MODUL VIENNA
UNIVERSITY

WKO WIEN PRIVATE UNIVERSITY

Sustainability Report 2013-2014

Message from the President

Dear readers and valued stakeholders,

Sustainability and environmental protection are key principles of MODUL University Vienna, acknowledging and embracing the urgent need for development strategies that meet the needs of the present without compromising the welfare of future generations.

The importance of a strong focus on sustainability principles at MODUL University Vienna is stressed by the fact that the largest study programs at this university are focused on tourism, which is an industry particularly affected by today's social and environmental challenges. There is a compelling need for people working in this industry to address climate change and other negative impacts of increased mobility and globalization. Research and education for reducing carbon emissions through conservation, increased efficiency and renewable energy sources are therefore necessary prerequisites for the prosperous development of tourism.

It is clear that universities have the responsibility of leading the way to a sustainable future. MODUL University Vienna recognises its role in shaping and moulding future leaders as the most significant impact we have on the external world, due to the multiplicative and long-lasting effect of education. Given the difficulty, even impossibility, of envisioning what a truly sustainable world would look like, we view sustainability as a process of continuous improvement toward shared goals, rather than a defined end point. This holistic perspective forms an integral part of our curricula and research agenda and is also reflected in the daily work flow on campus. In addition, the university seeks to operate in a manner that minimizes environmental risks and adverse effects on the environment.

This, our first Sustainability Report, demonstrates MODUL University Vienna's commitment to disclosing our achievements as well as the challenges we face in this key aspect of our activities. It also demonstrates that everyone at MODUL University Vienna contributes to our collective efforts in the social, environmental and economic dimensions of sustainability, and I extend my gratitude to the entire MODUL community. I look forward to continually improving our policies, procedures and performance over the years to come.

Sincerely,
Karl Wöber
President

Contents

Sustainability at MODUL University Vienna

MODUL University Vienna follows an integrated sustainability approach and therefore tries to balance the economic, the social and the environmental dimensions of sustainable development.

Sustainability forms an integral part of the curriculum and research agenda, and is also reflected in the daily work flow. The university operates in a manner that minimizes environmental risk and adverse effects on the environment. This includes:

- meeting or exceeding environmental legislation and standards
- using energy efficiently
- conserving water
- preventing pollution
- minimizing waste
- using recycled materials whenever possible

MU carefully selects its suppliers and contractors, ensuring that they show a similar commitment to social and environmental principles. Ongoing communication and training builds awareness of these principles among students, faculty, contractors and partners. The university is also committed to embracing social sustainability. Students are encouraged to develop the following traits: interpersonal skills, perseverance, originality, future-mindedness, high talent, aesthetic sensibility and wisdom. In addition to these individual traits, responsibility, nurture, altruism, civility, moderation, tolerance and work ethic are fostered amongst the university staff and students.

Organizational Profile

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In line with its mission statement, MODUL University Vienna's main two activities are research and education. Research is conducted in the fields of international management, economics, business administration with a special focus on tourism and service management, new media technology, public governance and sustainable development. Educational services are provided to students at Bachelor-, Master-, MBA- and PhD-levels in the programs listed in the table below.

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MU Vienna is wholly owned by the Viennese Chamber of Commerce, Wirtschaftskammer Wien.

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The University has a single campus in which all operations and management functions take place. The campus is located at Am Kahlenberg 1, 1190 Vienna.

Research beneficiaries

G4-8

As well as contributing to scientific knowledge and creating value for society generally, specific beneficiaries of research conducted at MU include the Viennese Chamber of Commerce, BMLUWF, ÖGNI, university administrators, financial intermediaries, Statistics Austria, and IT firms.

Our students

G4-9

In 2013/14, **educational services were provided to a total of 416 students** from a wide range of countries at undergraduate and graduate levels. During the reporting period, MU Vienna offered seven study programs, with students distributed according to the following table:

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Program title	Level	Number of enrolled students	Percentage of total enrolled students
BBA in Tourism and Hospitality Management	Undergraduate	316	75%
BBA in Tourism, Hotel Management, and Operations	Undergraduate		
BSc in International Management	Undergraduate	41	10%
MSc in International Tourism Management	Graduate	10	3%
MSc in Sust. Development, Management and Policy	Graduate	24	6%
MBA	Professional	17	4%
PhD in Social Science	Post-graduate	8	2%

Distribution of MODUL University students according to study program in 2013/14

In 2013/14, enrolled **MU students originated from 63 countries**. The highly international nature of the student body is instrumental given the thematic focus of the dominant study programs. It yields pedagogic and didactical benefits by enabling innovative teaching approaches, and encourages the development of intercultural understanding with effects extending to the wider global community. Student numbers are depicted by citizenship in the following figure:

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Student body composition by citizenship

East Asia 5%

West Asia 5%

North America: 2%

South Asia: 2%

North Africa: 1%

Other: 4%

Austria 37%

Europe (rest): 11%

EU & EFTA 28%

"Other" includes countries of West Africa, South America, Caribbean, Central Asia, Southeast Asia, Australia and Oceania – each region accounting for less than 1% of the student body.
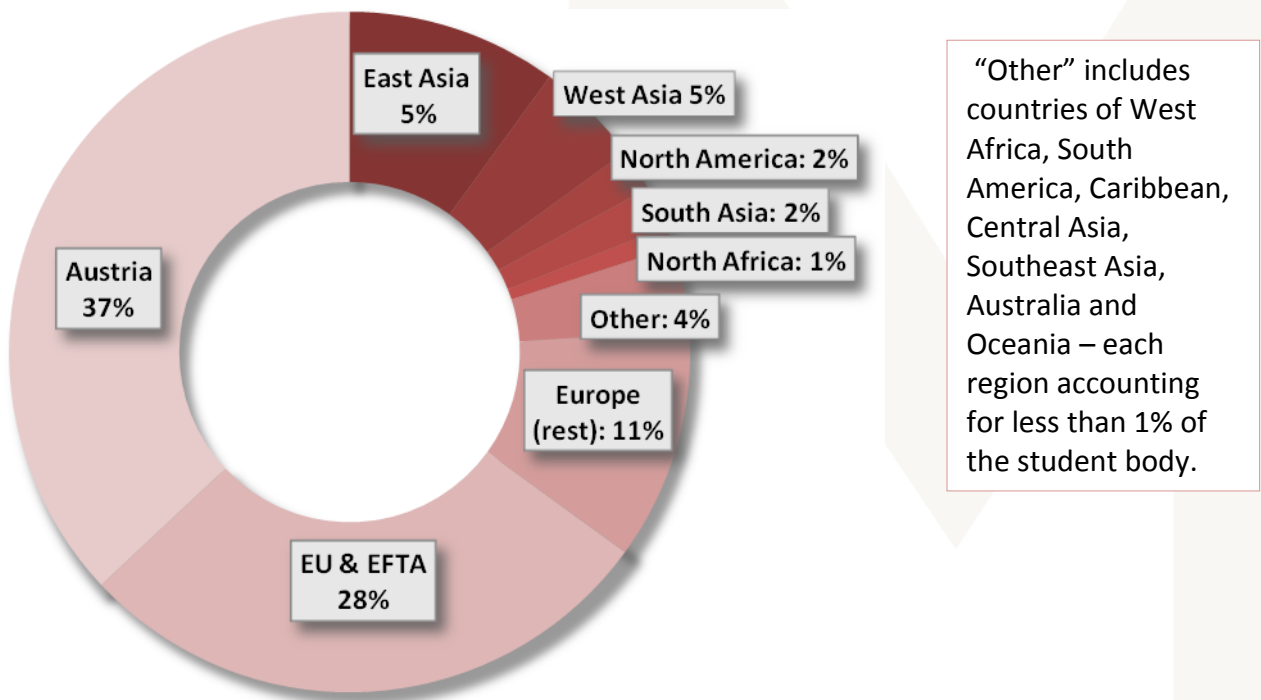
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The **university grew by 24% in terms of student numbers** between the 2012/13 and 2013/14 academic years. However, there were no significant changes in terms of structure, ownership, or supply chain during the reporting period.

Our employees

G4-9

Employment numbers remain relatively constant throughout the year and are not subject to seasonal fluctuations. In 2013/14, the University had an average of **72 employees**: 37 faculty members (academic positions with teaching responsibilities) and 35 staff members (administrative positions). These two functional groups are further differentiated in the table below according to gender and contract types:

G4-10

Contract type	Faculty		Staff	
	Female	**Male**	**Female**	**Male**
Limited duration	10	22	0	0
Unlimited duration	2	3	20	15

Employee numbers by function, contract type and gender

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MU Vienna's employees are not covered by collective bargaining agreements. While a Collective Agreement covers all employees of public universities, it does not apply to private universities. Nevertheless, the conditions established by the CA for public universities provide a useful benchmark for evaluating working conditions at MU Vienna and are therefore referred to with respect to various indicators in this report.

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Work performed by external parties

While all administrative work and research is conducted by legal employees of the University, part of the teaching load is assumed by external lecturers who are classified as "Freie Dienstnehmer" according to Austrian labor law. Our reporting on this indicator is therefore limited to the consideration of only the teaching component of the organization's total work output.

