

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION
ON PROGRESS

COLOGNE, NOVEMBER 2022



Today's ideas.
Tomorrow's impact.

University
of Cologne



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1 INTRODUCTION

The standards of ethics, responsibility and sustainability of the Faculty of Management, Economics and Social Sciences (School or WiSo Faculty) stem from an awareness of the impact our activities have on people, organisations, society and the planet. We address the challenges our world is facing, based on our four main values **Plurality, Authenticity, Responsibility and Togetherness (PARTicipate)**. They include, among other things, independent thinking, striving for diversity, honesty, high ethical standards, collegiality and a sense of belonging. PARTicipate includes the values that are lived and promoted at our School and that make up our Faculty profile, including the Sustainable Development Goals of the UN. We understand sustainable, ethical and responsible action as a permanent process externally and internally. In this sense, we have established a series of strategic measures to support people to grow and reach their full potential bringing about positive change, in teaching and research.



KEY ACHIEVEMENTS AND CHANGES SINCE THE LAST SIP

2020

- Key Research Initiatives systematically conduct research addressing socially relevant topics
- University establishes Working Group Sustainability
- New claim "Today's Ideas. Tomorrow's Impact" launched

2021

- Establishing Sustainability Commissioner and Sustainability Board on university level
- Formation of School's Task Force Gender & Diversity
- Conclusion of comprehensive review of the entire programme portfolio: Implementation ERS-related goals in the Programme and Module Intended Learning Outcomes and Giving Voice to Value approach in courses
- Introduction of B.Sc. Management, Economics and Social Sciences and M.Sc. Sociology: Social and Economic Psychology

2022

- New set of WiSo values agreed

2 RENEWAL OF COMMITMENT TO PRME

As an institution of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following principles, starting with those that are more relevant to our vision and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students. We encourage other academic institutions and associations to adopt and support these principles. We will continue to share our information on progress and are proud members of UNPRME.



Prof. Ulrich Thonemann, Ph.D.
Dean
Faculty of Management, Economics and Social Sciences
University of Cologne



3 OUR MISSION, VISION AND VALUES

Our Strategic Development Plan is derived based on our mission, vision and values. In the plan, we also highlight our heritage as well as our value proposition. We are happy to make these commitments visible to our stakeholders and to be held accountable.

HERITAGE

The WiSo Faculty was founded in 1901 as a School of Commerce. Since then, it has extended its scope to Economics, Sociology, and Politics. We now have over a century of experience in the education of new generations of business professionals, economists, sociologists, and political experts. During this time, we have developed a tradition of close dialogue with our stakeholders and a focus on scientific research that is relevant to the corporate world, to economic policy, and to society at large. We are located in the heart of Europe, in a city that has been a centre of international trade and commerce for over two thousand years.

“Today’s Ideas. Tomorrow’s Impact.”

Our claim “Today’s Ideas. Tomorrow’s Impact.” was launched in 2020 after an open contest, which invited input from all members of the School: faculty, students, staff and alumni. More than 100 suggestions were submitted, peer-rated and discussed by an interdisciplinary panel of stakeholders. The resulting shortlist was presented to the Faculty Council, revised and eventually yielded our new claim. It shows that we are at the forefront of today’s research and teaching, generating ideas that trigger new developments and advance theory and application, that we focus on the future, and that we actively strive for a positive impact on the world.

MISSION

Developing knowledge and people for a better world

We conduct rigorous and relevant scientific research in Management, Economics, and Social Sciences and support people to grow and reach their full potential. We actively engage external stakeholders in our research and teaching to make a positive difference in the world.

Our mission is to provide knowledge that people can rely on and it states our ultimate objective and provides purpose. It has become increasingly difficult for people to judge which information they can trust, and which information is distorted or false. WiSo provides knowledge that people can rely on. We generate and share scientific results that have a positive impact on people, organisations, society and the planet. We conduct basic and applied scientific research that changes the way people think or behave, the way organisations operate, and the way economic policies are developed and implemented. We work with companies, other organisations, policy makers, and the public on current social challenges and contribute to a sustainable, peaceful, and democratic society.

The people element of our mission is equally important as its knowledge component. Our students, faculty, and staff have individual development goals and requirements. We support them in their development to allow them to reach their full potential and make a positive difference in the world.





VISION

Our Vision

We are among the leading academic institutions in Management, Economics, and Social Sciences in Europe, measured in terms of quality and visibility of our research in selected fields, education and preparation of open-minded students for future careers, and the impact that our activities have on people, organisations, society, and the planet.

Our success in various rankings shows that we are already positioned as a top institution in the German higher education landscape. Four WiSo researchers appeared in the 2021 Wirtschaftswoche Top 100 author ranking, two are listed among the Top 100 in the Handelsblatt researcher ranking and five appeared in the magazine's Top 50 of researchers under 40. We have bundled our research expertise in four key research initiatives and two research centers. We highly value excellent individual research of our faculty, but particularly support these selected fields to enhance their visibility and contributions.

Recently, another of our professors was not only appointed to the Leopoldina, the German National Academy of Sciences in the area of Economics and Empirical Social sciences but is also a member of the Academy of Sciences NRW and continues to serve as a member of the academic advisory board for the German Ministry of Economic Affairs and Climate Action.

Our graduates in Business Administration and in Economics have consistently been ranked among the top five preferred young professionals in Germany since 1999 in the weekly magazine WirtschaftsWoche (third and fifth respectively in 2022). Graduates in Information Systems moved from sixth place in 2021 to third place in 2022. Finally, in spring 2022,

the Handelsblatt reported the findings of a Horváth study that found that out of 509 executives of Dax, MDax and SDax companies, 20 had studied at University of Cologne (UoC) – more than at any other German university.

We have redesigned all of our study programmes and have adapted content and teaching approaches to prepare students well for future careers and for contributing to creating a better world. Our new study programmes prepare students to address the various new challenges that they will face.

VALUES

While WiSo's mission and vision were reset in the process that led to the finalisation of our current Strategic Development Plan, the list of WiSo values was not addressed at that time. The aim was to allow the values to evolve from our strategy refresh, and initial brainstorming sessions with professors and heads of central administration and service units, followed by further meetings with other academic staff and students. Additionally, the Advisory Board also offered input. The ideas from these sessions were collated, discussed again and then formally agreed as the following "PARTicipate" values in September 2022:

- Plurality
- Authenticity
- Responsibility
- Togetherness

To a large extent, these values reflect how we already work, but they are also intended to introduce new members of the WiSo community to our way of thinking and working, to set a standard, and in some cases to be aspirational.

4 COVID-19: EMBRACING THE CHALLENGE

From March 2020, for two years there was no regular university life as the pandemic forced us to change our lives completely. The lockdowns and restrictions on face-to-face teaching required an extremely quick implementation of additional online formats for teaching and assessment to ensure that all students would be able to continue and complete their studies as planned. Our teaching staff and students rose to this challenge, and students later confirmed that, overall, they were happy with the digital offers in the areas of both teaching and services. It was, however, also clear from their feedback that they missed the sense of togetherness and belonging that comes with being on-site and interacting in person, whether it be with staff or with other students.

During the years of pandemic, the WiSo Faculty together with the UoC took several measures to support students, faculty and staff. Following is a selection of the measures undertaken:

ADMISSION AND ENROLLMENT

- In 2020 bachelor's application deadline was postponed from mid-July to mid-August and master's application from mid-June to mid-August.
- Master's application:
 - Digital languages and admission test results were accepted. This measure lasts until today.
 - Online application via uni-assist (service point for international student applications) was sufficient.

TEACHING AND EXAMINATIONS

- Summer semester 2020 until summer semester 2021, remained online teaching only. For incoming students, online courses were provided, as well.
- Since January 2022, the WiSo Faculty has a One Button Recording Studio.
- Examinations were offered digitally.
- The winter semester 2021/22 was a hybrid semester, combining on- and offline teaching.
- Final theses were submitted digitally via the platform Sciebo and no further printed versions were required. This measure lasts until today.
- Raising the individual standard period of study for four semesters which affected the BAFöG funding period (federal student loan).

STUDY MATTERS

- The Welcome Events for our first semester students were conducted online via zoom.
- The WiSo Student Service Point, our first point of contact for (prospective) students, offered digital study guidance and expanded the scope of the telephone hotline.
- During the hybrid semester, a vaccination sticker on the ID cards allowed safe and quicker admission to courses and examinations.
- From May 2020 until March 2021, the Federal Ministry of Education and Research provided bridging aid for students who are in particularly acute need and in immediate need of assistance as a result of the Corona pandemic. Since June 2020, international students were allowed to apply, as well.

FACULTY AND STAFF

- Until the end of April 2022, staff worked from home. Lecturers already returned for their courses and seminars on campus during the winter term 2021/22.
- After working from home was waived, the university offered masks and corona self tests for a safe environment on campus.

As elsewhere, the pandemic-related lockdowns required our parent institution, the UoC and WiSo to pivot to online teaching and assessment, and to move a variety of administrative processes online. While surveys show that students generally appreciated the fact that higher education institutions adapted to the situation at speed, some areas remained problematic, especially around interaction between staff and students and within the student community. Since summer semester 2022, we can finally study and work together on campus again.

While the adhoc nature of the changes resulted in predictable limitations (e.g. relatively little time to build solid didactic concepts to underpin the online teaching activities, administrative processes simply being recreated online rather than comprehensively redesigned), we are now in a good position to strategically assess which tools and formats were useful and should be continued.

5 KEY ACHIEVEMENTS AND MAIN CHANGES

Following the last SIP in September 2020 we succeeded in further implementing ERS-related topics. The research conducted by our Key Research Initiatives and Research Centres addresses ERS topics (see Principle 4).

Our parent institution has created several ERS bodies in recent years. In summer 2021, the University installed a Rectorate Commissioner for Sustainability and in October 2020, established a "Working Group Sustainability" which was replaced this year by a Sustainability Board supported by a Sustainability Office. The Sustainability Board advises on the development of the sustainability strategy and provides recommendations for implementation. Furthermore, the University has formulated a pledge for climate protection and supports the statement of Scientists for Future. As of July 2022, it is also recorded how third-party funded research projects contribute to the United Nations Sustainable Development Goals.

WiSo is contributed to fostering diversity by ensuring that individuals have equal access to studying and employment opportunities regardless of age, disability, race, colour,

nationality, ethnic or national origin, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, sex and sexual orientation. In our Strategic Development Plan, we commit to making the School more attractive by following the principles of equity and diversity, thereby addressing SDG 5, 'Gender Equality'. In our recruitment, we have measures in place for increasing diversity, such as recruiting women. Furthermore, the School installed a Task Force Gender & Diversity in November 2021 which aims to develop ideas for improving existing measures and structures regarding gender and diversity issues and develop an action plan.

