

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

WHU - Otto Beisheim School of  
Management

September 2025

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## About the Principles for Responsible Management Education (PRME)

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### Purpose

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



### Values

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



### Teach

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



### Research

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



### Partner

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



### Practice

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



### Share

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

## The Sustainable Development Goals (SDGs)

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





# Getting Started

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

# 1. Institutional History

## 1.1 WHU - Otto Beisheim School of Management: Institutional History

### Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

### Provide supporting context

WHU - Otto Beisheim School of Management is a private, foundation funded, state-accredited, university-level business school in Germany with campuses in Vallendar and Düsseldorf. Founded in 1984 at the initiative of the Chamber of Commerce and Industry in Koblenz, its founders set out to provide a business education that combined academic rigor with practical relevance, offering an high-quality alternative to the programs available at public universities. This concept laid the foundation for WHU's exemplary connections with the business world.

WHU is tasked with the responsibility of giving students not only a traditional business education, but of instilling in them a conscious awareness of the world around them on a social and environmental level and providing them with the knowledge and tools to handle multiple, potentially conflicting goals. Responsible management education has been an integral part of WHU's strategy, values, Mission and Vision for years and are anchored in the School's Charter.

"At its inception, the School committed itself to the core focal areas of internationality, personal development, practical orientation and technological orientation. These core focal areas are further developed and concretized in the Mission Statement. A Code of Conduct articulates – in the form of a voluntary undertaking – a common standard of good conduct between members and towards the outside world as envisioned by the members of the School."

The Charter thus defines the awareness and intrinsic motivation of the School for all ERS activities in its core areas of activity. This creates the foundation for the School's systematic approach towards its own civic responsibility and the social dimensions of sustainability.

In 2010, WHU introduced an institution-wide Code of Conduct that constitutes a set of concrete standards of good behavior. This code complements the School's existing Mission Statement, Vision, and commitment to "Excellence in Management Education," and pledges to foster motivation and enthusiasm, exhibit social responsibility, and strive for achievement. The standards of good behavior articulated in the Code of Conduct apply to all members of the WHU community in a multitude of contexts, both inside and outside WHU, and each of those members voluntarily pledges adherence to them. The code was developed by a committee of representatives from each stakeholder group at WHU. The code is communicated and implemented in several ways. For example, new WHU members are introduced to the Code of Conduct during their initial weeks at the School and find a flyer in their starter kits. The Code of Conduct is also displayed in every WHU building and is made available during fairs and information days at WHU.

Having become a signatory of PRME in 2013, WHU set up different cross-functional working groups in 2014 to promote an ongoing dialogue on ethics, responsibility, and sustainability. The groups examined the status quo of WHU's ERS actions across all departments, developed new ERS goals and implemented new ERS action steps for WHU. One result, for instance, was the setup of a project regarding e-car sharing at WHU. Around this time the Center for Responsible Leadership was established, focusing on research looking at the intersection of leadership, business ethics, and corporate social responsibility. In 2017, WHU signed the "Diversity Charta," a corporate initiative, which promotes diversity in companies and institutions throughout Germany. Participating organizations join forces to create a working environment free of prejudice, in which all employees are equally valued – regardless of gender, nationality, ethnic origin, religion or worldview, disability, age, or sexual orientation and identity. In the same year, the Center for Non-Profit Management and Societal Impact was established, working to foster sustainable and effective social change through innovative management and strategy concepts.

Mandatory ethics courses have been a part of all WHU degree programs for decades. The advanced degree programs (MBA & EMBA) introduced additional leadership courses over twenty years ago. The MBA program previously housed these courses in a dedicated leadership and development module, before creating a leadership essentials course in its core curriculum and expanding the rest of the track to include nine leadership development workshops in its most recent program revision in 2024. This revision also establishes sustainability courses as part of the core curriculum with further sustainability-related elective courses on offer. As mentioned in previous sections, all degree programs have worked to strengthen sustainability content since 2023.



## 2. Graduates

718

## 3. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Doctor rerum politicarum (Dr. rer. pol.)

## 4. Faculty & Staff at the University

0

## 5. Faculty & Staff at the Institution

327

## 6. Student Enrollment at the University

0

## 7. Total Student Enrollment at the Institution

2088

## 8. Undergraduate Student Enrollment at the Institution

781

## 9. Graduate Student Enrollment at the Institution

1109

## **10. Doctoral Student Enrollment at the Institution**

198

## **11. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution**

312



# Purpose

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

## 12. Define Purpose

The School strives to provide students the best education possible and is continuously expanding its offerings promoting lifelong learning for alumni and students. The School's Core Leadership Team is committed to ensuring inclusion and equality, spearheaded by the Associate Dean of Diversity, Inclusion and Talent Development.