In 2013/14, **external lecturers were responsible for 42% of the total teaching hours** conducted by the University.

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Supply Chain

As a university, MU Vienna is involved in processes of knowledge creation and human capital development. As such, the supply chain is somewhat difficult to define. The primary inputs to these processes include labour, financial capital, physical capital in the form of the building and assorted equipment, human capital embodied in highly qualified employees, social capital in the form of institution's credibility, and instructional capital represented by the knowledge base drawn upon but not inherent to individuals.

Students are active participants, or co-creators, in the transformative educational experience. The University is unable to fulfil part its mission in their absence, so from a functional perspective students can be regarded as inputs to the process of human capital development. Likewise, in a value-added form, they represent the products of this process, which creates benefit for society generally and employers in particular. However, this impersonal flow model neglects the fact that the transformational process is also performed for the benefit of the individual student, and from this perspective we regard them as our customers.

This process is not linear, but cyclical in several respects. Firstly, some graduates continue their education at MU Vienna at the graduate or post-graduate level. Perhaps more importantly, individual professors and the institution as a whole learn through interaction with students and apply these lessons with respect to new cohorts of students.

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Guiding Principles and Charters

MU Vienna seeks to inform its own activities and to influence those of other organisations by subscribing to and endorsing a large number of externally developed economic, environmental and social charters, principles, and other initiatives. Most significantly, the University is an integral member of the Österreichische Privatuniversitätenkonferenz (ÖPUK), where MU President Professor Karl Wöber currently serves as Chairman.

As a member of ÖPUK, the University is also represented in the Austrian Agency for Research Integrity (www.oeawi.at). Professor Karl Wöber prominently represents the sector of this agency that deals with guidelines for academic integrity to the agency's General Assembly. Also as a member of ÖPUK, MU is represented in the Assembly of Delegates of the Austrian Research Funds (www.fwf.ac.at) which is the leading funding organization for research in the field of sustainable development. It is planned for the near future that the University will officially endorse the 'Open Innovation Initiative' proposed by the Austrian Ministry of Science (http://openinnovation.gv.at). Further, the University is represented by Professor Karl Wöber who is a member of the Board of Trustees of the Michael Häupl Förderungsfonds, which is a fund that provides scholarships for disadvantaged students (http://michael-haeupl-foerderungsfonds.com/).

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Application of the Precautionary Principle

As a research oriented academic institution committed to increasing human knowledge, staff and faculty at MODUL University Vienna are quite aware of the limitations of our extant understanding or our social and environmental environments. The complex interaction of huge numbers of dynamic systems which characterises the world in which we live often precludes certainty about the eventual impacts of any given course of action. While continuously seeking to address important knowledge gaps through our research agenda, the University nevertheless recognises the existence of considerable uncertainty regarding the future and consequently seeks to adopt policies which minimise risks to the welfare of current and future generations, as well as other species.

This precautionary approach is fundamental to our educational activities, in which students are not merely presented with sets of 'facts', but are provided with skills enabling them to continuously learn and adapt to our ever changing understanding of human systems and the natural world. In accordance with the University's guiding principles (see G4-56 on page 12), students are encouraged to question what others take for granted and to apply creativity in developing solutions for emerging challenges.

Also reflecting the reality of our incomplete understanding is the recognition that relevant knowledge resides in each individual – not exclusively in those holding positions of authority. In the classroom this translate into a recognition that lecturers do not hold all of the answers, and leads to the use of interactive formats through which students are able and encouraged to contribute knowledge based on their own experiences – thereby enabling peer-to-peer learning. At an institutional level it is similarly recognised that managerial personnel can improve their decision making by incorporating contributions by students (represented by elected representatives), employees (often represented by specialised committees) and other stakeholders – which is done through a number of mechanisms outlined in the Governance section (pages 8-12).

It is firmly believed that these inclusive approaches to education and institutional decision making improve the final outcomes, as they tend to increase the variety of options under consideration. Deciding between various alternatives does not seek to maximise any single aspect (such as student numbers or grades), but rather considers the full range of concerns simultaneously to reach decisions which incorporate all interests and minimise risk to all parties – which is in line with our understanding of the objectives of the precautionary principle.

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Professional Associations

MODUL University Vienna is an institutional member of the following national and international organizations and associations:

Austrian Association of Private Universities (ÖPUK)

Austrian Association for Applied Research in Tourism (ÖGAF)

European Universities Consortium

Council of International Schools (CIS)

Overseas Association for College Admission Counselling (OACAC)

Common Application membership association

HUB Vienna

United Nations World Tourism Organization

HospitalityConnection

Semantic Technology Institute International

Fundraising Verband Austria

During the reporting period, MU Vienna President Prof. Karl Wöber served as Chairman and Board Member of the first two associations respectively.

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In addition, individual staff and faculty members hold memberships of the following organisations:

BEST EN network

International Association of Scientific Experts in Tourism (AIEST)

Tourism Education Futures Initiative (TEFI)

National Association for College Admission Counselling (NACAC)

European Association for International Education (EAIE)

Deutschen Gesellschaft für Tourismuswissenschaft

Travel & Tourism Research Association (ttra)

International Centre for Responsible Tourism (ICTR)

The International Ecotourism Society (TIES)

International Society of Travel and Tourism Educators (ISTTE)

International Association Tourism Economics (IATE)

International Council on Hotel, Restaurant and Institutional Education (ICHRIE)

Amicale Internationale des Sous Directeurs et Chefs de Réception des Grand Hôtels (AICR)

International Institute of Forecasters (IIF)

International Network for Social Network Analysis (INSNA)

Austrian Computer Society (OCG)

Institute of Electrical and Electronics Engineers (IEEE)

Eurasia-Pacific Uninet

The first three organisations on this list are particular noteworthy given that Prof. Dagmar Lund-Durlacher served as Chair of the first, Prof. Egon Smeral is the Vice-President of the second, and Prof. Karl Wöber was a member of the steering committee of the third.

Sustainability Report Profile

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This sustainability report, the first to be issued by the University, has been compiled by members of the University's Sustainability Committee working in small groups dedicated to specific substantive areas. Questions regarding the report or its contents should be directed to the Chair of the Sustainability Committee, Mr. David Leonard, MSc: david.leonard@modul.ac.at.

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The data contained herein relates to a reporting period corresponding to the academic year – **September 1st 2013 to August 31st 2014** – and data has been provided for previous periods where available. It is the current intention to compile subsequent sustainability reports annually.

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The report has been prepared **in accordance with the "core" GRI G4 guidelines**, although additional indicators from the "comprehensive" guidelines have been included where deemed material and feasible. The GRI Content Index can be found on page 27. Additional indicators have been added to those proposed by the G4 guidelines in order to reflect the specific challenges and opportunities faced by the organization in light of its particular activities and location.

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As our first effort at sustainability reporting, external assurance has not been sought for this report. Nevertheless, the report has been compiled with the academic rigor which would be expected from a reputable academic institution: data sources and methodologies for each of the indicators reported are available on request. Feedback from our stakeholders regarding this report will inform the decision of whether to seek external assurance for subsequent reports.

Legal structure, entities, and report boundaries

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MODUL University Vienna is legally structured as a Ltd. company, Modul University GmbH, which is 100% owned by the Wirtschaftskammer Wien (Chamber of Commerce Vienna). Modul University GmbH, in turn, is the 100% owner of two other companies: Modul Research Gmbh is responsible for international projects and industry financed projects; while Modul Technology Gmbh, established in 2015, is structured as a non profit organisation which will handle EU-projects under the banner of Horizon 2020. Separate financial statements are prepared for each company, but no consolidated financial statements are prepared for the "Modul Group", as yet. As such, this report is limited to the consideration of the activities and operations of Modul University GmbH – including teaching, basic research and research financed by grant organisations – but excludes the operations of the two subsidiary organisations.

Sustainability Reporting Process

The University has followed the GRI prescribed steps for defining the content of this report. In the identification phase, the University's Sustainability Committee (which includes members from the majority of the organization's internal stakeholder groups) brainstormed about the range of topics which could be addressed by considering the impacts made by the University and their sustainability context. A significant finding from this session was that the most significant impacts occur outside of the organization and result from our core competences of educating and researching: indeed, these impacts are central to the mission of the organization. They are, however, extremely challenging to measure and report on, and no guidance is provided by the generic GRI G4 guidelines; performing a life-cycle-analysis of graduates is infeasible and it would nevertheless be impossible to determine the extent of those impacts which can be attributed to the University. A Research and Education section has been included in this report (pages 13-14), which includes the most common metrics employed by leading universities worldwide. Despite their common usage, we regard these indicators as weak given their focus on inputs rather than outputs; bolstering the validity and comprehensiveness of this section will form a primary focus of the reporting team in subsequent reports.