In terms of addressing ERS-related topics in teaching and to prepare our students to be future generators of sustainable, responsible, and ethical value for business and society at large, WiSo has agreed upon School Intended Learning Outcomes and key competencies. ERS has been systematically included in the Programme Intended Learning Outcomes of all our study programmes as well as in the Module Intended Learning Outcomes of several modules. The Giving Voice to Value approach is being implemented into teaching (see Principle 3).



6 THE SIX PRINCIPLES



6.1 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.

EDUCATION

We address current challenges in Management, Economics, and Social Sciences with rigorous and relevant scientific research and provide a unique multidisciplinary platform where excellent researchers and capable students work together with organisations to generate and share relevant knowledge. The overall aim of the School is to enable students to acquire the competences that will allow them to actively and responsibly shape solutions for future complex challenges in a pluralistic, global and digitalised society. Research-based learning is therefore a central concept for our teaching, and the emphasis on competence orientation and research-oriented teaching and learning significantly shapes the self-image of the School.

One key part of our Strategic Development Plan was the definition of School Intended Learning Outcomes (SILOs) that are aligned with our revised mission and vision. The SILOs are: WiSo's graduates make a positive impact in the world by addressing current and future challenges and

- (1) apply subject-related knowledge, analytical methods, and research-based approaches,
- (2) work with an open mind in diverse teams to share knowledge and develop solutions, and
- (3) actively engage in the development of their professional and social environments.

The SILOs address students' analytical skills and subject-related knowledge but also, social and personal competences and are translated into the Intended Learning Outcomes on programme, module and course level. They ensure that teaching and learning processes of the School focus on educating responsible graduates who make a positive impact in the world by addressing current and future challenges. WiSo is committed to fostering our students' autonomy, sense of responsibility, discretion, critical thinking and readiness to fulfil high expectations, both during their studies and in their professional lives. The School aims to stimulate a culture

of active learning and research-orientation while assisting students in mastering their field of study.

Education at the School is characterised by a strong orientation towards research, theory and methods, with students playing an active role in their learning. They are encouraged to understand their own responsibility to shape a successful learning experience. A further characteristic is teaching which draws on real-life problems reflecting contemporary economic and social changes. The School emphasises the acquisition of research skills and the application of theory and methods within the students' chosen course of study. This orientation towards research is evident in the design and sequencing of the bachelor's, master's and doctoral-level programmes. Furthermore, managerial competences are an integrated part of the WiSo graduate profile.

ERS-related aspects are part of the design process as well as into the delivery of our programmes and therefore have been systematically included. The coverage of ERS-related content with regard to content and learning objectives has increased considerably since 2017. Within bachelor modules the coverage increased from 13% in 2017 to ~53% in 2021, within master modules by from ~6% in 2017 to ~35% in 2021. Some examples of courses focusing on ERS are a course on Business Ethics, an elective within our Business Administration and Economics master's programmes. Furthermore, all master's programmes feature elective courses on energy and climate change; some master's programmes also include a course series on sustainability aspects within economic geography. A mandatory course on Business Ethics already exists in the School's B.Sc. Business Administration and B.Sc. Management, Economics & Social Sciences. We also offer elective courses on ecological economics (ecological aspects), economic and social geography (sustainability aspects), or, for our Health Economics students, an "Introduction into medical action" covering the ethical dimension of medicine.

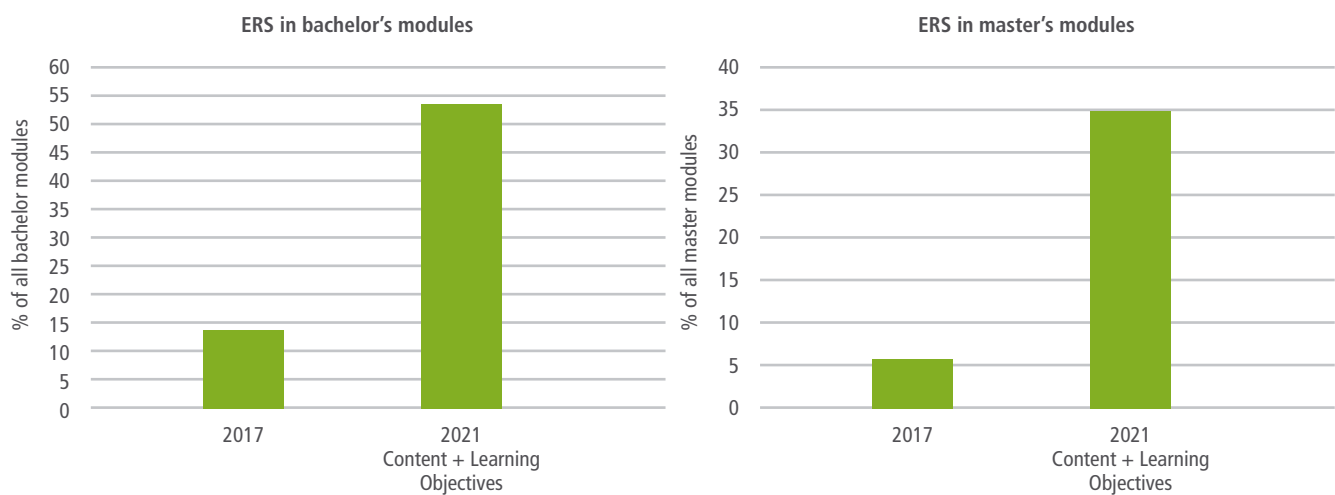


Diagram 1 | Coverage of ERS-related topics of all WiSo bachelor and master modules comparing 2017 and 2021

In addition to the study programmes and the engagement in a student organisation, our students have various opportunities to dive deeper into the ERS fields, e.g. by participating in voluntary courses. Since 2010, students have been able to complete a one-semester service learning course, in which they work on projects at local non-profit organisations. This voluntary work is credited in the 'Studium Integrale'. For master's students, these projects are offered as an extracurricular activity bearing a certificate. It is hoped that participating students will maintain connections with the non-profit organisations after completing the Service Learning course and continue to volunteer in their future careers. One highlight within the Studium Integrale offer is 'Power Your Life', a practice-oriented teaching format that has been offered by the Professional Centre in cooperation with

companies and organisations since 2010. It allows students to engage with interesting potential employers, become familiarised with project work, gain practice in working in teams, develop their problem-solving skills and benefit from an opportunity to apply subject-specific knowledge. Over the semester, small student teams work on specific projects in different disciplines, such as marketing, accounting, corporate development, energy economics and information systems (see tables 1 and 2). Mentors from the respective companies supervise these student teams. Each 'Power Your Life' semester has a kickoff meeting and a closing event; the former is designed as a get-together between the students and participating companies, while the latter serves to present the results from the different project teams. Students from the WiSo Faculty are particularly active in this project.

Power Your Life business projects winter semester 2021/2022	
1. FC Köln GmbH & Co. KGaA	How can HR help shape employee communication and working methods in the hybrid working world and create positive effects on cooperation and leadership?
Ford-Werke GmbH	Project 1: Development of application for Car-to-X communication Project 2: Identification of opportunities to use and monetize vehicle data
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	Opportunities, potentials, limits and risks of virtual selection of trainees
Licennium GmbH	"Quo vadis sustainability - correlations and systemic connections between dematerialization, digitization and circular economy"
rosenbaum nagy unternehmensberatung GmbH	Strategy development using swarm intelligence in companies (e.g. via digital tools)
Staufenbiel Institut GmbH	Print, promotion, parties - where and how can you reach students apart from social media?

Table 1 | 'Power Your Life' business projects winter semester 2021/2022

Power Your Life business projects winter semester 2020/2021

1. FC Köln GmbH & Co. KGaA	Professional sport - the career besides the career
Ford-Werke GmbH	Project 1: Requirements for tomorrow's mobility considering the COVID-19 pandemic Project 2: Identification of opportunities to implement IoT and 5G applications in the automotive industry
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	Effects of the Corona crisis on the implementation of in-company training (including entry qualification) at GIZ from the perspective of trainees, dual students and entry qualifiers
Horbach Wirtschaftsberatung GmbH	Work organization in times of digitalization
IHK Köln / GBFW	Professional Diamonds, Fit for Training!
Licennium GmbH	Sustainable renovation in the crisis - operationalization and funding options
REWE Group	Optimization of processes in the tasting center of REWE Group Buying (quality management)
rosenbaum nagy unternehmensberatung GmbH	Personell recruitment in nursing and elderly care - How can the lack of specialists be counteracted today?
Swaprad GmbH (Swapfiets)	Swapfiets - How to deliver complex service
TERRITORY EMBRACE GmbH	New pricing model for software-as-a-service business model (Ausbildung.de)

Table 2 | 'Power Your Life' business projects winter semester 2020/2021

Meeting our goal "reviewing current programmes and revise and relaunch our study programmes" stated in the last SIP, we conducted regular programme reviews, and launched the following three new degree programmes:

The master's programme in Sociology: Social & Economic Psychology enables students to understand the psychological explanations behind social and economic phenomena. The programme provides a solid foundation in sociological and advanced methods of cross-sectional data analysis combined with in-depth knowledge of social and economic psychology, including advanced skills in decision-making, persuasion,

consumer behavior and organisational psychology. With these tools, students acquire general analytical skills for identifying, understanding and solving societal problems.

The introduction of our new bachelor's programme in Management, Economics & Social Sciences manifests our commitment to "living" ERS rather than just using it as a conceptual framework. The programme explicitly seeks to enable students to drive sustainable change by giving them a holistic perspective on global challenges that can only be solved by addressing factors such as climate change, inequality, and digital transformation head-on. Particularly in

the area of climate science, the programme includes expertise from affiliated specialists, such as the Institute of Energy Economics (Energiewirtschaftliches Institut an der Universität zu Köln or EWI), thus bringing our engagement with ERS full circle by connecting academia with practice.