## 13. Institutional Engagement

26% - 50%



# Values

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



## 14. RME Lead

- Interdisciplinary efforts across business school
- Research or issue group, society, or club leading sustainability efforts

## 15. Define Values

WHU's four values, Community, Cosmopolitanism, Entrepreneurship, and Excellence encourage all members to think in a new way whilst staying committed to the wellbeing of society. This means taking on responsibility, whether through volunteer work, participation in a student club, providing expertise to policy makers and businesses, etc.

## 16. Student Voices

### 16.1 WHU - Otto Beisheim School of Management: Student Voices

#### Subjects

- Corporate Social Responsibility (CSR)
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management
- Ethical Leadership

#### Provide supporting context

**Leon Langmack**, Chair of the WHU Sustainability Club:

"My involvement as Chair of the WHU Sustainability Club has allowed me to combine structured, analytical thinking with the complexity of the real world - from engaging multiple stakeholders to making long-term, value-driven decisions under uncertainty. Leading initiatives has taught me how to drive strategy and communicate purposefully under challenging conditions. These experiences have profoundly shaped my personal and academic perspective and equipped me with relevant skills such as systems thinking, strategic problem solving, and goal-oriented leadership."

**Julius Eberhard**, responsible for Marketing & Development at SensAbility

"Organizing SensAbility, Europe's leading student conference on sustainable business, has been one of the most formative experiences of my academic journey. Personally, it deepened my understanding of what responsible management truly means: not just maximizing

performance, but redefining it in terms of long-term impact, fairness, and environmental awareness. Academically, it allowed me to translate concepts like stakeholder theory and ESG into real-world practice, working with purpose-driven entrepreneurs, corporate partners, and students from diverse backgrounds.

This experience challenged me to think more critically about the kind of leader I want to become and sharpened my aspiration to combine strategic thinking with integrity and sustainability. It also made me realize how crucial it is to give this topic far more attention, in education, in business, and in society as a whole."

**Krish Kumar**, General Manager at SensAbility:

"Engaging with SensAbility allowed me to develop initiative, resilience, and leadership skills far beyond what the classroom could offer. The agility and responsibility required to navigate six-figure budgets, coordinate with a team of ten, and engage with international corporations and thought leaders provided hands-on preparation for the challenges of a global career. Being part of a student-led platform that connects future changemakers from across Europe is not only a unique learning experience, it's a powerful reminder of what entrepreneurial spirit and responsible leadership truly mean."

**Emil Röttele**, Saidia Consulting:

"Being part of Saidia Consulting at WHU, where I directed Projects with NGOs and non-profits, has taught me how to take responsibility and use my skills towards making an actual impact. It has also helped me grow personally by learning to work with diverse teams of consultants and clients. Saidia definitely shaped the way I think about responsible management and how NGOs and non-profits can contribute to positive change."



# Teach

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





## 17. Define Teach

All WHU programs foster personal growth and prepare students for positions as responsible leaders. Ethics, responsibility and sustainability have been integrated into curricula and other learning formats since the School's foundation. Additionally, semesters or modules abroad and social entrepreneurship projects, raise students' awareness of global economic, environmental, and social issues.

## 18. Educator Recognition

- Course evaluation scores
- Faculty promotion and tenure consideration
- Financial incentives
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards

## 19. Teaching Voices

### 19.1 WHU - Otto Beisheim School of Management: Assistant Professor Anna-Karina Schmitz

#### Subjects

- Business Administration

#### Provide supporting context

**Assistant Professor Anna-Karina Schmitz**, Henkel Center for Consumer Goods & WHU Sustainability Management Center:

"My Master of Science course "Sustainability and Marketing" combines academic rigor with real-world engagement to prepare students for the global challenges of sustainable development. Through a combination of lectures, real-life business cases, guest speakers from industry, and an interactive simulation, students experience the dynamics of sustainability trade-offs in action. They make strategic decisions under resource constraints, explore the long-term consequences of short-term thinking, and collaborate to develop innovative, impact-driven solutions. A highlight of the course is a hands-on visit to Henkel, where students tackle a real-world sustainability case, engage directly with corporate decision-makers, and gain behind-

the-scenes insights into how sustainability is integrated into global business operations. This immersive learning experience fosters critical thinking and strategic foresight at the intersection of marketing, sustainability, and profitability."

## 19.2 WHU - Otto Beisheim School of Management: Professor Miriam Müthel

### Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education

### Provide supporting context

**Professor Miriam Müthel**, Chair of Organizational Behavior:

"How can we lead responsibly in the face of today's most pressing global challenges? In the Master of Science Course "Responsible Leadership" students develop a deep understanding of the societal grand challenges shaping the future of business – such as climate change, inequality, and human rights. Reflecting on their personal understanding of what it means to be an excellent business leader, students then critically discuss existing theoretical and practical concepts of responsible leadership as a way to tackle societal grand challenges. Students further engage in interviews with sustainability managers to learn what effective responsible leaders do and the challenges they are facing. Finally, students develop their own responsible leadership credo, taping a video describing their personal role model for responsible leadership, and along with learnings for their own leadership career."

