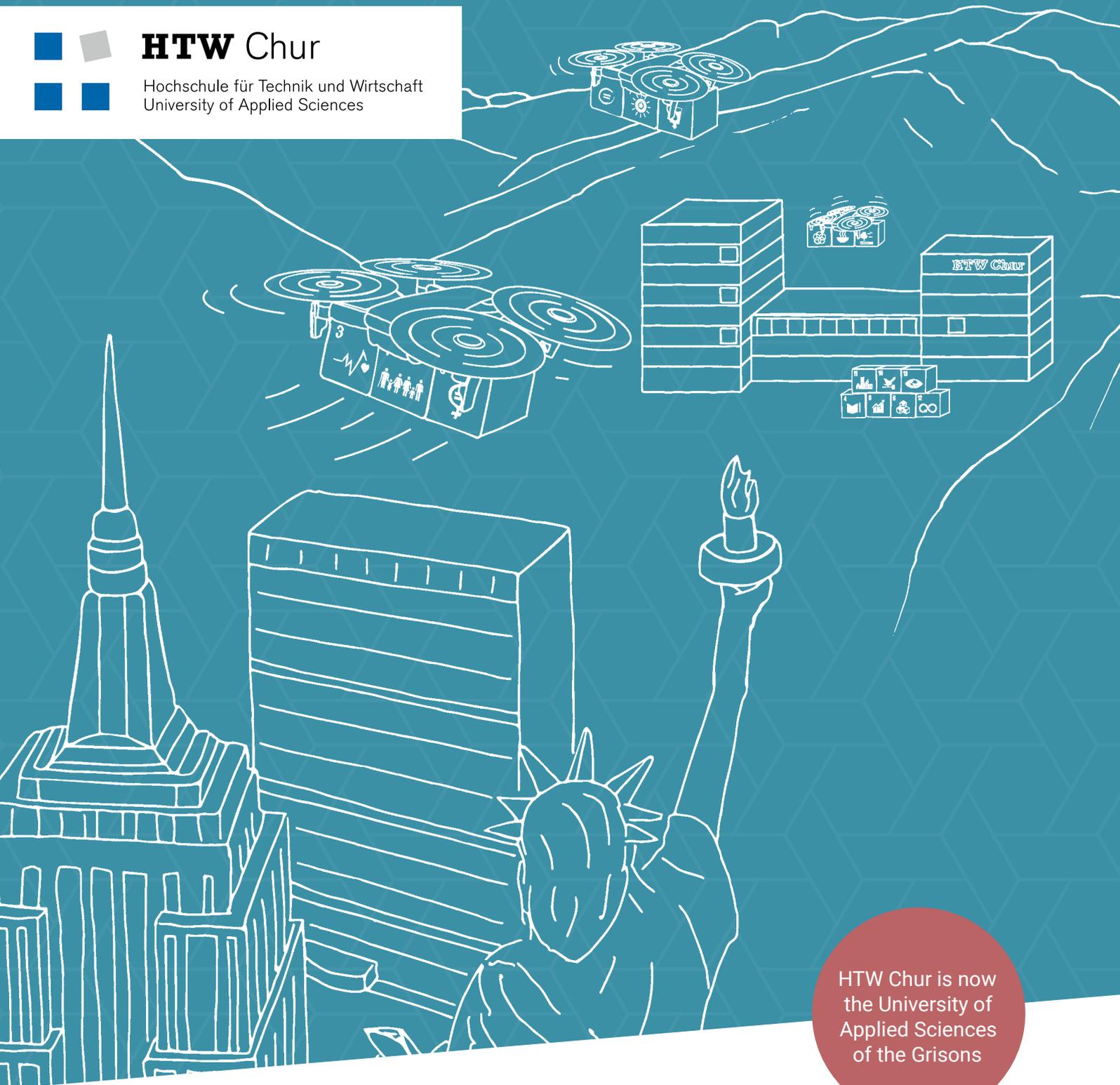


HTW Chur

Hochschule für Technik und Wirtschaft
University of Applied Sciences



HTW Chur is now
the University of
Applied Sciences
of the Grisons

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

5th edition (2018)

268 

employees

are permanently employed by HTW Chur
(31.10.2018).

 1694
students

are enrolled in the bachelor's and master's
degree programmes (15.10.2018).

In 50 
countries

projects of HTW Chur
were realized.


CHF 9.7 m.
research volume

achieved by research and service projects
at HTW Chur in 2017.

338
current projects

in research and service are underway
at HTW Chur (15.12.2018).

 363
students

are enrolled in further education
programmes at HTW Chur (15.10.2018).

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Our continued commitment to PRME



'HTW Chur is in its tenth year as a member of the UN PRME programme. Today, we are even more convinced of the programme's benefits than we were at the outset.'

Professor Jürg Kessler, President of HTW Chur

HTW Chur has broken new ground with its fifth progress report. Based on the Dashboard, HTW Chur reports on the 17 Sustainable Development Goals (SDG) relative to 5 Principles for Responsible Management Education (PRME). In doing so, it treats the SDG equally and provides examples of their implementation by HTW Chur. All current implementation efforts are listed on the interactive Dashboard. We also report on Principle 7, namely 'Organisation', as we are convinced that organisation makes an important contribution to the successful implementation of sustainable development. We have taken the liberty of developing a separate icon for it.

Mission 1 of HTW Chur:

'Students at our university of applied sciences become highly qualified, responsible individuals thanks to the close link between practice-based teaching and research.'

The educational objective of HTW Chur can be considered to have been fulfilled if it trains its students to become successful management figures or prepares them for further studies. HTW Chur is convinced that this goal only represents a part of its obligations to society. In accordance with Principle 1 of the UN PRME programme, namely 'Purpose', HTW Chur aims to support its students in developing into responsible decision makers who accept accountability for their actions. The PRME programme facilitates an exchange of experiences between the involved universities and thus the advancement of sustainable development. This is a key source of motivation for remaining a very active

member of both the PRME Champions Group and the PRME Chapter DACH in future, an endeavour fully in keeping with the project examples provided on the following pages.

Strategic initiative of HTW Chur:

'We promote sustainable development with transparency.'

With the implementation of this strategic initiative, HTW Chur aims to motivate its students to incorporate the values of sustainable development in their professional and personal activities. Principle 2 'Values' and Principle 3 'Method' serve as the basis of these developments. To this end, HTW Chur has developed various offers in its study modules and will further advance these efforts over the coming years. It will do so in a transparent and targeted manner by applying a general skills model that is based on that of de Haan¹. A focus is placed on the design skills required for sustainable development and these form the basis for its implementation in several general or industry-based study modules. This is also supplemented by the voluntary commitment of students as part of the Cambiela and Student Hub student organisations. The University Executive Board of HTW Chur will step up its support for these initiatives in future.

¹ De Haan, G. (2008): Gestaltungskompetenz als Kompetenzkonzept für Bildung für nachhaltige Entwicklung.

In: Bormann, I., de Haan, G. (Hrsg.): Kompetenzen der Bildung für nachhaltige Entwicklung, Wiesbaden 2008, p. 23–44

Mission 2 of HTW Chur:

'With our teaching, research, services and further education courses, we promote sustainable development for the benefit of companies, institutions and society.'

HTW Chur has set itself the objective of not only incorporating elements of sustainable development in its management teaching, but also within its engineering study programmes as well as its activities in the fields of further education, service provision and, in particular, research. This is exemplified in the implementation of Principle 4, 'Research'. Our exchanges with companies, including with respect to sensitive issues, are illustrated by the example of HTW Chur's implementation of Principle 5, 'Partnerships', within the framework of the PRME Business Integrity Action Center (BIAC). To ensure that a broad dissemination of the values of sustainable development within society is possible, implementation efforts with respect to Principle 6, 'Dialogue', need to be developed. An example of HTW Chur's dialogue in the area of sustainable tourism is presented with the example '25 years after Rio – and now?' In future, we want to further strengthen the role played by HTW Chur with implementation measures for our sustainable development.