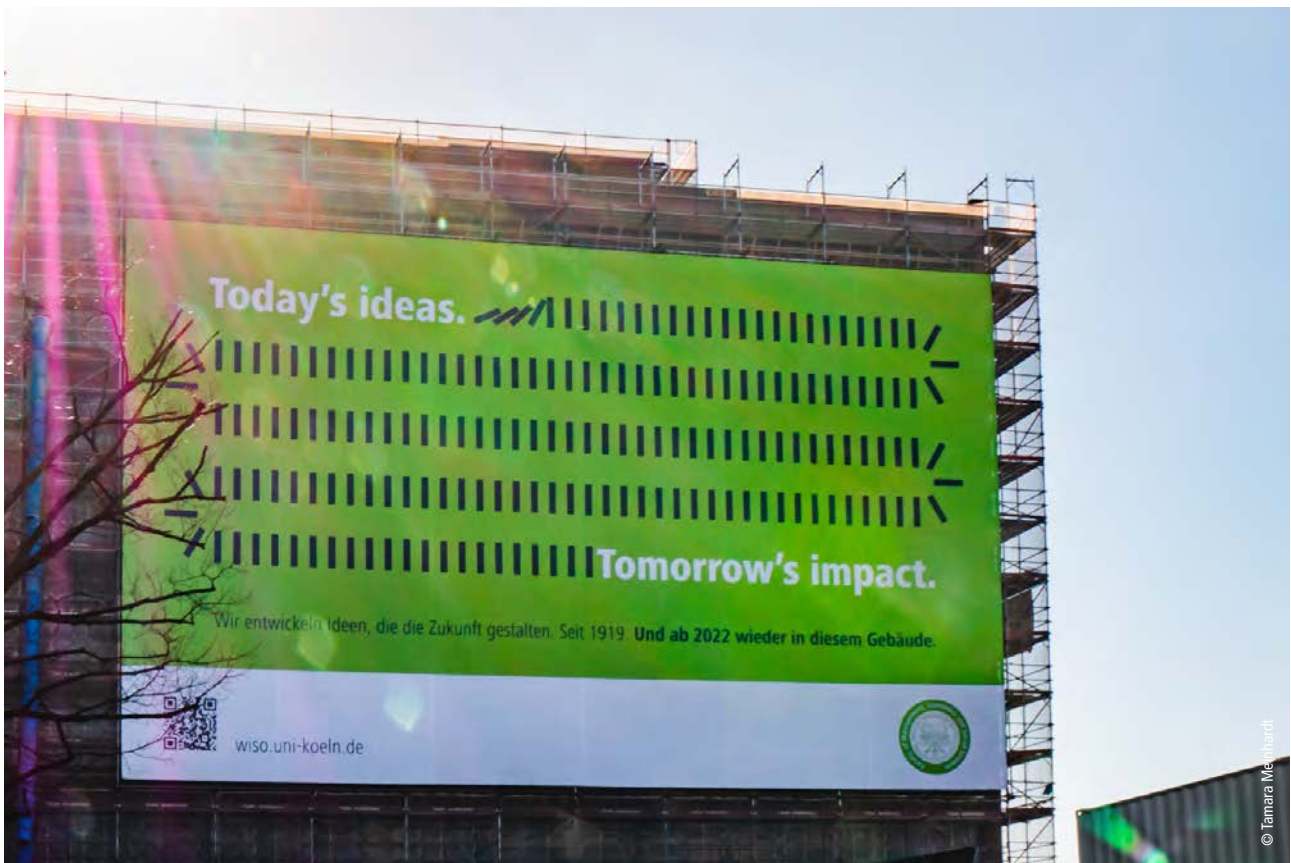
As data analytics, digital innovation and big data are crucial developments for the upcoming challenges in all business and economic areas, we have designed a new master's programme in Business Analytics & Econometrics. This programme, starting in October 2022, offers a unique blend of traditional analytics (e.g. statistics, econometrics, optimisation, simulation) and modern analytical approaches (e.g. machine learning and artificial intelligence using R and Python) and merges these approaches with the teaching of groundbreaking knowledge in the areas of economics, management, and entrepreneurship.

Within Executive Education, ERS-topics are integrated into all programmes at the University of Cologne Business School (see Principle 3).

We are continuing to strengthen the presence of ethics in our teaching. Currently, the approach of integrating ethical

issues into all core classes of our undergraduate study programmes has been designed and is being integrated, following an adapted Giving Voice to Values (GVV) approach associated with the UN Global Compact. Our ERS Commissioner leads this initiative, supported by a research assistant who is addressing the practical aspects of implementation. The Giving Voice to Values approach developed by Mary C. Gentile, which seeks to prepare students for the fact that value conflicts (of varying degrees of severity) will be the rule rather than the exception in their working lives, and to enable them to address these conflicts confidently and proactively. Gentile calls this "education for action", which resonates strongly with our claim "Today's Ideas. Tomorrow's impact." In order to enable our students to make a difference, we need to equip them not only with knowledge and skills, but also with the confidence that they can act, and that their actions will make a difference.

Another key objective within our Strategic Development Plan is to improve communication. In order to reach a broader public, we have, among other things, amended our website and used the construction site at the high-rise building to hang up a huge poster.





6.2 PRINCIPLE 2 | VALUES

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

WiSo's strategy with regard to ethics, responsibility and sustainability is framed by UoC guidelines, as well as federal law in the fields of anti-discrimination or social and labour law. We therefore subsume the subfield of diversity, gender and anti-discrimination under our ERS heading.

The School has emphasised the importance of ethics, responsibility and sustainability by incorporating them into the new mission, vision and strategy. WiSo's mission – "developing knowledge and people for a better world" – includes generating and sharing academic results that have a positive impact on people, organisations, society and the planet. ERS is also reflected within our new values. The overall goal of our activities is to contribute to improving society, people and the environment by research activities, education, and community outreach. In addition, as new societal challenges make it necessary to 'think outside the box', the School fosters a critical attitude among our students and faculty and expects them to behave with integrity and honesty in their professional life. Additionally, in our current Strategic Development Plan 2025, we have committed ourselves to the principles of equality and diversity.

The city of Cologne provides a vibrant, open-minded and diverse backdrop that informs UoC's and WiSo's mentality. UoC has a comprehensive strategy on equal opportunities in place, and WiSo is dedicated to fostering diversity

by ensuring that individuals have equal access to studying and employment opportunities regardless of age, disability, race, colour, nationality, ethnic or national origin, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, sex and sexual orientation.

Below are some examples of how those topics are implemented in everyday university life.

GENDER EQUALITY & DIVERSITY

The School has established a Development Plan for Gender Equality & Diversity, including specific measures for action in gender equality, family friendliness, educational equity, inclusivity and anti-discrimination. This is to be implemented by 2024. Our research centres ECONtribute and C-SEB have separate events and strategies for supporting women in research and the University's Female Career Program offers a variety of services for female students, (post-)doctoral researchers and staff in order to aid them in their individual career development in research and academia as well as the labour market. The initiative organises workshops and lecture series, focusing on female empowerment, confidence, and knowledge regarding business and academia. WiSo also works with GeStiK (Gender Studies in Cologne) by contributing financially and participating to the master's programme in Gender and Queer Studies.





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With regard to the area of gender and diversity, in November 2021, the School established a task force led by the First Vice-Dean. The aim of the Task Force is to develop ideas on how to improve existing measures and structures with regard to issues around gender and diversity and to develop an action plan. A positive trend can be observed among the teaching & research assistants. Whereas in 2017 only 5.9% of them were international, currently 13% are non-German nationals. We hope that we can encourage these junior researchers to stay in Germany, which will gradually allow numbers at the more senior academic levels to grow.

We have made some advances to increase diversity of our faculty and students. Recruiting international or female faculty for tenured positions has been challenging for us, as well as for most other German Management and Economics Departments. We have focused on recruiting such faculty on the Assistant Professor level. We will continue our efforts to increase diversity and have started to actively approach international female faculty at Associate Professor level.

In order to obtain external input on its gender equality and diversity policy measures, UoC was assessed by the TOTAL E-QUALITY e.V. association and was re-awarded the "TOTAL E-QUALITY Predicate for Equal Opportunities and Diversity" in 2022. This was the fourth time the university received a positive assessment from this organisation.

The University also successfully completed the audit "Vielfalt gestalten" (Shaping Diversity) of the "Stifterverband" in 2019, with the re-audit to be completed in 2022/23. The audit facilitated the development of an institutional strategy that promotes constructive, non-discriminatory interaction with students and staff.

PARTICIPATION AND SUPPORT

Public universities in Germany are run on the basis of democratic self-governance. Participation in student self-administration in particular fosters a sense of. At School level, the self-administration is predominantly organised by the Student Council at which elected student representatives address the student body's concerns and interests. The Student Council offers services by students for students. They are also part of the School's complaints management. This service is often felt to be more accessible for personal problems, e.g. with teachers, as problems are dealt with on a peer-to-peer level. Being part of the Student Council fosters social responsibility by sharing personal experiences with fellow students to help them navigate their studies and using personal resources to make the system of the democratic self-governance work. Student representatives with voting rights have seats on all School committees, boards, and the Faculty Council.

All recruitment processes for professional services staff receive input from the Gender Equality Officer, from the Representative of Persons with Special Needs if required, and from the Staff Council, which consists of elected members from within the professional services community and plays an important role in maintain oversight across schools and units, thus ensuring consistency and fairness.

The School has one Gender Equality Officer and one Gender Equality Representative, who receive administrative support from the Dean's Office. Various mentoring opportunities specifically for female researchers are available at UoC, for example the Cornelia Harte Mentoring (named after the first female professor at UoC), or the Mentoring Program for International Female Scholars, currently celebrating its 10th anniversary.

Two WiSo professors are designated Liaison Lecturers and can be contacted by students who experience discrimination, violence or bullying. At University level, there are of course additional staff who can be contacted. There is also a dedicated ombudsperson for doctoral students.

ACCESSIBILITY

The School operates within an higher education system that is one of the most accessible worldwide. In addition to "BAföG" offered to students from low-income families, there are a variety of foundations in Germany that provide scholarships for disadvantaged students. WiSo annually provides around 100 Deutschlandstipendien, which are scholarships for bachelor's and master's students, financed half by public funds, half by private donors. In addition to an excellent school-leaving certificate and academic performance, personal background and social commitment play a decisive role in the selection of the scholarship recipients. Since the academic year 2018/19, seven social scholarships and three scholarships for WiSo students with disabilities or chronic illnesses have been awarded. Moreover, UoC provides several support options for disabled students through personal assistance for day-to-day student life as well as during examinations, e.g. by hiring sign language interpreters for lectures or converting literature.

In Germany, any applicant who is suitably qualified must be admitted to university and given a place on their chosen programme unless the total student demand exceeds the programme's capacity. The regulatory framework defines which kinds of criteria are admissible in selecting students. The selection criteria used for a specific programme are published online and are transparent to all applicants. Universities also reserve various special quotas, e.g. for hardship cases and international students. Hardship case candidates may be granted preferential treatment in the selection process. For non-EU international students, a quota of 7% quota for the intake is reserved.

Doctoral students with a CGS scholarship organise workshops aimed at secondary school pupils from non-academic backgrounds to introduce to them the opportunities and challenges involved in pursuing an academic education.

