

PRiME

*an initiative of the
United Nations Global Compact*



Hochschule Reutlingen
Reutlingen University

Sharing Information on Progress 2026

Reutlingen University

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

Reutlingen University's mission

Baden-Württemberg is one of Germany's engines of prosperity. The region is home to highly successful small and medium-sized enterprises (SMEs), which are often closely connected to global corporations and demonstrate their strength in both national and international competition.

Reutlingen University considers it its responsibility to support companies and society in their technological transformation. Our students help to meet these challenges successfully by acquiring up-to-date knowledge and developing their skills and personalities through our continuously updated curricula. This is an indirect approach: by hiring our graduates, companies remain competitive in their ongoing development. The direct approach focuses on supporting SMEs and other companies in their realignment – faster, more agile, and more efficient than today. Another goal is to strengthen Baden-Württemberg's innovative capacity by promoting start-ups in the high-tech sector.

Reutlingen University's mission statement reflects its core values. It communicates to all stakeholders – companies, students, applicants, employees, and professors – how the university understands and fulfills its mission.

Our mission encompasses five areas:

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

Ad 1. Students

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

Ad 2. Graduates

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

Ad 3. Businesses

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

Ad 4. Diversity

Diversity in society: Our society has become increasingly diverse. We embrace this diversity to foster innovation on the one hand, and mutual understanding and peaceful coexistence on the other. As an international university, Reutlingen naturally places a strong emphasis on diversity.

Diversity of disciplines: We leverage the university's broad spectrum of six faculties to drive innovation. After all, innovation often emerges at the intersections of disciplines. This also helps us foster mutual understanding among people from a wide range of academic backgrounds.

Ad 5. The University and Our Employees

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

Vision

Reutlingen University's vision

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

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

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

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

Strategy Alignment

Strategy Alignment

The consideration of sustainability in the sense of the UN Sustainable Development Goals (UN SDGs from 2016) and climate protection is of enormous and increasing importance for society, business, science and students. Sustainability and climate protection are therefore given targets in three areas at Reutlingen University: In 1. teaching, 2. research and 3. campus operations. These goals are set out in the university's current structure and development plan and are consistently pursued.

1. Teaching: As part of curricular and supplementary training and further education (lectures, seminars, projects, etc.), students are trained in sustainability and climate protection topics. The university creates structures to support teaching staff and anchors the topic of sustainability in the development of degree courses and modules. The aim is to strengthen students' skills in dealing with sustainability and climate protection and the associated challenges. Prizes are awarded for excellent performance in studies and teaching. The “Sustainability and Diversity” teaching prize and sustainability prizes for outstanding theses are awarded annually.
2. Research: Sustainability and climate protection are being researched and promoted in numerous research projects in all faculties - from decentralized energy systems, sustainable textile management and circular economy to environmental aspects in chemical processes. The university is working on expanding human resources for sustainability research, also by expanding interdisciplinary and transdisciplinary research skills.
3. Campus operations: In line with the climate neutrality targets of the federal state of Baden-Württemberg (BW), the university, together with the Tübingen Office for Property and Construction, is aiming for a net greenhouse gas-neutral campus by 2030. The university supports the rapid expansion of renewable energy systems and strives to sustainably reduce its energy consumption. Energy monitoring, the introduction of energy controlling and various energy-saving and energy efficiency measures are being implemented. Investment, construction and building technology measures (including the installation of photovoltaic systems) have already been successfully implemented. The potential for reducing emissions is to be leveraged in an even more targeted manner in future and climate protection is to be implemented

operationally and strategically. The main fields of action here are real estate, mobility, procurement, IT infrastructure, space management, heat and cooling use, adaptation to climate change and renewable energies. Technical solutions are just as important in this context as climate-friendly behavior on the part of university members. An integrated climate protection and climate change adaptation concept for Reutlingen University has been in place since March 2024. The university's climate protection manager coordinates the implementation of the measures defined there. Mobility is one of the biggest sources of greenhouse gas emissions on campus. In order to make the mobility of university members more climate-friendly, a mobility concept was therefore also developed for the university. Since then, the university has been working diligently - with financial support from the state of Baden-Württemberg - to implement the measures outlined there.

Processes and organization were adapted to achieve the sustainability and climate protection goals. A sustainability board was established in 2021 and an energy and climate protection circle in 2022. Sustainability officers were appointed in all faculties. The committees network activities, provide advice and give impetus to the work of the Sustainability and Climate Protection Department. The NXT-Nachhaltigkeit und Technologie Faculty at Reutlingen University addresses the complex challenges of our time through an innovative blend of industrial engineering and social work. Guided by the triad of 'People – Technology – Future', NXT fosters interdisciplinary approaches that combine business, engineering, and social sciences to tackle pressing sustainability issues. With strong ties to industry, cutting-edge facilities, and an international learning environment, the faculty equips students with the skills and mindset needed to drive meaningful innovation and shape a sustainable future.