Guiding principles statement 1 – forward-looking approach:

'We promote diversity and equal opportunities and develop the potential that this creates.'

With Principle 7, 'Organisation', we now want to provide examples from the field of organisational development that represent implementation efforts relating to sustainable development in this area. We describe the Sustainability Committee as an interdisciplinary body that represents all functions and students as well as the measures aimed at ensuring 'diversity and gender equality as a success factor'. In this area, in particular, HTW Chur sees great potential that it will develop in a targeted manner.

HTW Chur is in its tenth year as a member of the UN PRME programme. Today, we are even more convinced of the programme's benefits than we were at the outset, as the exchange of experiences at various conferences, the biennial progress reports and, in particular, the results gained from the associated projects have a motivating effect on our sustainable development with its objectives. We would like to thank the secretariat in New York for its support during this important process and likewise express our gratitude to the other PRME schools.

As part of the development of this fifth progress report, I would also like to thank the design and digital agency 'MIND', which has spent many hours with us to enable us to present our sustainable development themes using the illustrations.

Together with Livia Somerville from the Sustainable University Development staff unit, who is likewise on the editorial board, I would like to thank everyone who has contributed to the creation of this progress report and advances sustainable development at our university of applied sciences with their great commitment.



Professor Jürg Kessler, President of HTW Chur

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.

Further information on the PRME programme can be found on the official website:

www.unprme.org

For further details on the 17 SDG, please refer to the website of the Federal Department of Foreign Affairs (FDFA):

www.eda.admin.ch/agenda2030



Introduction to the PRME team at HTW Chur



Dr Bianca Bärlocher
Project Manager at the Institute
for Multimedia Production (IMP)



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



Professor Christian Hauser
Lecturer and Project Manager
at the Swiss Institute
for Entrepreneurship (SIFE)



Professor Tanja Hess
Lecturer at the Institute for
Multimedia Production (IMP)



Professor Jürg Kessler
President HTW Chur



Rätö Kessler
Student trainee



Professor Sylvia Manchen Spörri
Department Head Lived Environment,
Member of the
University Executive Board



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



Professor Lutz E. Schlange
Lecturer at the Centre for
Business Administration (ZBW)



Livia Somerville
Research Associate Sustainable
University Development



HTW Chur as a PRME Champion and member of the PRME DACH Chapter

PRME DACH Chapter

Project lead: Professor Lutz E. Schlange

PRME Chapter DACH looks back on five successful years. As a co-founder of the German-speaking network comprising half of all DACH PRME signatories as active members, HTW Chur took on a leading role from the outset. A series of international conferences raised considerable attention within the PRME network and beyond academic communities. In 2017, the Chapter organized its annual meeting with distinguished guests at Zurich University of Applied Sciences (ZHAW) School of Management and Law, and co-organized the

4th PRME Research Conference in Curitiba, Brazil, followed by its 5th edition in Cologne 2018. In addition, several workshops in Reutlingen, Amberg, and Innsbruck, convened its work streams. At the conclusion of the Chapter's foundation phase, HTW Chur is withdrawing from its leading role and will henceforth contribute to its working groups. In recognition of his achievements, Professor Lutz E. Schlange, PhD, received an honorary appointment to the PRME Advisory Committee.

Faculty development

Project lead: Ruth Nieffer

In November 2017, at the DACH Chapter meeting in Winterthur, Daniela Ortiz from FHWien of the WKW and Ruth Nieffer from HTW Chur decided to work together to advance the implementation of the Sustainable Development Goals (SDG) at their universities of applied sciences. A so-called 'stakeholder engagement workshop' started off this process. For its conception, we incorporated the helpful considerations of the SDSN¹ Australia/Pacific for involving internal university stakeholders. The workshop was implemented in April 2018 at FHWien and was co-headed by HTW Chur.

The teaching concept of the stakeholder engagement workshop was based on the understanding that (successful) learning in a transformation process links three levels with one another: the I level, the WE level and a level referred to as ALL OF US. Carlo Giardinetti, member of the Globally Responsible Leadership Initiative (GRLI), goes into greater detail on 'pedagogy for sustainability and responsibility' in his blog article². For our workshop, we slightly adjusted the I – WE – ALL OF US

approach and set ourselves two objectives: firstly to inform the participants about the content of the SDG and to make them aware of their relevance, and secondly to enable the participants to gradually implement the SDG both in their own teaching and research activities and in their day-to-day academic lives. The detailed feedback received at the end of the one-day workshop revealed that the participants view the integration of the SDG at FHWien as a complex project. To contribute to its success, they are calling for 'multi-stakeholder dialogue' at all organisational levels. At the same time, the majority of the participants expressed their individually strengthened confidence that they can make a contribution to the SDG in their everyday academic work, stating that this is something they also want to do. It is planned to hold the workshop again in 2019 – this time at HTW Chur.

The workshop concept can be accessed at htwchur.ch/prme.

¹ SDSN Australia/Pacific (2017): *Getting started with the SDG in universities: A guide for universities, higher education institutions, and the academic sector*. Australia, New Zealand and Pacific Edition, (p. 37). Sustainable Development Solutions Network – Australia/Pacific, Melbourne. Accessed from https://ap-unsdsn.org/wp-content/uploads/2017/08/University-SDG-Guide_web.pdf

² Giardinetti, C. (2017). *Three dimensional learning – I, WE and ALL OF US, a pedagogy for sustainability and responsibility*. Accessed from <https://responsibility.global/three-dimensional-learning-i-we-and-all-of-us-a-pedagogy-for-sustainability-and-responsibility-379c44d66218>

Video competition for students

Project lead: Professor Sylvia Manchen Spörri

Team: Livia Somerville

At the DACH working group meeting at the MCI in Innsbruck in February 2018, it was discussed how students can be integrated better within the university's PRME membership. The inputs were developed into a concrete project of the MCI Innsbruck, the Cologne Business School, the University of Applied Sciences BFI Vienna, the ZHAW School of Management and Law and HTW Chur: as part of the fifth research conference (2018) in Cologne in November 2018, a video competition for students was launched on the topic of 'student voices on responsible management education'. The objective is to incorporate the voices of students in the conference and beyond. The students who participated in the competition either worked alone or in pairs to produce a video of no more than two minutes in which they presented their views and ideas on

'responsible management education'. The University Executive Board of HTW Chur provided great support in connection with the participation of its students in this competition and called on its lecturers to encourage their students to produce a film contribution.

A total of 26 films contributions from seven countries were submitted and published on YouTube. The videos, which show how diverse the subject of responsible management education is, provide room for thought. The jury, comprising the project team, crowned the students of Fundação Instituto de Administração in São Paulo (Brazil) as the winners at the end of October.

The submitted videos can be accessed on YouTube under #prme4us.

PRME Champions

As one of a total of 32 representatives from around 600 universities around the world, HTW Chur was added to the PRME Champions Group in 2014 as Switzerland's sole member. HTW Chur enthusiastically rose to the challenge of championing training in the area of sustainable development, one of the first universities to do so. Its status as a member of the PRME Champions Group is an expression of this endeavour. In cooperation with the international PRME community's most progressive business schools, HTW Chur is contributing to driving this unique initiative forward and helping to shape the next development phase.

In 2018, the PRME Champions programme – with 39 representatives – enters its third two-year cycle. With a passionate level of commitment, HTW Chur has once again joined a two-year initiative to transform education. Guided by the PRME Transformation Model and in line with the mission of the PRME Champions group to promote thought and action leadership, PRME Champions are asked to take transformative action on integrating the SDG in three key areas: teaching, research and partnerships.

