

Responsible Management Education: Sharing Information on Progress (SIP) Report



6th edition
2021

299



employees

are permanently employed by UAS Grisons
(31.12.2020).



1936

students

are enrolled in the bachelor's and
master's degree programmes (15.10.2020).

In 50



countries

projects of UAS Grisons
were realized.



CHF 10.6 m.

research volume

achieved by research and service projects
at UAS Grisons in 2020.

357

current projects

in research and service are underway
at UAS Grisons (31.12.2020).



377









students

are enrolled in further education programmes
at UAS Grisons (15.10.2020).

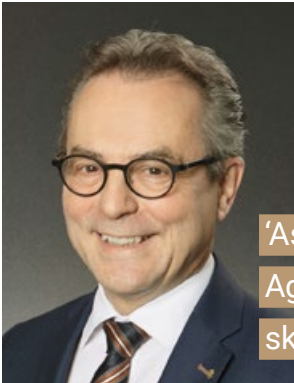
Cover page

Through the network of the United Nations initiative 'Principles for Responsible Management Education (PRME)', the University of Applied Sciences of the Grisons is connected with over 800 universities worldwide since 2009. Regardless of their geographical location, these institutions are united by the common goal of ensuring responsible leaders.

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Our continued commitment to PRME



'As a university, we feel obliged to contribute to achieving the 2030 Agenda, which is why we equip our students with the relevant skills and integrate sustainability aspects into research projects.'

Prof. Jürg Kessler, President of the University of Applied Sciences of the Grisons, Head of the University Executive Board

As a higher education institution that joined the United Nations initiative with both conviction and commitment in 2009 and has been sharing its knowledge and skills globally in the PRME Champions Group since 2014, we are determined to continue to make our contribution to the UN PRME programme community in the future. Since the last progress report in 2018, we have been able to experience a significant change as a university community: we became the eighth independent public university of applied sciences in Switzerland at the beginning of 2020. As the University of Applied Sciences of the Grisons, we have separated from the University of Applied Sciences Eastern Switzerland FHO and dared to take the step towards independence. Now we carry the name of our canton in our brand and are called the University of Applied Sciences of the Grisons.

We apply the six principles of responsible management education in the business and service disciplines, but also in the technical disciplines. In architecture or civil engineering, for example, we follow the principles in a discipline-specific way, because sustainable construction is particularly relevant in a mountain and tourism region like ours.

As a strong basis for the implementation of sustainable development, we are guided by our vision, in which we have laid down that we want to contribute to shaping the future in a sustainable way. In our mission, we commit ourselves to educating students to become responsible personalities. Finally, in our mission statement we commit ourselves to acting ethically and responsibly. We base our thinking, teaching, research and actions on these principles.

The PRME SDG Dashboard serves as an important steering tool, which we have renewed in our report (see also page 14). It allows us to identify trends, see where we can be satisfied with what we have achieved and where we still need to improve. One example of this is the foundation of an ethics committee.

In 2014, we had the pleasure of hosting the 1st Responsible Management Education Research Conference at our university in Chur. From 19 to 23 October 2020, we hosted the 7th Responsible Management Education Research Conference for the second time, which took place virtually due to Covid-19. I would like to reiterate my appeal to us as higher education institution members, which I made at the time in my opening speech: 'Let us be aware that our work and our decisions have a significant impact on the immediate environment, and far beyond that, on society and our future.'

A handwritten signature in blue ink that reads "Kessler". The signature is fluid and cursive, written in a professional style.

Prof. Jürg Kessler, President of the UAS Grisons

The University of Applied Sciences of the Grisons embarks on a new strategy period

'In a thinking and action space we will further develop topics in the intersections and interactions between the three spheres of sustainability.'



Prof. Ulrike Zika, Sc.D, Department Head Alpine Region Development, member of the University Executive Board

The UAS Grisons is embarking on a new strategic period and we are pursuing our newly defined vision: 'As an agile university, we are helping to shape the future in a courageous and sustainable way.' We want to develop sustainable solutions to relevant issues for society, contribute to the economic competitiveness of the region and create cross-border benefits by making a significant contribution to reducing the shortage of skilled workers and increasing innovative strength.

As a university, we are essential for sustainable development – as an educational institution for future specialists and managers, as a research institution and innovation driver, as a provider of further education and, last but not least, as a credible advisory body and role model. Only a systemic understanding that takes into account the economic, ecological and socio-cultural spheres, the intersections as well as the interactions between the spheres, allows us to promote development in a truly sustainable way. The actions of both public and private actors must not be isolated and one-dimensional, but must take into account the interactions between the three spheres.

For these reasons, a sustainable development thinking and action space is being set up at the UAS Grisons, where we discuss, concretise and further develop topics in the intersections of the three spheres of sustainability (ecological responsibility, social solidarity and economic performance) as well as their interactions.

The space for thinking and action is intended to facilitate mutual exchanges both internally, between employees and students of the UAS Grisons, and externally with partners. In doing so, interdisciplinary approaches to solutions are to be sought and the areas of thinking and action of digital transformation and innovation are to be integrated. Mutual learning (also from students) is promoted with the aim of establishing a culture of academic discourse and better integrating sustainable development (see also Faculty Development page 10).

We look forward to any contribution and impetus for the further development and success of our sustainable development thinking and action space. Of course, we especially welcome ideas from the network of Principles for Responsible Management Education (PRME) initiative!

Foreword



'We're keeping at it: this is the commitment that our university management has once again sealed with the new strategy.'

Livia Somerville, Research Associate
Sustainable Higher Education Development

With our 6th edition of the Progress Report on Principles for Responsible Management Education PRME, we are pleased to present you with a selection of some of our many activities for the period 2019 and 2020.

Sustainable Development at the UAS Grisons is a fine example of a successfully implemented interdisciplinary field, to which various institutes, centres, operations and a commission contribute competences in order to tackle the multilayered and complex problems of sustainable development. Already in 2017, the UAS Grisons included sustainable development as one of three development priorities in its strategy. It had dealt intensively with the current sustainability debate and decided on the triad of ecological responsibility, social solidarity and economic performance. The SDGs create the orientation framework.

I am the first member of staff at the UAS Grisons whose tasks are completely oriented towards a university development in balance with these three target areas. For four years now, I have been advancing projects in teaching, research and school operations in this function. It is very gratifying that in the meantime there are employees in all departments who are researching for a future worth living for and training their students for this transformation. Often it is students who bring proposals for the shaping of a sustainable UAS Grisons environment forward.

In order to make the best possible progress on this path, we value exchanging ideas with universities from all over the world through our membership of the

PRME initiative, which goes back over ten years. It is pleasing to note that the exceptional constraints imposed by Covid-19 has intensified the exchange within the PRME Champions group through the monthly scheduled meetings. As the meetings took place exclusively virtually, more employees were able to participate.

We're keeping at it: this is the commitment that our university management has once again sealed with the new strategy. Without this explicit and unequivocal commitment from the top, it would not be possible for us to drive sustainable university development throughout the UAS Grisons. Building a space for thinking and action enables us to achieve even greater impact with the resources we deploy. We look forward to reporting back to you on our experiences in two years' time.

Our seven PRME Principles



Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 5: Partnerships

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 2: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



Principle 3: Methods

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



Principle 7: Organisation

In our strategy, we define the principles of sustainable development, create the organisational conditions for their implementation and, as members of our university of applied sciences, motivate students with our sustainable actions.



Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

For further information on the PRME programme, please visit the official website: unprme.org

For further information on the 17 Sustainable Development Goals of the United Nations, please visit the official websites:

Switzerland: eda.admin.ch/agenda2030

International: sdgs.un.org

Introduction to the PRME Team at the University of Applied Sciences of the Grisons



Prof. Christian Baumgartner, Ph.D
Lecturer at the Institute for Tourism and Leisure (ITF)



Tanja Bügler
Research Associate at the Institute for Tourism and Leisure (ITF)



Prof. Christian Hauser, Ph.D
Lecturer and Project Manager at the Swiss Institute for Entrepreneurship (SIFE)



Eleanor Jehan
Research associate at the Swiss Institute for Entrepreneurship (SIFE)



Prof. Jürg Kessler
President UAS Grisons,
Head of the University Executive Board



Rätö Kessler
Student assistant



Ruth Nieffer
Lecturer at the Swiss Institute for Entrepreneurship (SIFE)



Livia Somerville
Research Associate Sustainable Higher Education Development



Prof. Ulrike Zika, Sc.D
Department Head Alpine Region Development, member of the University Executive Board



University of Applied Sciences of the Grisons as a member of the PRME Chapter DACH and PRME Champions

PRME Champions

Project lead: Prof. Christian Hauser, Ph.D

Out of a total of 32 representatives of the approximately 600 universities worldwide, the former HTW Chur (now the UAS Grisons) was the only Swiss university to be accepted into the PRME Champions Group in 2014. HTW Chur was delighted to take on the challenge of being one of the first universities to champion education for sustainable development. The membership in the PRME Champions group is an expression of this endeavour. In collaboration with the most progressive business schools in the international PRME community, the UAS Grisons is helping to advance this unique initiative and shape its next phase of development.

In 2020, the PRME Champions programme embarked on its fourth cycle. Driven by its passionate commitment, the UAS Grisons has once again been chosen as an ambassador for the PRME community. The focus of this cycle is on thought and action leadership, knowledge sharing and peer learning, with the aim of future-proofing the participating universities and demonstrating the impact of their sustainability efforts. In this flagship PRME programme, higher education professionals are provided with a safe space for innovative collaborations and a 'living laboratory' for ambitious new ideas for developing the next generation of sustainability-focused business schools and management-related higher education institutions in support of the SDGs.

PRME Chapter DACH

Project lead: Prof. Christian Baumgartner, Ph.D

The PRME Chapter DACH is one of the most active and visible within the PRME Chapters. Not only the co-ownership of the Responsible Management Education Research Conference – 2019 in Jönköping, Sweden, and 2020 after the foundation in 2014 again in Chur – but also individual topics such as impact analysis, design thinking and gamification on the SDGs keep the DACH members busy.

Elisabeth Fröhlich from the Cologne Business School has taken over the presidency of the PRME Chapter

DACH from Lutz Schlange and also successfully represents the chapter in the Global Chapter Council. Physical and virtual meetings take place regularly. Due to the trend towards virtualisation, there is a greater and more frequent exchange than before. Currently, as in all chapters, the formulation of a clear work programme and the complete creation of a new website is underway. A special focus will be placed on the involvement of students.



Faculty Development

Project lead: Ruth Nieffer

Team: Prof. Ivan Nikitin, Ph.D, Livia Somerville, Prof. Ulrike Zika, Sc.D

Under the supervision of Prof. Georg Müller-Christ, Ph.D, (sustainability expert at the University of Bremen), the employees of the UAS Grisons got to experience the method of systemic constellations. The aim of the organised event was to collectively analyse the state of sustainable development at the UAS Grisons. Implementing sustainability in research, teaching and organisation in the university inevitably means moving in emerging areas of tension and having to face conflicting goals and trade-offs.

The strength of systemic constellations is that they make these areas of tension visible and tangible. The method enables people to perceive themselves in systems and relationships and to be able to 'take a stand' in the truest sense of the word. The information gathered is reflected upon and discussed. Insights and knowledge gained can promote the acceptance of existing dilemmas and at the same time pave the way for innovative solutions.

Thirty participants showed a high level of willingness to engage in this experiment and met on 7 September 2020 in the auditorium of the UAS Grisons. Participation was open and voluntary for all interested employees. No background in sustainable development was required.

An initial positioning in the room showed that sustainable development at the UAS Grisons is perceived by the participants as an additional rather than an integrative component. In the next step, the people taking part positioned themselves in the room according to their subjective ideas (mental maps) on the question 'Why is sustainable development not a given?' The jointly created image revealed a 'threshold' that was synonymous with the spatial distance between sustainable development and the core business of research, teaching and administration.

In small groups, the employees recorded their irritation about this threshold in the form of a self-observation task, as well as the perceptions confirmed by the picture. They were annoyed, for example, by the low level of involvement of students in efforts to promote sustainable development, and by the differing importance of sustainable development in research and teaching for the individual university departments. Many participants found their perception confirmed that sustainable development itself is also irritating.

In order to get to the bottom of this threshold and think about ways to overcome it, the small groups were asked to formulate hypotheses and then prioritise them. The following assumptions met with the greatest acceptance among the participants: 'Could it be ... that we need less lone warriors and more teamwork? ... that we should give students a more important role in relation to sustainable development at our university of applied sciences? ... that we should be more flexible with the concept of sustainable development? ... that our institutes and study programmes on sustainable development should cooperate and co-create more with each other? ... that we plan too big and complicated steps instead of implementing small steps quickly and courageously?'

In the 2021–24 strategy period of the UAS Grisons, sustainable development has now been given an independent and equal place in the circle of the space for thinking and action: innovation, growth, interdisciplinarity, network and digitisation. Here, topics in the intersections of the three sustainability dimensions (ecological responsibility, social solidarity and economic performance) and their interactions are to be further discussed, developed, concretised and implemented (see also page 5).



Impact assessment of education for sustainable development

Project lead: Prof. Christian Baumgartner, Ph.D

Team: Tanja Bügler, Prof. Ivan Nikitin, Ph.D, Livia Somerville

Education plays a central role in the transformation to sustainable development – not only explicitly as Goal 4 of the SDGs, but in general; this is the basis of PRME membership. Education for Sustainable Development (ESD) should enable people to participate in the social negotiation and co-design processes with regard to sustainable development.

On the one hand, graduates of the UAS Grisons should be able to act and decide sustainably in their professional environment, but on the other hand, they should also be able to contribute to sustainable development in their private and social contexts. Prof. Ivan Nikitin, Ph.D, also reports on this on page 17.

The curricula of the various fields of study integrate a variety of aspects of sustainable development in great diversity and depth. In addition to the content of the courses, opportunities for engagement and co-determination as well as the role model effect of UAS Grisons staff make a decisive contribution to this objective.

In the course of justification and self-reflection, all educational institutions are probably repeatedly faced with the challenge of evaluating their educational work – with the long-term objective of Education for Sustainable Development, this is all the more difficult.

The long-term impact evaluation project, which was launched in 2020 after lengthy preparations, analyses the impact of education and extra-curricular activities at the UAS Grisons on students and graduates. Using several different quantitative and qualitative methods, students are surveyed at the beginning, in the middle, towards the end and sometime after completion of their studies about their attitudes to and competences in sustainability, and the effects of their time at the university are analysed.

In the course of this project, the UAS Grisons is cooperating with the University College of Teacher Education Tyrol (PH Tirol), which has also launched a strategic initiative to integrate sustainability and ESD into teaching and research.

The outputs of the impact evaluation are as follows:

- The results of the impact evaluation ESD show the current status of students at the beginning of their studies as well as changes in students' attitudes towards and competences in sustainable development over time.
- Evaluations are carried out both in cross-sectional comparisons between different degree programmes and cohorts and in longitudinal analyses that show the development of students during their time at the UAS Grisons. Additional information is provided by comparisons with the results of the PH Tyrol.

The actual outcomes lie in the following points:

- identification potential for improvement and implementing the results in the university's curricular and extra-curricular offerings
- integration of the regular impact evaluation into the quality management systems of the university
- dissemination of the results and especially the methods via the 'Sustainability' mandate of Swissuniversities (the umbrella organisation of the Swiss universities), publications and conference contributions – via the PRME network of course.



Partnerships for the SDGs

Project lead: Prof. Christian Hauser, Ph.D

Team: Eleanor Jehan

Both the academic community and the private sector have a great responsibility towards realising the goals under the UN 2030 Agenda for Sustainable Development. PRME (Principles for Responsible Management Education) Principle 5: 'Partnerships', and SDG 17: 'Partnerships for the goals', are central to this achievement.