For everyday life on campus, a Family Campus Map signposts breastfeeding and diaper-changing rooms, parent-child offices, day care centres and playgrounds. The Room of Silence, located in the main building, is accessible to all members of UoC and provides a quiet space for individual mindfulness activities such as yoga or prayer.

INTEGRITY

At UoC, scientific integrity is seen as a crucial prerequisite for excellent research. It refers to a necessary ethical attitude and overarching culture of honesty, which needs to be anchored in everyday academic life. Apart from adopting the guidelines of the Deutsche Forschungsgemeinschaft (DFG), the University has own structures and bodies to safeguard academic integrity. Additionally, German data protection laws have an impact on ensuring. WiSo's commitment to ERS is not limited to the classroom or to research outputs – all employees subscribe to it and work on integrating it in their day-to-day activities. Naturally, the examples are just a small selection from a portfolio of events and initiatives that continues to diversify and grow.

WiSo has established the role of an ERS Commissioner to strengthen the visibility of ERS at WiSo and to advise individual staff members, committees or organisational units. By providing a central point of contact for ERS issues, we achieve better coordination of individual activities, e.g. by generating synergies and facilitating the realisation of suggestions and initiatives.

Our own Ethics Committee was set up in 2017. Its work is based on the university-wide Research Code of Conduct, which sets out principles for research projects at the University, describes the guiding values of research, defines the responsibility that researchers have, and provides guidance in dealing with research collaborations. There is also a university committee on safeguarding good scientific practice. WiSo's Ethics Committee reviews research proposals, upholds values in accordance with academic ethics in general and the standards of the social sciences and humanities in particular, and promotes responsible conduct on the part of our researchers.

Once new colleagues join UoC, they have access to a wide range of development opportunities, support mechanisms and occupational health initiatives. The University's aim to actively create a positive workplace environment for all staff is reflected in, and will be further strengthened by, UoC's membership in EUniWell – The European University for Well-Being. EUniWell was formed in response to the Council of the European Union's prompt that membership states should strive for an "Economy of Wellbeing". This mission also aligns with Sustainable Development Goals 3 (Good Health and Well-Being), 4 (Quality Education), 5 (Gender Equality), 10 (Reduced Inequality), 11 (Sustainable Cities and Communities) and 16 (Peace, Justice and Strong Institutions).



6.3 PRINCIPLE 3 | METHOD

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

Within our education and teaching, ethics, responsibility and sustainability are integrated across all programmes and module levels:

Bachelor level

Core Modules: Comparative Political Economy • Comparative Analysis of Political Institutions • Public Policy • International Relations • European Politics • Introduction to Psychology • Introduction to Statistics • Methods of Empirical Social Research • Introduction to Psychology • Ethics and Fundamentals of Academic Work in Social Sciences • Introduction to Microsociology • Introduction to Macrosociology • Demography and Social Inequality • Fundamentals of Macroeconomics • Introduction to Economics • Macroeconomics • Fundamentals of Economics • Fundamentals of Microeconomics • Economic Design • Economy and Business in Nature • Health Economics IV • Health Economics III • Health Systems I • Information Systems II • Information Systems I • Fundamentals of Information Systems • Digital Transformation and Entrepreneurship • Data Science • Supply Chain Management I • Managing Demand and Supply • Corporate and Business Ethics • Corporate Development I • Entrepreneurship • Business Ethics

Advanced Modules: Digital Transformation and Change Management • Public Economics • Macroeconomics • Economic History • Economics of Inequality • Microeconomics (Conflict, Cooperation and Competition) • Ecological Economics • Behavioural Economics • Economics of Climate Change • Information Systems

Specialisation Module: Internship: Political Science in Practice • Research Logic and Design • Career Perspectives: Political Science in Practice • In-depth Seminar Sociology/ Social Psychology • Internship: Sociology and Social Psychology in Practice • Economic Psychology • Health Systems • Occupational Fields: Sociology and Social Psychology in Practice • Seminar Education/ Work/ Organisation • Project Study Social Sciences • Economics • Current Topics in Economics • Project Study Economics • Health Economics V • Health Economics III • Information Systems • Project Study Management • Supply Chain Management II • Supply Chain Management I • Finance II • Finance I • Corporate Development II • Corporate Development I • Economic Geography II • Economic Geography I • Accounting and Taxation II • Accounting and Taxation I

Supplementary Module: Media Order • Current Topics in Economics • Health Law • Information Systems II • Information Systems I • Business Analytics Methods • Innovation and Sustainable Development in the Global South • Leadership and Interpersonal Skills • Globalisation, Industrial Relations and Workplace Learning

Bachelor Seminars: Interdisciplinary Business Administration • Supply Chain Management • Accounting and Taxation • Information Science

Table 3 | Modules addressing ethical and socially relevant questions

Master's level

Core Modules: Macroeconomics • Microeconomics • Health Economics II • Information Systems I • Information Systems II • Supply Chain Management • Corporate Development • Management Skills

Specialisation Modules: Research Seminar • Theoretical Foundations of Social and Economic Psychology • Research Seminar Social Research • Sociology Diversity, Cohesion and Conflicts in Societies and Organisations • Addressing Societal and Organisational Problems • Market Design and Behaviour V • Health Economics III • Seminar Information Systems II • Seminar Information Systems I • Information Systems III • Information Systems II • Information Systems I • Supply Chain Strategy • Supply Chain Planning • Supply Chain Operations • Supply Chain Innovation • Supply Chain Seminar II • Supply Chain Seminar I • Supply Chain Business Projects • Marketing Performance Management • Digital Strategy and Marketing • Customer Management • Brand Management • Strategic Management • Elective Corporate Development II • Strategic Human Resource Management • Strategic Development • CEMS Global Leadership • Corporate Development Seminar • Business Ethics • Taxation II • Advanced Accounting • CEMS Business Project

Supplementary Modules: Economic Geography III • Economic Geography II • Advanced Economic Psychology II • Advanced Economic Psychology I • Energy and Climate Change IV • Energy and Climate Change III • Energy and Climate Change II • Energy and Climate Change I • Seminar Economics • Media and Technology Management - Selected Issues I • Medicine II

Master's Thesis: Supply Chain Management



Since the implementation of a mandatory ethics course in our largest programme, the bachelor's programme in Business Administration, discussions on how to best implement ERS in our programme portfolio have continued. During the restructuring process of our programmes, we also addressed the learning outcomes at every level to ensure that every programme includes ERS in the Programme Intended Learning Outcomes. Furthermore, the newly introduced B.Sc. Management, Economics & Social Sciences was designed with a strong focus on ERS and has the official

subtitle "Driving Sustainable Change". At master's level, the Corporate Development Area offers a Business Ethics course, which is an elective on most of our programmes. In order to offer these modules, a Chair for Corporate Development and Business Ethics was established in 2010, where research in this particular field is taught and conducted, focusing on the behavioural determinants of limited ethical actions in order to develop strategies to support ethical decision-making in companies.

GIVING VOICE TO VALUES

The School follows a three-tiered approach. The first tier takes place in the pre-studies introduction week and aims to raise the students' awareness of their own moral values. Students learn to prioritise their values in ethical dilemma situations close to their profession. The second tier comprises the incorporation of ethics in basic and elective modules in order to teach core pillars of the GVV concept, like choice ("you always have a choice"), normalisation ("ethical conflict is the norm rather than the exception"), self-knowledge and alignment ("become aware of how you personally can best bring values to the table") as well as voice ("practice how to voice your values in front of others"). We are currently training faculty on how to incorporate relevant scenarios into their teaching, and Academic Directors will ensure that a sufficient number of modules addresses ethics topics. Finally, the third tier consists of dedicated ethics courses towards the end of the programme, which teach students about different theoretical approaches to weighing up their values when faced with ethical dilemmas. A mandatory course on Business Ethics already exists in the School's B.Sc. Business Administration and B.Sc. Management, Economics & Social Sciences.

The newly established B.Sc. in Management, Economics & Social Sciences also asked students to conduct a personal values assessment with an external advisor during Welcome Week. The programme is our response to an ever-changing society that is growing more and more aware of climate change and its impacts. It has a strong focus on ERS, especially on sustainability, focusing on how economies impact the planet and climate change, and how to build sustainable businesses.

ETHICS AWARD

Annually, bachelor's and master' theses in the area of ERS compete for an Ethics Award. Initiated by a foundation in 2015, the award has now been re-established by WiSo to promote and reward interesting ERS research of young academics.

SUSTAINABILITY AWARD

WiSo plans to establish an annual Sustainability Award for academics who conduct research on sustainability. The criteria will include the coverage of sustainability in the sense of the UN SDGs as well as academic and practical relevance. The best project will be selected by a panel consisting of internal and external experts and will receive a financial reward from the Dean's strategy fund.

EXECUTIVE EDUCATION

The University of Cologne Business School (UCBS) has a fundamental role to play in the promotion of ERS at WiSo. Assigned to the delivery of Executive Education programmes for professionals and managers, it is UCBS's mission to contribute to the education of this target group as globally responsible citizen and leaders. UCBS students must be capable of promoting responsible business ideas, developing solutions to sustainability challenges and managing themselves and others in an ethical and responsible manner. Accordingly, UCBS integrates ethics, responsibility and sustainability into all its courses and activities, for example by encouraging ethical questions within the seminars. Furthermore, Business Ethics and Corporate Digital Responsibility is being represented in a one-day seminar in two of the Certificate Programmes: Advanced Management and Digital Insurance Transformation.



ERS topics are addressed in all degree and non-degree programmes. For instance, the Cologne-Rotterdam Executive MBA (CR-EMBA) includes a mandatory course “Sustainability and Business Ethics” as well as several Elective courses related to Sustainability and Responsibility. The entire CR-EMBA “Personal Leadership Development” module aims to develop responsible leaders.

The Certificate and Open Programmes are also designed to explicitly cover ERS topics as these are key aspects when it comes to educating responsible managers. Therefore, as

mentioned above, the courses Business Ethics and Corporate Digital Responsibility form part of the Advanced Management and Digital Insurance Transformation Certificate Programmes.

Most of the courses in the open, certificate and customised programmes focus on current challenges and innovative approaches in business. These courses address newly created business opportunities as well as the responsible use of new technologies and the sustainability impact business decisions have in an increasingly global world.