Ethics, Sustainability & Climate Protection Department

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

Examples:

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

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

Campus operations: In line with the climate neutrality targets of the state of Baden-Württemberg (BW), Reutlingen University has committed to undertaking climate protection activities in order to achieve the goal of net greenhouse gas-neutral operations by 2030 if possible. As the user of the properties, Reutlingen University has an operator responsibility to identify and initiate measures to save energy and resources. Investment, structural and building technology measures (including the installation of photovoltaic systems) have already been successfully implemented by the state authority "Vermögen und Bau BW". In future, the potential for reducing emissions is to be exploited in an even more targeted manner and climate protection is to be implemented operationally and strategically. The main fields of action here are real estate, mobility, procurement, IT infrastructure, space management, heat and cooling use, adaptation to climate change and renewable energies. Technical solutions are just as important in this context as climate-friendly behavior on the part of university members. An integrated climate protection concept has been developed and corresponding climate protection measures are being defined and implemented.

The following links provide an overview of our current initiatives and collaborations:

<https://www.reutlingen-university.de/en/university/organisation-facilities/ethics-sustainable-development>

<https://www.lets-act-sustainably-at-reutlingen-university.de/>

Institutional History

PRME Milestones and the Development of Ethics and Sustainable Development at Reutlingen University

2010: Reutlingen University became a signatory of the Principles for Responsible Management Education (PRME). This initiative was driven by Prof. Dr. Bernd Banke, who led the university's Ethics and Sustainability activities for more than 20 years, with strong support from the then President, Prof. Dr. Peter Nieß.

Following the adoption of PRME, the university significantly expanded its curricular and extracurricular offerings, including courses, workshops, training sessions for students and staff, and public lectures as part of the Studium Generale. Topics such as social responsibility, ethics, and sustainable development became increasingly embedded across the academic programmes of all schools.

In addition, three further areas of activity gained importance: collaboration with external stakeholders through community-engagement initiatives such as the Do It! programme, internal sustainability and ethics projects, and participation in externally organized events, including PRME Chapter meetings and academic conferences.

As Ethics Officer of Reutlingen University, Prof. Banke actively contributed to the regional RTWE (Referat für Technik- und Wissenschaftsethik an den Hochschulen für Angewandte Wissenschaften Baden-Württembergs) network. The network organized regular meetings to exchange best practices and developments in ethics and sustainability education and coordinated the Ethikum certificate, which recognized students' extracurricular engagement in ethics, sustainability, and social responsibility (see previous reports for details).

2010: Reutlingen University received the "Family Friendly University" certificate.

2010: Reutlingen University was awarded the title "International University" by the German Academic Exchange Service and the Donors Association for the Promotion of Science and Humanities in Germany.

2011: Prof. Dr. Martin Pfof assumed responsibility for the Office of Sustainability. The Ethics Officer and the Sustainability Officer were supported by Eva Schwarz, who became the university's first Consultant for Ethics and Sustainable Development in autumn 2011. The position was created in response to student initiatives and marked an important step in strengthening the university's commitment to ethics, sustainability, and responsible management education.

2013-2020: In 2013, Reutlingen University institutionalized its commitment to ethics and sustainable development by establishing a permanent position for an Ethics and Sustainability Consultant. Following an initiative of the Ethics Officer and with the support of the President of Reutlingen University, Prof. Dr. Hendrik Brumme, the University Senate approved the position. Dr. Ulrike Baumgärtner became the first permanent Consultant for Ethics and Sustainable Development and played a key role in advancing the university's ethics and sustainability agenda. During her seven-year tenure, she further strengthened the university's engagement with PRME and the PRME DACH Chapter.

Feb. 2014: The founding ceremony of the PRME Regional Chapter DACH took place. Reutlingen University participated as a founding member (see picture).

2019: ESB Business School was accredited by AACSB International, the Association to Advance Collegiate Schools of Business (AACSB). With its mission, *"Within an educational environment that is truly international, we develop leaders who shape global business practice and society responsibly,"* ESB Business School demonstrated a strong commitment to the principles of PRME.

2020: To further strengthen and institutionalize sustainability across the university, the Executive Board expanded its leadership structure and appointed Prof. Dr. Sabine Löbbe as Sustainability Officer within the Extended Executive Board (*Erweitertes Präsidium*).

2020-2024: As a result, the core team for ethics and sustainability further strengthened its collaboration across different areas of the university. Prof. Dr. Sabine Löbbe served as Sustainability and Climate Protection Officer of the Executive Board (*Präsidiumsbeauftragte*), while Prof. Dr. Bernd Banke served as Senate Representative for Ethics (*Senatsbeauftragter*). Together, they advanced the integration of ethics, sustainability, and responsible management education throughout the university.

2021: Dr. Sabine Merkens joined Reutlingen University as Sustainability Adviser. Within the Sustainability and Climate Protection Office, she worked to further embed sustainability in teaching, research, and campus operations. In this role, she coordinated sustainability initiatives, facilitated networking among committed stakeholders across the university, managed externally funded projects, and supported sustainability-related communications.

Together, Prof. Dr. Sabine Löbbe and Dr. Sabine Merkens established additional governance structures to strengthen sustainability at the university. They created the Sustainability Board, a university-wide steering committee comprising representatives from all relevant stakeholder groups. The Board serves as a platform for exchange, coordination, and the strategic development of sustainability initiatives. In addition, Sustainability Officers were appointed in all faculties to support the integration of sustainability into curricula and to act as contact persons and multipliers within their respective departments.

