne. The program is designed for mothers who want to take on leadership responsibilities and advance their careers. It aims to strengthen equal opportunities, support work-life balance, and increase the visibility of mothers in management roles.

12th Nutrition Medicine Symposium at CBS

Date: 28 October 2025

The 12th Nutrition Medicine Symposium at CBS in Cologne brought together experts from medicine, nutrition therapy, and education. Under the theme “Nutrition as a Key Factor for Health, Quality of Life, and Social Development,” the symposium discussed clinical nutrition, digital health applications, and nutrition education. The event connected scientific perspectives with practical applications and professional exchange.



Share

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



How We Define Share

CBS University of Applied Sciences defines Share as the active exchange of values, knowledge, and practices on sustainability across internal and external networks. This includes collaborative learning through BIPs, COILs, and sustainability-related business projects, complemented by multimedia dissemination, for example through the CASM Group's white paper on integrative sustainability.

Engagement Opportunities

CBS University of Applied Sciences 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
- ❖ Digital Information Posts

Communication Audiences

CBS University of Applied Sciences communicates its policies and progress on sustainable development and responsibility with:

- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ University Partnerships

Sharing Voices

The following statements from stakeholders at CBS University of Applied Sciences demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Sharing Voice Robin

As part of the PRME SIP Report 2026, Robin Mense, Marketing Director of CBS University of Applied Sciences, was interviewed on how topics such as responsibility, sustainability, ethics, diversity, and institutional values are made visible through communication.

1. Which central channels and formats does CBS use to make developments, projects, or topics related to responsibility, sustainability, and ethics visible?

CBS uses several complementary communication channels to make developments and projects in this field visible. The university website is of central importance in this regard. It serves as the primary platform for the structured presentation of projects, white papers, as well as specialist and blog articles. In particular, more comprehensive expert contributions, for example on integrated sustainability, are made accessible there on a long-term basis.

The website is complemented by thematic subpages and landing pages, such as the “Responsibility” landing page, where our position on sustainability, diversity, and inclusion is presented in a consolidated form. In addition, a new and independent web presence is currently being developed for the Center for Advanced Sustainability Management (CASM), thereby further strengthening this field structurally.

To increase reach and address specific target groups, this content is also communicated through social media. LinkedIn is the primary channel for B2B-oriented communication, while Instagram and Facebook are used within the Meta environment. We also deliberately address current societal developments in our social media communication in order to make CBS’s institutional position visible. In addition, press relations constitute a relevant communication channel.

2. What role does marketing play in making these topics visible both within and beyond the university?

Marketing assumes an active and shaping role in this context. Its task does not consist solely in disseminating existing content, but also in consciously making our institutional position visible. This applies both to classical sustainability topics and to issues of diversity, inclusion, and social responsibility. This form of communication does not primarily serve to increase reach or generate leads, but rather to position the university clearly in the public sphere. The decision for or against the use of certain platforms, such as X, can likewise be an expression of institutional values.

3. Which target groups are particularly in focus in this communication?

In the higher education context, the target group structure is generally multi-layered and varies depending on the communication objective. Our primary target groups include prospective students, especially secondary school graduates, as well as potential master’s students. At the same time, our communication also addresses secondary target groups that influence study decisions or are relevant for the public perception of the university. These include, for example, the parents of prospective students.

In addition, the B2B sector constitutes another relevant target group. Companies are addressed, among other contexts, in connection with practice partnerships. At the same time, they perceive how the university positions itself on socially relevant issues. Credible information on sustainability and responsible conduct is therefore also important for this target group, even if it is not always the immediate reason for the communication.

A further important area is internal communication and communication directed toward the labor market. The visibility of our engagement also supports employer branding. It is relevant both for our current employees and for potential new colleagues in teaching, research, management, and administration.

4. Are there concrete examples, campaigns, formats, or topics that illustrate how CBS shares knowledge, experience, or developments?

A good example is the publication of a comprehensive white paper on integrated sustainability in 2025, which documents the university's substantive engagement with this topic and was made available through the website.

Another central example is the further development of CASM. The decision to establish a dedicated web presence for it sends a clear signal regarding the relevance of the topic.

In addition, the "Young Climathon" format brings together school pupils and students to develop and discuss sustainability-related ideas in a practice-oriented and realistic setting. Such formats illustrate how CBS promotes exchange, diversity of perspectives, and practice-based engagement with sustainability.

5. In your view, how can the impact of communication in this field be recognized, and where do you see development potential?

In the digital sphere, impact becomes visible through classical indicators such as reach, reactions, comments, and interactions. Social media in particular provides immediate feedback on published content and statements. Press work also contributes to visibility and broadens external perception. However, the impact of communication in this field cannot be assessed solely on the basis of quantitative metrics. Contributions on responsibility, sustainability, or institutional values should not be published merely to generate reach as an end in itself, but to make positioning visible. Resonance can reinforce this effect, but it is not its sole measure.

As already noted in connection with target groups, sustainability also plays a role in conversations with potential employees. The topic arises, for example, in job interviews when applicants ask about CBS's institutional position, values, or social commitment. This shows that sustainability is not only relevant for external positioning, but also shapes the perception of CBS as an employer.

I see development potential in a stronger personalization of communication and in the inclusion of additional voices from within the university and from practice. Contributions from lecturers, students, or corporate partners could further increase visibility and strengthen communicative credibility.

Particularly effective would be formats that bring together different perspectives, for example from the academic environment and from practice partnerships. This would make it possible to expand both reach and substantive depth.

Closing reflection (free text)

In the medium and long term, sustainability is not an Ad-on, but a structural reality for universities, companies, and society. CBS does not understand this development as a mere communicative obligation, but as part of its institutional identity. This also gives rise to a clear mandate for marketing: to make responsibility, institutional values, and sustainability-related developments visible, to contextualize them consistently, and to communicate them in a manner appropriate to the respective target audience.

Sharing Voice Tanja

From the perspective of Marketing & Sales, transparent and reliable internal communication is an essential prerequisite for exchange, orientation, and shared learning within CBS. Relevant topics are first aligned at management level and then communicated to the respective teams, divisions, or the entire university, depending on their content and relevance. This creates a structured flow of information that helps employees understand developments and follow institutional decisions. For this communication, we use different formats and channels. These include emails and messages from the management board, as well as CBS Insides as a central platform for storing and sharing information. In addition, the CBS Chat provides an opportunity to discuss university-related topics openly, ask questions, and bring in perspectives from different areas.

From my perspective, exchange and transparency are mainly supported by an open communication culture between teams, managers, and divisions. Direct dialogue helps clarify questions, strengthens the understanding of different perspectives, and supports collaboration across departmental boundaries. In addition to formal communication formats, joint events and social gatherings also contribute to strengthening cross-divisional connections and enabling informal exchange.

In this way, our communication structures contribute to making experiences, developments, and learning processes within the university more visible. In this sense, they also support the PRME objective of embedding dialogue and responsibility-oriented action in university structures.

Communication Barriers

CBS University of Applied Sciences faces the following barriers in transparent communications:



**Audience
reach**



**Data privacy
regulations**



**Feedback
loops**

SIGNATORY

CBS University of Applied Sciences



Address

CBS University of Applied Sciences, Bahnstrasse 6, 50996 Cologne
Germany



Website

<https://cbs.de/>