Programme	Course Title	Course Content	E	R	S
Leadership and Digital Innovation	Future of Mobile	Evaluation of the impact of mobility technologies on urban and rural living and society and of transition challenges in terms of jobs and growth in relevant industries			X
	Leadership and Digital Innovation	Development of a creative yet sustainable solution considering the strategic nature of innovations		X	X
Advanced Management	VUCA and Digital Leadership	How to face new challenges and develops strategies to behave as a manager in the VUCA world		X	
	Marketing Transformation & Business Ethics	Customer journey in an omni-channel environment, digital responsibility, opportunities and risks of digital transformation in the context of tension between technology, economy and ethics	X	X	
Healthcare Management	Leadership and Communication in the Healthcare Sector	Selection and motivation of employees, work performance, leadership, team processes as drivers of team effectiveness, leadership in change	X	X	
	Digital Transformation in the Healthcare Sector	Challenges of digital transformation in healthcare, application of IT in healthcare, innovative patient-centered eHealth applications	X	X	X
Digital Insurance Transformation	Digital Business Strategies	Digital transformation, business model innovation & business pattern	X	X	
	Technologies Trends and Corporate Digital Responsibility	Customer requirements & tech development, analytics & big data, ethical challenges of digitalisation, digital technologies	X	X	
	Customer Experience in a Digital World	Storytelling, social media, customer journey in a omni-channel environment, changing customer requirements (digital, sustainable)	X	X	X

Table 4 | ERS topics in Executive Education portfolio



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UCBS strives for diversity and makes several scholarships (e.g. "Women in Leadership" and "Diversity" scholarship) available for the Executive MBA programme. Sustainability is a day-to-day concern at UCBS that is also reflected in a responsible handling of resources in general. Digital processes avoid the use of paper. For instance, since 2019, applications to all programmes run fully online and all documents are managed and saved on the UCBS server. E-books are preferred to printed versions and course materials are made available digitally on the online learning platform. In 2021, further measures were taken such as encouraging programme participants to avoid food waste by providing doggy bags when catering is served.

ERS IN INTERNATIONALISATION

Within the extensive course portfolio of the School, there are modules that explicitly include learning outcomes with regard to ERS. A selection of these modules are made available to incoming students as part of the School's Incoming Programme. Additionally, the School's International Relations Center organises short academic programmes for incoming

students, the CISU-MBA and Doing Business in Germany, which focus on diversity in leadership, sustainability in mobility and energy economics, and digital transformation.

In the double master's programme in Demography & Social Inequality, students examine the interplay between demographic changes and social inequalities in contemporary societies. Graduates of the double master's programme in Health Economics & Management are able to evaluate and improve healthcare systems and to draft policy recommendations. A key focus of the programme is on how to allocate scarce resources effectively in the context of increasing healthcare demands, and on how to approach current and future healthcare challenges through innovation. In the double master's programme in Business Administration, the School offers a track in Corporate Sustainable Development with the Louvain School of Management, where students learn how to manage value chains sustainably, how to incorporate environmental, social and governance criteria into investment practices, and how to create purposeful new business ideas to contribute to a sustainable future.



6.4 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.

In our research, we address topics that are of relevance to organisations and society. Several professors have a specific focus on ERS topics in their research fields: Corporate Development and Business Ethics, Sustainable Finance, Energy Economics or Information Systems for Sustainable Society. Additionally, ERS topics are often cross-sectionally integrated into research.

The cross-sectional research agenda was fostered by the establishment of the School’s new Key Research Initiatives (KRIs). Together with our Excellence Cluster ECONtribute and our Excellence Centre C-SEB, our KRIs are at the forefront in contributing to ERS topics at WiSo. The KRIs promote research with a potential for societal relevance, aligned with our claim “Today’s ideas. Tomorrow’s impact.” Our research therefore addresses several Sustainable Development Goals.

Sustainable Development Goals		Key Research Initiatives and Research Centres					
		Analytics and Transformation	Behavioural Management Science	Demography and Social Inequality	Sustainable smart Energy and Mobility	ECONtribute	C-SEB
1	no poverty						
2	zero hunger						
3	good health and well-being	X	X	X	X		
4	quality education		X	X	X	X	X
5	gender equality		X	X	X	X	X
6	clean water and sanitation				X	X	
7	affordable and clean energy				X		X
8	decent work and economic growth	X	X		X	X	X
9	industry, innovation and infrastructure	X	X		X	X	X
10	reduced inequalities		X	X		X	X
11	sustainable cities and communities				X		
12	responsible consumption and production	X	X		X	X	X
13	climate action	X			X	X	X
14	life below water						
15	life on land				X		
16	peace, justice and strong institutions				X	X	X
17	partnership for the goals				X		

A bold cross implies a particular focus.

Table 5 | Overview of the School’s research activities addressing the SDGs

Our efforts to make ERS more widely accessible are also reflected in the increase of ERS-related publications. While in 2017 19 % of our reserachers publications had an ERS relation, we achieved nearly 30% in 2020 and 2021.

Year	2017	2018	2019	2020	2021	2017–21
All Publications	189	283	258	273	377	1380
ERS Publications	36	47	57	76	102	318
ERS Publications (%)	19%	16.6%	22.1%	27.8%	27.1%	23%

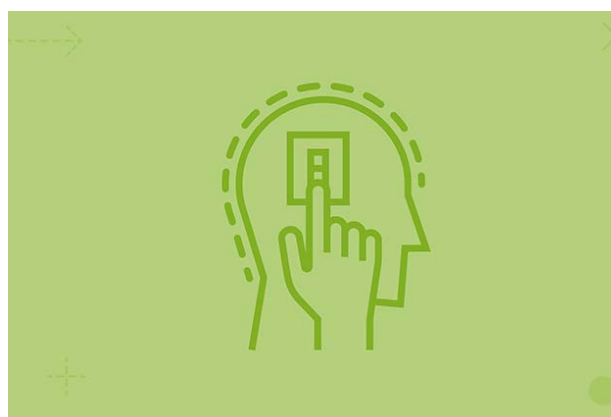
Table 6 | ERS-relevant publications from 2017 to 2021

In the following, the Key Research Initiatives and Research Centres are described in more detail.



KEY RESEARCH INITIATIVE ANALYTICS AND TRANSFORMATION

Identifying and setting crosscutting research topics that address important challenges of the ongoing digitisation of business and society is a key objective of the KRI “Analytics and Transformation”. Marc Fischer, for example, conducts research in corporate social irresponsibility (CSI), which describes corporate “misconduct” such as environmental scandals, corruption or the violation of social standards. Together with Samuel Stäbler (Tilburg University), he published a study in 2020 with the name “When Does Corporate Social Irresponsibility Become News? Evidence from More than 1,000 Brand Transgressions Across Five Countries”, showing that the extent of the damage that a CSI event inflicts on a company heavily depends on how much media attention the event receives and that the media does not always act in the best interest of society.



KEY RESEARCH INITIATIVE BEHAVIOURAL MANAGEMENT SCIENCE

Key questions of the KRI “Behavioural Management Science” are often guided by the aim to improve the design of specific management practices in order to increase performance, collaboration, and employee well-being or to reduce unethical behaviour. The school’s researchers Jakob Alftian, Marvin Deversi and Dirk Sliwka have conducted a natural field experiment on promoting pay equity through simple and gender-blind modifications of the salary planning process in a large multinational company. The experiment took place among 622 middle managers overseeing 8572 employees in seven different countries. The resulting study “Closing the Gender Pay Gap within Firms: Evidence from a Field Experiment on Promoting Pay Equity” will be published as a working paper soon.



KEY RESEARCH INITIATIVE DEMOGRAPHY AND SOCIAL INEQUALITY

Demographic change constitutes one of the main challenges for contemporary societies, so understanding the underlying mechanisms is crucial. The research programme thus rests on the three interrelated pillars (1) family & fertility, (2) migration & integration and (3) ageing & mortality. The research on ageing and ageism has particular ERS relevance.

The researchers of this KRI are well connected within and beyond the university. The multidisciplinary Cologne Center for Ethics, Rights, Economics, and Social Sciences of Health (ceres), whose current executive director is Michael Wagner of WiSo, was founded by five faculties (among them WiSo) and the UoC rectorate. Ceres bundles cross-disciplinary research as well as education and advanced training in order to face challenging questions in the area of health. Of outstanding importance is the ongoing D80+ study “Advanced Age in Germany” which is funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth and conducted jointly by ceres and the German Center for Gerontology. It aims at obtaining a comprehensive portrait of the living conditions of the very old people aged 80 years and older.

GROW (Gerontological Research on Well-Being) is a joint graduate school of the Schools of Humanities as well as Management, Economics & Social Sciences and Medicine at the University of Cologne and is assigned to the thematic focus of Ageing and Demographic Change at ceres. The aim of the graduate school is to identify practice-relevant resources and barriers influencing well-being into old age and to develop measures to maintain or improve the well-being of older people in North Rhine-Westphalia.



KEY RESEARCH INITIATIVE SUSTAINABLE SMART ENERGY AND MOBILITY

The KRI “Sustainable Smart Energy & Mobility” explores the joint transition to sustainable energy and mobility from an interdisciplinary perspective.

Power TAC (artificial intelligence-driven Power Trading Agent Competition) was founded by WiSo’s Wolfgang Ketter and John Collins, director of St. Croix Electric Cooperative Board. It is an open source platform, designed in 2009, with the aim to explore how digital information systems could integrate sustainable energy into existing electricity markets in a profitable way. The project aims at solving the “intermittency” problem of renewable energies. Beside Wolfgang Ketter, the WiSo researchers Saber Talari, Nastaran Naseri, Karsten Schroer and Ramin Ahadi also work on Power TAC.

MIAAS, which is short for “Mobility Intelligence as a Service”, is a project that develops a European open-source platform for decision-making by using mobility data. The aim of the project is to support cities in establishing shared mobility together with public transport as a central component of a sustainable mobility strategy. The project intends to unite mobility data and prepare them in order to construct a platform. In three mobility labs, mobility flows and multimodal mobility behaviour are analysed and mobility demands are forecast. The project consortium consists of two universities (Hochschule Bonn-Rhein-Sieg and UoC), two public transport companies of Cologne and Bonn and two German technology companies (highQ Computerlösungen GmbH and SI-Automation GmbH). MIAAS has secured funding from the Federal Ministry for Digital and Transport (BMVI) for three years.



ECONTRIBUTE: MARKETS AND PUBLIC POLICY

ECONtribute's aim is to better understand markets and to develop a new paradigm for the analysis of market failures that goes beyond traditional approaches and considers current political, social and technological challenges. The research involves ethical questions such as distribution, behavioural foundations of decision-making and social interaction or moral value orientation in market environments.

ECONtribute focuses, for instance, on scandals in the financial industry as customers, politics and society increasingly lose confidence in the sector. Matthias Heinz and Matthias Sutter together with Heiner Schumacher (University of Innsbruck) and Andrej Gill (University of Mainz) measured the trustworthiness of students and found that the least trustworthy ones then went on to work in the financial industry later on. The project will be published in *Management Science* under the title "Social Preferences of Young Professionals and the Financial Industry".