Over the past two years, the PRME team at the UAS Grisons, in collaboration with other PRME Champions signatories, have developed the PRME Blueprint to support the integration of the SDGs into the business processes of higher education institutions (HEIs), namely, into their curriculum, research and partnerships. The UAS Grisons scholars were the lead on the partnership subsection. The PRME Blueprint was published in mid-2020. In addition, two further conceptual publications incorporating two distinct yet related models have been produced to explore the issue of partnerships between the academic and private sectors in greater depth. The developed models described in the publications are summarised below.

The first model outlines a three-dimensional partnership portfolio framework, which provides insight into the locus of outcomes in various cross-sector partnership settings. The model explains that the benefits which can be gained and the results which can be achieved from a cross-sectoral partnership between HEIs and practice depend on the three factors. The first factor states that cross-sectoral partnerships are influenced by the level of material commitment of the HEI towards the partnership. The second factor describes that the level of affective commitment by the HEI and the backing provided in terms of temporal and human resources are also important. The third factor notes that the orientation of the partnership, whether the outcome is intended to serve the HEI, the local community or the broader community, influences the outcome.

The second model describes the partnership 'sweet spot' (PSS) and provides suggestions on how to find it. As a simplified version of the aforementioned three-dimensional model, the PSS model suggests that partnerships between HEIs and the private sector range from being purely management-led to being purely faculty-led, and range from being driven by an institutional agenda or by SDG-related issues. The model depicts the PSS at the heart of the continuous transactions, which illustrates the point at which the needs of the institution, faculty and society are met. The model suggests that the most beneficial partnerships are those located within the PSS. In this position, instead of viewing SDG-related partnerships as a stand-alone activity, faculties are instead engaging with the partnerships and guiding the partnerships to align with their teaching and research interests, whilst being supported and enabled by management. Simultaneously, the partnerships reflect not only the institutional agenda, but are also driven by relevant and topical societal issues.

As an outlook for the next cycle, the PRME team at the UAS Grisons would like to initiate the implementation of the conceptual PRME Blueprint in practice. To do so, the proposed project aims to facilitate the initiation and operation of multi-stakeholder partnerships for the SDGs between HEIs and the private sector, with a focus on partnerships in emerging markets. The goal of the partnerships is to mobilise and share specialist knowledge, technology and financial resources to realise the achievement of the SDGs in the countries involved. To implement the PRME Blueprint, letters of intent have been signed by five PRME signatory universities in emerging countries. The PRME team is currently applying for funding.

For more information on the models, please refer to the three publications:

Hauser, C., & Ryan, A. (2021). Higher education institutions, PRME and partnerships for the goals: retrofit labeling or driving force for change? *Sustainability Accounting, Management and Policy Journal*. doi: 10.1108/SAMPJ-03-2020-0069.

Ryan, A., & Hauser, C. (2020). Reflecting on the role of academia-private sector partnerships in moving forward with the SDGs. In G. von Schnurbein (Ed.), *Transitioning to Strong Partnerships for the Sustainable Development Goals* (pp. 83-94). Basel: MDPI.

Wersun, A., Klatt, J., Azmat, F., Suri, H., Hauser, C., Bogie, J., Meaney, M., & Ivanov, N. (2020). *Blueprint for SDG Integration into Curriculum, Research and Partnerships*. New York: PRME.



7th Responsible Management Education Research Conference

Team: Prof. Christian Baumgartner, Ph.D, Prof. Christian Hauser, Ph.D, Eleanor Jehan, Livia Somerville

The annual Responsible Management Education Research Conference creates a platform for representatives from research, politics and education to continue the dialogue on the UN Principles for Responsible Management Education and corporate governance. Having come full circle since its initiation in 2014, the event was once again hosted by the UAS Grisons in October 2020, in cooperation with the PRME Chapter DACH and the PRME Anti-Poverty Working Group. The event was successful in bringing together over 210 scholars virtually from around the world across 18 different time zones.

In response to the ongoing global pandemic, the UAS Grisons made the decision early on to welcome participants to the virtual arena. For the organisation of such an international conference, digitisation can be a challenge, but at the same time presents many opportunities. With the help of a pioneering platform, the conference pushed the boundaries of academic conferences and paved the way for innovative conferences of the future. Alongside the various parallel sessions, the UAS Grisons was able to use digital solutions to introduce the city of Chur to participants by partnering with Chur Tourismus for a virtual city tour, and celebrate Swiss culture with a live performance by a local Romansch artist, Mattiu Defuns. Informal coffee sessions and other events such as a virtual pub quiz were also designed to recreate the conference atmosphere.

The content of the conference itself was centred around the question of how digitisation can efficiently and effectively contribute to achieving the 17 sustainable development goals (SDGs) defined under the UN 2030 Agenda. Over the course of three days, the research findings of close to 120 peer reviewed academic inputs were presented, with opportunities for participants to also take part in one of two paper development workshops. The conference also saw panel discussions featuring distinguished academics and practitioners discussing the opportunities, challenges and values of responsible management education, digitisation and corporate governance.

To close the event, the baton was passed to colleagues at the Xi'an Jiaotong-Liverpool University in Suzhou, China, to host the 8th Responsible Management Education Research Conference in 2021. Previous events had been hosted in Jönköping, Sweden (2019), Cologne, Germany (2018), Curitiba, Brasil (2017), Krems, Austria (2016), Cairo, Egypt (2015) and Chur, Switzerland (2014).



PRME SDG Dashboard

Project lead: Prof. Jürg Kessler

Team: Räto Kessler, Livia Somerville

The Sustainable Development Goals (SDGs) Dashboard is a reporting and data analysis platform that captures higher education's 'best practice' contributions toward achieving the United Nations SDGs. Launched in 2018 by the Haub School of Business at Saint Joseph's University, USA, the SDG Dashboard's interactive web design allows schools to both share their most impactful SDG contributions and learn about other schools' SDG-related activities. These activities are organised and searchable by all 17 SDGs across five key areas of higher education functions: teaching, research, partnerships, dialogue, and organisational practices. These 'impact areas' reflect PRME's six principles, making the SDG Dashboard an ideal tool for PRME schools working to achieve PRME's 2030 Vision: 'Realising the Sustainable Development Goals through Responsible Management Education.' The SDG Dashboard is also helpful when preparing SIP reports and reporting on various accreditation standards related to ethics, responsibility and sustainability.

In 2018, the UAS Grisons was the first PRME school to report using the PRME SDG Dashboard. A unique visual overview of all initiatives in the field of sustainable development at the UAS Grisons was created for the first time through the SDG dashboard. In addition, the aggregation provided the university management

