

LAUDER BUSINESS SCHOOL

Annual Report

for the academic year 2021/22

According to §23 (2) University of Applied Sciences Act (FHG) and University of Applied Sciences
Annual Report Regulation (FH-JBVO)

Lauder Business School
Hofzeile 18-20
1190 Wien

Inquiry note:

Lauder Business School
Hofzeile 18-20
1190 Vienna
Birgit Wakonig BSc, MSc
Quality Management
Phone: +43 1 369 18 18 – 712

Content

1	Development, Organization and Strategy	3
1.1	Quality Management	5
2	Presentation and analysis of the development in the field of studies and teaching	6
3	Presentation and analysis of the development in the field of applied research and development	8
4	Presentation and analysis of the development in the field of resources	14
4.1	Staff	14
4.2	Composition of the full- and part-time faculty	14
4.3	Composition of the development teams	15
5	Internationalization	15
5.1	Mobility related to Erasmus +	15
6	National and International Cooperation	18
7	Presentation and analysis of measures related to gender equality	20
8	List of Tables	21
9	Attachments	22

1 Development, Organization and Strategy

The basis of the development plan of the Lauder Business School (LBS) is organic growth. LBS understands this to mean an expansion of the institution under permanent observation of the potentials of the offered programs (number of applicants, development of the labour market, demands for graduates, alterations in regard to teaching contents etc.), the demand for newly to be developed study programs and/or courses and in what way LBS may meet these demands.

With about 400 students from over 58 nations and 81 external and internal lecturers as well as a high quality in teaching and research, LBS could establish itself successfully on the national and international education market.

LBS updated the strategic fields of activity, which were originally established together with the “2014 strategy concept”, to the current conditions. In the course of a strategy meeting the relating [Strategy Document](#) could have been established and has been published on the [LBS website](#). Due to the COVID pandemic and its impacts on all institutions of higher educations including LBS, the focus was put on urgent topics including the ad hoc switch from classroom- to online-teaching while the strategic objectives were rather tracked than actively pursued. The revision and further development of the strategic objectives shall take place in 2022.

The document „[LBS Strategy 2022](#)“ forms the basis for the operationalisation and is in line with the chosen strategic positioning as internationally oriented Boutique Business School; LBS’ established strategic fields are as follows:

1. **Anchoring "Academic Excellence"** as the basic value of our educational offer and our institution as well as further development of quality standards in order not only to guarantee the quality of teaching and research, but also to improve it decisively;
2. **Further development of the curricula** to increase the competitiveness of the educational offer;
3. **Establishment of a faculty positively distinguishing itself nationally and internationally** through the combination of academic training, teaching quality and practical knowledge;
4. **Further increasing student focus** and participation opportunities for students and graduates in order to promote the co-creation of the teaching environment and content as well as community building;
5. **Strengthening the position in the Austrian market** to increase the level of knowledge about LBS and its unique value proposition in the Austrian educational and labor market;
6. **Further development of fundamental research** in the four main fields of globalization, technological change, sustainability and migration;
7. **Implementation of applied research** in the main fields of digital marketing, start-ups with a research incubator and subsequent integration of the results in teaching as well as development of a creative environment within the LBS Innovation Center to promote innovative business start-ups;
8. **Stronger integration of the topic of diversity** in teaching and research by providing qualified teaching staff and further training for the existing and new teaching staff;
9. **Strengthening and further developing cooperation** platforms with Austrian and international companies and organizations for knowledge transfer and student exchange and implementing and further developing practical and demand-oriented teaching and research;
10. **Further development of national and international cooperation** with universities and other relevant institutions with the aim of transferring know-how, increasing the mobility of students and faculty and further improving the reputation of LBS;
11. **Promote the digital entanglement** of teaching, research and student services at LBS by providing and developing modern and efficient IT infrastructure and services.