Partnerships for the SDG

Project lead: Professor Christian Hauser

Team: Dr Bianca Bärlocher, Professor Tanja Hess, Professor Jürg Kessler, Ruth Nieffer, Livia Somerville

Both the scientific world and the private sector have great responsibility with respect to the achievement of the SDG of the UN 2030 Agenda. In addition to various content-related objectives, including environmental issues and the combating of poverty, the SDG also focus on the process level of the societal change towards sustainability – especially the question of how individual players or groups are involved in the decision-making process and how they interact and cooperate with one another. The PRME team at HTW Chur would like to initiate the development of a digital platform in order to promote SDG-related partnerships between academic and private institutions. The proposed project focuses on SDG 17 – ‘Strengthen the means of implementation and revitalise the global partnership for sustainable development’. It aims to initiate and encourage multi-stakeholder partnerships between academic and private institutions. The goal of these partnerships is to mobilise and share specialist knowledge, technology and financial resources in order to support the achievement of the SDG in the involved countries – especially in the emerging markets.

The project team will tackle this task by creating digital guidelines that simplify and promote partnerships and dialogue in a participatory manner (PRME Principles 5 and 6). During the participation and engagement process, the needs and interests of stakeholders in the partner countries, including PRME schools, GC local networks, companies and others, will be collected and integrated in order to create a bottom-up solution. The result will be guidelines in the form of a digital platform with two premises:

- the ‘How’ with a focus on categories that lead to SDG-related partnerships and cooperations and
- the ‘What’ with a focus on categories that are necessary to promote the SDG.

This process will lead to example cases that demonstrate how the SDG can be supported through the adoption of a partnership-based and dialogue-oriented approach that incorporates the world of science and the private sector.

Education for sustainable development impact assessment

Project lead: Professor Jürg Kessler

Team: Tanja Bügler, Livia Somerville

The further development of teaching in the area of sustainable development is giving rise to an acute need for instruments that allow for the impact of education for sustainable development (ESD) to be measured. HTW Chur is working to demonstrate an effect and has set itself the goal of investigating the following research questions as part of an ESD impact assessment:

1. Does the social, cultural and family environment of students have an impact on their awareness of sustainability issues?
2. Does sustainable teaching have an effect on responsible decision-making and actions?
3. Which has the greater effect?

In order to investigate whether teaching in the area of sustainable development has an impact on the behaviour and/or attitudes of students, the research design will see the same students questioned several times during their studies at HTW Chur. The first survey is conducted at the very outset of their studies at HTW Chur. Once the students have completed the first modules in the area of sustainable development, they are questioned again.

For an initial zero measurement, the Sulitest organisation provided HTW Chur with access to an internationally recognised and locally relevant instrument for the measurement of 'sustainability literacy' in 2017 and 2018. The 30 core Sulitest questions were compiled

and developed further by academics and charitable organisations. HTW Chur added ten of its own questions to the Sulitest survey that should contribute to the answering of the research questions. In total, 760 HTW Chur students participated in the Sulitest survey between December 2017 and March 2018. This equates to a response rate of around 50%.

As the Sulitest still only focuses on knowledge and no questions on behaviour and attitudes with respect to sustainable development have been integrated to date, it was not possible to use this analysis to answer the research questions in detail. One trend was identified, namely that levels of knowledge are only positively influenced to a minor extent by an individual's social, cultural and family environment.

During the process of developing an ESD impact assessment, it has been found that the essential component of future-oriented education is what students can do in the sense of the defined skills, with what they know playing a secondary role. For ESD, it is therefore decisive that the promotion of design and key skills is also incorporated alongside the teaching of specialist knowledge. On the basis of the discussed findings, the objective of the working group is to develop an ESD impact assessment that is geared towards measuring abilities (skills) and not knowledge.

PRME SDG Dashboard

Project lead: Professor Jürg Kessler

Team: Livia Somerville, Räto Kessler

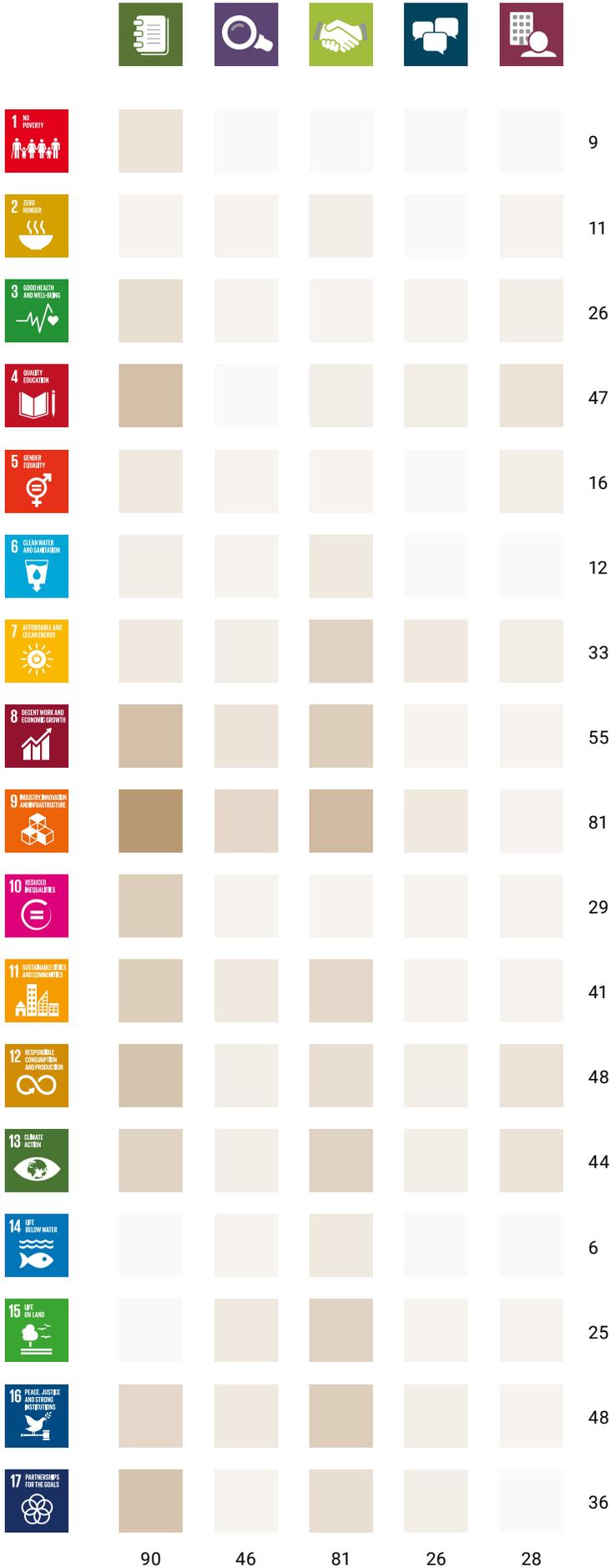
The PRME SDG Dashboard is a reporting and data analysis tool that was launched in 2018 and presents contributions on sustainable development on a map. The contributions are SDG-related 'best practices', divided into the PRME Principles of teaching, research, partnerships, dialogue and organisational practices. The SDG are addressed 90 times in the area of teaching, while they have been explored 46 times in the area of research. The SDG Dashboard also shows that a link to the SDG can be established 81 times with respect to HTW Chur's partnerships and that dialogue on the SDG has been held 26 times. At an organisational level, there have been 28 efforts that have contributed to the fulfilment of the SDG.