2022: For the first time, sustainability and climate protection were addressed in a dedicated chapter of Reutlingen University's 2022-2026 Strategic Development Plan. The plan aligned the university's activities with the UN Sustainable Development Goals (SDGs) and defined strategic objectives for teaching, research, and campus operations.

In teaching, the university strengthened students' sustainability competencies through curricular and extracurricular learning opportunities and further integrated sustainability into programme and module development. Annual awards recognized outstanding achievements in sustainability-related teaching and student research.

In research, sustainability and climate protection became key topics across all faculties, covering areas such as decentralized energy systems, circular economy, sustainable textile management, and environmentally responsible chemical processes. The university also sought to expand interdisciplinary and transdisciplinary research capacities in sustainability.

In campus operations, Reutlingen University committed to supporting the climate neutrality targets of the State of Baden-Württemberg and pursued the goal of achieving net greenhouse-gas-neutral operations by 2030. An integrated climate action framework guided activities in areas such as buildings, energy, mobility, procurement, IT infrastructure, and renewable energy, combining technical solutions with initiatives to foster sustainable behaviour among university members.

March 2025: Prof. Dr. Maud Helene Schmiedeknecht became the new Senate Representative for Ethics, succeeding Prof. Dr. Bernd Banke, who retired after serving as the university's Ethics Officer for 24 years. During his tenure, Prof. Banke organized numerous seminars for students, faculty, and members of the university community and played a key role in advancing ethics and sustainability at Reutlingen University. He initiated local projects such as the joint *Studium Generale* of the Reutlingen universities and championed the university's engagement with the PRME initiative at the international level. One of his major achievements was contributing to Reutlingen University's role as a founding member of the PRME DACH Chapter, the network of German-speaking PRME signatory institutions.

July 2025: ESB Business School successfully renewed its AACSB accreditation, reaffirming its commitment to international standards of excellence in business education, research, learner success, and societal impact.

September 2025: Reutlingen University entered a new phase of leadership when Prof. Dr. Sabine Löbke officially assumed office as President on 1 September 2025, following her election by the Senate and University Council in April 2025. Having previously served as Sustainability and Climate Protection Officer of the Executive Board, she played a key role in advancing the university's sustainability strategy and governance structures. At the beginning of her six-year term, she emphasized her vision of "building bridges" between the university, its regional and international partners, and society, while strengthening collaboration within the institution. As one of her first initiatives, she launched a university-wide digital Future Dialogue, inviting students, faculty, and staff to contribute to the university's strategic priorities and future development.

At the same time, Prof. Dr. Stephan Seiter was appointed Vice President for Research and Transfer. Drawing on extensive experience in academia, university leadership, and public policy, he assumed responsibility for research, transfer, sustainability, and democracy education. In this role, he strengthened the university's contribution to innovation, sustainable development, and societal impact, while promoting collaborative approaches to addressing current societal challenges and reinforcing the university's commitment to democracy and responsible citizenship.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1119

Degrees Offered

Bachelor Programs

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

Masters Programs

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



Purpose

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

Letter of Commitment



Hochschule Reutlingen
Reutlingen University

PRME 2026

UN Principles for Responsible Management Education Renewal of Our Commitment

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

It is through interdisciplinary teaching and applied research that Reutlingen University strengthens its academic focus on meeting today's global demands. Our current areas of specialization reflect a clear commitment to sustainability, digital transformation, social innovation, and international collaboration. Across all academic departments, we increasingly integrate responsible leadership, climate-conscious technology and topics of social impact into curricula and research agendas. A prime example is the newly introduced Sustainability Month that took place in April 2025 for the first time. It comprises different courses with the focus on sustainability in different contexts. One of the highlights was a keynote session about acting sustainably in challenging times in economy and society.

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

We view PRME as an ongoing journey of reflection and improvement. This year's report – the eighth overall – has documented our progress since 2024 and outlines our goals for the future. Above all, it fosters an ongoing exchange of best practices that advance the principles of responsible management education throughout our institution.



Prof. Dr. Sabine Löbbbe
President of Reutlingen University





Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across parent organization



Teach

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

Courses that support RME

Reutlingen University reports 6 courses in 2025 that support responsible management education and sustainable development goals.

Business Models for a Circular Economy | M9-M11

This course, developed and taught by Prof. Dr. Maud Helene Schmiedeknecht, introduces students to the principles and applications of the Circular Economy and their implications for business strategy and innovation. Students explore a range of circular business models, including product-service systems, sharing models, remanufacturing, and closed-loop systems, and assess their potential across different industries.

The course equips students with the knowledge and tools to apply circular design thinking to products, services, and value chains. Through case studies, discussions, and practical exercises, students learn to identify opportunities for resource efficiency, value retention, and sustainable innovation. Building on these foundations, they develop strategies for integrating circular economy principles into existing business models and organizational practices, addressing challenges while creating environmental, social, and economic value.

Professional competencies:

Providing real-world examples of businesses successfully implementing circular economy principles. Through case studies and practical projects, students develop technical skills in circular design, project management in sustainable initiatives, and leadership abilities needed to drive change within organisations.