Eight working groups were formed based on the outcomes of the exploratory brainstorming session, each dedicated to a specific substantive area. The relevant sections of the GRI guidelines were distributed to each working group for them to prioritize the aspects based on the principles of materiality – reflecting the significance of the organization's impacts and their relevance to decision making by stakeholders – and stakeholder inclusiveness. Through deep investigation of their substantive area and consultation with the relevant stakeholders, each team also generated suggestions for additional indicators not covered by the GRI guidelines.

The resulting lists of material aspects and their boundaries were subsequently validated through multiple stages of consultation with an expanding group of internal stakeholders: initially within the Sustainability Committee, then with the University Assembly, incorporating the senior management in the University Board.

The final list of material aspects are those indicated in the GRI Content Index on page 27; the aspect boundary applied uniformly throughout the report is the operations of Modul University GmbH. Internal and external stakeholders will be consulted following the publication of this report in a review process designed to assess its balance, validity and comprehensiveness in order to inform content of and methodologies behind future reports.

Governance and Stakeholder Engagement

MODUL University Vienna has a wide network of stakeholders. The following figure provides an overview of all identified stakeholders, and is divided into internal stakeholders (those stakeholder groups within the University), primary stakeholders (external stakeholder groups that benefit from or are directly impacted by University activities), and secondary stakeholders (external stakeholder groups that may be indirectly affected by operations). Students are classified as both internal and primary stakeholders, which reflects the dual conception of students as simultaneous being inputs into the educational process and as customers – as explained in the description of the Supply Chain on page 5.

The shaded bubbles in the figure represent stakeholder groups with which the University has actively engaged in the past.

Stakeholders of MODUL University Vienna

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Internal stakeholders are clearly identified and characterised by ongoing engagement through a variety of forums and mechanisms, which are discussed here by stakeholder group type. On the other hand, there are no formal approaches for the identification or prioritization of engagement with external stakeholder groups. Rather, external stakeholders with interests in particular activities are identified and engaged on a case-by-case basis by the University Board, organizational units (academic departments as well as administration offices) as well as the undergraduate and graduate schools. External stakeholders are considered as important informants for the development of the university and, as such, identified and contacted when their input is sought.

Engagement, by stakeholder group

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Owner: The owner is represented by the University Council. Meetings of the University Board with the University Council take place at least twice a year.

University Board: As the highest internal governance body in the university, the members of the University Board meet on a weekly basis.

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Faculty and staff: The **University Assembly**, which includes all internal faculty members and representatives of administrative staff and external faculty, meets at least twice a year or on demand to make resolutions regarding academic affairs. In addition, **directors meetings** bring together department heads and deans on an irregular basis. At the departmental level, **department meetings** include all respective department members; the frequency of these meeting varies by department. Two **employee satisfaction surveys** have been carried out so far to enable all employees to voice their wishes and concerns. The results are presented to the University Board as well as to the employees. A **works council** was established in 2014 to represent the interests of employees in an advisory role to the University Board.

Students: Students elect **student representatives** who participate in many of the universities committees. Students are **represented in almost all university committees** (University Assembly, school meetings, Study and Examination Committee etc.) and their ongoing engagement and feedback is sought by many university units. An **academic mentor program**, which assigns a faculty member to each student, exists to ensure a close relationship between students and faculty and to provide a safe forum in which students can raise any concerns they may have. Regular meetings are scheduled between students and the dean of their respective program, particularly in cases of poor performance. Students complete **course evaluations** at the conclusion of each academic course they take in order to provide feedback to management as well as the respective dean and lecturer.

Industry Partners: Each academic department has established an **Industry Advisory Board** consisting of leading representatives of the respective industry, which meets twice a year. **MODUL Career** provides career services to current students and alumni, but also keeps close contact with industry partners and assists students of the bachelor programs to contact industry partners with which they can fulfil the mandatory **internship** requirement. Engagement with the industry also takes place on a regular basis in the form of **guest lectures**, the **industry mentoring program** and the open lecture **'Latest trends and Innovations'**.

Partner Universities: a wide network with partner universities provides student and faculty exchange opportunities and a platform for research collaboration. Student exchanges take place twice per year, necessitating frequent communication and close collaboration with the partner universities.

Academic networks: a number of faculty members take leading roles in academic networks and engage with them on an ongoing basis.

Outcomes of stakeholder engagement

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The following points explain the response of the University to key topics and concerns that have been raised through stakeholder engagement:

Values based education: the University developed its educational values in discussion with the TEFI network, a network of about 40 international universities in a long discussion process spanning several years.

Sustainability approach: the University's sustainability approach was initially discussed and developed prior to its opening with representatives of the Ministry of Life Sciences. The resulting sustainability concept was later awarded with a Sustainability Award by the Federal Ministry of

GRI Index

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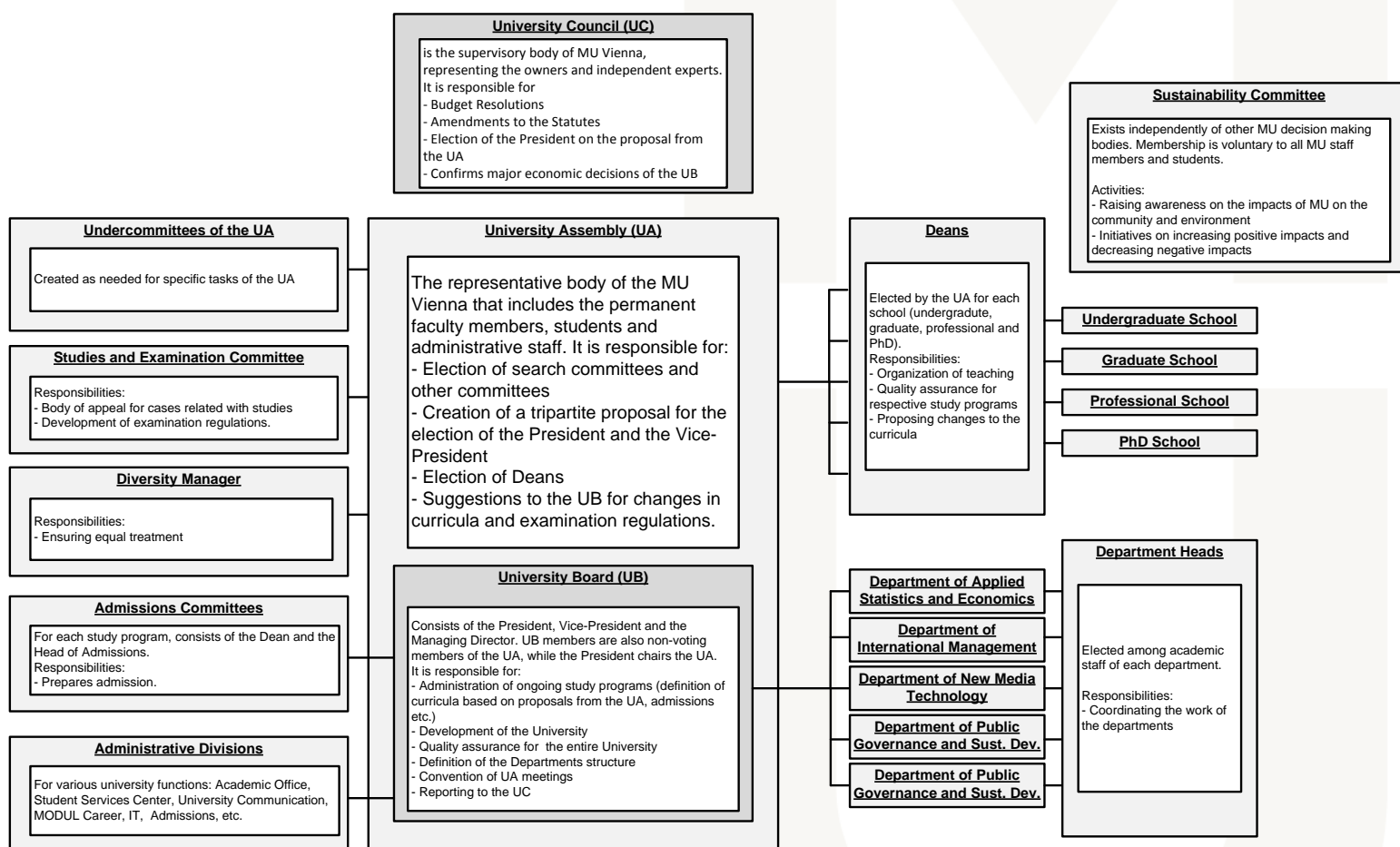
Science, Research and Economics.

MODUL Career: MODUL Career was founded in 2009 after discussions in the Tourism and Hospitality Industry Advisory Board which highlighted the importance of such career services in supporting students and graduates in their career development.

MU Cares: The Tourism and Hospitality Industry Advisory Board initiated the discussion of the importance of extracurricular engagement of students in order to increase their career prospective and to train responsible citizens.

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Governance structure

The following organigram depicts the organizational structure of MU Vienna including its decision-making bodies and their specific competencies:

University Council (UC)

is the supervisory body of MU Vienna, representing the owners and independent experts. It is responsible for
- Budget Resolutions
- Amendments to the Statutes
- Election of the President on the proposal from the UA
- Confirms major economic decisions of the UB

Sustainability Committee

Exists independently of other MU decision making bodies. Membership is voluntary to all MU staff members and students.