The PRME SDG Dashboard is the result of a partnership between PRME and the Haub School of Business at Saint Joseph's University in the USA, a PRME Advanced Signatory. The purpose of the PRME SDG Dashboard is to provide a comparable, robust and useful resource for PRME schools in order to increase their impact together with respect to the fulfilment of the SDG. Over time, it will be possible to use this instrument to manage the university's further development.

As a long-standing PRME Champion School, HTW Chur wants to assume a leading role in the implementation of the SDG as part of the strategic vision of the PRME programme. In order to achieve this objective, HTW Chur has become the first PRME university to undertake to make reports using the SDG Dashboard. The SDG Dashboard provides a uniquely visual overview of all sustainable development initiatives at HTW Chur. With this aggregation, the University Executive Board has access to an important instrument for ensuring the targeted development of sustainability in HTW Chur's teaching, research, services and further education courses. It is important that the running of the university is also integrated within this development and thus within the reporting. It is crucial to HTW Chur to renew and maintain the SDG Dashboard contents on an ongoing basis.

In the following report, individual contributions selected by the editorial board are looked at in more detail. To receive all other information, we recommend that you take a look at the interactive Dashboard:

htwchur.ch/prme_en



The interactive dashboard can be accessed at htwchur.ch/prme_en





Strategic initiative sustainability in teaching

'HTW Chur should motivate its students to become actively involved in sustainable development. To enable them to do so, it has to provide them with the requisite knowledge and the necessary skills.'



Professor Ivan Nikitin,
lecturer at the Centre for Business Administration (ZBW)

Education is the fundamental requirement for the implementation of sustainability goals. Both during and after their studies, students should play their role as multipliers of 'sustainable development' (SD) in society, irrespective of their chosen study programme or subsequent professional activities. HTW Chur should motivate its students to become actively involved in sustainable development. To enable them to do so, it has to provide them with the requisite knowledge and the necessary skills.

With this objective in mind, HTW Chur's 'Sustainability in teaching strategic initiative' (STINE) was initiated three years ago. This laid the foundation for the creation of innovative teaching and learning concepts and a (new) focus with respect to the contents of the individual courses.

The implementation of STINE entails a combination of a top-down and bottom-up approach. The top-down approach defines which objectives HTW Chur wants to achieve in the individual study programmes as regards SD. This basis serves as a guideline for the conceptual development and implementation of the bottom-up approach. Until now, implementation has taken place in selected study programmes. From 2019, SD is set to become part of all study programmes.

One of the most important results from STINE is the creation of the 'Principles of sustainable development' module, which is offered across different study programmes and currently taught as a mandatory module

in five of HTW Chur's new study programmes. The module pursues three objectives:

- To arouse and promote students' interest in the topic of SD.
- To teach students the principles and key concepts of SD.
- To motivate the students to make SD a fundamental value in performing their professional and personal activities.

A further important objective of STINE is to motivate HTW Chur's management and teaching staff to integrate SD in their study programmes. To this end, lecturers have been given access to didactic support, expertise and an additional budget. The success of these measures is reflected in two selected examples: the participation of students at the International Tourism Student Conference (ITSC) in Sweden and the input of experienced guest speakers on the subject of 'cruise tourism' in the 'Transportation & Mobility' module.

During the implementation of STINE, the necessity of a coordinated and consistent approach to anchoring SD in teaching at HTW Chur over the long term became apparent. Initially, independently planned and conducted projects relating to sustainability, such as the 'SD in teaching impact assessment', were coordinated with STINE in terms of their content. In future, the implementation of such projects will be coordinated on a general basis.

At HTW Chur, existing efforts with respect to the handling of the topic of SD in teaching have primarily focussed on the provision of relevant knowledge. In future, however, relevant skills are also to be imparted.

The future efforts of STINE will thus focus on the provision of shaping skills. This means that teaching should impart knowledge, expertise and values that are important for the shaping of sustainable development. This includes the ability to think systemically, establish connections in an overall context and understand the complexity of problems in order to ultimately be in a position to develop problem-oriented solutions. This shaping expertise also includes the ability to work with others on an interdisciplinary and transdisciplinary basis. Social, economic and environmental issues are almost always complex. To solve them, it is therefore necessary for various disciplines to come together.

STINE's next step in spring 2019 will involve the development and implementation of the methodological approach for the integration of shaping skills in teaching at HTW Chur. Project Manager STINE and author of this article is Professor Ivan Nikitin. Professor Sylvia Manchen Spörri, Head of the Department Lived Environment and member of the University Executive Board, is the main responsible for the implementation of STINE at HTW Chur.

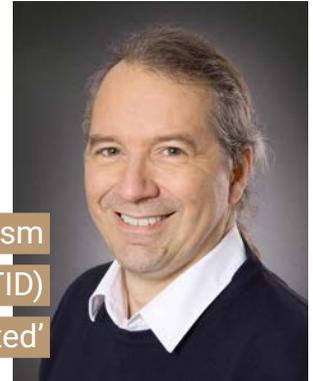


'HTW Chur follows the Agenda 2030. It ensures an inclusive, equal and high-quality education.'

Sylvia Manchen Spörri is responsible for the 'Strategic initiative sustainability in teaching'.



A new Major as a contribution to the implementation of the SDG in the tourism industry



'In the new Major in Sustainable Tourism and International Development (STID) perspectives are shifted'

Professor Christian Baumgartner,
lecturer at the Institute for Tourism and Leisure (ITF)

In contrast to the previous Millennium Development Goals (MDG), tourism is explicitly mentioned in three of the 17 Sustainable Development Goals (SDG). SDG 8.9 aims to devise policies to promote sustainable tourism which creates jobs and promotes local culture and products by 2030. SDG 12b includes the development and application of instruments for the monitoring of long-term development effects of sustainable tourism. Lastly, SDG 14.7 targets the economic potential of tourism for the development of small island states and the least developed countries. However, tourism can also contribute to the implementation of all other SDG as it has various linking points.

At a global level, tourism is currently becoming much more significant as a development factor. This was also illustrated by the UN's proclamation of 2017 as the International Year of Sustainable Tourism for Development. In traditional tourism studies, tourism is, however, exclusively highlighted as an economic sector and not as a development factor. The main focus of the learning objectives is placed on the fulfilment of the success indicators: tourist arrivals, overnight stays, revenues and profits. In those places where the environment as well as social and cultural aspects are an issue, these make a key contribution to maintaining livelihoods and the economic basis of the tourism business. In the new Major¹ in Sustainable Tourism and International Development (STID) as part of the Tourism study programme at HTW Chur, perspectives are shifted. Here, the students learn, experience and test the possible contributions that tourism can make to sustainable development. As with the SDG, the geographic framework here

is formed by both emerging markets and industrialised countries such as Switzerland and other Alpine states. Theory and practice flow into one another and include a wide variety of development objectives as the following examples illustrate:

In addition to traditional teaching methods, a one-week excursion to Morocco for example uses several practical examples to see how tourism can contribute to reducing poverty (SDG 1) or support sustainable agriculture (SDG 2) through the use of argan oil. Numerous discussions are attempting to analyse how the consumption patterns of guests can be changed (SDG 12) so that they contribute to climate protection, for example, through the use of public transport for their journey (SDG 13). What political processes and partnership-based framework conditions (SDG 17) might look like is tested, so to speak, in the form of a do-it-yourself experiment as part of a strategy day that looks at the sustainable development of an emerging market.

With the right methods, the technical development goals are transformed into exciting and stimulating joint experiences for lecturers and students alike.



¹ A Major is selected in both of the last two semesters of the bachelor's study programme.





Cambiela – student initiative in the area of development cooperation



'Cambiela's objective is to provide more people with access to basic education and health care.'