CENTER FOR SOCIAL AND ECONOMIC BEHAVIOR

The Center for Social and Economic Behavior (C-SEB) at the University of Cologne (UoC) brings together Cologne-based researchers from economics, management science, and psychology. The research agenda covers behavioural economic engineering, social and economic cognition, and behavioural management science, which all focus on a different aspect of human behaviour and thus contribute to a comprehensive understanding of social action. C-SEB deals with ethical behaviour, but also covers sustainability and responsibility topics. We emphasize the following projects with regard to ERS.

Behavioural public policy has received broad research attention, particularly in the domain of motivating pro-environmental behaviours. Axel Ockenfels together with the researchers Sebastian Berger Francisco Schlöder, Andreas Kilchenmann, Oliver Lenz, and Annika Wyss (all from University of Bern) investigates in a study how far the efficacy of green 'default' nudges depend on the associated cost. Based on a large-scale natural field experiment, involving carbon offsets for over 30,000 flights booked by more than 11,000 airline customers, it is shown that green defaults have a large effect on voluntary climate action, even when several hundreds of euros are at stake. The study with the title "Large but Diminishing Effects of Climate Action Nudges under Rising Costs" has been accepted by *Nature Human Behavior*.

Corruption in the form of bribery presents one of the biggest societal challenges around the world. In a comprehensive interdisciplinary project called "Bribing Across Borders" Bernd Irlenbusch, Angela Dorrough and Andreas Glöckner (C-SEB researcher from the Faculty of Human Sciences) together with Nils Köbis (Max Planck Institute for Human Development) and Shaul Shalvi (University of Amsterdam) brought together expertise from psychology, behavioural economics and behavioural ethics in order to conduct an international, large-scale experiment. The study results suggest that the social act of bribery is often strongly shaped by the expectations about one's interaction partner's behaviour. The findings will have importance for policy architects seeking to reduce cross-national bribery.

FURTHER EXAMPLES OF ERS RESEARCH WITHIN WISO

WiSo is one of only a few economics departments in Germany with a dedicated Chair of Energy Economics (Marc Oliver Bettzüge). In our energy-related research, we greatly benefit from cooperation with one of our oldest Affiliated Institutes, the Institute of Energy Economics (EWI). Marc Oliver Bettzüge's research focuses on institutional and economic issues in energy economics and energy policy, notably with respect to European electricity and gas markets, global energy markets as well as the economics of greenhouse gas mitigation. He closely cooperates with the University's Institute of Meteorology in order to better understand the weather-dependency of future energy systems (i.e. wind and solar power). In addition, the academic chair is about to appoint a new assistant professorship in Energy Market Design, which will further strengthen WiSo's position in this area, in particular by building a bridge to ECONtribute and C-SEB.

EWI, founded in 1943, is one of the leading European research institutes in the area of energy economics. It is currently directed by Marc Oliver Bettzüge who, together with Annette Becker, forms the EWI executive board. The institute analyses the transformation of the energy world with the latest economic methods and detailed, computer-based models. It works on what can arguably be regarded "the heart of the energy transformation agenda" by e.g. analysing the effects of European and National climate policy instruments and market design choices or examining the potential of

alternative energy sources. Lighthouse projects of EWI are studies from 2018 and 2021 on integrated energy transition and climate neutrality on behalf of the German Energy Agency (DENA). The 2018 study developed and compared transformation paths for the German energy system aiming to attain the climate-political goals by 2050, while the 2021 study investigated how climate neutrality could be achieved in Germany by 2045. Several doctoral students from WiSo contributed to these studies, demonstrating the fruitful cooperation between the School and EWI in attracting and educating strong doctoral candidates.

FAIR RECRUITING

"Fair Artificial Intelligence Recruiting (FAIR)" involved WiSo researchers Larissa Fuchs and Pia Pinger. It is a research project conducted by UoC and the local HR-tech company CASE and was sponsored by NRW and the European Commission as part of the lead market competition "IKT.NRW". After two years of research it concluded in December 2021. The two main research areas were, firstly, the design of a control mechanism that filters and measures human as well as algorithmic discrimination against applicants, and secondly, the development of algorithms which fairly and reliably pre-select candidates' CVs. The goal was to achieve more equity in the recruiting process through the implementation of AI. CASE is soon set to release a product based on the findings from the research project to aid companies in significantly reducing discrimination in recruiting processes.





6.5 PRINCIPLE 5 | PARTNERSHIP

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.

WISO ADVISORY BOARD

The School receives external guidance from its Advisory Board, which meets once a year. Its advice and feedback are highly valued and have considerable impact on WiSo's overall strategy concerning e.g. graduate profiles and competencies, the practical relevance of our curricula and the programme portfolio in general. Board members have significant experience across industry sectors, international markets and functional disciplines.

We have a rich portfolio of joint activities with companies and other organisations that benefit our students, our faculty members and our partners. For analysing and developing this portfolio, as well as all other strategic activities of the School, the WiSo Advisory Board functions as a sounding board for the School's Management Board. Topics for discussion range from explicit targets concerning research, education, and cooperation with practice to more general questions of WiSo's standing and image. Challenges of the national HE landscape are considered as much as the School's international aspirations. Our Board members are senior members of national and international corporations and universities who devote some of their time to discuss the trajectory of the School. Over the past years, we have made a conscious effort to diversify Board membership in order to reflect WiSo's commitment to diversity. Most recently, Prof. Dr. Zeynep Gürhan-Canli, Acting President and Vice President for Academic Affairs, Koç University in Istanbul, Prof. Kumar Kothandaraman from the Indian Institute of Management in Bangalore and Daniela Büchel from the Board of the REWE Group joined the board. We will continue to increase the board's diversity as we recruit new members or replace existing ones.

At the latest meeting at the beginning of 2022, developments related to the pandemic were discussed and our two new

programmes, the B.Sc. Management, Economics & Social Sciences and the M.Sc. Business Analytics & Econometrics were introduced by the responsible professors. The Dean also invited Board members' input on WiSo values, which initiated the revisions process.

The WiSo Faculty Advisory Board is composed of the following persons:

- Prof. Dr. Christoph Badelt, Institute for Social Policy, University of Economics and Business Vienna
- Werner Baumann, Chairman of the Board of Management (CEO) and Chief Sustainability Officer of Bayer AG
- Prof. Dr. Thomas Bieger, Professor of Management and former President, University of St. Gallen
- Dr. Daniela Büchel, Divisional Director Retail Germany - Department HR / Sustainability REWE GROUP
- Prof. Dr. Werner Görg, Chairman of the Supervisory Board at Gothaer
- Prof. Dr. Zeynep Gürhan-Canli, Acting President and Vice President for Academic Affairs, Koç University, Istanbul
- Dr. Werner Hoyer, President and Chairman of the Board of Directors of the European Investment Bank
- Prof. Dr. Kothandaraman Kumar, Professor and Chairperson (Academic Programmes) N.S. Raghavan Centre for Entrepreneurial Learning, Indian Institute of Management Bangalore
- Tina Müller, CEO of Douglas GmbH
- Carsten Pillath, State Secretary at the Federal Ministry of Finance, European policy and international financial policy, Financial market policy
- Michael Pontzen, Chief Financial Officer of LANXESS AG
- Dr. Frank Sängler, Senior Partner & Head of Cologne Office at McKinsey & Company, Inc.
- Alexander Zeller, Managing Director at General Reinsurance AG



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STUDENTS

Student initiatives represent an aspect of outreach that is managed entirely by the students. WiSo encourages students to join these initiatives and to engage with real world challenges outside of the curriculum. In order to boost the clubs' visibility, the Career Service co-hosts information sessions on student engagement each year, and ZIB-WiSo and the Marketing Unit also collaborate with the clubs in order to promote their events.

There are clubs focusing on education, on cultural encounters, on sustainability and on social projects in the neighbourhood or abroad. They are connected to other groups at a local, national or even international level. The specific activities of the clubs vary, but are closely linked to the world of practice. AIESEC, World Business Dialog, enactus or the PIM & CEMS Club are particularly good examples of how WiSo's commitment to making an impact has been adopted by our student body. Encatus for example is a group of students committed to sustainable entrepreneurship and supported by corporate partners as well as the Gateway. The OFW hosts the World Business Dialogue at our School and welcomes speakers and guests from all over the (business) world. After digital editions during the pandemic, we once again welcomed guests in person at the June 2022 conference.

WiSo has a very active student body, as evidenced by the many student organisations operating within the School. Six student organisations that particularly stand out with their focus on ethics, responsibility and sustainability are the following:

ENACTUS COLOGNE

ENACTUS is a student consultancy for social and ecological projects at start-ups. It aids local businesses that aim to solve global social and ecological challenges. The consultancy is confident that the same spirit that makes a company successful can also bring about sustainable progress on social issues. With almost 72,000 students, ENACTUS is one of the largest global student organisations. Projects include:

- "Save the Grain" aims to help farmers gain independence from intermediaries and sustain their harvest through solar-powered grain dryers in Togo, sub-Saharan Africa. In 2020, the student project won the Germany-wide ENACTUS National Cup. Starting in autumn 2021, "Save the Grain" has been building a second location in Gineau-Bissau.
- "HydroBoo" is an ENACTUS project for developing a water filter prototype using locally available materials. It is expanding its network in Uganda (East Africa) and is supported by the Business Advisor Ernst & Young (EY).

STUDENT FORUM FOR INTEGRATION AND EDUCATION (FIB)

This local initiative carries out voluntary work at secondary schools in Cologne. The volunteers offer tutoring for socially and economically disadvantaged students who otherwise would not have access to private coaching and homework assistance. The initiative also provides additional support to ease the transition into the German educational system for refugees. WiSo's Frank Schulz-Nieswandt as well as Ursula Köstler are members of FIB's academic advisory board.

WEITBLICK

Weitblick is a student initiative that focusses on improving education and access to education on a local and global level. It supports schools in Cologne through projects like writing workshops or German classes for refugees.

WORLD BUSINESS DIALOGUE (WBD)

The World Business Dialogue (WBD) is a conference hosted by the 'Organisationsforum Wirtschaftskongress (OFW)', brings together students and business leaders from all over the world. It aims to foster networking across borders and make knowledge accessible. The WBD has been expanding digitally through podcasts, video games and a blog series on "Responsible Leadership", to which all of its international members from over 100 participating countries can contribute. Several WiSo professors, among them our Dean, are part of the WBD's Board of Trustees.

OIKOS

This student organisation is dedicated to sustainable economics and management. Founded in 1998, OIKOS Cologne represents one of the oldest chapters within the organisation's international network. It fosters conversation, shares knowledge and offers lectures, workshops and social events. OIKOS also organises bi-monthly meetings to discuss topics such as climate change, sustainable practices, and perspectives on economics.