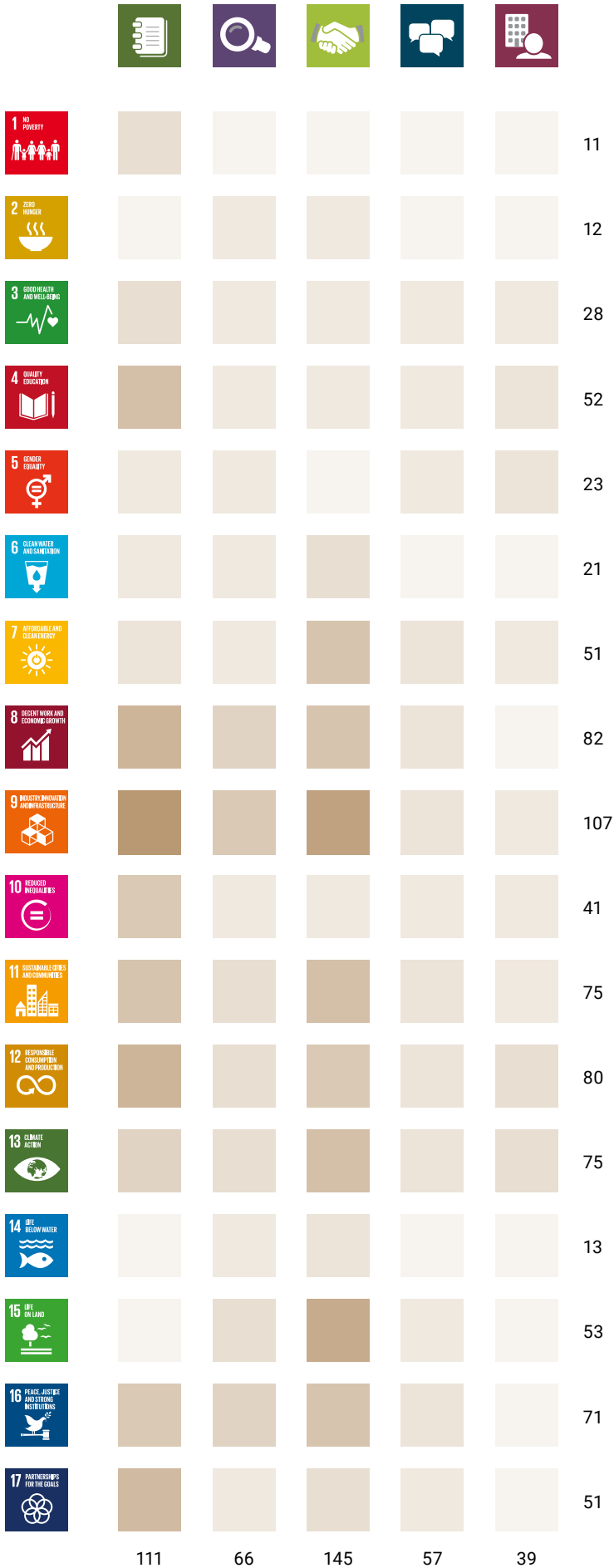
with an important tool for the targeted improvement of sustainable development. In the last SIP report, the UAS Grisons had set itself the goal of regularly updating and maintaining the content of the PRME SDG Dashboard. In close cooperation with the Haub School of Business at Saint Joseph's University, USA, this goal was accomplished: in 2020, the UAS Grisons renewed the content of its PRME SDG Dashboard. To get all the information, we recommend you to take a look at the interactive dashboard:

fhgr.ch/sdg-dashboard_en

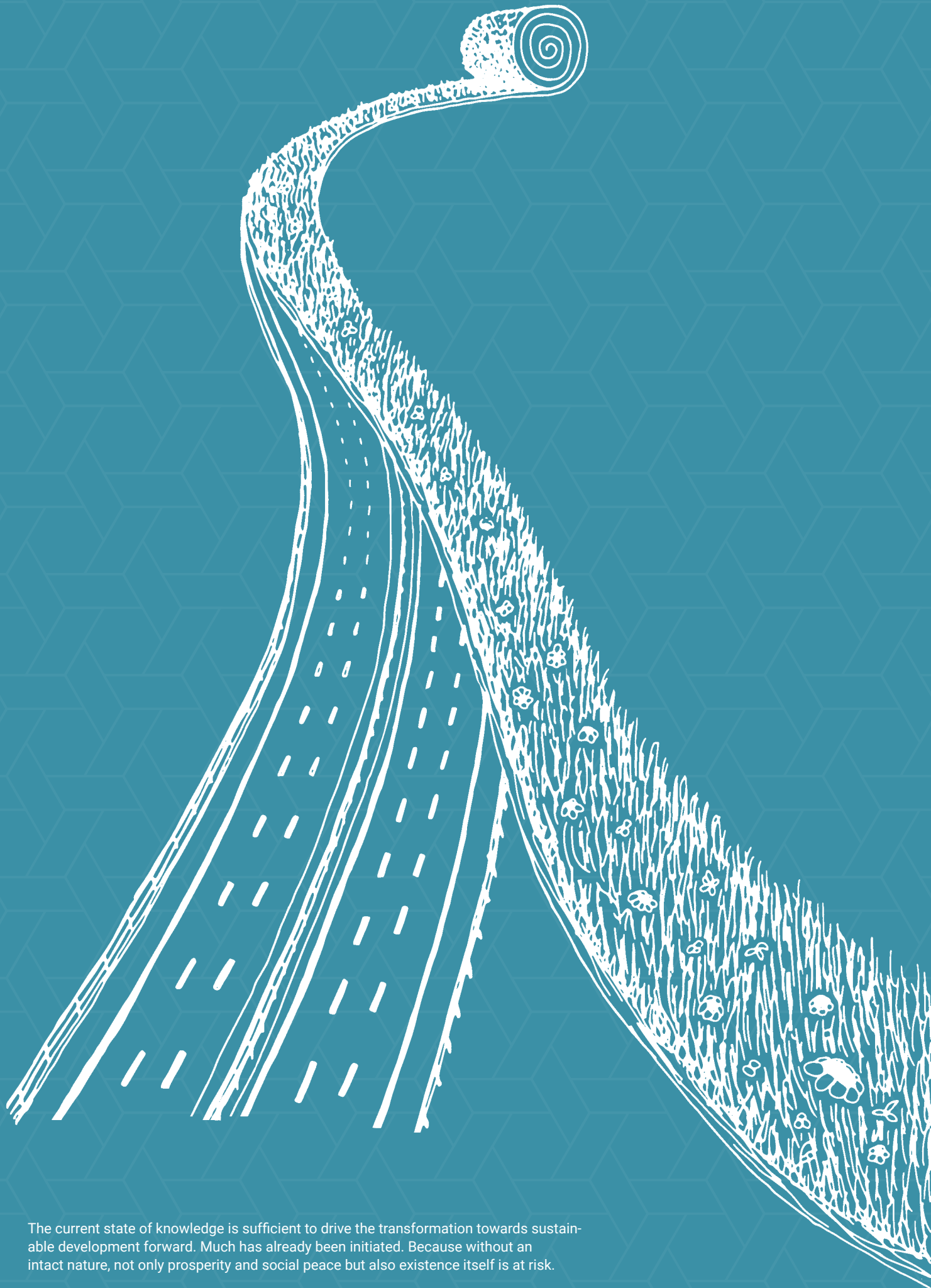
The blueprint for SDG integration into curriculum, research and partnerships, which was presented and published at the PRME Global Forum in June 2020 and in the development of which the UAS Grisons played a key role as a long-standing PRME Champion (see also reporting on page 12), addresses the SDG mapping methodology, among other things. With the aim of making the method even more robust, the UAS Grisons will review the suggestions of this guideline in the next period. It is encouraging that the UAS Grisons has already established a reference to the individual SDG goals since the beginning of the project. PRME describes this approach as the most complex and advanced.

Further information on the guide for integrating the SDGs into the curriculum, research and partnerships can be found in the following publication:

Wersun, A., Klatt, J., Azmat, F., Suri, H., Hauser, C., Bogie, J., Meaney, M., & Ivanov, N. (2020). *Blueprint for SDG Integration into Curriculum, Research and Partnerships*. New York: PRME.



The interactive dashboard can be accessed at fhgr.ch/sdg-dashboard_en.



The current state of knowledge is sufficient to drive the transformation towards sustainable development forward. Much has already been initiated. Because without an intact nature, not only prosperity and social peace but also existence itself is at risk.



Curriculum development in sustainable development education

'The shared will to contribute to a sustainable society fit for the future must not be limited to declarations of intent, but must be achieved through shaping competence, a willingness to shape and through consistent action.'



Prof. Ivan Nikitin, Ph.D, lecturer at the Centre for Business Administration (ZBW) and project manager

The UAS Grisons responsibly shapes the development of the university according to the principles of sustainable development (SD) and integrates these into its performance mandates. In this way, students should not only be educated to become highly qualified specialists, but also responsible personalities. In order to support these goals, the project of curriculum development for sustainable development education (ESD) was already initiated in 2018.

The long-term goal of the ESD curriculum development is to structure the education at the UAS Grisons in such a way that the students are enabled to act in an informed and responsible manner. They should fulfil their responsibility as multipliers and future leaders and make a relevant contribution to SD in their professional and private lives. Accordingly, where necessary and appropriate, courses at the UAS Grisons should be further developed in a cross-curricular and transdisciplinary manner in the direction of education for SD.