Activities:
- Raising awareness on the impacts of MU on the community and environment
- Initiatives on increasing positive impacts and decreasing negative impacts

Undercommittees of the UA

Created as needed for specific tasks of the UA

University Assembly (UA)

The representative body of the MU Vienna that includes the permanent faculty members, students and administrative staff. It is responsible for:
- Election of search committees and other committees
- Creation of a tripartite proposal for the election of the President and the Vice-President
- Election of Deans
- Suggestions to the UB for changes in curricula and examination regulations.

Deans

Elected by the UA for each school (undergradute, graduate, professional and PhD).
Responsibilities:
- Organization of teaching
- Quality assurance for respective study programs
- Proposing changes to the curricula

Undergraduate School

Graduate School

Professional School

PhD School

Studies and Examination Committee

Responsibilities:
- Body of appeal for cases related with studies
- Development of examination regulations.

Diversity Manager

Responsibilities:
- Ensuring equal treatment

Admissions Committees

For each study program, consists of the Dean and the Head of Admissions.
Responsibilities:
- Prepares admission.

Administrative Divisions

For various university functions: Academic Office, Student Services Center, University Communication, MODUL Career, IT, Admissions, etc.

University Board (UB)

Consists of the President, Vice-President and the Managing Director. UB members are also non-voting members of the UA, while the President chairs the UA.
It is responsible for:
- Administration of ongoing study programs (definition of curricula based on proposals from the UA, admissions etc.)
- Development of the University
- Quality assurance for the entire University
- Definition of the Departments structure
- Convention of UA meetings
- Reporting to the UC

Department of Applied Statistics and Economics

Department of International Management

Department of New Media Technology

Department of Public Governance and Sust. Dev.

Department of Public Governance and Sust. Dev.

Department Heads

Elected among academic staff of each department.

Responsibilities:
- Coordinating the work of the departments

MU governance bodies and their structure

Ethics and Integrity

Guiding values and principles

MODUL University Vienna was established with a commitment to sustainability and innovation as the key drivers of long-term success. The university declares sustainability and environmental protection among its key principles. The integration of sustainability into the activities of MU Vienna is conducted at three levels:

- integration of sustainability into the curriculum;
- integration of sustainability into the research agenda;
- conducting operations in a manner that minimizes environmental risks.

Five values are fostered throughout the educational process at MU Vienna:

- *Knowledge* (challenging what we take for granted and embracing change);
- *Creativity and Innovation* (dealing with complexity);
- *Personal Integrity and Ethics* (supporting the principles of equity and justice)
- *Mutual Respect* (valuing diversity and humanity)
- *Stewardship* (serving as ambassadors of sustainable and responsible living)

The communication of these values takes place by informing all incoming students about the TEFI values that guide the operation of the university and offering the Scholarship of Hope, which encourages students to submit ideas which are able to be implemented at MU in order to improve the sustainability of the organization. At the culmination of their studies, all graduates are invited to take the MODUL University Academic Oath and sign a 'pledge' which commits them to upholding these values throughout their professional and private lives.

Advice and reporting mechanisms

The University is a small organization with a flat hierarchy and an open-door policy, which makes it possible for all employees, students, and other stakeholders to seek advice and report concerns directly to management. However, in recognition of the fact that some individuals may feel uncomfortable approaching management directly, and the fact that specialized competences are required in certain situations, a number of dedicated bodies have been created. The Works Council, which exists independently of the University hierarchy, confidentially provides advice to employees and represents their interests in an advisory relationship with management. The other relevant committees are formed by and report to the University Assembly:

- The Diversity Committee has competence to hear and adjudicate on cases of discrimination, and develops policies to avoid such cases arising.
- The Studies and Examination Committee develops regulations to ensure that academic assessments are conducted legally and ethically, as well as hearing concerns and appeals raised by students.
- The Sustainability Committee has an open membership which enables all students and employees to seek advice and voice their concerns regarding environmental and social issues, and encourages such submissions by awarding scholarships and prizes to the best proposals for improvements. The Sustainability Committee also distributes information and develops initiatives, such as this report, which aim at maximizing the University's positive impacts and minimizing its negative impacts.

Sustainability in Research and Education

Throughout this section, the determination of whether courses/research/student theses meet the criterion of being sustainability focussed relies on the self-assessment of individual internal faculty members and thesis supervisors. This data was collected using a survey which received responses from 50% of internal faculty members. Increasing the representativeness of this sample will be a priority for the next reporting period, as well as increasing the range of indicators measured.

Research
36% of faculty members report that their research is sustainability focussed.
60% of the University's academic departments include faculty members whose research is sustainability focussed.

Education
36% of faculty members report that they teach at least one course with a strong sustainability focus.
60% of the University's academic departments include faculty members who teach courses determined to have a strong sustainability focus.
Of the student theses completed during the 2013/14 academic year, **19% of bachelor theses and 54% of master theses were determined to have a strong sustainability focus.**

Student performance and appeals

Plagiarism and cheating
A clear and comprehensive document defines the University's policy regarding cases of academic dishonesty, which incorporates cheating and plagiarism. This document is available to all students on the University's intranet. Any apparent violations of these regulations which are detected by faculty are referred to the Study and Examinations Committee for adjudication. The table below presents the number of cases adjudicated to be violations of the regulations.

Academic Year	Type of academic misconduct	
	Plagiarism	Cheating
2012/13	8	2
2013/14	**22**	**4**

Number of confirmed cases of student misconduct by type

Expulsion and drop out figures
Students occasionally withdraw from their study program voluntarily for a variety of personal reasons or to pursue other opportunities. Alternatively, students may also have their study contract terminated in extreme cases of academic misconduct.
In the 2013/14 academic year, students prematurely departing the University included:
Withdrawals: 3 cases
Expulsions: 23 cases

Student appeals mechanisms

Student may appeal to the Studies and Examination Committee against grading procedures, termination of contracts and accusations of academic misconduct. They have a right to be heard before disciplinary measures are imposed on them. The committee makes decisions on the basis of the applicable regulations. The table below shows the number of appeals by type and outcome.

Academic year	Type of appeal (against…)		
	Termination of contract	Notification of plagiarism	Notification of cheating
2012/13	1 rejected	0	0
2013/14	**1 granted 2 rejected**	**7 rejected**	**1 granted**

Number of student appeals by type and outcome

Scholarship of Hope

All students are eligible to lodge a submission for the Scholarship of Hope in April of each year, which communicates their idea for an innovative project/reform which could be feasibly implemented at MU in order to contribute to the sustainability of the University. Winning students are awarded a cash prize and are required to present their concept to an audience, but are not required to implement the concept. The judging committee received **3 submissions** in 2013/14, the same number as the previous academic year.

Social Sustainability
Workplace conditions and relations

Employee turnover

The table below shows the employee turnover rate during 2013/14, which is calculated as: separations/total employees. The data are disaggregated according to function, gender, and contract type.

	All employees	Function		Gender		Contract type	
		Faculty	Staff	Female	Male	Limited	Unlimited
Number of employees	72	37	35	32	40	32	40
Turnover rate	8.3%	5.4%	11.4%	9.4%	7.5%	6.3%	10.0%

Employee turnover rates by function, gender and contract type

Employee sick leave

On average, MU employees consumed following number of sick days during the year (note: figures for 2012/13):

MU Average = 5.0
Faculty average = 2.8
Staff average = 6.3

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Employee vacation

All employees are allocated 25 days of vacation per year. The average number of vacation days consumed per employee were (note: figures for 2012/13):
MU Average = 18.5
Faculty average = 17.6
Staff average = 19.1

Pay inequality

This indicator seeks to represent the extent of pay inequality across the organization. Although it makes comparisons between individuals with different levels of expertise performing different tasks, the similarities between employees are considered greater than the differences, so it is informative to learn about disparities in remuneration for 40 hours of work.

After adjusting all employee salaries (monthly net pay including bonuses) to 40 hours equivalent, two outliers resulting from this process were excluded. The highest 10% of salaries were then compared with the lowest 10% to reveal that:
The highest paid 10% of employees earn 4.17 times as much as the lowest paid 10%.

A further analysis compares the University's income inequality with that stipulated by the collective agreement for public universities. MU Board Members were excluded from this analysis due to the lack of comparable positions under the CA.
With Board members excluded, **MU's highest paid 10% of employees earn 3.58 times as much the as the lowest paid 10%.**
In comparison, the top 10% of equivalent monthly net wages specified by the CA are 2.93 times higher than the bottom 10%.
It can be concluded that while MU employees earn more on average than they would at a public university, income inequality at MU is greater than that allowed under the CA – even after omitting the members of the highest governance body from the calculations.