Chantal Mayr, Tourism student

In 2015, the Cambiela organisation was founded by students of HTW Chur. The team members share the motivation to change the lives of people for the better. The objective is to provide more people with access to basic education and health care. In order to achieve its stated goals, Cambiela collects donations for small and large projects in Rwanda and Togo. The donations are used entirely for the projects that have been selected with great care and take account of the sustainability dimension. Cambiela offers support during the project start-up phase as well as with the development and acceleration of the process, which ranges from a promising idea to the establishment of a viable company. The employees are enabled to subsequently continue the relevant project independently. During the semester, the team organises various fundraising events in order to finance the selected projects. In the semester holidays, a study trip then takes place as part of which the members of Cambiela meet the people locally and enquire about the progress of the project.

In Rwanda, the projects are realised in cooperation with the COERESO association. Two groups of women who wanted to establish a company were supported. An additional investment from Cambiela has enabled the first group to purchase a machine that allows them to produce soap blocks. The second group of women wanted to generate income through the dyeing of fabrics and processing them into clothing and bags. The investment from Cambiela financed the business development and a first commercial venture with fabrics and dyes. The fabrics and dyes are financed from the proceeds. The third project is a chicken farm in one of the poorest districts of Rwanda's Southern Province. The objective was to purchase three chickens for

each family to enable them to benefit from eggs and meat. This is a measure aimed at preventing malnutrition among children. Furthermore, the families have the opportunity to sell any leftover eggs and thus generate income.

'Cow for Peace' is a programme that sees the victims and offenders of genocide work together to overcome their past through measures such as the construction of a cowshed. The handing over of a cow donated by Cambiela is a symbol of reconciliation and compels the parties to assume responsibility and to work together to ensure the well-being of the animal.

The projects in Togo are realised in cooperation with the 'Des sourires pour le Togo' association. One of the biggest tasks has been the construction of a school for 300 children in the village of Agou Doglobo and the financing of school desks. The school was opened in July 2017. In autumn 2017, Cambiela and its partner association started planning a new orphanage for Mother Charity. Due to rising rental costs and desolate living conditions, the children had been forced to leave the existing building. To ensure that the 53 children still had a home, the construction of a new orphanage was urgently required. Thanks to the considerable financial support of donors, Cambiela was able to realise this important project.





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



'Two clothes swap events have already taken place. They are about not continuously buying new clothes and throwing the old ones away, but rather extending the cycle and exchanging garments.'

Salomé Barrer, Tourism student

The Student Hub is a student association that is committed to ensuring a more sustainable university and society. The association represents student interests and actively calls for a more sustainable university in the areas of teaching and research as well as with respect to general operations. Members have the opportunity to play an intensive and participatory role in projects aimed at promoting sustainability. The objective is to continuously promote awareness of sustainability and impart the associated knowledge among students and employees of HTW Chur as well as among the general population of the city of Chur by holding events and awareness campaigns.

The association currently comprises nine members from the Tourism, Digital Business Management and Multimedia Production study programmes. Last year, the members organised various events on the topic of sustainability in order to make more people aware of the subject. For example, film evenings were held in cooperation with 'Films for the Earth'; volleyball and exchanges were regularly enjoyed with asylum seekers from the Foral initial reception centre; book markets were held at the start of the respective semesters with old school books being sold among those in attendance; and two clothes swap events have already taken place. They are about not continuously buying new clothes and throwing the old ones away, but rather extending the cycle and exchanging garments.

The biggest event in the history of the Student Hub to date was the organisation and holding of the first Sustainability Week in Chur in spring 2018. This week was

organised as part of Sustainability Week Switzerland, which was held at 20 other universities across Switzerland. During the course of the week, various events relating to the subject of sustainability were held, including a poetry slam, a zero-waste workshop, lunch cinemas and a clothes swap. Overall, the Chur Sustainability Week was visited by around 400 interested parties. The level of interest generated among the local media (e.g. RTR and the Südostschweiz newspaper) was also considerable. This year, the Student Hub is once again working to organise an interesting Sustainability Week for 2019 (25 February to 1 March 2019).





Sustainability with snowball effect



'We, the general public, ultimately have it in our hands to determine what happens to our planet, be this with respect to social, economic or environmental issues.'

Carmen Wenger, Alumna Multimedia Production

An interview with alumna Carmen Wenger by lecturer Professor Tanja Hess from the Institute for Multimedia Production.

Tanja Hess: In your current position as a multimedia producer, what have you been able to incorporate in your work from the contents on the topic of sustainability?

Carmen Wenger: For one thing, I have certainly been able to use the basic knowledge of the 17 Sustainable Development Goals that have to be achieved by 2030 – as many people are completely unaware that these exist. Telling people about them and passing on this knowledge is an important aspect. However, there are also the many little things that I now pay more attention to – for example, the conscious avoidance of PET bottles or packaging waste at the workplace, saving electricity, using my bike and public transport instead of driving and talking to my colleagues about the subject. Much is linked to our behaviour in general.

How do you assess the snowball effect with respect to increasing levels of awareness about the topic of sustainability? (Will any of this become noticeable in the media?)

I believe this effect is very great as the topic of sustainability is gaining in relevance. It is being rolled out by the public, i.e. on a bottom-up basis, as a key issue that can no longer be ignored by politicians – irrespective of whether this relates to climate change, gender equality, clean energy, co-determination rights in the area of urban development or responsible consumption and sustainable production. I have the feeling that ever more people are looking at this topic and becoming active due to the knowledge they gain as a result. You

can also increasingly hear and read in the media about campaigns, protest movements and political commitments that can in the broadest sense be assigned to one of the 17 SDG. The snowball is thus already rolling and I'm pleased about this.

You have developed a concept as part of a project called 'It's a serious game'. What is it about?

My 'serious game' is linked to SDG 14: life under water. I have been interested in the issue of marine pollution and its impact for a long time. After I properly realised for the first time what we are doing to the oceans and their inhabitants with all our waste – and especially plastic waste – thanks to the 'Plasthvalen' exhibition in Bergen in the summer of 2017, I decided to design a game aimed at promoting awareness and prevention in connection with this topic. As well as learning a great deal about the causes and impact of marine pollution and about plastic in general, players also receive many small tips for avoiding and reducing plastic waste in everyday life. Link to the game:

<http://portfolios.htwchur.ch/visua1/wenger/2017/12/08/sea-pollution-its-a-serious-game/>

What opportunities do you see in media storytelling for better anchoring awareness of the topic among the population and promoting an understanding of the related issues?

I believe storytelling offers very great potential for bringing people closer to this issue. The sharing of facts and knowledge in the form of stories leads to an emotionalisation of the subject that makes it easier to reach people and tie them to the topic. It is also easier to remember things to which feelings are attached. The content is thus automatically anchored in our minds

'Many small people, in many small places, do many small things that can alter the face of the world.'

African proverb

and we are galvanised. Here, it is certainly important to provide correct facts that have been researched. After all, we all know where fake news can lead ... It is also important that the content can be consumed quickly and easily and that it is tailored to the respective target groups. Otherwise, it is quickly lost among the enormous volume of data available. It is also not only global problems and matters that should be focussed on, but rather also regional issues. These often trigger a greater level of concern than is with the case with, for example, stories of starving children in Africa.

With the adoption of the 2030 Agenda, the UN's member states last autumn resolved to work together to achieve the global SDG by 2030. How does this affect you personally?

All of these goals are directly linked to my future and the future of us all. They serve to ensure we adopt a more future-oriented approach – also in the hope that some scenarios, such as climate change, can be mitigated. It is therefore in all of our interests that these goals are met and that we all do something to this end. At the end of the day, it is not only politicians who need to translate the bundled knowledge of researchers into government objectives – each and every one of us makes a contribution here. We, the general public, ultimately have it in our hands to determine what happens to our planet, be this with respect to social, economic or environmental issues. All of us have to pitch in and consider what we can contribute – even if it is just small things. The thought that 'I as an individual can't make a difference anyway' needs to be quickly forgotten as every deed counts when it comes to sustainability.