The initial focus of the ESD curriculum development in 2018 and 2019 on 'knowledge orientation' and 'structural anchoring of the topic in education' was further developed last year in the direction of 'competence orientation'. In future, students will be taught not only knowledge but also the necessary sustainability competences, i.e., the partial competences of the so-called shaping competences. Shaping competence is understood as the ability and willingness to name and select measures in a complex system with many possible courses of action that are suitable for further

development of the system in a sustainable direction. In this way, students are enabled to initiate and accompany the change processes necessary for SD in the private, social and professional environment.

As a basic prerequisite for the implementation of design competence in education, a common understanding of SD at the UAS Grisons had to be created. This common understanding was developed in several interdisciplinary workshops with representatives from many areas of the UAS Grisons. In differently composed work groups, the theoretical foundations were discussed, expanded to include university-specific aspects and finally validated.

Design competence in the sense of ESD can be integrated into academic teaching in many ways, for example by creating specific courses, by integrating design competences into existing modules, through competence-oriented initiatives by students and many other approaches. Accordingly, the new module 'Design competence for a SD', also called NENT2 for short, was created at the UAS Grisons last year. Its main idea is to enable students to initiate and accompany change processes in the context of SD. With the help of a transdisciplinary teaching format in this module, students are brought together with partners from society, politics and business and concrete contributions to SD are created at the local level and the students' living environment. Thus, joint projects with external partners are at the centre of this module NENT2 and the joint examination of the topic 'responsibility' is the goal.

The NENT2 module was offered for the first time as a pilot project in the autumn semester 2020 in the Business Administration degree programme in the form of an elective module. Due to the Covid-19 situation, however, the module had to be offered in a conceptually adapted way. Collaboration with external partners had to be dispensed with this time and the students dealt with the self-selected question: 'What is not yet sustainable at the UAS Grisons and where is the potential for improvement?' The module began in a blended learning format and for known reasons could only be carried out virtually at the end.

The feedback from the students on the first implementation of the module was overall very positive. The students were able to successfully analyse an existing system for its sustainability orientation using their own university of applied sciences as an example. They identified reasons and causes of system elements that were not yet sustainable, formulated potential improvements based on this and finally developed concrete solution concepts. The module concluded with a presentation to some members of the university management, at which the measures developed by the students to improve the sustainability orientation of the UAS Grisons were proposed.

Despite the Covid-19-related limitations, the first implementation showed that many learning objectives of the module could be achieved. The students experienced themselves as self-effective and relevant in the context of the problem. They recognised the complexity of the

problem at the UAS Grisons and had the opportunity to develop both improvement potential and solution options. They recognised the interdependence between knowledge and action at the different levels. Overall, the students were able to further develop their sustainability skills in this module.

The findings from the first-time implementation of the NENT2 module will make it possible to further develop the concept of the module and to offer and establish it for the first time as a cross-curricular, interdisciplinary course in the teaching of as many degree programmes as possible at the UAS Grisons in the autumn semester of 2021.

In the coming two years, the overarching objective of the ESD curriculum development is to identify and implement suitable methods and didactic models. In addition, the appropriate teaching and learning environments for ESD at the UAS Grisons are to be created. Furthermore, forms of evaluation are to be developed and measures for quality assurance formulated and implemented. In this last area, ESD curriculum development is already working intensively with the impact assessment project, see the article by Prof. Christian Baumgartner, Ph.D, on page 20.



The overall responsibility for the topic of sustainable development at the UAS Grisons lies with Prof. Ulrike Zika, Sc.D, Department Head Alpine Region Development, member of the University Executive Board.

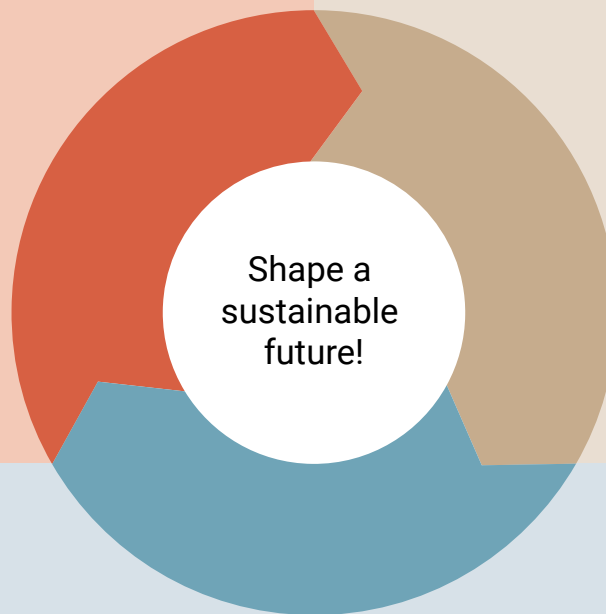
Shaping competence is understood as the ability and willingness to name and select measures in a complex system with many possible courses of action that are suitable for further development of the system in a sustainable direction.

Design more sustainable systems

- Ability to understand and communicate complexity
- Take different perspectives
- Reflect on own guiding principles
- Solidarity, tolerance
- Ability to become self-effective

Analyse existing systems

- Holistic, systemic thinking
- Forward thinking
- Critical thinking and self-reflection
- Commitment to self-activation
- Independent handling
- Assumption of responsibility
- Competence to reflect on own role



Shape a sustainable future!

Design, assess and implement options for action

- Perceive yourself as effective and feel responsible
- Justify and represent professional and private decisions
- Capacity for empathy and attentiveness
- Recognise dilemmas and ability to deal with tension
- Communication skills
- Competence to work with others
- Integrated problem solving
- Transformative competence



Innovative teaching in times of Covid-19



'Covid-19 offers – in addition to the usual virtual tools – the opportunity for new, innovative teaching and learning formats.'

Prof. Christian Baumgartner, Ph.D,
lecturer at the Institute for Tourism and Leisure (ITF)

In 2020, educational work everywhere was confronted with major challenges. Lecturers first switched to online teaching with Zoom, WebEx, Teams or other tools; then lectures were converted and, for most, supplemented with interactive, collaborative tools such as Miro. In many cases, colleagues also faced the new but enriching challenges of asynchronous teaching.

One of the big challenges, however, was the replacement of field trips. The students of the Bachelor's major of Sustainable Tourism and International Development would usually spend a week in Morocco in January to learn in the field how sustainable tourism development can succeed in a country with high development potential. The special challenges in the context of sustainable regional development, the nuances in the stories of the Berber families, trying out donkey trekking in the High Atlas as a family income – how can all this be transmitted virtually? The fact that tourism in an international context is more than an economic sector, that it has an important function in the implementation of almost all SDGs – from education and health to climate and biodiversity protection and partnerships – can be explained in the virtual lecture hall, but it can only be properly understood on site.

The replacement programme 'The world in a nutshell – more than an excursion' tried to create a substitute here: Weltweitwandern (global hiking – www.weltweitwandern.at). This Austrian tour operator, which has set itself very high sustainability standards and whose interests lie very much in the welfare of its partner agencies and the people in the destinations it travels to, was chosen as a partner.

The excursion week was transformed into a project week in which two students each were given a focus country. As preparation (and first performance assessment), the students were asked to prepare a factsheet on 'Tourism and Development' of the respective country. This is given by Weltweitwandern to future travellers as an additional travel document. The first two days were dedicated to virtual inputs from 13 different countries – from Laos to Jordan, Madagascar to Ecuador. Agency heads, guides or partners from development cooperation presented the countries beyond marketing lectures, addressed the special challenges of development, presented tourism projects and let people from visited villages have their say. The good networking and extensive own project experience in most of the countries was very helpful in the programme design.

What most of the partners in the destinations could not imagine was the task for the students for the rest of the week: creating a saleable product for potential travellers that would give them an active insight into the country, but without travelling there. For example, they developed adoptions for coffee plants in Nepal, which provide work and education for children from an orphanage and several kilograms of coffee per year for the 'customers'. Or virtual tours through Georgia in connection with a real wine-tasting session of Georgian wines. One of the highlights was the 'Taste of Morocco' – seeds from a permaculture project of an educational institution in the High Atlas, which Weltweitwandern supports, or the video and workshop series 'Tales from the beautiful end of the world' from Tajikistan including a yoga session and cooking class.