Methodological competencies:

By emphasizing research into innovative circular business models, this class sharpens methodological competencies. Students engage in analyzing and assessing the impact of circular practices, fostering a solid foundation in research and analytical thinking.

Social competencies:

Social competencies are strengthened as students collaborate on group projects, simulating real-world teamwork in implementing circular strategies. The emphasis on stakeholder engagement and communication in the context of sustainable business practices cultivates interpersonal skills, enabling students to effectively convey complex ideas and negotiate solutions with diverse stakeholders.

Personal competencies:

The class fosters adaptability and resilience by exploring the evolving landscape of circular economies and preparing students to navigate sustainability challenges. Through discussions on

ethical considerations in business model transitions, students develop a strong sense of ethical decision-making, contributing to their personal competencies and reinforcing the importance of values in their professional journey.



Business Strategy | 4.3.2 - M3.2

This course, developed and taught by Prof. Dr. Elizabeth Hofvenschiöld, provides students with a comprehensive understanding of strategic management and its application in dynamic and complex business environments. Particular attention is given to the impact of digitalization and other environmental changes on organizational strategy, competitiveness, and long-term value creation.

Students examine strategic decision-making at the corporate, business unit, and functional levels. The course explores how organizations are influenced by the macro-environment, industry dynamics, internal resources and capabilities, stakeholder expectations, and organizational culture. Students learn to apply key strategy analysis tools, including generic strategies, value disciplines, value chain analysis, and vertical integration.

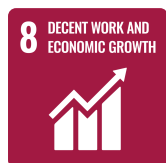
Building on strategic analysis, the course addresses the development and evaluation of strategic options. Topics include corporate and business-level strategy, innovation, internationalization, mergers and acquisitions, and other pathways for achieving competitive advantage and sustainable organizational success.

The implementation of strategy is a further focus of the course. Students analyze how organizational structures, processes, leadership, and change management influence the successful execution of strategic initiatives. The course also highlights the role of strategic thinking in navigating uncertainty and translating strategic intent into effective action.

The impact I am making on my students:

- Professional competencies: acquisition of actionable end-to-end approach for strategic analysis and recommendations; ability to recognize, reflect, & understand changes in the business environment with a focus on digitalization and sustainability.
- Methodological competencies: familiarization of classical & innovative strategic analysis techniques; ability to analyze case studies & apply knowledge to practical situations.
- Social competencies: ability to repeatedly work successfully in multi-cultural teams under time constraints, also in hybrid & online environments; learn to active contribute to creating a psychologically safe learning environment.

- Personal competencies: ability to design & convincingly communicate a strategic presentation in a practical way; development of active listening skills in a professional environment.



International Accounting and Sustainability Reporting | M24

This advanced seminar, developed and taught by Prof. Dr. Michel Charifzadeh, provides students with an in-depth understanding of financial accounting under International Financial Reporting Standards (IFRS) alongside the rapidly evolving field of sustainability reporting. Designed for advanced undergraduate students with prior accounting knowledge, the course combines technical accounting expertise with critical perspectives on global reporting standards, regulatory developments, and corporate responsibility.

Students explore the foundations and regulatory framework of international accounting, including the harmonization of accounting standards, financial statement presentation, and the accounting treatment of tangible and intangible assets, goodwill, impairments, and leases. The course also examines the growing importance of sustainability accounting and reporting, reflecting the increasing expectations of regulators, investors, and society regarding transparency and accountability.

A particular focus is placed on contemporary sustainability reporting frameworks and standards, including the Triple Bottom Line approach, the Global Reporting Initiative (GRI), ISSB Standards, the European Sustainability Reporting Standards (ESRS), and the EU Taxonomy. Students critically analyze the role of sustainability reporting in supporting responsible business practices and informed stakeholder decision-making.

The seminar emphasizes active learning through case studies, group discussions, and practical exercises that connect theoretical concepts with real-world business challenges. As a central component of the course, students complete an individual research paper on a sustainability reporting topic of their choice, fostering independent inquiry and critical reflection on current developments, challenges, and innovations in the field.

Professional competencies:

- Students will develop an understanding of the origin of the international accounting standards, the principles, and the framework of IFRS in contrast to major local reporting principles like US GAAP or German GAAP (HGB).
- Since IFRSs are continuously developed, students will become familiar with the role of the standard-setting bodies (especially the IASB) and the imminent changes of IFRS.
- Students will deal with the recent standard developments by the IASB and the latest

developments in international reporting. Based on this, students will be equipped with the knowledge and skills to critically discuss and solve specific accounting problems and challenge existing and proposed standards.

- Students will get insights into the growing field of sustainability reporting and how frameworks such as ESRS, EU Taxonomy, GRI, or Integrated Reporting guide new forms of corporate reporting.

Methodological competencies:

- Through a principles-based approach, students will develop critical thinking skills and the ability to apply general accounting concepts to specific situations and critically discuss existing solutions to accounting problems.
- A major part of the course requirements is the writing of a research paper. Here, students will train the key skills of selecting, justifying and applying a methodology for solving a research question.
- Students will train their academic writing skills, which will prepare them for writing their bachelor thesis.
- Students will further shape their presentation skills.