What role could universities play in 20 years' time in the area of sustainability?

Universities should assume a pioneering role and set a good example. And they should do so today, not only in 20 years' time. Be this with their own measures aimed at reducing waste and saving energy, innovative research projects or the implementation of equal opportunities for disabled individuals and both genders. Projects can be supported and accompanied. These may include endeavours geared towards promoting high quality education abroad, ensuring the availability of clean drinking water or combating poverty. A university is home to so many creative and innovative minds with

ideas for new projects. This potential needs to be used! In particular, however, students need to be made more aware of the issue. In my opinion, this is currently still not happening enough.

And which question have I not asked here that you would nevertheless like to have answered because it is so important?

I would like to answer the question of 'Does it actually make any difference at all if I do something as an individual?' YES! It helps. This may simply be the decision to not use plastic bags when shopping: added up together, such small deeds can ultimately make a big difference. And this is very much true to the following African proverb: 'Many small people, in many small places, do many small things, that can alter the face of the world.'





What contribution does hydropower make to sustainable development?

'In order to assess the contribution of hydropower to the sustainable development of regions, a comprehensive sustainability assessment with the involvement of stakeholders is crucial.'



Professor Werner Hediger,
Head of the Centre for Economic Policy Research (ZWF)

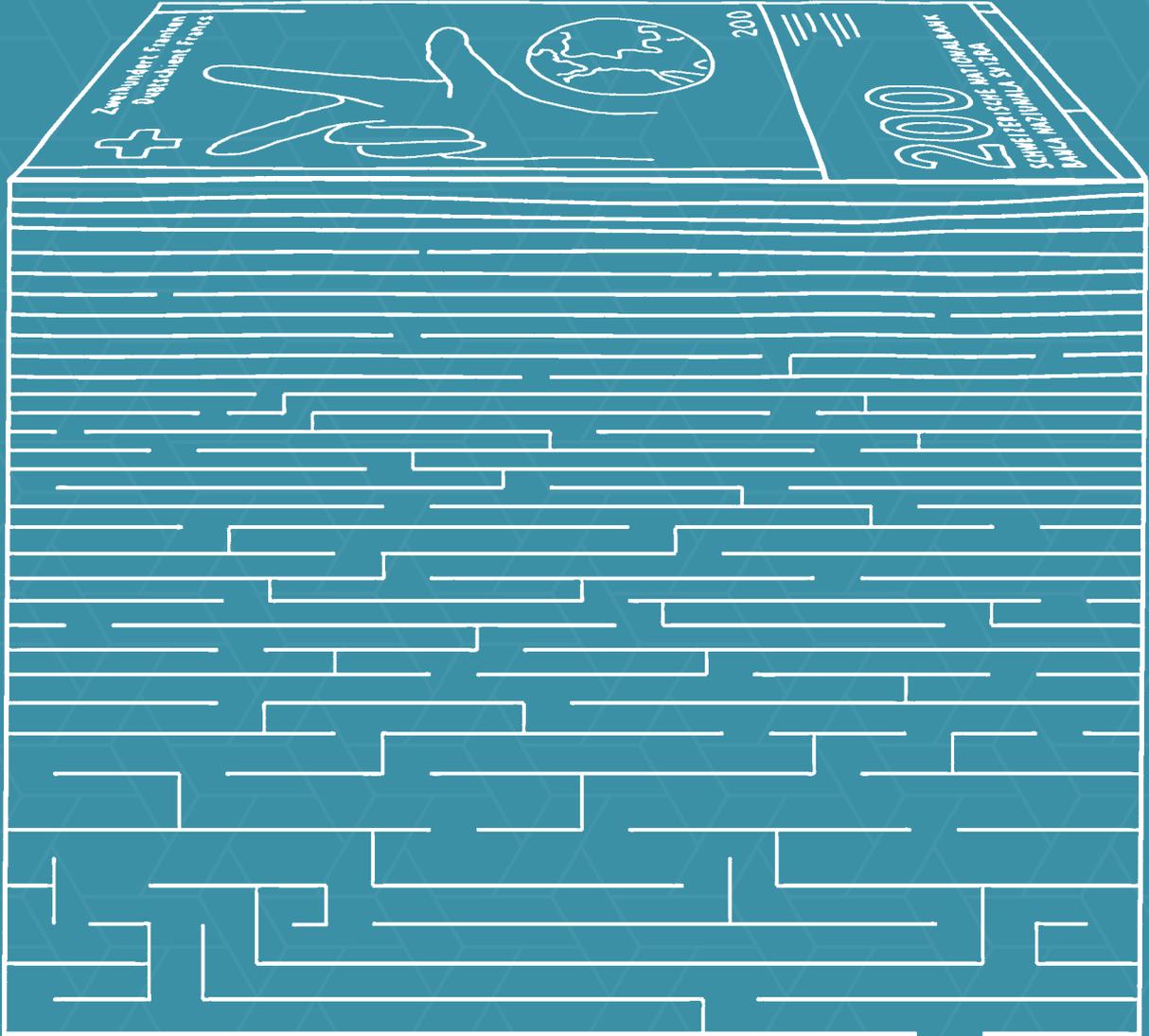
Hydropower is Switzerland's most important domestic energy source and forms a central pillar of the federal government's Energy Strategy 2050. It also is an important local industry and backbone of regional economies. In the mountain cantons, in particular, it generates income and employment as well as important revenues for the public sector. However, it also impacts the environment in these regions. In light of its great significance, there is a need to also take account of, alongside its current insufficient profitability and the associated freeze on investments, other social, cultural and environmental aspects associated with the use of hydropower. For these reasons, Swiss hydropower is facing major challenges. These are being addressed by a research team of the Centre for Economic Policy Research as a member of a national research cluster within the framework of the 'Energy Turnaround' National Research Programme. The fourth progress report has already been released and provided details on this project; we now want to share our findings and experiences.

On the basis of existing approaches, a sustainability assessment framework suitable for hydropower has been developed that brings together the various perspectives and levels. In addition to the necessary technical, economic, social and environmental key figures and assessments, a comprehensive evaluation of the associated effects is especially required from a societal perspective. This represents a special challenge, but also an opportunity for a project of this kind. As the costs and advantages of hydropower are distributed across different players and perceived very differently,

they need to be consolidated in order to ascertain the overall benefit. The early involvement of affected groups in comprehensive stakeholder dialogue is therefore a core element for successful hydropower projects. It is not only improvements for the project that such exchanges can give rise to. They can also increase its acceptance as illustrated by the backing of real hydropower projects. The implementation of projects that make sense when viewed from the perspective of society as a whole but which are unprofitable from a purely private business standpoint is not guaranteed by this. Nevertheless, it represents an important dimension in the current market environment. A project should be realised if its overall value – comprising expected future earnings, water fees and tax revenues as well as additional net benefits with respect to the economy, society and the environment – is positive. Should this be the case, there is not only the question of the future structuring of water fees and hydropower concessions. Ownership structures and the role of the federal government and cantons also need to come under the spotlight.

Further information in German:
htwchur.ch/zwf/nhb-wasserkraft







PRME Business Integrity Action Center

'Our interdisciplinary expertise makes it possible to develop extraordinary approaches with respect to research, teaching, partnership and dialogue in the field of business integrity and thus to clearly stand out from monodisciplinary focussed approaches.'