Equal remuneration for men and women

G4-LA13

Starting salaries are equal between men and women for each employee category defined. Comparing actual salaries within employee categories is problematic however, given the importance placed on an individual's professional experience and years of service (both of which are reflected in salaries). Defining employee categories small enough to ensure comparability across these issues would compromise the anonymity of some employees. To overcome these challenges, we have calculated the difference between actual employee wages (net wage excluding bonuses) and wages for equivalent positions stipulated by the Collective Agreement for public universities (which also takes experience into account) – the figures are disaggregated by function and gender.

Gender	Staff			Faculty		
	Mean	Median	Range	Mean	Median	Range
Males	18%	13%	13% to 53%	22%	29%	-27% to 36%
Females	12%	7%	-15% to 56%	19%	15%	-4% to 40%

Percentages by which MU employee wages exceed those stipulated by CA

GRI Index

The table shows that the median wage for both job functions and genders exceeds that stipulated by the Collective Agreement for public universities, but that males exceed the CA by more than females. Additionally, significant variation is revealed by the range: some employees earn less than they would under the CA, while others earn significantly more.

Training and Education

G4-LA9

Given the continuous learning which forms an inherent part of the job description for those in academic research positions, this indicator is restricted to reporting on the training provided to non-academic employees. According to a staff survey, **administrative employees received an average of 2.3 hours of training** during working hours in the year-long reporting period.

Skills management and lifelong learning

G4-LA10

The academic career path for the professional progression of faculty is clearly defined by the hierarchy of academic ranks and accompanying promotional guidelines. Opportunities for the career progression of non-academic staff are not so clearly defined. Generally an employee might aspire to assuming a position of greater responsibility within their respective department.

While no specific programs for skills management and lifelong learning have been defined, the University nevertheless supports the professional development of employees on a case-by-case basis including, for example, by continuing some employment contracts beyond the national retirement age.

Performance feedback and career development reviews

G4-LA11

All faculty members are required to engage in annual development talks with the Head of their respective academic department. Talks are based on a Professional Development Plan document, in which the faculty member reflects on the past year, raises any current concerns, and details their objectives for the coming year. Heads of Departments provide feedback and advice on the Professional Development Plan, which is then co-signed. Non-academic staff members are also invited annually to meet with the Head of their respective departments, yet on a voluntary basis.

Diversity

G4-LA12

Here we consider the composition of the University's highest internal governance body, the University Board, consisting of the President, Vice President, and Managing Director. In 2013/14, each of these positions was held by a Caucasian male aged 50 or over.

Equal opportunity

Employees are asked annually to participate in an anonymous and voluntary survey regarding their experience in the workplace. In one question, employees are asked to indicate the extent to which they perceive that employees are treated equally in spite of their religion, gender, and age.

Answers are given on a six-point scale: where 1 represents equal treatment and 6 represents very different treatment. The data in the following figure reveal that employees perceive essentially equal treatment regardless of religious persuasion (mean = 1.24). More employees perceive differential treatment on the basis of age (mean = 2.10) and gender (mean = 2.20), with some reporting that gender differences result in "very different" treatment within the organization.
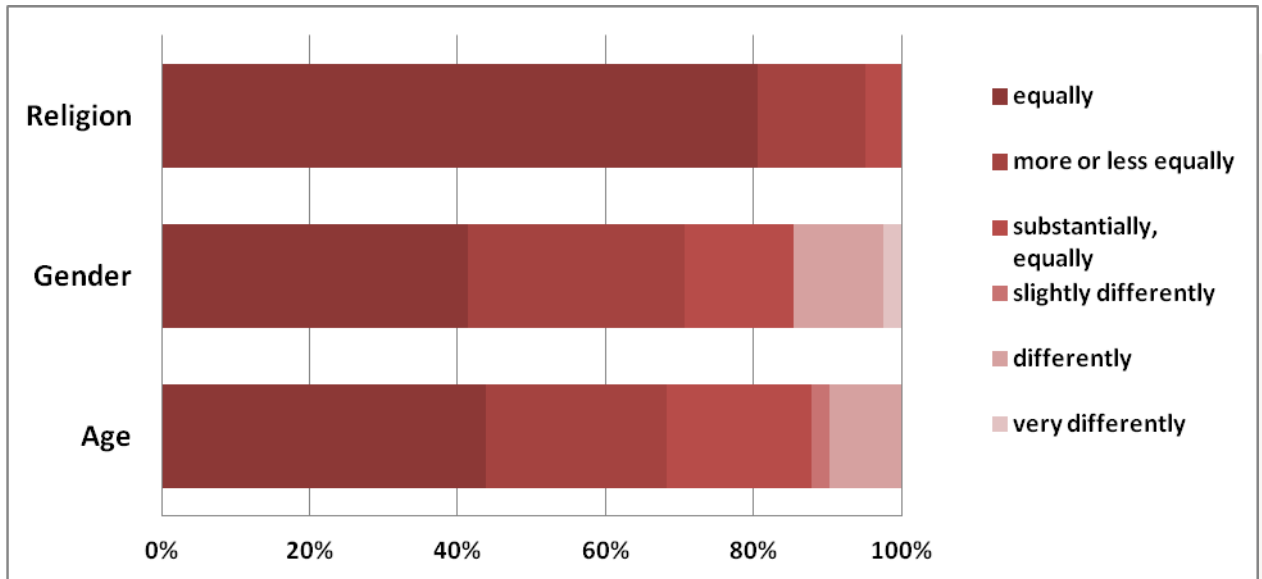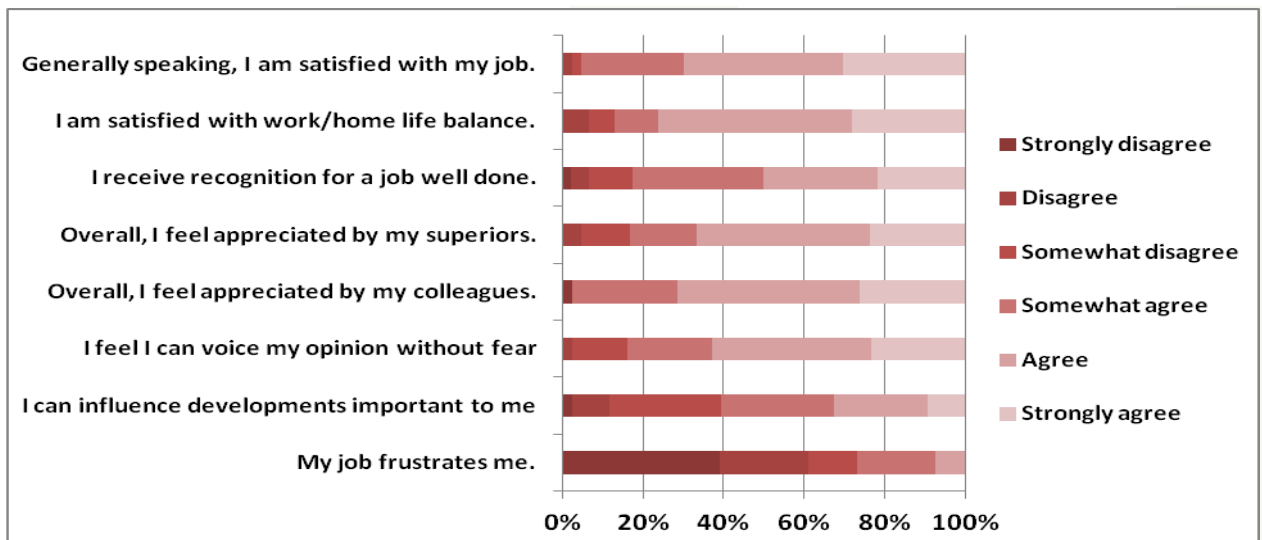
Proportion of employees reporting equal treatment of others despite differences in religion, gender and age

Employee satisfaction

The same employee survey asks employees to indicate their level of agreement with a range of indicators relating to their satisfaction in the workplace. A selection of those indicators are presented here:

Levels of employee agreement with statements relating to job satisfaction

The mean scores for each item are presented in the following table, with a comparison to the previous survey conducted in 2011.

Scale: '1 strongly disagree' to '5 strongly agree'	2011	2013
Generally speaking, I am satisfied with my job.	4.6	**4.9**
I am satisfied with possibilities to balance work and home life.	4.7	**4.8**
I receive recognition for a job well done.	4.0	**4.5**
Overall, I feel appreciated by my superiors.	4.6	**4.7**
Overall, I feel appreciated by my colleagues.	4.9	**4.9**
I feel I can voice my opinion without fear.	4.6	**4.7**
I can influence developments at MU which are important to me.	3.7	**3.9**
My job frustrates me.	3.0	**2.3**

Means of employee agreement with statements relating to job satisfaction

As shown by the table, **employee satisfaction remained stable or improved across all indicators** between the surveys conducted in 2011 and 2013, and this improvement is well summarised by the positive change in the overall satisfaction indicator represented by the first item in the list. The area in which employees rated their working experience the least favourably is their ability to influence developments at the University which are important to them.

Policies and Communication

Anti-corruption policies

The Vienna Chamber of Commerce "Code of conduct for employees working with external parties" applies to all employees of MODUL University Vienna. This document differentiates between typical business relations and illegal influences, and provides rules regarding acceptable levels of appreciation. It is available via the intranet download area for all employees of MODUL University Vienna, but no training is provided on the topic for staff or faculty.