Social competencies:

- Through the interactive nature of the course, students will refine their oral and written communication skills.
- Through teamwork under time pressure and diversity in classroom, students will develop social and intercultural skills.

Personal competencies:

- Students develop the skills to work autonomously on a new complex topic.
- They learn how to act competently and self-responsibly.
- As part of the profile in Finance, the course will train students for both a specialist career in either of the following fields: corporate finance, accounting, auditing, or banking, as well as a leadership role in international management.



Strategy and Business Models | M.1.5.1.

This course, developed and taught by Prof. Dr. Philipp von Carlowitz, provides students with a comprehensive understanding of strategic management and business model development in increasingly dynamic and global business environments. The course examines the concept of strategy at different organizational levels and equips students with analytical tools to assess strategic

challenges and identify viable strategic options.

Students explore the process of developing and innovating business models, with a focus on creating sustainable competitive advantages and responding to changing market conditions. The course also addresses internationalization as a key strategic option, highlighting the opportunities and complexities associated with operating across national borders. Through case studies and practical applications, students gain insights into how organizations adapt their strategies and business models to global trends and emerging challenges.

A central feature of the course is the application of strategic management frameworks to complex and uncertain business situations. Students learn how business model methodologies can be used as holistic problem-solving tools to design feasible and realistic long-term strategies. Particular attention is given to strategic thinking, innovation, and the ability to navigate changing economic, technological, and societal environments.

Professional competencies: Critically understand the complexity of strategy development and the ability to link different aspects of business in a long-term perspective; ability to scrutinize existing strategies for consistency and doability. Importance of holistic view by using business model approach.

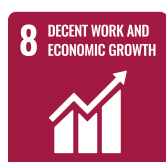
Methodological competencies: Problem solving in strategic management issues also in international context; step-by-step development of strategies; business model canvas.

Social competencies: Argue for or against positions in front of audiences; develop results in discussions in various team set ups; apply effective written and oral communication skills

Personal competencies: Awareness of own potential in analyzing and assessing strategy issues; awareness for own argumentation skills and ability to deal with complex issues.

General: On the basis of some case studies, the topic of internationalization strategy of companies is discussed as one strategic option, identifying the complexity of cross-border business.

The main feature of the course is to apply strategic management tools to deal with complex and uncertain situations in the business environment and to come up with feasible and realistic long-term strategies. To create a workable strategy deploying business model methodology is used for problem solving in a holistic way.



Macroeconomics | A-C-EC01

This course, developed and taught by Prof. Dr. Larissa Zierow, provides students with a comprehensive introduction to macroeconomic theory and policy. It enables students to understand how national economies function and how economic policy can address key societal challenges such as economic growth, inequality, inflation, unemployment, and financial instability.

The course begins with an introduction to fundamental macroeconomic concepts, including Gross Domestic Product (GDP), economic growth, income inequality, capitalism, and the System of National Accounts. Students explore the determinants of economic performance and examine how economic outcomes affect individuals, businesses, and society.

Building on these foundations, the course analyzes the functioning of goods, financial, and labor markets. Students learn how fiscal and monetary policies influence economic activity through tools such as multiplier analysis, the IS curve, and the IS-LM model. Particular attention is paid to the interaction between government intervention, financial markets, and macroeconomic stability, including the causes and consequences of financial crises.

The course also addresses labor market dynamics, wage determination, inflation, and unemployment, enabling students to critically evaluate policy responses to contemporary economic challenges. Through theoretical discussions and applied problem-solving, students develop the analytical skills needed to assess economic developments from both business and public policy perspectives.

- **Professional competences:** Students will gain a comprehensive understanding of macroeconomic principles, including key concepts like GDP, economic growth, inflation, and inequality. They will learn to evaluate economic situations using macroeconomic models, appreciating the role of the state, the impact of fiscal and monetary policy, and the role of (financial) crises.
- **Methodological competences:** Students will learn to apply mathematical calculus, graphical methods, and economic reasoning to analyze and understand macroeconomic models, such as the IS-LM model, and the Phillips curve. They will develop the skills to determine market outcomes, assess the effects of policy changes, and evaluate welfare consequences.
- **Social competences:** Students will enhance their ability to work on economic problems in international groups, presenting their results and engaging in discussions with peers and professors. They will develop the skills to reflect on and discuss macroeconomic issues, contributing effectively in a collaborative learning environment.
- **Personal competences:** Students will learn to handle abstract economic models and appreciate the mix of intuitive reasoning and formal rigor required to work with economic theory. They will develop resilience in dealing with complex and sometimes frustrating concepts, and understand the significance of assumptions in determining the outcomes of economic models.



Sustainability Dynamics | M24 - M30

This is a course created and held by Prof. Dr. Florian Kapmeier.

Sustainability Dynamics is an interdisciplinary course that empowers students to address complex global (environmental) challenges through systems thinking, simulation modeling, and collaborative learning.

The course integrates award-winning teaching methods, including serious games, interactive lectures, and real-world case studies. It cultivates key competencies in ethical reasoning, intercultural collaboration, and systems-based problem-solving.