UKRAINE LOGISTICS SUPPORT

In light of the war in the Ukraine, a team of WiSo students formed this project to coordinate donations of material goods. The student project cooperates with relief organisations that frequently transport donations to the Ukraine and is also in direct exchange with relief agencies, carriers, UoC and others on-site. Additionally, the student initiative publishes a daily report on current developments and on which goods are most urgently needed in specific regions of the Ukraine.

ALUMNI

WiSoAlumni took up operations in 2017 to improve our alumni network. Taking the School's mission and values into account, it strives for a global, lifelong alumni community based on practical relevance, friendship, and mutual support. Networking between alumni, students and academic staff is a major asset.

We offer our alumni a broad range of events, often on topics suggested by the community itself, such as ERS and diversity,



digitalisation, disruption as opportunity, happiness and success, new work, the future of the social market economy, and cyber security. This year's annual WiSo-Alumni Meeting was on "Clean Energy and Mobility", including workshops on how to improve presentation skills, on leading with empathy, and on women's empowerment.

The success of our efforts is reflected in the fact that, over the last five years, the number of WiSoAlumni members more than tripled. When surveyed, a large majority of our alumni stated that they still feel strongly connected to WiSo and would recommend our School to someone interested in studying Management, Economics or Social Sciences.

BUSINESS SCHOOL

UCBS has a fundamental role to play in the promotion of ERS at WiSo. Assigned to the delivery of Executive Education programmes for professionals and managers, it is UCBS's mission to contribute to the education of this target group as globally responsible citizen and leaders. UCBS students must be capable of promoting responsible business ideas, developing solutions to sustainability challenges and managing themselves and others in an ethical and responsible manner. Accordingly, UCBS integrates ethics, responsibility and sustainability into all its courses and activities, for example by encouraging ethical questions within the seminars. Furthermore, Business Ethics and Corporate Digital Responsibility is being represented in a one-day seminar in two of the Certificate Programmes (Advanced Management and Digital Insurance Transformation). By interacting with professionals, UCBS makes a strong contribution to exchange and partnership.



6.6 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.

The School wants to facilitate and support dialogue and debate among educators, students, business, government, consumers, media and civil society organisations on critical issues related to social responsibility, ethics and sustainability (see diagram 2). WiSo is present in the community in various ways: through public lecture series, involvement in university community outreach initiatives, seats on local and national boards, student organisations and initiatives, or through work carried out by UoC's Professional Center which brings students together with local non-profit initiatives and organisations. Furthermore, practical relevance is established in education and research through lecture series, lecture co-oper-

ations with institutions and companies, career activities, and through the UCBS.

Our Career & Corporate Services bundle and encourage corporate connections and community activities. Our sponsoring contracts adhere to university guidelines, which state that we will not circulate materials from sponsor companies and institutions that call into question the freedom of teaching, research and study, advertise alcohol or tobacco, reflect sexist attitudes, or have a political, ideological or religious message.



Diagram 2 | Overview of WiSo Stakeholders with regard to ERS

One important channel for community outreach is a strong media presence. ERS-related topics and contributions are prioritised in public relations, and the topics of ethics, responsibility and sustainability are increasingly visible in our news (see diagram 3).

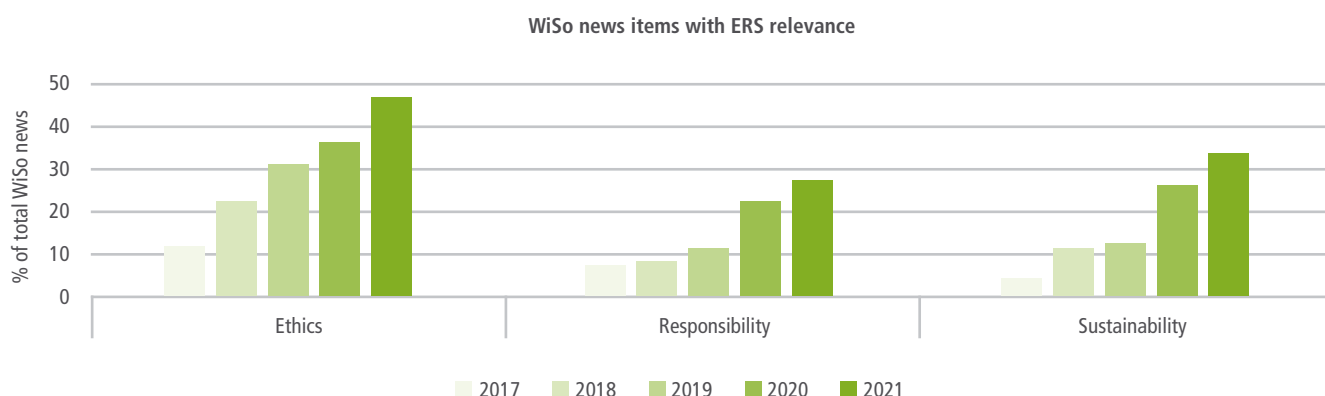


Diagram 3 | Media presence with ERS relevance 2017-2021

WiSo encourages all faculty members to engage actively in ERS activities. In 2022, we ran the first WiSo Sustainability Days which allow WiSo employees half a day off work for an activity fostering sustainability, such as cleaning the environment or adding plants to the School’s social spaces. Within the WiSoAlumni network, we offer activities based on ethics and resilience such as our annual round table discussion of Women’s Empowerment. Finally, UCBS is an important channel for knowledge exchange between WiSo and the world of practice, and enables the School to provide life-long learning, which naturally also includes ERS-related topics.

MEMBERSHIP OF CORPORATE AND GOVERNMENTAL ADVISORY BOARDS

Several of our professors are appointed to governmental or other public advisory bodies. In the field of ERS – among others – the most notable memberships are:

- Independent Committee on the Application of the Federal Climate Change Act – Marc Oliver Bettzüge
- Ethics Advisory Board HR-Tech – Bernd Irlenbusch
- Ombudswoman for Ethical Matters, Verein für Socialpolitik – Bettina Rockenbach
- Scientific Advisory Board of the German Professional Association of Compliance Managers – Bernd Irlenbusch
- Board of Academic Advisors of the Federal Ministry for Economic Affairs and Energy – Felix Bierbrauer, Axel Ockenfels

- Advisor to the federal government’s taskforce on vaccine production – Axel Ockenfels
- Scientific Advisory Board of “Leaders for Climate Action” – Axel Ockenfels
- Ombudswomen for Good Scientific Practice in the Leibniz Association (GESIS) – Marita Jacob
- Chairman of the Scientific Advisory Board for the German Centre of Gerontology (DZA) – Karsten Hank
- Member of the Scientific Advisory Board, German Ageing Survey (DEAS) – Karsten Hank
- 2016-2022: Chair of Ethics Committee at GESIS – Marita Jacob
- 2018-2021: Member of the Inquiry Commission “Vocational Education and Training in the Digital Workplace” of the German “Bundestag” – Detlef Buschfeld
- 2017-2021: Chairman of the Scientific Advisory Board of the Federal Institute for Vocational Education and Training (BIBB) for a fourth term of office – Detlef Buschfeld

LECTURE SERIES

A traditional outreach method involves inviting the public to attend presentations, lectures and academic discussions on topics of broader societal relevance. Many Affiliated Institutes and Research Centres of the School have their own lecture series.

Our Institute for Economic Policy (IWP) launched an annual lecture series in 2010. The IWP lecture series addresses global challenges from a political and economic perspective. It meets

two objectives: first, it offers our students an interesting new teaching format with presentations from noteworthy guest speakers. They can also gain credit for the lectures as part of the “Studium Integrale” component of the bachelor’s programme. Second, the lecture series is open to the public and many people from the local community attend. We consider such lecture formats to be a significant service to the community. Thus far, the IWP lecture series has focussed on the following topics:

- Economic policy before, during and after the Corona crisis (winter semester 2021/2022)
- Education and the labour market in transition (winter semester 2020/2021)

A further opportunity to discuss interactions between theory and the world of practice is the “Cologne Dialogue on Economic Policy”, which is also organised by our IWP.

Topic	Speaker
July 2021: “Monetary policy challenges in and after the pandemic”	<ul style="list-style-type: none"> ■ Prof. Dr. Andreas Schabert (University of Cologne) ■ Jens Ulbrich (Deutsche Bundesbank)
June 2021: “Electricity Market 3.0 - Which Market Design for the Target Triangle?”	<ul style="list-style-type: none"> ■ Prof. Dr. Marc Oliver Bettzüge (University of Cologne, Director of the EWI) ■ Andreas Feicht (State Secretary at the BMWi)

Table 7 | Topics and Speaker from the IWP “Cologne Dialogue on Economic Policy”

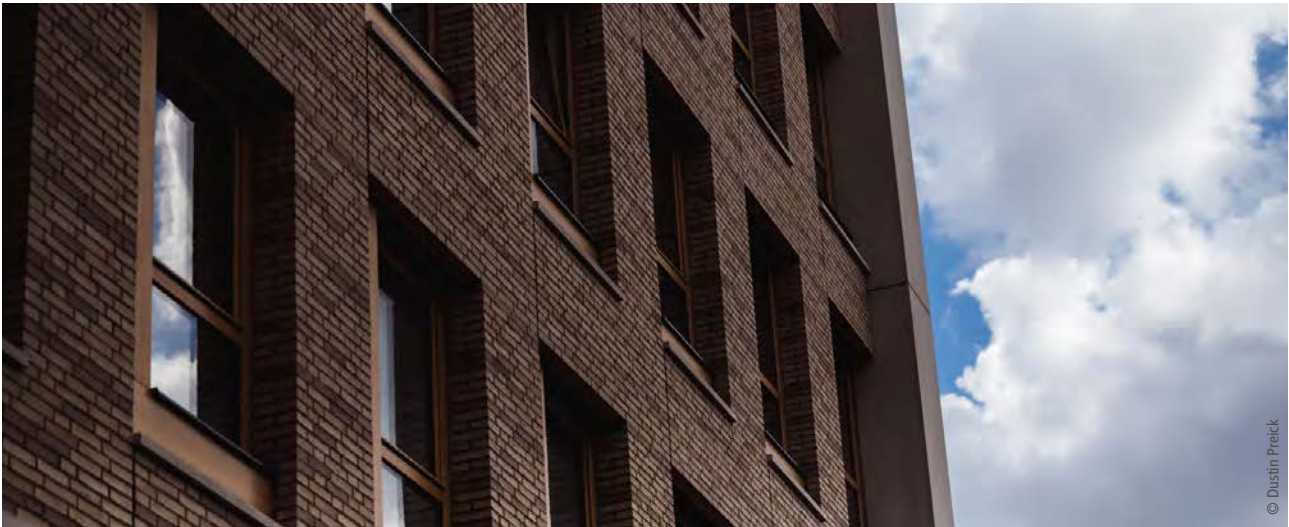
The Institute of Energy Economics (EWI) regularly organises events to connect scholars with companies in the energy industry. Examples are the EWI Energy Conference in cooperation with Frankfurter Allgemeine Zeitung (F.A.Z.)

and the Federal Association for Energy and Water Economy (BDEW), or the webinar series “EWI Insights”, aimed at experts from the fields of economy, science, politics, as well as public authorities dealing with current energy topics.