## 20. Barriers to Innovative Curriculum

- Accreditation constraints
- Budgetary limitations
- Change fatigue
- Compliance and legal concerns
- Institutional culture
- Measurement and benchmarking issues
- Overloaded faculty
- Resource allocation challenges
- Time constraints

## 21. Barriers to Innovative Pedagogy

- Assessment rigor concerns
- Budget constraints
- Change resistance
- Classroom infrastructure limitations
- Compliance concerns
- Limited faculty development opportunities
- Limited interdisciplinary teaching approaches
- Overloaded faculty
- Resource constraints
- Resistance from students
- Scalability issues
- Time constraints
- History and institutional tradition

## 22. Fostering Innovation

To a great extent

## 23. Experiential Learning

To a great extent

## 24. Learning Mindset

To a great extent

## 25. Method of Teaching and Learning

In person



# Research

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

## 26. Define Research

Research at WHU combines academic rigor with strong practical impact. WHU researchers address pressing ecological, social, and economic challenges, developing sound approaches to entrepreneurial solutions in the context of sustainable transformation. Their work spans a broad range of management disciplines covered by WHU's Faculty Groups.

## 27. 2024 Publications

89

## 28. Research Barriers

- Funding challenges
- Retention and engagement
- Skills and expertise gaps
- Technology and resource access

## 29. 2024 Publications on Sustainable Development and/or RME

17

## 30. Research Funding

- Institution Specific
- Local
- Regional
- National
- International

## 31. Socializing Research

- Government and policy makers
- Industry and business networks
- National media
- Open-access platforms
- Public events and lectures

- Research collaborations
- Social media and digital outreach



# Partner

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

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

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- Financial Times
- Quacquarelli Symonds (QS)
- Ministries of Education, Higher Education, or similar national bodies

## 33. Define Partner

WHU's academic programs are linked to practice through guest lectures, case studies, company visits, etc. Faculty research is conducted and analyzed in close cooperation with academic peers and the corporate world. Further links include research centers (i.e., Sustainability Management Center), company financial support, company recruitment, and an alumni network.

## 34. Student Partners

- Enactus

## 35. Partnerships

### 35.1 EFMD: Business School Impact System

#### Period this affiliation covers

February, 2022 -

#### This organization is a:

- Accreditation body

#### Purpose of work with this organization

- Accreditation and Assessment

#### Describe your work with this organization

As mentioned previously, WHU became the first German business school to undergo the Business School Impact System (BSIS) process, offered by the EFMD, in 2022. The BSIS certification assesses a school's impact across seven dimensions, differentiating between local, regional, and national impact. This process facilitated a wholesale review of all of WHU's activities from an impact perspective, including the establishment of systematic data collection and a forward-looking analysis of what further efforts could build upon these activities to grow



the institution's impact, which naturally includes efforts to advance sustainability and/or responsibility. Along with annual progress reporting, WHU's renewal of the BSIS certification ensures that creating measurable impact remains a focus of WHU's activities.

## 35.2 Alliance for Environmental Responsibility in Business Schools

### Period this affiliation covers

January, 2025 -

### This organization is a:

- Education organization

### Purpose of work with this organization

- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

### Describe your work with this organization

In early 2025, eight stand-alone top FT-ranked European business schools, including WHU, founded the Alliance for Environmental Responsibility in Business Schools (AERO). The members of this alliance are working together to improve their decarbonization efforts, specifically regarding Scope 3 emissions. The network not only allows for exchange of best practices, but will also address further ESG topics, such as helping to develop the right mindset across internal and external stakeholders.



# Practice

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

## 36. RME Practices

- Buildings/real estate
- Carbon reduction or offset commitments
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Local staff/student/faculty transportation
- Greenhouse gas emissions
- Open-access guides
- Responsible procurement policies
- Sustainability strategy or strategic plan (school or university level)



# Share

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



## 37. Define Share

WHU shares community members' efforts both in research and practice via its website and social media accounts. Campus events, open also to external participants, emphasize WHU as a place for open dialogue. The Sustainability Management Center serves as a hub to exchange insights and knowledge across the broader WHU community.

## 38. Transparent Engagement

- Boards and advisory committees
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Public events and panel discussions
- Sustainability-focused research and collaboration Opportunities

## 39. Transparency Barriers

- Audience reach
- Bureaucratic delays
- Data privacy regulations
- Donor sensitivities
- Engagement gaps
- Media visibility

## 40. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Media and public relations channels
- Prospective and current students
- Research and academic networks

SIGNATORY

# WHU - Otto Beisheim School of Management

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Germany



## Website

<https://www.whu.edu>