Weltweitwandern has agreed to implement the most interesting of these products, and the proceeds will be shared between the partners and Weltweitwandern. In this way, during the Covid-19-related non-travelling period, a bond can be established between the customers and their already known or new desired destinations, real life impressions can be conveyed and possibly some people can be motivated to book trips to these destinations after the end of the Covid-19 crisis.

The feedback from the students was very positive. On the one hand, the (different) tourism challenges in developing and emerging countries as well as the concrete situation of tour operators and agencies in the (post)-Covid-19 situation could be presented. On the other hand, the developed products enabled new

perspectives on communicating sustainability and dealing with destinations without going there. And finally, the implemented products are also small, but concrete, financial aids for the people in the countries who currently have no income from tourism.



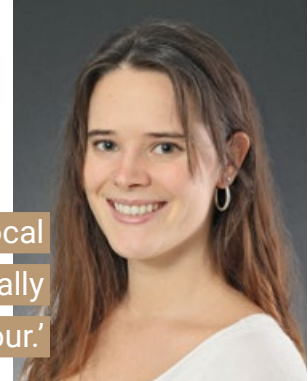


The students of the UAS Grisons are committed to sustainable development through their diverse initiatives. After their time at the UAS Grisons, they pass on their responsibilities to their successors. In this way, existing projects are constantly developed further, and new projects are initiated.



Student HUB – student initiative for a more sustainable university and society

'Student HUB would like to sensitise and inform the local community on the topic of sustainability and ideally contribute to questioning and changing consumer behaviour.'



Jasmin Hadorn, Tourism student

Student HUB is a student organisation that focuses on the topic of sustainability and aims to create a more sustainable university and society. Through various projects and events inside and outside the UAS Grisons, Student HUB draws attention to diverse topics of ecological, social or economic sustainability and thus creates a platform for active exchange.

Student HUB organises various events to promote a more sustainable lifestyle. In this way, it wants to sensitise and inform the local community on the topic of sustainability and ideally contribute to questioning and changing consumer behaviour. For example, the book exchange takes place once a year, where students have the opportunity to sell old textbooks among themselves to extend their cycle. Another popular event is the clothing swap, which makes participants aware of the problems and consequences of the throwaway society and offers a more sustainable alternative for the use of used clothing. One of the most important events is the Sustainability Week, which the Student HUB has been organising annually since 2018 as part of Sustainability Week Switzerland (SWS). SWS is a project that is implemented at over 20 universities throughout Switzerland. In 2020, the Sustainability Week was also held outside of Switzerland for the first time – namely in Accra (Ghana). During this week, various events, workshops or panel discussions take place on diverse topics in the field of sustainability.

The Covid-19 pandemic has turned everyone's lives upside down and demands a rethink in many areas. Student HUB was also affected by the pandemic and

had to overcome some challenges. For example, the SWS 2020 could not be completed due to the lockdown. However, the Student HUB is in a positive mindset and is taking advantage of the opportunities offered by modern technology: for example, the book exchange was successfully held via Instagram and the SWS 2021 will take place entirely online. In keeping with this year's SWS slogan 'Together for Sustainability', there are countless opportunities for active, virtual exchanges with other universities and people from all over the world. Despite the Covid-19 pandemic, Student HUB is looking to the future with motivation, because it is precisely in such challenging situations that sustainable action is particularly important.

Further information:
sustainabilityweek.ch/chur





Platform 'Easily sustainable'



Jana Leu and Philipp Neth, Multimedia Production students

We took over 'easily sustainable' at the beginning of the second semester as part of the module Corporate Communication from some fourth-semester students. The aim was to create a platform that brings together the widest possible range of contributions on the topic of sustainability on one website. As team leaders, we developed a concept together with six other students, and we asked the rest of our fellow students to each write an article for Easy Nachhaltig (easily sustainable).

The basis for the choice of topics were the 17 SDGs (Sustainable Development Goals). These are the core of the 2030 Agenda, with which all UN member states want to commit to sustainable development. Thanks to the 169 sub-goals and the broad interpretation of the definition of sustainability, the 2030 Agenda brings together poverty reduction and sustainable development for the first time. The seventh goal, 'affordable and clean energy', as well as the fifth goal, 'achieve gender equality', are adapted to the current situation of each country. Where some people need access to energy, other countries are committed to more sustainable energy resources. The SDGs are to be achieved by member states by the end of 2030, so all these states are equally challenged to address the precarious global situation.

The conception of the contributions and the implementation of the 'easily sustainable' project was a purely educational achievement. Nevertheless, we also recognised an awareness-raising role in our work. Through the active engagement with the topic, be it purely organisational or in revising the submitted contributions, we recognised a considerable added value in the platform as a user-friendly and creative information platform on the topic of sustainability.

We see the 17 SDGs as a first approach to a more sustainable future, which is adapted to the circumstances and possibilities of the respective country. However, we find the supporting role of wealthier countries indispensable. Be it as a leading role model or by providing support to other countries.

At the latest with the start of the climate strikes, a large part of society has been sensitised to the topic of climate and a sustainable future. Politicians have also taken a first step towards a more climate-friendly future with the implementation of the CO₂ law – but there is still more to do. In our opinion, all actors need to change. Whether in politics, economy or society. Everyone should contribute to a sustainable future. 'Easily sustainable' addresses the general public with everyday tips that can already make a small step towards a sustainable world. Be it by switching to a mostly plant-based diet, producing less waste or by planning the next holiday in Switzerland instead of on a Caribbean island.

The mindful use of any resource is crucial to the implementation of sustainable ideas. A radical change to a sustainable lifestyle will sooner or later escalate into frustration, but small steps in various areas of life can already start a ball rolling, which in the best case will set others rolling. The goal, however, is and remains: Sustainable can and may be 'easy'.

Last year, some lecturers chose sustainability as the focus of their current semester project. 'Easily sustainable' was just one of many different sustainability-oriented projects. As a result, we dealt intensively – intentionally or unintentionally – with the subject matter and the numerous facets of the topic. However, we think that the mere choice of a focus within a module only

prepares us students to a certain extent for a sustainable professional life. We hardly get to know the concrete implementation of sustainable projects or the role of a multimedia producer in a sustainable world. However, as producers, we see ourselves as an important contact point when it comes to presenting a complex topic to a broader audience. Be it in the form of an explanatory video, animated graphics or a comprehensibly illustrated brochure.

Thanks to the module 'Convergent Producing', we can upload creative works of personal choice and motivation on the digezz.ch platform every semester. Easynachhaltig.ch is similar to Digezz in that a theme is implemented in the way the individual wants. Almost unlimited creative scope opens up access to numerous ideas that are often 'outside the box'. Presumably, this openness is also a certain part of the creativity of the 'easily sustainable' contributions.

The UAS Grisons offers sustainability in the Multimedia Production module and in the International and Intercultural Communication minor. This is a first commendable step towards including the topic in our Bachelor's degree programme according to the PRME. When it comes to the concrete implementation in everyday professional life, the curriculum should support us even further.

Further information:
easynachhaltig.ch



The overall responsibility for the project lies with Prof. Ines Jansky, lecturer at the Institute for Multimedia Production (IMP).





A collaborative approach for more sustainability in the hotel industry



Tanja Bügler, research associate at the Institute for Tourism and Leisure (ITF)

Frieder Voll, Ph.D, research associate at the Institute for Tourism and Leisure (ITF)

Around a dozen hotel businesses in the lake region of Maloja-Sils-Silvaplana in the Engadin (Switzerland) are pursuing the goal of promoting sustainability more strongly in their businesses and anchoring it in their operational processes. In line with the goals of SDGs 11 and 12, sustainable tourism and the sustainable hotel industry should '... meet the demands of both tourists and the population of the destination areas, while also securing and improving future development opportunities. Resources are used in ways that satisfy economic, social and aesthetic needs while maintaining cultural integrity, essential ecological processes, biodiversity and vital systems' (UNWTO, 2005, p. 11 cited in Strassdas, 2011, p. 518).