By engaging with interactive simulations, role-playing games, and case studies, students explore the root causes of strategic failures of sustainability initiatives and learn to design high-leverage, lasting solutions. The course fosters critical competencies in ethical reasoning, intercultural collaboration, and complex problem-solving. Students develop a deep understanding of feedback loops, time delays, stocks and flows, and unintended consequences in systems—skills essential for navigating today's volatile global landscape and sustainability challenges. Through engaging experiential learning tools like the Climate Action Simulation and FishBanks, students gain empathy, negotiation skills, and a systems perspective on global sustainability.

Key topics include sustainability transitions, climate change mitigation, the risks of greenwashing, and transition risk assessments. Students explore the dynamics of pandemics, food systems, and waste management, particularly in vulnerable contexts like Small Island Development States. The course also covers foundational concepts such as planetary boundaries and the limits to growth, drawing on influential studies like classic Limits to Growth and recent Earth4All studies.

Recognized for its innovation and impact, the course inspires students to become active, informed leaders capable of driving sustainable transformation in business and society—equipped not only with analytical tools but also with a hopeful, action-oriented mindset.

As research affiliate of the MIT Sloan School of Management and partner of US-based NGO Climate

Interactive, I am deeply involved in the development and diffusion of the roleplay Climate Action Simulation that is embedded in the interactive En-ROADS climate solutions simulator (<https://www.climateinteractive.org/en-roads/>). I have been using En-ROADS and the predecessor model C-ROADS with all forms of engagement at the ESB Business School for more than ten years. It has become an integral part of the curriculum in the Bachelor's and Master's programs at ESB, and at many other business schools around the world, and I work on diffusing it among academics throughout the German-speaking regions. En-ROADS was recognized as the #1 entry on PRME's Best 10 List on Climate Change in 2022, highlighting its value as an innovative learning tool for business and management education.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Reutlingen University.

Lehrpreis Nachhaltigkeit und Diversität

Granter: Reutlingen University

Grantee: Prof. Dr. Maud Schmiedeknecht

Award Description:

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

Teaching Voices

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

Innovation for Sustainable Business

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

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

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

A strong emphasis is placed on practical knowledge: students work with real-world case studies, apply established frameworks, and design their own solutions for sustainable innovation. In doing so, they acquire exactly the competencies that are in high demand in the job market; whether as sustainability managers in corporations, consultants for digital and green transformation, product managers for sustainable technologies, or founders of their own impact-driven startups. The course thus promotes not only entrepreneurial thinking but also systemic responsibility, preparing graduates to succeed in a professional world where companies and institutions urgently need innovation to tackle global challenges like climate change, resource scarcity, and social inequality.

Prof. Dr. David Feierabend

Bioeconomy – Biorefinery and Circular Economy

Institution: Reutlingen University, School of Life Sciences

Preparing Students to Tackle Global Sustainability Challenges through Bioeconomy Education

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

Innovative Course Design

The course is structured around three interlocking pillars:

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

Teaching Strategies Aligned with Sustainability:

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

Embedding the SDGs and Planetary Boundaries:

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

Outcome and Impact:

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

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

Prof. Dr.-Ing. Daniela Almeida Streitwieser

Sustainability in the textile chain

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

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

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

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

Dipl.-Ing. Kai Nebel

Engaging students in interactive simulations for evidence-based climate action

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

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

I have been using En-ROADS and the predecessor model C-ROADS with all forms of engagement at the ESB Business School for more than ten years. It has become an integral part of the curriculum in the Bachelor's and Master's programs at ESB, and I work on diffusing it among academics throughout the German-speaking regions. On PRME's 2022 [Best 10 List: Climate Change](#), En-ROADS is ranked as the **number one** activity for business and management professors to use with students. As of September 2026, more than 518,000 people in 186 countries have participated in interactive sessions with C-ROADS and En-ROADS (<https://www.climateinteractive.org/en-roads/>).

Prof. Dr. Florian Kapmeier

Industrial Ecology

The seminar Industrial Ecology is held in English and is open to foreign students. The duration is 1 semester. The seminar includes project work – preparing a standard oriented sustainability report for a specific product – and presentations.

Learning outcomes: Students learn about different aspects and dimensions of sustainable management in producing and distributing of a product. In this context, regenerative forms of economy, new business models are presented that differ significant from traditional linear consumption – and meeting governance (e.g. CSRD-reporting) and social requirements at the same time (e.g. conducting human rights due diligence). The students will understand different approaches and methods for implementing in particular ecological and economic requirements in the product life cycle. This includes product design, its manufacture, the supply chain, the product itself and the end of the product life cycle. Furthermore and unique, students will apply these environmental and social concepts on a specific product, which they have designed, developed and prototyped in three previous semesters.

Concepts touched: Students learn the basic principles of sustainable management (triple bottom line approach, energy and material flow management, eco-design, recycling management, etc.) and advanced methods for collecting economic, ecological (e.g. LCA) and social indicators (e.g. human rights risk heat map). They apply the acquired knowledge to the product idea and check the product, its supply chain and manufacturing procedures for sustainability aspects.

Pedagogies: Students learn in the seminars applying the sustainability knowledge on a specific product and using sustainable management principles (triple bottom line approach, energy and material flow management, eco-design, recycling management, etc.). Also, economic, environmental and social data are calculated. As such, students apply the acquired knowledge to the product idea and check the product and its manufacturing for sustainability aspects.