In 2013/14, **60% of faculty and 42% of staff responded that they are familiar with the applicable anti-corruption policies**.

Compliance

It is the managerial approach to stay well informed of all applicable laws and regulations, and to ensure strict compliance. Beyond the organization's legal responsibilities, this approach is similarly applied to compliance with all conditions stipulated by relevant accreditation agencies. In both cases, stipulated regulations are regarded as minimum performance levels; the organization seeks to outperform these regulations wherever possible.

No fines or non-monetary sanctions were imposed on the organisation during the reporting period for non-compliance with laws and regulations

In addition to its legal obligations, MU Vienna is accredited by the Agency for Quality Assurance and Accreditation Austria (AQ Austria) and is a member of the Austrian Private University Conference (ÖPUK).

GRI Index

G4-PR5

Product and service labelling

Given the intangible nature of the educational product developed at MU Vienna, it is important that the claims made throughout the marketing and recruitment processes are aligned with the eventual experience of our students. As such, communications strategies follow a precautionary approach which is intended to generate realistic expectations among prospective students.

Annual anonymous and voluntary student surveys examine the degree to which student expectations are realized during their time at MU Vienna, and in-depth feedback is solicited to shed more light on the findings at both the course and program level. It must be noted however, that student expectations derive from a variety of sources and are not entirely shaped by marketing communications. Relevant results from the survey are presented in the table below, disaggregated by degree level and, in the case of bachelor students, according to their progress through the study program.

Bachelor Students

Scale: '1 strongly agree' to '5 strongly disagree'	2012/13		2013/14	
	Graduates	First years	**Graduates**	**First years**
The expectations I had for studying at MU have been fulfilled	2.32	2.11	**2.06**	**2.37**
I assess the overall quality of the program as good	2.13	1.95	**2.00**	**2.24**
I would choose MODUL University Vienna again	2.66	1.93	**2.35**	**2.35**
I would generally recommend MODUL University Vienna	2.24	1.77	**2.09**	**2.06**

Mean scores for several items from Bachelor level student satisfaction surveys

The **student satisfaction outcomes improved across all survey items for 2014 graduates** with comparison to 2013 graduates. Over the same time period, the experience for first year students appears to have deteriorated. These seemingly contradictory findings may be explained by cohort dynamics: whereby certain cohorts form more cohesive groups than others, which generally affects the student experience. Alternatively, the change may relate to the introduction of a new study program – BSc in International Management – which has implications for students both within and outside the program, as well as affecting cohort dynamics. The aggregated nature of the data precludes any definitive causal conclusions being drawn.

Master Students

Scale: '5 strongly agree' to '1 strongly disagree'	2012/13	2013/14
The overall quality of the MSc Program is high	4.33	**4.36**
I think MU is a good place to study	4.50	**4.45**
I will recommend MODUL's MSc Program to others	4.17	**4.45**

Mean scores for several items from Master level student satisfaction surveys

The highly favourable satisfaction outcomes for Master students remained largely stable from 2012/13 to 2013/14, showing a slight improvement if any overall change.

Customer privacy

The general managerial approach is that of allowing access to student data on a need-to-know basis. Departments including the Academic Office, Student Services Center and Accounting, as well as faculty members have access only to the data they require to effectively discharge their respective duties. This data is then treated in a confidential matter. Each and every MU employee is required to sign a confidentiality agreement as part of their employment contract. This agreement requires that:

"The Employee shall maintain the strictest of confidentiality in regards to all business matters and circumstances of which s/he has been made aware in performing his/her duties in which the University has a professional interest in maintaining confidentiality. This duty of confidentiality shall also continue after the termination of employment."

Environmental Sustainability

Energy

Energy use at MU takes the form of electricity and wood pellet heating.

Electricity is sourced from two providers in equal parts, Wien Energie and Naturkraft, and is used for lighting, air conditioning, and powering electric devices (primarily computers). During 2013/14, 435mWh of electricity was consumed for these purposes.

The University shares use of an efficient Wood Pellet system for heating with the neighbouring hotel (where the University also has some office space). As such, it is not possible to isolate the exact quantity of wood used for University operations and the following statistics represent an overstatement of the actual amount. During 2013/14, 190mWh of energy was consumed for heating purposes.

In total, MODUL University Vienna consumed **625mWh** of energy during the reporting period.

The University's total energy consumption is divided by the number of (full-time equivalent) students to obtain a measure for energy intensity which accounts for the changing scale of operations with time, and is therefore comparable across reporting periods.
In 2013/14, the University consumed **1.806mWh per f/t student**.
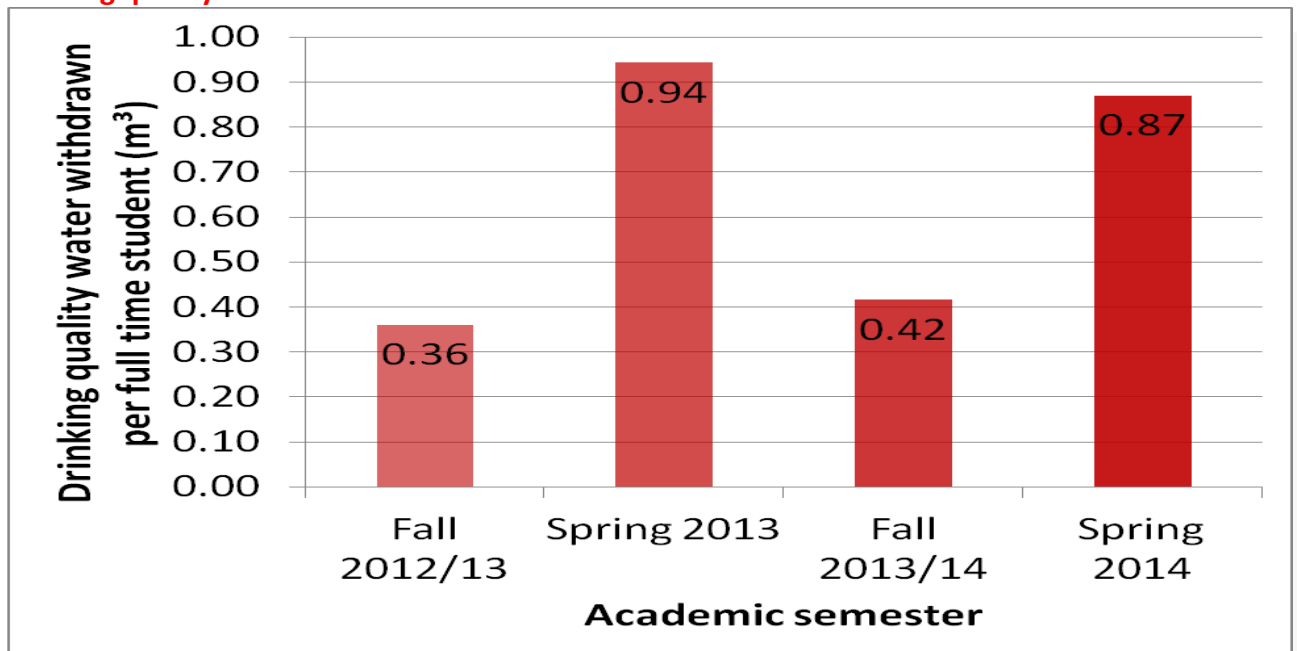
Water

The University uses water from two sources: drinking quality water from the mains supply is used in all kitchen and bathroom sinks and showers, while non-drinking quality spring water from an onsite well is used to flush toilets. The general objective of reducing consumption of drinking water is pursued by using spring water where possible and when it is available, although no specific targets are set.
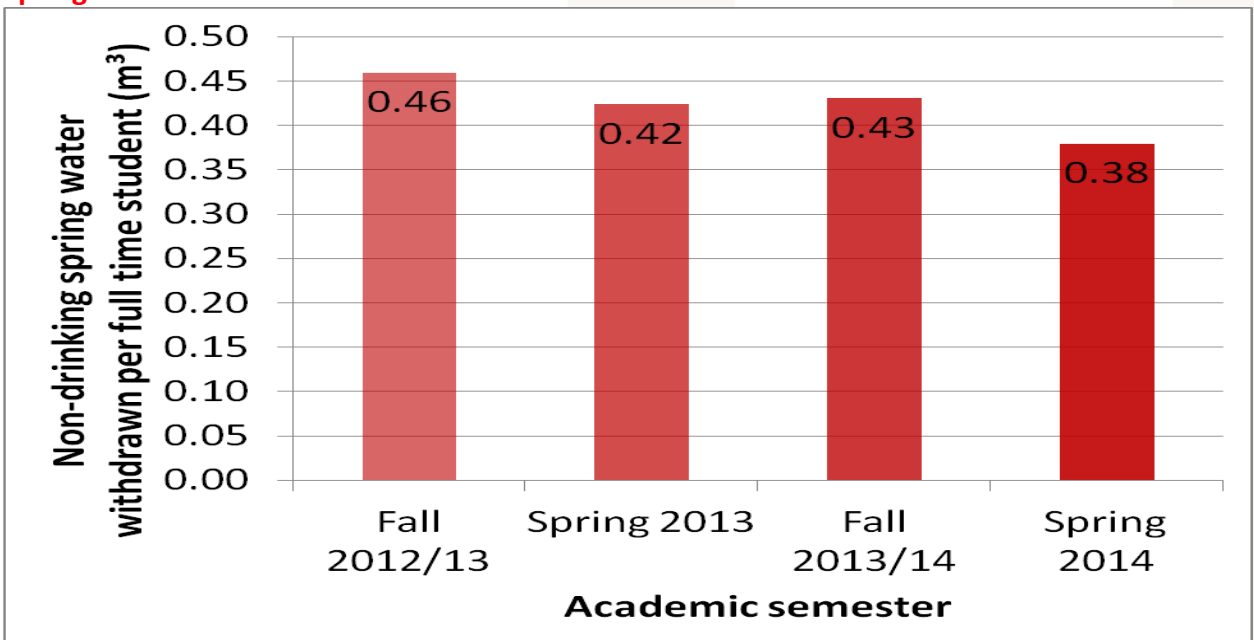
Drinking quality water