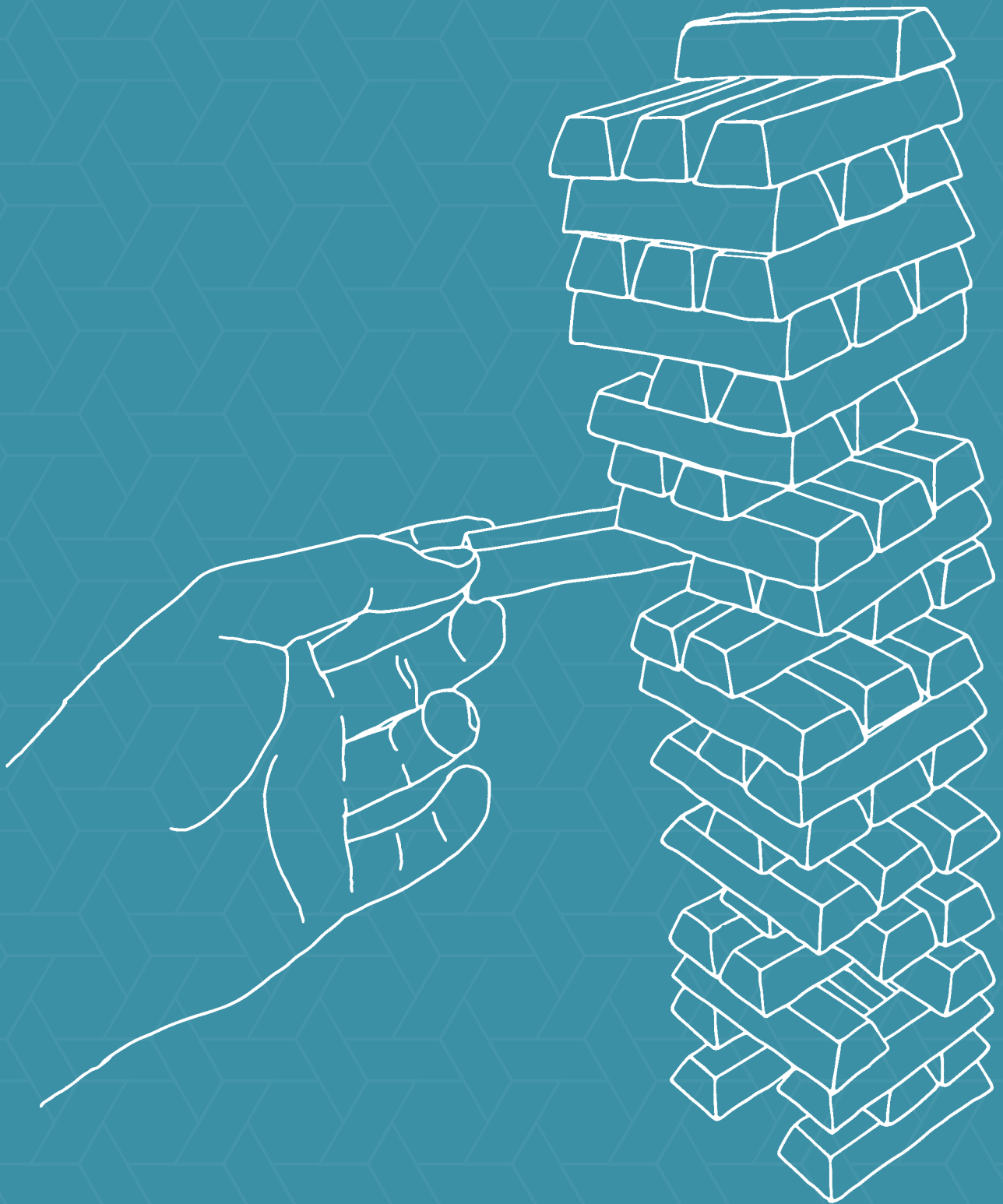
In a research project of the UAS Grisons, a new method was developed for this purpose in order to further develop sustainability in the individual hotel businesses, in the association as well as in the region, by means of concrete sustainability measures. New to this approach towards more sustainability in the hotel industry is the collaborative bottom-up process, which was developed by the Institute for Tourism and Leisure at the UAS Grisons and takes into account, among other things, the goals of SDGs 4 and 17.

The method was used for the first time in the lake region in the Engadin. As part of this monitoring, the hotel businesses were first sensitised to the topic through the presentation and discussion of different fields of sustainability action. Various workshops offered the hotels space, time and tools to develop, plan and implement sustainability measures. In addition to initial individual measures in the areas of sustainable products, mobility, consumables, energy efficiency and water, as well as sensitisation and motivation of guests and employees, the foundation was also laid for long-term cooperation between the hotels in the area of sustainability. It is precisely in the cooperation between different hotel businesses that great opportunities for sustainable development lie. The cooperation of the hotels strengthens the motivation for individual measures, but joint long-term sustainability measures are also addressed.

This new approach of not tackling sustainability in the hotel industry primarily on an individual basis, but developing together in a network and learning from each other was perceived positively by the participating hotel businesses. Reflective discussions showed that the hurdles for many hotels in the Lakes Region to independently go down the path of a label process or to inform themselves about the topic by means of manuals and guidelines are considerable. From this finding it can be deduced that sustainability should first be initiated in the community, in a collaborative approach.

The project team of the UAS Grisons was able to gain insights into this new approach to strengthening sustainability in the hotel industry – on the one hand through the aforementioned feedback from the stakeholders involved and on the other hand through its own observations during the workshops. These findings show that, for various reasons, a collaborative approach is more suitable than a single-company approach for further developing an entire tourism region with regard to sustainability in the hotel industry. The findings refer, for example, to the group dynamics, the sense of belonging, the cooperation between the businesses as well as in the region and the internal and external climate.





Corruption illegitimately drains resources from a system,
so it could collapse at any time.



PRME Business Integrity Action Center



'With our applied research on the topic of business integrity, we create added value for our business partners and society.'

Prof. Christian Hauser, Ph.D, lecturer and project manager at the Swiss Institute for Entrepreneurship (SIFE)

Founded in 2016, the PRME Business Integrity Action Center (BIAC) at the UAS Grisons provides the university with a stage to increase its national and international visibility by working on interdisciplinary solutions to distinctive relevant social challenges. Since its conception, the BIAC has been successful in addressing the topics of business integrity, anti-corruption and media integrity by fostering interdisciplinary dialogue, partnership and research. In the previous SIP report, we had a greater emphasis on the partnerships that the scholars of the BIAC had with third parties to forward business integrity. Now we would like to focus on the research activities conducted within the centre. Some examples of successful interdisciplinary research projects carried out within the framework of the BIAC can be found below.

Firstly, due to the growing public demand for responsible business conduct, not only are media outlets bringing greater transparency to corporate behaviour, but companies are also increasingly reporting on their efforts to do business with integrity. As a part of the Integrity Risks Monitor (IRM) project, data scientists and business economists have jointly developed the IRM Portal and IRM Dashboard to provide real-time insights into media and corporate reporting on business integrity-related topics. The IRM Portal contains media articles from the last 25 years from various newspapers, which are continuously expanded using an algorithm that identifies new integrity-related media articles. These articles can be interpreted with the help of the IRM Dashboard, which provides various digital analysis functions and display features. Moreover, the

non-financial reports of companies are also analysed in parallel, in order to investigate correlations between communications made by media, and the self-reports by companies.

Secondly, whistle-blowing is gaining increasing traction as a means to ensure business integrity and combat corruption. In an interdisciplinary project involving communication scientists and business economists, scholars within the BIAC conducted a survey in the United Kingdom, France, Germany and Switzerland to provide insights into the design and effectiveness of corporate whistle-blowing systems. The findings of the survey provide understanding of the extent to which companies in these four countries are affected by misconduct, as well as how and why whistle-blowing systems are used as a detection tool. In addition, the question of how effective whistle-blowing systems can be designed and communicated, and how they are of benefit to companies was also investigated.