Course description: In this module, students learn to understand the sustainability impacts in all ESG-dimensions (environment, social and governance) in the supply chain, for transport, in the use and end-of-life phase. As such, sustainability turns into an integrative element of management. Throughout the course, all relevant Sustainable Development Goals are addressed – such as SDG 6 (Clean water and sanitation), SDG 9 (Industry innovation and infrastructure), SDG 12 (Responsible Consumption and production), SDG 13 (Climate action) etc.

Prof. Dr. Wolfram Heger



Research

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

Research vs Research for RME/Sustainable Development

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

vs

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

Research Funding

In 2025, Reutlingen University was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Reutlingen University contributed research findings to:

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

Research Projects

In 2025, Reutlingen University reported 3 research projects that implemented responsible or sustainable activities.

Competence Center for Work Research in Social and Health Care

Period Covering: March, 2024 - February, 2029

Department: Management | Human Resource Management

The Competence Center for Innovative and Healthy Work in the Social and Health Care Sector of the Alb-Bodensee-Iller Region (Kompetenzzentrum für innovative & gesunde Arbeit im Sozial- und Gesundheitswesen, short: KomplGA) brings together universities, practice partners, and practitioners to develop and test innovative approaches to work design in the social and healthcare sector. The project addresses major challenges such as workforce shortages, increasing workload pressures, demographic change, and the growing demand for care and social services. Through close collaboration between research and practice, KomplGA develops evidence-based solutions that improve working conditions while strengthening organizational effectiveness and resilience.

A central focus of the project is the design of healthy, and future-oriented workplaces. Research activities explore topics such as flexible work arrangements, digitalization of processes, competence development, integration of diverse employees, and participatory organizational development. By involving employees and stakeholders in the co-creation and evaluation of solutions, the project generates practical reference models and good practices that can be adopted across the sector.

KomplGA contributes to sustainable development by strengthening the long-term capacity, innovation potential, and social sustainability of healthcare and social service organizations. The project's emphasis on digital innovation, knowledge transfer, and collaborative problem-solving directly supports SDG 9 (Industry, Innovation and Infrastructure). Furthermore, by promoting healthy working environments and sustainable organizational practices, KomplGA helps build more resilient institutions that can continue to provide essential services for society in the face of demographic and economic challenges.

For more detail see: <https://kompiga.de/>



Tech hubs and entrepreneurship

Period Covering: July, 2025 - June, 2029

Department: Entrepreneurship

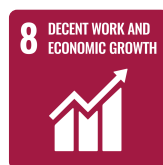
Over the past 15 to 20 years, technology and innovation hubs have emerged across many African countries and become an integral part of the entrepreneurial ecosystems in African countries. With more than 1,000 hubs currently in operation, these organizations are increasingly visible as providers of workspaces, training, mentoring, incubation, networking opportunities, and access to finance. Despite their growing prominence, however, there is still insufficient research on their actual contribution to entrepreneurs and the wider entrepreneurial ecosystem.

The concept of a tech hub remains relatively broad and ambiguous. Hubs differ considerably in their ownership structures, funding models, organizational forms, target groups, and the services they offer. Moreover, many hubs have ceased operations, while others may not provide the forms of support that entrepreneurs genuinely need. Our research therefore seeks to disentangle the concept of the tech hub and develop a more differentiated understanding of how various hub models operate and create value.

At the level of the individual entrepreneur, we examine how hubs can help founders navigate challenging institutional environments. This includes investigating whether and how hubs provide relevant services, facilitate access to knowledge and resources, and connect entrepreneurs with investors, public institutions, corporate partners, mentors, and other key stakeholders. Particular attention is given to the extent to which hubs create meaningful and lasting networks rather than merely increasing the number of contacts available to entrepreneurs. A critical mobilities perspective further enables us to examine who and what is able to move through hubs, and who or what remains excluded. We investigate which entrepreneurs and business ideas gain access to funding, networks, visibility, and opportunities for expansion, as well as how factors such as gender, socioeconomic background, location, education, and professional connections shape these trajectories. This perspective draws attention to the formal and informal selection processes through which access to hubs and their resources is structured. It therefore allows us to assess whether hubs function primarily as gateways that enable broader participation and mobility, or as gatekeepers that reproduce existing inequalities by privileging particular entrepreneurs, sectors, and forms of innovation.

At the ecosystem level, the project investigates the influence of tech hubs beyond the development of individual start-ups. We analyse whether hubs strengthen relationships among entrepreneurial actors, improve the flow of information and resources, address institutional gaps, and contribute to the long-term development of more supportive and resilient entrepreneurial ecosystems.

For more details see: <https://www.esb-business-school.de/en/research/think-tank-doing-business-in-africa/research-projects>



MIT Climate Pathways Project

Period Covering: December, 2019 - December, 2030

Department: Management

MIT Sloan School of Management, MIT Sloan Sustainability Initiative

As research affiliate at the MIT Sloan School of Management, Prof. Dr. Florian Kapmeier is team member of the MIT Climate Pathways Project (CPP). The CPP is a joint effort of the MIT Sloan Sustainability Initiative, the MIT Climate Policy Center, and the think tank Climate Interactive. The objective of the CPP is to leverage interactive simulations such as C-ROADS and En-ROADS, both co-developed by Climate Interactive and MIT Sloan, to advance the adoption of evidence-based climate policy through leaders in the public and private sector. To-date, more than 25,000 leaders have participated in our interactive simulations. Florian is responsible for our engagements with leaders in Europe.