Professor Christian Hauser,
lecturer and Project Manager at the Swiss Institute for Entrepreneurship (SIFE)

According to the strategy of HTW Chur, our university, with its three interdisciplinary focus areas, concentrates on finding solutions to relevant social challenges with scholars working in areas that are unique. For several years, the research conducted at HTW Chur has increasingly addressed issues from the subject areas of business integrity, anti-corruption and media integrity. Within these subject areas, numerous interdisciplinary research projects have been conducted in recent years. Five institutes from all departments are or have been involved in the interdisciplinary cooperation: the Institute for Construction in Alpine Regions (IBAR), the Institute for Multimedia Production (IMP), the Swiss Institute for Entrepreneurship (SIFE), the Swiss Institute for Information Science (SII) and the Centre for Economic Policy Research (ZWF).

The interdisciplinary approach is unique within the Swiss university landscape as regards its application-oriented research on the issue of integrity. The interdisciplinary expertise makes it possible to develop extraordinary approaches with respect to research, teaching, partnership and dialogue in the field of business integrity and thus to clearly stand out from monodisciplinary focussed approaches.

In 2015, HTW Chur was invited by the PRME Secretariat in New York to establish Europe's first PRME Business Integrity Action Center (BIAC). Following a resolution by the University Executive Board, the BIAC was launched at HTW Chur on 1 January 2016. With the establishment of the BIAC, HTW Chur has consolidated its interdisciplinary activities relating to the issue of integrity. The BIAC provides HTW Chur with the strategic

opportunity to continually increase its national and international visibility and appeal with respect to potential partners from the worlds of business and politics, the media and other stakeholder groups.

Alongside the focus on the fourth principle, namely research, PRME principles number 5 'partnership' and 6 'dialogue' are important areas of the BIAC's activities. A brief summary of successful examples from the two latter areas in the 2017–2018 reporting period can be found below.

Firstly, scholars from the BIAC were invited by the State Secretariat for Economic Affairs (SECO) to actively contribute to the new edition of the brochure 'Preventing corruption – Information for Swiss businesses operating abroad'. The Federal Office of Justice (FOJ), the Federal Department of Foreign Affairs (FDFA), the economic umbrella organisation *economiesuisse*, ICC Switzerland and Transparency International Switzerland were also represented in the project group tasked with preparing the publication. The brochure provides practical support specifically aimed at Swiss SMEs that are active in foreign markets and is available in German, French, Italian and English.

Secondly, the BIAC is represented in various committees, working groups and associations. HTW Chur employees thus contribute as experts in the Interdepartmental Working Group on Combating Corruption at a federal level, work actively on the corruption prevention and export control round tables and are involved in Ethics and Compliance Switzerland (ECS). These institutionalised cooperation formats serve to transfer

knowledge and facilitate the exchange of experiences as well as to promote networking and coordination with representatives from the public and private sectors in relation to issues connected with responsible corporate governance.

Furthermore, BIAC representatives have organised numerous entrepreneur events aimed at the transfer of knowledge in cooperation with various chambers of commerce from across Switzerland and abroad as well as the Konrad Adenauer Foundation. In 2017, for example, as part of a research trip to Mexico, Peru, Colombia, Brazil and Argentina, 13 presentations were held in these countries during which local representatives from the worlds of politics, administration, business, science and civil society were provided with current knowledge on specific aspects of responsible corporate governance. In cooperation with various PRME partner universities, such as Fundação Getúlio Vargas (FGV) in Brazil, the EGADE Business School in Mexico and the CENTRUM Católica Graduate Business School in Peru, it was also possible to hold events geared more towards an academic audience.

The BIAC researchers also regularly receive requests from various media outlets to act as experts and classify current and overarching issues relating to business integrity, for example on '10vor10', 'Tagesschau' and 'Telegiornale', the main news programmes of Swiss Television.

Follow our other projects:
htwchur.ch/prme_en





Sustainability and tourism: 25 years after Rio – and now?



Professor Jan Mosedale, lecturer and Project Manager at the Institute for Tourism and Leisure (ITF),
Dr Frieder Voll, Project Manager at the Institute for Tourism and Leisure (ITF)

The idea of sustainability was launched globally as part of the United Nations Conference in Rio de Janeiro 25 years ago. At that time, sustainability generally stood for the balanced use of resources over the long term and taking appropriate consideration of environmental and economic as well as socio-cultural interests. The concept of sustainability aspired and continues to aspire to cover all areas of business and life. It was for this reason that the guiding principle was also formulated for tourism.

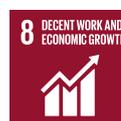
So where does the tourism industry go from here, 25 years after Rio? How can we secure and further develop achievements to date, which areas need the most work and how can sustainability be distinguished from mere advertising messages? To address this topic, the Tourism and Sustainable Development research unit of the ZHAW Zurich University of Applied Sciences and the Institute for Tourism and Leisure of HTW Chur organised a conference in the Swiss mountain village of Wergenstein between 14 and 16 June 2017. During the conference, various subject areas came under the spotlight.

Various players have an important role in the development of sustainable tourism. The state, situated at the interface between local, national and international politics as well as between business and society, has a difficult role to play here in that it has to act as a mediator between different interests. Under the neo-liberal policies of some countries, the role of the state and the composition of state organisations have also changed. The large number of players involved in tourism policy at various levels gives rise to a complex institutional landscape – with national, regional and

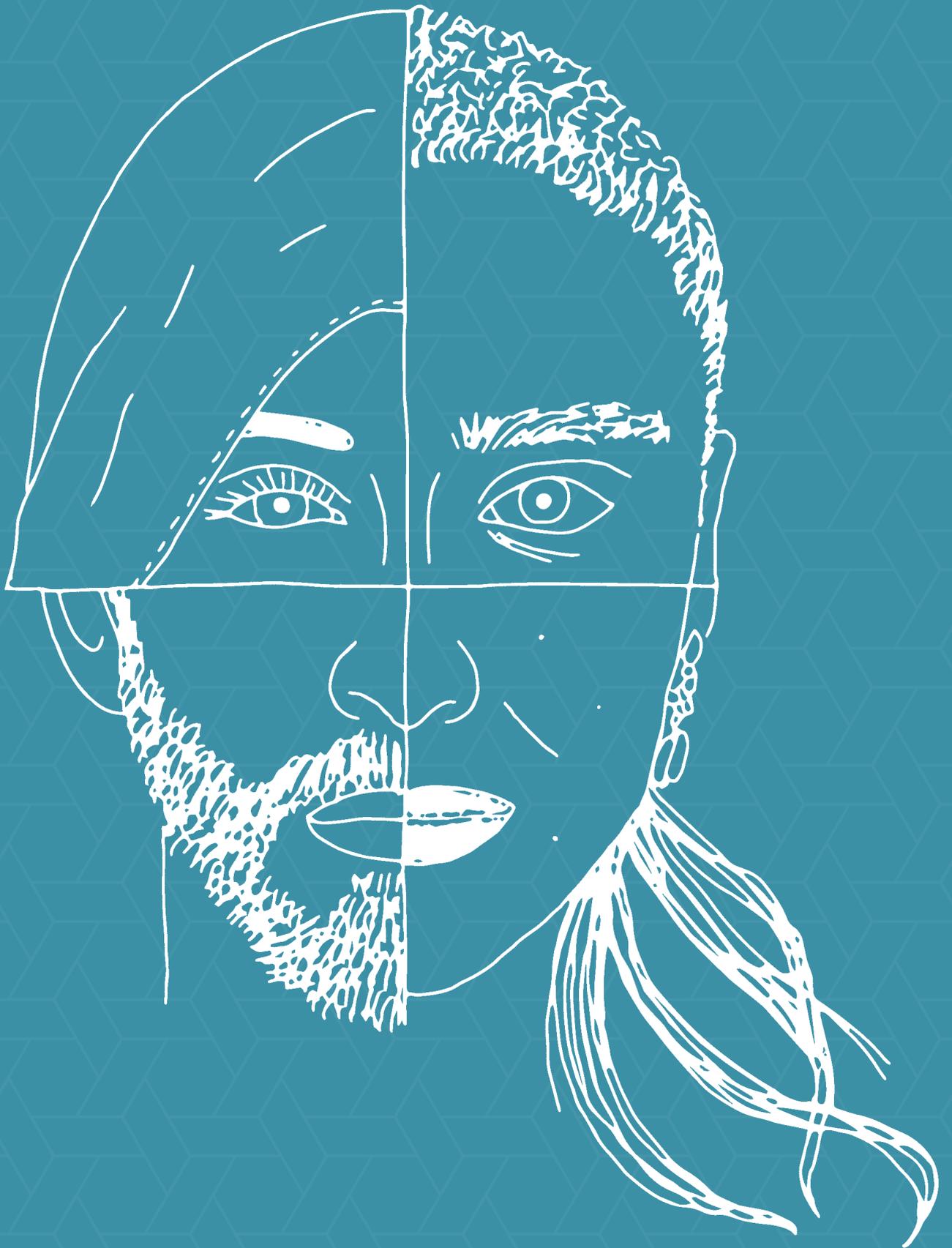
local state institutions, semi-state institutions and non-government organisations, public-private partnerships and influential individuals.