Finally, the project examining Big Data Ethics in the Insurance Industry combines the knowledge of philosophers, legal experts, sociologists and business economists. The digital transformation is opening the opportunity for insurance companies to generate, access and analyse large amounts of data more easily, quickly and systematically, leaving the industry exposed to questions surrounding the legal and ethical ramifications of using big data solutions, including data privacy, ownership and contextual integrity. In cooperation with scholars of the University of Zurich, the BIAC researchers have thus been investigating the role of big

data applications and the subsequent legal and ethical ramifications of big data usage, using the cross-border context of Switzerland and the USA as an example. Through two surveys and focus group workshops, the BIAC researchers were able to provide insights for policy makers, as well as strengthen the self-regulatory capacity of insurers.

Follow our further projects:
fhgr.ch/en_integrity





A global initiative for tourism leaders

'The ambitious aim and global reach of the Tou4SD initiative represent both a challenge and a huge opportunity for the UAS Grisons. Our team works with passion and professionalism to live up to the task.'



Alex Gertschen, Ph.D, lecturer and project manager at the Institute for Tourism and Leisure (ITF)

The Institute for Tourism and Leisure of the UAS Grisons has joined forces with the UN World Tourism Organization, the World Economic Forum, the Global Compact Network Switzerland & Liechtenstein, and the Swiss State Secretariat for Economic Affairs to develop and implement 'Sustainable Tourism for Development. A Global Initiative for Public and Private Sector Executives' (Tou4SD). The Tou4SD initiative addresses public and private sector decision-makers from industrialised, emerging and developing countries. It aims to enable tourism actors to enhance their competitiveness and resilience through sustainability, and thus foster tourism's contribution to the implementation of the UN 2030 Agenda with the 17 Sustainable Development goals. The pilot phase of Tou4SD runs from 2020 to 2022.

The Tou4SD initiative includes three products:

- the virtual Tourism Recovery and Resilience Dialogue (November 2020 to January 2021), which presented and analysed the experiences and strategies of leading decision-makers from the public sector, business and civil society to a broad audience, namely micro, small, and medium-sized organisations from all over the world (see fhgr.ch/tourrd);
- the Distinguished Education Course (first implementation from November 2021 to June 2022), which consists of online and on-site modules in Switzerland, and is characterised by individual support for 20 to 25 participants and their case work, which they develop and implement during the course;

- the Online Education Course ('massive open online course', to be developed after the Tou4SD pilot phase), which takes place exclusively online and without extensive supervision and support by the organisers and is therefore affordable and accessible for a very broad audience.

The Tou4SD initiative is a response to a fundamental problem: the mobility inherent in tourism inevitably generates ecological costs. In addition, there are often considerable social costs ('overtourism' being but one example). The goal must therefore be an optimum, which is achieved by reducing ecological and social costs and increasing the economic and social benefits of tourism. The Tou4SD initiative deals with this conflict of objectives and demonstrates ways to achieve (more) balanced results.

Further information:
fhgr.ch/tou4sd



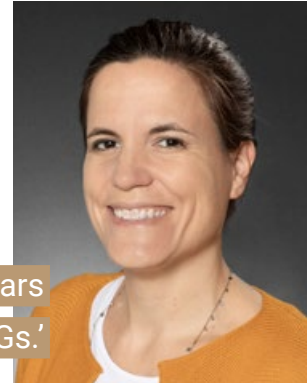


Inclusive structures, equal opportunities and prevention of discrimination at all levels of the institution are the prerequisites for diversity of perspectives and sustainable development. In addition to equal opportunities with regard to gender, other dimensions of diversity are increasingly coming to the foreground today, and should be taken into account and promoted both individually and in their intersectionality. Dealing constructively with this increasing diversity is both a challenge and an opportunity.



Equal opportunities, inclusion and gender equality as an important contribution to achieving the SDGs

'Inclusion, equal opportunities and gender equality are central pillars for sustainable development and the achievement of the SDGs.'



Sara Dolf-Metzler, Manager Diversity and Equal Opportunities specialist unit

Societal developments such as globalisation, changing family models and equalised education levels for women and men, the ageing of the population, as well as digitisation and ecological challenges have greatly increased societal complexity over the past decades. These developments influence all areas of our society and are also reflected in education and research. In addition to equal opportunities in terms of gender, other dimensions of diversity are increasingly coming to the fore and must be taken into account by universities, both individually and in their intersectionality. These may include socio-economic origin, migration background, linguistic, religious, cultural characteristics, age, physical and mental abilities or sexual orientation and identity.

A constructive approach to the diversity and heterogeneity of individuals is both a challenge and an opportunity. The active and innovative attitude to them is a quality feature for the UAS Grisons. Inclusive structures, equal opportunities, prevention of discrimination and diversity competence at all levels of the institution are the prerequisites for constructive development in order to prevent problems and to be able to use the potential of diversity. The Diversity Office aims to support the UAS Grisons in anchoring equal opportunities, equality and diversity in the university as an area of governance and to constantly bring them to the fore.

The development to date in the area of diversity and equal opportunities at the UAS Grisons is encouraging. Thanks to the strategic anchoring of equal opportunities and diversity in various instruments of the university (mission statement, diversity policy, strategic goals, action plan, guidelines and manuals, etc.), major milestones have been reached in recent years and these topics have been advanced. Within the framework of the action plan 2017–2020, at that time still managed by the FHO, the diversity policy of the UAS Grisons (2017) was developed, among other things, and an offer for female mid-level staff was developed, which includes further training (development of interdisciplinary competences and key qualifications), career planning and networking.

Through various projects, internal and external evaluations carried out at the UAS Grisons up to 2020 or in which the university has participated, findings have been drawn on the current status in the area of diversity and equal opportunities and areas for action have been identified:

- The annual university-wide St. Gallen Diversity Benchmarking revealed, among other things, that the UAS Grisons has a lower-than-average proportion of female lecturers with management responsibility (just under 9 %).
- Through the comprehensive FHO action plan project 'Work-Life Balance', it became apparent, for example, that flexibility in work models and in work

design has a high priority among employees and is highly valued.

- The analysis carried out by the UND Unit (including audit, report and catalogue of measures) recommended that the main focus in the area of equal opportunities should be on the further development of the structural framework conditions as well as on the promotion of the management and organisational culture.

These findings serve as a basis for the development of new strategic directions and concrete measures in the area of diversity and equal opportunities for the coming years.

Due to the independence of the UAS Grisons and the development away from a partial university to an independent university of applied sciences, the tasks and responsibilities of the UAS Grisons are also expanding in the area of diversity and equal opportunities. In particular, it will be responsible for the creation, implementation and reporting of its own action plan from 2021. This should enable it to put together a package of measures and to promote important concerns in the area of equal opportunities and equality. The action plan will also allow the UAS Grisons to participate in federal cooperation projects, if necessary.

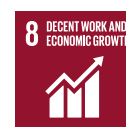
Derived from the analyses and work carried out so far, the new action plan 'Diversity and Equal Opportunities' of the UAS Grisons for the years 2021–2024 formulates three main topics for work in the field of diversity and equal opportunities:

- organisational development: equal opportunities, diversity and inclusion as a resource
- awareness-raising and competence-building of all university staff in the area of equal opportunities and diversity
- diversity-promoting, inclusive framework conditions and offers for careers and studies at the UAS Grisons

Overall, these thematic priorities are intended to ensure that the UAS Grisons can also achieve the overarching goals in the area of equal opportunities and diversity that it sets for itself in various strategic foundations. These include the promotion of diversity and equal opportunities and the development of the resulting potential (UAS Grisons mission statement); the conscious promotion of inclusion and equality of all university members at all levels of the university of applied sciences (UAS Grisons diversity policy); the shaping of an appreciative and discrimination-free university culture; a lived understanding of diversity (diversity policy); and enabling the compatibility of studies, work and private life (diversity policy) through flexible study and work models.

In 2021, however, the focus will be primarily on the first thematic focus area and contribute to institutionalising diversity, equal opportunities and inclusion and thereby also anchoring them sustainably in the UAS Grisons. As governance areas, they should be mapped procedurally, structurally and transparently in the organisational structures and decision-making processes of the university of applied sciences in order to achieve a sustainable impact.

Further information:
fhgr.ch/diversity_en



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