<https://mitsloan.mit.edu/centers-initiatives/climate-policy-center/mit-climate-pathways-project/welcome>





Partner

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

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Oikos International

Partnerships

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

MIT Sloan School of Management, MIT Sloan Sustainability Initiative

Prof. Dr. Florian Kapmeier is a research affiliate and visiting scholar at MIT Sloan School of Management and a team member of the [MIT Climate Pathways Project](#) (CPP). In the summer term 2025, Florian did his research sabbatical at MIT Sloan, with two months in presence at the Sloan School. The MIT Climate Pathways Project is a joint effort of the MIT Sloan Sustainability Initiative, the MIT Climate Policy Center, and the think tank Climate Interactive. The objective of the CPP is to leverage the [C-ROADS](#) and [En-ROADS](#) interactive simulations, co-developed by Climate Interactive and MIT Sloan to advance the adoption of evidence-based climate policy through leaders in the public and private sector.

Oikos International

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

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

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

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

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

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

ekhg Reutlingen

The ekg Reutlingen (Protestant and Catholic Student Ministry) is an important partner in promoting students' personal development, well-being, and social responsibility. In addition to pastoral support and guidance, the ekg offers seminars and activities that help students develop social skills, reflect on values, and cope with the challenges of academic life.

A central meeting place is the student hut ("HÜTTE"), an open space where students from different faculties and student groups can connect, exchange ideas, and initiate projects. The HÜTTE encourages dialogue and provides opportunities for reflection on social, ethical, and ecological issues, fostering a sense of community and civic engagement.

Among its long-standing initiatives is "Do It!", a service-learning project that combines academic learning with practical experience in social institutions. Through voluntary placements, students strengthen competencies such as communication, teamwork, empathy, and responsibility, while gaining insights into societal challenges. Participants reflect on their experiences in a written report, and the project can contribute to the requirements of the Ethikum Certificate. The initiative continues to provide valuable opportunities for experiential learning and social engagement.

The ekg is also a member of the organizing team of the Pop-up University, an interdisciplinary public lecture series that creates dialogue on current societal, ethical, and sustainability-related issues.

<https://ekhg.de/>

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

The Pop-up University is a long-standing collaboration between Reutlingen University, the Theologische Hochschule Reutlingen, and the Evangelische und Katholische Hochschulgemeinde Reutlingen (ekhg). The partnership offers an interdisciplinary Studium Generale program that brings together perspectives from academia, business, politics, culture, and religion to address contemporary societal challenges.

Each semester, renowned experts deliver public lectures and participate in interactive discussion formats that encourage critical reflection, dialogue, and perspective-taking among students, staff, and members of the wider community. As Ethics Officer of Reutlingen University, Prof. Dr. Maud Helene Schmiedeknecht co-organizes the program together with the partner institutions, thereby strengthening the integration of ethics, sustainability, and societal responsibility into university life.

Zentrum für Fragen des 21. Jahrhunderts (ZEF21)

Reutlingen University collaborates closely with ZEF21 – Center for Ethical Questions in the 21st Century, formerly the Department of Technology and Science Ethics (rtwe), a central institution serving 24 universities of applied sciences in Baden-Württemberg. ZEF21 promotes academic discourse on ethics, sustainability, and societal responsibility through public events, publications, and its Ethics Academy.

Reutlingen University actively contributes to the ZEF21 higher education network through its ethics officer and sustainability officer. As members of this statewide community of ethics and sustainability representatives, they exchange best practices, develop joint initiatives, and support the integration of ethics and sustainability into teaching, research, and campus engagement. The network meets regularly and works closely with ZEF21 to advance responsible management education, organize events, and foster dialogue on ethical and sustainable development across participating universities.

<https://www.zef21.de/>

AACSB

The ESB Business School is AACSB accredited to demonstrate our commitment to excellence in business education. Recognized globally as the highest standard, AACSB accreditation signals that a school meets rigorous criteria in teaching, research, curriculum development, and student learning. Since 2020, AACSB's accreditation standards emphasize not only academic quality and learner success but also societal impact, including sustainability. Accreditation encourages schools to integrate environmental, social, and governance (ESG) principles into their curricula, research, and institutional strategies. This alignment supports the development of responsible leaders who can address global challenges such as climate change and social inequality. By embedding sustainability into teaching and operations, AACSB-accredited schools demonstrate leadership in shaping a more

inclusive and sustainable future. This enhances our school's reputation, attracts top students and faculty, and opens doors to international partnerships and funding opportunities. For our students, it ensures a high-quality education aligned with employer expectations, often leading to better career outcomes. For the ESB Business School, it provides a framework for continuous improvement and strategic focus in a competitive global education landscape.



Practice

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

Institutional Policies and Practices

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



Share

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



Engagement Opportunities

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

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

Communication Audiences

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

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



SIGNATORY

Reutlingen University



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Germany



Website

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