Withdrawal of drinking quality water per full-time student and semester

The University uses significantly more drinking quality water during the spring semester than the fall. Total withdrawal rose by 22% from 2012/13 to 2013/14 to 534m^3 annually. As this increase is slightly less than the growth of the University, **the volume used per full time student has remained relatively stable**.

Spring water

Withdrawal of non-drinking quality spring water per full-time student and semester

Seasonal fluctuations in the use of spring water are much less pronounced. While the total volume used has increased by 14% since the last reporting period to 337m^3, **the volume used per full time student has decreased by 8%.**

GRI Index

Emissions

Greenhouse gas emissions caused by University operations (excluding transport-related emissions which are calculated separately on page 24) result from the use of electricity and the burning of heating fuel.

The emissions related to heating are considered 'direct' as they occur in-house and are therefore classified as Scope 1 emissions according to the G4 guidelines. As the wood pellets are sourced from renewable timber stocks, they will eventually approach carbon neutrality. However, in recognition of the fact that a positive carbon balance persists until the trees have regrown, we apply the CO_2 half-life approach:
http://www.cundall.com/Cundall/fckeditor/editor/images/UserFilesUpload/file/WCIYB/IP-4%20-%20CO2e%20emissions%20from%20biomass%20and%20biofuels.pdf.

G4-EN15

Given the energy use from wood pellets of 190mWh and assuming CO_2 emissions of 0.21kg/kWh, the **total GHG emissions from heating during the reporting period equals 39.9t of CO_2**.

The emissions related to electricity generation occur up-stream along the supply chain. They are considered 'indirect' emissions of University operations and are therefore classified as Scope 2 emissions according to the G4 guidelines. Electricity is sourced from two providers in equal parts. Naturkraft claims to produce no emissions (whether any actual emissions are merely offset is unknown): therefore the University counts no emissions for the 218mWh consumed from this source. Wien Energie claims emissions of 0.1282t per mWh from its electricity generation activities (https://www.wienenergie.at/media/files/2014/we_jahrbuch2013_es_klein_123722.pdf). Thus

G4-EN16

the **total indirect GHG emissions associated with electricity used for University operations was 27.9t of CO_2** for the reporting period.

As with other indicators, we divide the total emissions (Scope 1 and Scope 2 combined) by the number of full-time students to obtain a measure for GHG emission intensity which is then comparable across reporting periods.

G4-EN18

In 2013/14, **the University was responsible for the emission of 0.196t of CO_2 per student**.

Waste

Although specific targets are not set, the University has the general objectives of:

    1) reducing the amount of waste it produces, and

    2) maximizing the proportion of this waste which is recycled.

In order to achieve the first, procurement policies favour higher quality furniture and equipment which can be repaired when needed by in-house maintenance staff – as a result, no furniture has been discarded in the 8 year existence of the University to date. Further, students and employees are encouraged to limit the production of waste by, for example, not printing out emails. Education also plays a role in achieving the second objective, by informing students and employees of the correct use of the recycling bins located around the campus. Separation at source of trash, plastic, paper, glass, and metal is quite effective, but is supported by secondary sorting performed by cleaning staff. Organic waste and oil are also collected for recycling, while small quantities of used printer cartridges, electrical equipment, globes and batteries are returned to the respective sellers for recycling and disposal.

GRI Index
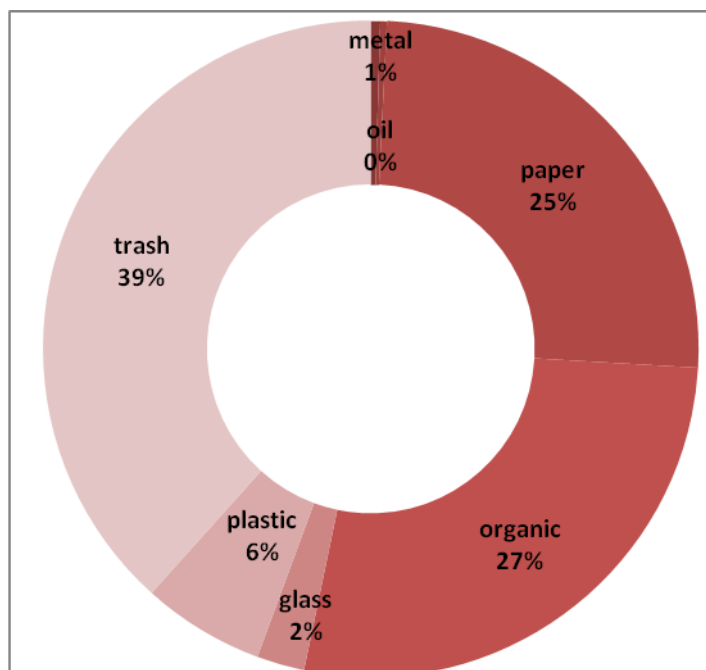
Shares of waste types by weight

As neither the University nor the disposal service weighs the waste collected, all weight figures are obtained by applying a local government endorsed conversion factor to the known volume of each waste type collected. The conversion factors are available at:

https://www.wien.gv.at/umweltschutz/abfall/pdf/umrechnungsfaktoren.pdf

G4-EN23

Waste type	Total weight in kg		kg per FT student		
	2012/13	**2013/14**	2012/13	**2013/14**	% change 2012/13 to 2013/14
Trash	6463	**7013**	19.35	**16.86**	**-12.9%**
Organic	4608	**4416**	13.80	**10.62**	**-23.1%**
Paper	4235	**4070**	12.68	**9.78**	**-22.8%**
Plastic	1016	**1063**	3.04	**2.55**	**-16.1%**
Glass	396	**504**	1.19	**1.21**	**2.2%**
Metal	78	**143**	0.23	**0.34**	**47.2%**
Oil	55	**55**	0.17	**0.13**	**-19.7%**

Total weight of waste by type and per FT student

As can be seen, the waste intensity of University operations has improved substantially since the previous reporting period across all waste types except for metal and glass, which together comprise only a minimal proportion of total University waste.
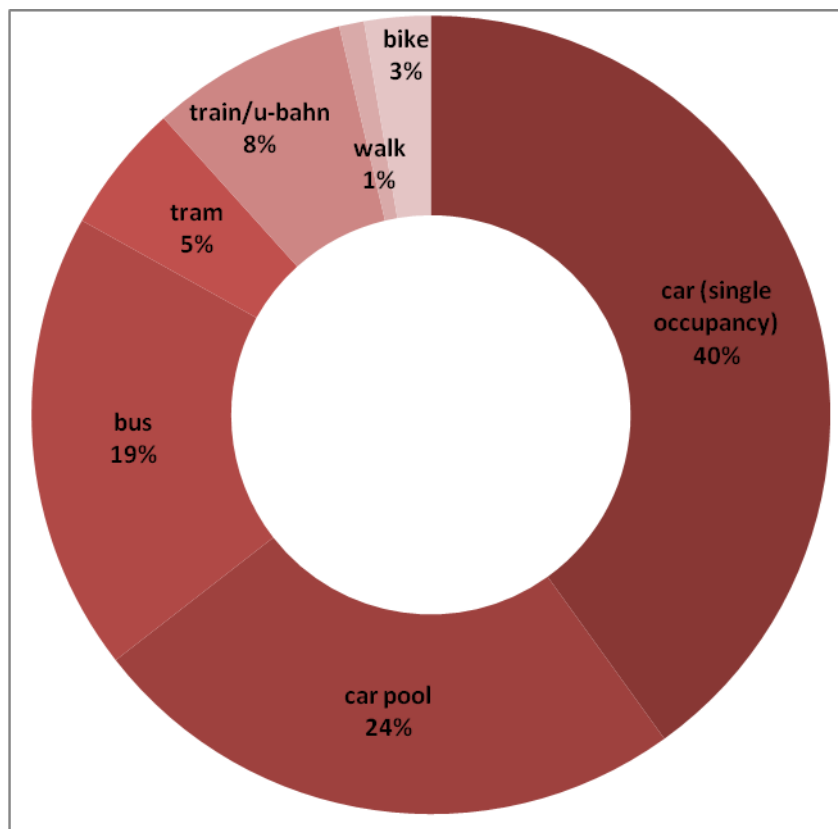
Transport

The University's low use of material inputs and heavy reliance on local suppliers means that resulting transport related environmental impacts are minimal. However, faculty are required to travel outbound to attend meetings and conferences, and inbound for teaching duties in the case of external lecturers. Faculty travel guidelines promote the use of public transport by not reimbursing travel expenses arising from the use of automobiles except where this is necessary due to the transportation of equipment. Similarly, flights are not reimbursed for distances of less than 500km when rail is a viable alternative.