This new structuring has given birth to extensive literature on the societal change towards sustainability; key aspects include, for example, sustainable consumption, green economy, social entrepreneurship, social innovations as well as new governance and business forms. Here, sustainability is interpreted differently depending on the perspective adopted, meaning that projects are implemented differently according to this interpretation. We need only think about the different and often conflicting objectives with respect to the protection of abiotic and biotic nature within the framework of renewable energy use.

The Institute for Tourism and Leisure of HTW Chur has issued an anthology for the conference. This anthology¹ can, of course, not serve as a conclusive summary of the sustainability debate, but should contribute to promoting further discussion and dialogue. After all, discussions and dialogue are required in order to bring the importance of the concept of sustainability into the spotlight and are essential if we are to gradually move towards a more sustainable future.



1 Mosedale, J. & F. Voll (Hrsg.) (2018): Nachhaltigkeit und Tourismus. Studien zur Freizeit und Tourismusforschung Band 14. Mannheim.





Diversity and gender equality as a success factor

'The anchoring of diversity and gender equality on a strategic and organisational level supports the HTW Chur in optimally promoting and using the potential of its employees and students'



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

Current challenges such as sustainable development, digitalisation and a shortage of skills are changing the working world and require a comprehensive view of customer needs. With their diverse stakeholder groups, universities particularly benefit from the wide range of perspectives offered by mixed teams.

HTW Chur is therefore increasingly expanding its long-standing commitment in the area of equal opportunities to incorporate diversity. Here, gender diversity represents a key focus area. HTW Chur is thus contributing to SDG 5. Together with the member institutions of the University of Applied Sciences of Eastern Switzerland (FHO), HTW Chur is responsible for the implementation of the FHO action plan 'Equal opportunities 2017-2020'. This incorporates the following focus areas: the reconciliation of work, private and family life; the promotion of young female talent in the areas of research, teaching and management; the promotion of diversity and students in their careers.

As a result of this, the comprehensive 'Life-domain balance' project was implemented. This project aims to shape framework conditions for employees in such a way that they are able to combine their professional, private and family commitments without difficulty.

'We promote diversity and equal opportunities and develop the potential that this creates.'

Guiding principles of HTW Chur

An employee survey was conducted on this topic in 2017. In 2018, qualitative interviews and workshops were held in three personnel categories. In addition, a specialist audit unit analysed the framework conditions and their potential for further development. The findings are now being incorporated within a multi-year action plan. Career workshops for MINT students, among other things, are also offered as part of the action plan. As part of a university-wide cooperation project, HTW Chur is contributing to the development of a diversity benchmarking system.

The strategic anchoring of diversity and equal opportunities has also been advanced in the past two years. The following new policies and instruments have been implemented:

- Integration within the guiding principles of HTW Chur
- FHO action plan 'Equal opportunities 2017-2020'
- Diversity Policy of HTW Chur
- Diversity benchmarking
- Strategic objective of ensuring a mix in management positions

The Diversity Policy, which was developed by the Diversity specialist unit together with the University Executive Board, serves as a guideline for the recognition, promotion and utilisation of diversity and the creation of appropriate framework conditions. The Diversity specialist unit supports the university-wide strategy and implementation process.

HTW Chur has a balanced workforce. To ensure that this diversity is also reflected at a management level,

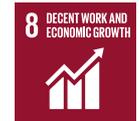
a strategic objective to this end has been set: by 2028, at least 30 per cent of all management and lecturer positions at each management level should be occupied by women. At present, this figure stands at 19 per cent.

The action plan will be pursued further on a continuous basis until 2020. Diversity benchmarking is being institutionalised and processes and structures are being optimised in the resulting development areas.

Diversity and gender equality have been effectively anchored in the strategy and structure of HTW Chur thanks to the comprehensive measures. The new strategic goal and diversity monitoring will contribute to

ensuring positive developments with respect to gender diversity and equal opportunities. Furthermore, diversity management will play a role in quality enhancement, the provision of attractive working conditions, inclusive education as well as innovation.

Diversity and equal opportunities at HTW Chur:
[htwchur.ch/diversity](https://www.htwchur.ch/diversity)





Sustainability Committee

'The Sustainability Committee is the point of contact for members of HTW Chur in connection with sustainability issues.'



Hansjörg Schneider, Chairman of the Sustainability Committee and Head of Quality Management

Ensuring the sustainable development of the university is of great importance to those responsible at HTW Chur. With the 'Sustainability strategic initiative', the management principles are in place to ensure that management and support tasks are performed and service mandates fulfilled in accordance with the principles of sustainable development. The strategic initiative is based on objectives that are broken down step by step across the university of applied sciences' organisational units with respect to the target agreement process. Since the start of 2015, it has been the task of the Sustainability Committee to coordinate these activities.

The Sustainability Committee is the point of contact for members of HTW Chur in connection with sustainability issues. The committee comprises lecturers, researchers and employees from the support areas. Student representation ensures contact with the university's students. The committee is also supplemented by an employee from the Sustainable University Development staff unit and a member of the University Executive Board. They ensure contact with the highest level of HTW Chur's management.

The committee gives advice to the University Executive Board at their request or on its own initiative. It provides suggestions aimed at ensuring the sustainable development of HTW Chur and reviews the effectiveness of the measures taken. Based on the strategic initiative, objectives and measures have been defined for the 2017–2020 period. For example, great significance has been attached to the objective of 'sustainability in teaching', HTW Chur's activities as a member of the PRME Champions Group as well as other projects. On the other hand, HTW Chur also provides students with

a budget managed by the committee and aimed at promoting student projects in the field of sustainable development. Increasing awareness among HTW Chur's members is a further objective that is coordinated by the committee. As one measure, three seating areas have been set up across the university that should promote understanding among the university's members for the SDG. The reports of the university's members who work in connection with the SDG are published across the social media channels of HTW Chur.

The 'Sustainability in teaching' initiative is one of the biggest and most long-term goals. We view the teaching of principles to our students with respect to 'sustainable actions' as the element with the greatest effect. Following the successful introduction of corresponding study contents in individual study programmes as part of pilot projects, the expansion phase now follows: relevant contents are being integrated into all of HTW Chur's study programmes. One example here is the 'Mountain Forest Foundation': after completing their study programme at HTW Chur, graduates receive a special gift: the Mountain Forest Foundation plants a mountain spruce on behalf of HTW Chur for every graduate – with the aim of sustainably replacing the avalanche barriers built decades ago at the forest edge.

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