	Topic	Speaker	Title
Winter semester 2021/ 2022	Hydrogen market ramp-up	Philipp Theile, Senior Research Associate	"A simultaneity obligation for green electricity generation and hydrogen production – An analysis of electrolysers' economic viability"
		David Schlund, Senior Research Associate	"Development of a Hydrogen Market in Eastern Germany until 2045 – An infrastructure analysis based on regional potentials and demand"
	Climare Neutrality 2045 - Transformation of the Consumption Sectors and the Energy System	Lena Pickert, Research Consultant	"Transformation of the buildings, industry and transport sector"
		Berit Hanna Czock, Research Associate	"Transformation of the Energy System"
	Flexibility in Distribution Grids	Nils Namockel, Research Associate	"Benefits of Local Coordination Mechanisms in Electricity Systems"
		Arne Lilienkamp, Research Associate	"Integrating EVs – Smart Charging and Its Impact on Distribution Grids"
Summer semester 2021	Smart Sustainable E-Mobility – From Research to Practice	Prof. Dr. Wolfgang Ketter, former Director of EWI	"E-mobility: Challenges and Current Research"
		Arne Lilienkamp, Research Associate	"Smart Charging" Business Model: Value Chain and Use Cases"
Winter semester 2020/ 2021	Coal: Global Trends, European Climate Targets and the German Power Market	Fabian Arnold, Research Associate	"Global Coal Demand: Current Developments and Prognosis"
		Michael Wiedmann, Research Analyst	"Effects of the EU's Tightening of Climate Targets on the German Electricity Market"
	Hydrogen: From procurement options to funding instruments	Max Schönfisch, Research Associate	"Supply Options for low-CO2 Hydrogen for Germany"
		Samir Jeddi, Research Associate	"Funding Instruments for the Decarbonization of the Industry"

Table 8 | List of speakers and topics in the EWI Insights webinar series



ECONtribute reaches out to the community with several events. One example is the 'Reinhard Selten Equal Opportunity Talks (ReStart)' series, dealing with questions of gender and diversity.

	Speaker	Title
2022	Uta Schönberg (London School of Economics, UK)	"Wind of Change? Culture and the professional activity of mothers".
	Andreas Steinhauer (University of Edinburgh, UK)	"Gender inequalities in the labour market: what can family policy do to reduce wage gaps between mothers and fathers?"
2021	Christina Gathmann (Luxembourg Institute of Socio-Economic Research)	"Prospects for migrant women: How citizenship helps migrant women"
	Aline Bütikofer (Norwegian School of Economics, Norway)	"Why children are more expensive for female lawyers than for female doctors? Flexible working hours and the loss of wages for mothers"
	Nicola Fuchs-Schündeln (Goethe-University Frankfurt)	"How do married women behave in the labour market?"
2020	Hiltrud Werner (Executive Board VW AG)	"Integrity - Importance and challenge for a globally operating company"
	Pia Pinger (University of Cologne)	"Does everyone get what they deserve? On the wage expectations of women and men"
	Karsten Hank (University of Cologne)	"Love in the times of COVID-19: How the pandemic affects partnerships"

Table 9 | List of speakers and topics in the ECONtribute ReStart Talk series

7 ORGANISATIONAL PRACTICES

ENVIRONMENTAL MEASURES

In 2022, UoC switched to green energy from 100% renewable energies and to recycled paper with the “Blue Angel” environmental seal. Of course, the university encourages staff and students to make only necessary printouts.

For the whole university, a monitoring system for the institutions carbon footprint has been introduced.

The Sustainability Board shall advise and make recommendations on the development of the sustainability strategy and an implementation concept in the fields of sustainability, energy and climate protection.

The UoC has set itself the goal of saving up to 20% energy. A wide range of measures have already been implemented, e.g.:

- Conversion of in- and outdoor lighting to LED,
- Shortened heating period from 1 October to 31 March,
- Reduce the temperature in the workrooms to 19°C,
- Switching off the decentralised hot water supply,
- Switching off unnecessary lighting in foyers and corridors.

Additionally, all employees are still invited to submit further ideas and suggestions for saving energy.

The energy-efficient management of the university’s buildings is crucial for reducing energy consumption. This is made possible by modern, energy-saving construction, such as solar panels. According to the Master Plan 2030 of the University of Cologne, the campus will be optimised in terms of energy

through the use of efficient supply concepts. The aim is to comply with climate protection laws in combination with an economic concept of building operation. In accordance with the political guidelines for the energy turnaround, the goal is to achieve an emission-free supply by 2035. Similarly, our Green Libraries Strategy with the reduction of the classical library and the combination of a digital, data and teaching library, is an example of how small steps can add up to big changes for the environmental footprint of an organization:

UoC is a Fairtrade University and the Studierendenwerk (institution at universities for the social support of the students there) is part of a project for sustainable food provision in every day student life, which encourages students to reflect on how they can become more responsible consumers e.g. by buying regional produce and reducing waste. At Studierendenwerk-run outlets, plant-based dishes were made available daily alongside meat and fish dishes in 2011, and spring 2022 saw the launch of vegan Fridays – on the last Friday of each month, all canteens offer vegan food only.

The UoC and WiSo support sustainable transportation and mobility. In terms of sustainable transportation, all staff can make use of a subsidised travel card which is valid for travel on all public transport within the region, including local bike rental schemes. For business travels, air travel is only approved for staff in exceptional cases. Instead, rail travel within Germany is encouraged. A new facility just across from the main building of the University offers free and secure parking for nearly 1,000 bikes as well as charging stations for e-bikes and a repair service.



Together with the other universities, the University of Cologne is committed to sustainable action in research, teaching, administration and infrastructure within the framework of the "Humboldt" initiative. The University and City Library of Cologne is committed to the United Nations Sustainable Development Goals (Agenda 2030) by aligning its services with them and engaging in sustainable projects.

Furthermore, the University's purchasing department follows certain standards when awarding contracts, which include e.g. suppliers (in order to prevent corruption), hiring companies that follow certain standards (minimum wage, taxes and social security contributions). Beyond, eco-friendly and recyclable products are preferred. Additionally, it is member of the internal university working group "Fair Trade".

The Green Office Initiative Cologne is a student university group that aims to establish a sustainability office within the structure of the University of Cologne according to the Green Office Model. The office promotes the anchoring of sustainability in operations and the establishment of the topic in teaching and research. In addition, communication between the University and the city of Cologne is supported and all existing sustainability efforts on the part of students and the university can benefit from more exposure.

SOCIAL MEASURES

The University offers training and easily accessible counselling services, such as stress prevention for all staff members and students. Regarding mental health, there are several offers from different bodies of the University, promoted by the School, that provide support and prevention measures for staff and students. Nightline is the listening and information phone from the General Students' Committee (AStA) for students in need for a chat, with special calling hours for English-speakers available. Additionally, the "Studierendenwerk" offers a broad service for psychological counselling for students. For staff, UoC provides a health service programme including counselling and prevention offers. The sports programmes provided by the university also include courses dealing with well-being and personal development, for example the PausenExpress, which provides guided exercises for work breaks. Furthermore, UoC is part of EUniWell.

UoC and WiSo strive to integrate ethical, sustainable and responsible standards and behaviour in their offerings and processes. Some examples are highlighted in the following.

The Cologne "Studierendenwerk", managing a.o. student housing, canteens and cafés or day care for children of students prioritises environmental concerns and climate protection. This is done e.g. by using local suppliers, saving energy and resources and avoiding waste (especially in packaging). Since 2018, UoC is granted the status "Fairtrade University" by TransFair e.V. for its commitment to sustainability in food production, fair trade relations and working conditions. It has been re-certificated in 2022.

Apart from general legal safeguards against discrimination, a comprehensive framework for our activities in the area of ERS, and in particular equality, diversity and inclusion, is provided by the University. UoC's anti-discrimination measures include the Directive on Discrimination, Sexualised Violence and Bullying, information on relevant contacts and complaints channels in case of discrimination, additional information on sexualized discrimination in particular, and a counselling service. There are guidelines on gender-sensitive language, and the initiative "Queer* in the university" specifically supports LGBTIQ* staff and students.

UoC's Anti-Racism Consultation provides advice and mediation for employees who experience racist discrimination, but is also available to support faculties or other institutions of the university who want to address structural racisms in their activities and develop and implement a tailored anti-racism strategy. There is a separate anti-racism consultation specifically for students, as well as an association of BIPOC students that advocates for marginalised and racialized groups within UoC.

The team at the university's Dual Career & Family Support (CFS) supports university members who care for family members and advises on how to balance work and childcare. Measures include the "Kopf Frei" scheme for post-docs and assistant professors which provides funding for a student assistant or a teaching buy-out.

The newly introduced Sustainability Days allow WiSo staff members to devote half a day a year to a project in the realm of ERS (e.g. tending to a sponsored flowerbed, supporting a non-profit organisation in Cologne, or picking litter in the School's neighbouring green spaces). The Sustainability Day counts as a workday and highlights our belief that everyone can change something for the better.



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8 FUTURE KEY OBJECTIVES

Embedding ERS into our day-to-day life and work environment is an ongoing process. We will continue to further enhance our understanding of ERS and we will work hard to further improve our measures and our actions. We will continue to constantly review our programmes and upgrade them, if appropriate. The continued implementation of “giving voice to value” is an important step to carry on to raise awareness among our students, but also our teachers. Continuing to improve our communication is vital to embed

ERS-topics. In research and teaching, ERS-related topics are to be further strengthened as well. Furthermore, increasing diversity is an ongoing objective that we will continue to pursue. We take various measures to ensure that we are living our **PARTicipate** values, which are closely linked to ERS, every day and continue to bring them to life. Last, but not least, embracing our mission and vision and continue to **PARTicipate**, also with PRME, is one of the Schools tasks for the future.



Today's ideas.
Tomorrow's impact.

EDITOR

Dean's Office of the Faculty of Management,
Economics and Social Sciences
University of Cologne
Albertus-Magnus-Platz
50923 Cologne Germany

EDITORIAL STAFF

Steffi Frommhold, Janina Klug

DESIGN

Maria Lenart | WiSo Marketing