In 2013/14, **100% of emissions generated through staff and faculty travel to conferences and meetings (21,600 tons of CO2) were offset** through our partner Climate Austria. Reporting of travel emissions was performed through a voluntary survey of employees, however, which may have understated the actual emissions. It is planned that this methodology will be amended in the next reporting period to precisely calculate the distance traveled from travel reimbursement forms.

MU Vienna has no policy, however, regarding the daily travel of students and employees between their places of residence and the university. Due to the University's peripheral location on the mountain of Kahlenberg, MU Vienna **employees commute an average distance of 30km per day** – which takes each person an average of **77 minutes per day**.

Over the course of the year these daily commutes amount to approximately **490,000 person kilometers**, which are conducted using a variety of transport modes – as depicted in the figure below:

Proportion of employee commute distance by mode of transport

The impacts related to the daily transport of employees to the University in terms of CO2 emissions are calculated using the caculator provided by ForumUmweltBildung. In 2013/14, total **CO2 emissions were approximately 83.8 tons.** Single occupancy cars make the largest contribution to this figure, making up 40% of the kilometers travelled, yet accounting for 48% of emissions. Car pooling represents 24% of the kilometers travelled and produces 29% of emissions. Public transport has the lowest impact, accounting for 32% of the kilometers travelled, while producing just 23% of emissions.

Materials

Paper comprises a significant proportion of the consumables used in University operations. Efforts are made to reduce the environmental burden by, for example, making teaching materials available online rather than providing students with hard copy.

Copy paper used in-house is procured exclusively from responsibly managed sources, as evidenced by its FSC certification. The printing of marketing and promotional materials is primarily out-sourced to www.jentzsch.at and utilises only paper certified by the EU Ecolabel and Österreichisches Umweltzeichen, as well as biodegradable inks sourced from renewable resources.

*G4-
EN2*

While these measures seek to minimise the impact of materials consumption, none of the paper used can be confirmed as using recycled input.

Economic Sustainability

Market presence

As qualified professionals, all MU employees earn significantly more than the local minimum wage regardless of their position. A more appropriate benchmark for assessing wage levels at MU Vienna is the collective agreement which applies to all Austrian public universities, and which takes professional experience into account in determining the amount of remuneration. While not all employees earn as much as they might at a public university (see G4-LA13 on page 15), on average, **MU Vienna employees earn 17.9% more than that specified for an equivalent position under the collective agreement.**

*G4-
EC5*

While locally specific knowledge and sensitivity is essential to the responsible functioning of any organisation, effectiveness in academia also relies on the exchange of people and idea across borders. **Two thirds of MU Vienna senior management** (defined here as the highest internal governance body, the University Board) **is hired from the local community.**

*G4-
EC6*

Procurement practices

As indicated in the supply chain section, the primary inputs to the University's processes are labour and human capital (referred to as services in the following figure), with the value of consumable goods and material supplies being minimal by comparison.
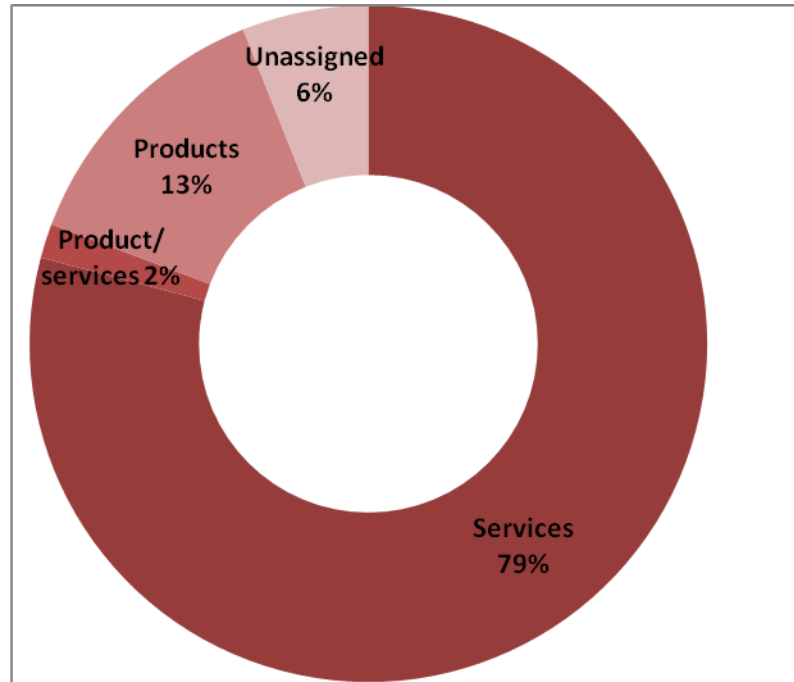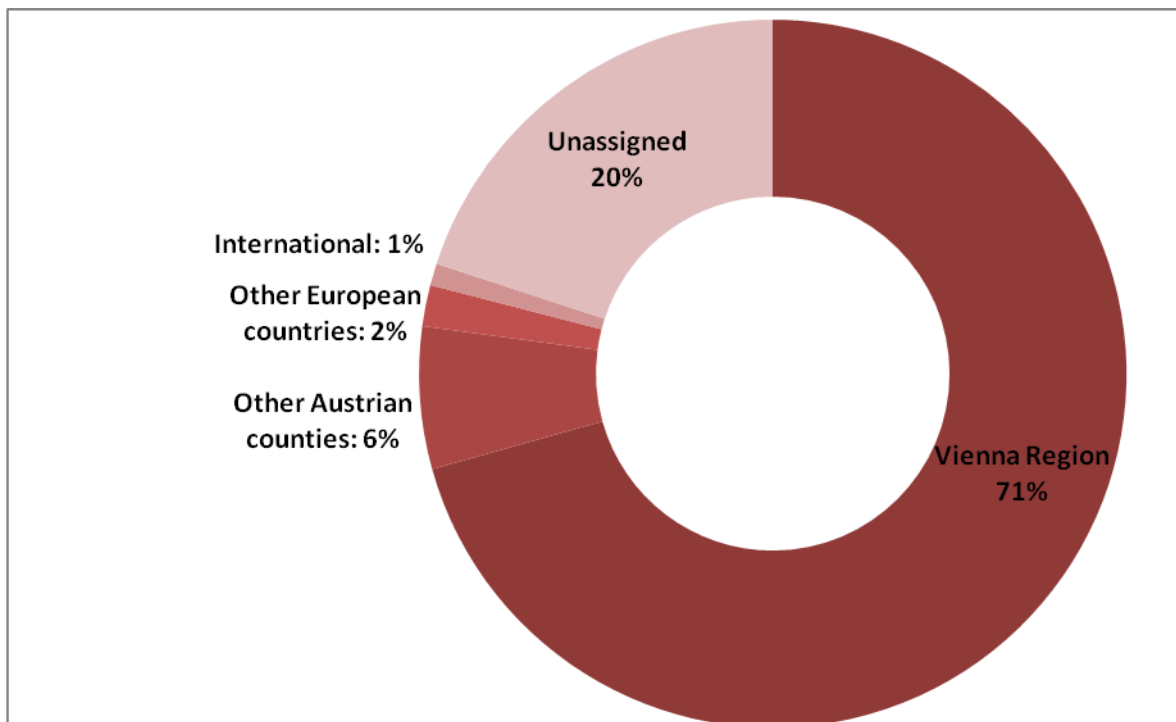
Amount of spending by type of supply

A different approach is applied to the procurement of each of these two classes of inputs. Consumable goods and material supplies are sourced locally wherever possible, whereas extensive searches for the best qualified teaching personnel results in labour being sourced from a wider area, often internationally.

Proportion of spending on supplies at local, national and international levels

Services are the dominant type of supply, accounting for 79% of all expenditures on inputs. 77% of all investments are made nationally, with 92% of those staying in the local Vienna region.

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	G4-2	1	No
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	G4-9	3, 4	No
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Specific Standard Disclosures				
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		G4-EC6	25	No
	Procurement Practices	G4-EC9	26	No
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		G4-EN18	22	No
	Waste	G4-EN23	23	No
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Social				
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	Customer privacy	G4-PR8	20	No
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