LBS maintains an organizational structure to enable the achievement of the strategic objectives and administration of the LBS student body. The executive manager provides the relating financial means to ensure a smooth operation between and within the departments of the Lauder Business School. The organization chart reflecting the structure of LBS in the reporting period (July 2022) is attached to this report.

1.1 Quality Management

LBS welcomed an ACBSP accreditation audit team in September 2022 who performed an accreditation audit in both way, onsite and remotely. The ACBSP Board officially granted LBS the full accreditation of all offered study programs as of 1st December 2022. Any LBS student who graduated after December 12th, 2018, the date of LBS' entering the ACBSP candidacy, is grandfathered into graduating from an ACBSP accredited study program.

ACBSP Accredited higher education institutions are among the best and most innovative in the business and management sector and guarantee the highest quality.

Founded in 1988, the Accreditation Council for Business Schools and Programs (ACBSP) is a global business education accrediting body and the first organization to offer accreditation to all levels of collegiate business educational degree programs from associate to doctoral. ACBSP ignites a standard of excellence with an accreditation process based on the Baldrige Education Criteria for Performance Excellence. By evaluating aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support, ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement (<https://acbsp.org/page/about-who-we-are>).

The following further measures in the area of Quality Management were conducted in the reporting period 2021/22:

Table 1: Measures in the Area of Quality Management 2021/22

Strategic Fields of Activity	Implemented Measures
Combination of academic training, teaching quality and practical knowledge	Achievement of <u>ACBSP accreditation</u> for all offered study programs in September 2022.
	<u>Document updates</u> of the exam regulations, templates for exams and Bachelor and Master theses, presentation templates, processes related to admission, counselling and the academic coordination.
	Changes in the faculty due to <u>evaluation results</u> and ongoing development of syllabi and curricula.
Promote the digital entanglement	<u>Update of supporting procedures</u> related to budget, payment and human resources.
Further increasing student focus	Installation of an online tool to be used to report (anonymous) complaints, the so-called <u>Complaint Tool</u>
Anchoring "Academic Excellence"	Expansion of the teaching staff with <u>additional real-world practitioners</u> incl. a City of Vienna endowed Professorship for Marketingmanagement.

2 Presentation and analysis of the development in the field of studies and teaching

In the academic year 2021/22 the number of applicants was 301 (151 males and 150 females) (BIS-report issued on November, 15th 2022); 338 active students (BIS-report issued on April, 15th 22) and 95 graduates were reported in total in the BIS-reports (issued on April, 15th 2022 and November, 15th 2022). Table 2 expels the numbers and the utilization of the study programs for the reporting period 2021/22 and two previous academic years. Cancellations are not included anymore in our final statistics since 2013/14.

Table 2: Statistical information on applicants (BIS-report issued on November 15th, 2022) students and lecturers (BIS-report issued on April 15th, 2022)

	Academic year	Study places	Applicants	Students (standard study period)	Utilization [%]	Lecturers
IBA (0570)	19/20	70+70+70	118	236	112	
IML (0573)	19/20	35+35	51	62	89	
SFBA (0734)	19/20	20+20	24	27	68	
Total		320	193	325	102	73
IBA (0570)	20/21	70+70+70	113	227	108	
IML (0573)	20/21	35+35	51	53	104	
SFBA (0734)	20/21	20+20	28	19	95	
Total		320	192	299	93	82
IBA (0570)	21/22	70+70+70	162	248	118	
IML (0573)	21/22	35+35	84	64	91	
SFBA (0734)	21/22	20+20	55	26	47	
Total		320	301	338	106	81

Updates in the curricula in the individual study programs that were thoroughly planned in the past reporting period(s) were introduced in the reporting period 2021/22 as follows. A new teaching cooperation with one of LBS’ partner universities and the onboarding of a new City of Vienna endowed professorship for Marketingmanagement are to be highlighted here. In the next section(s) the single measures in the area of study and teaching are explained in more detail in Table 3.

Table 3: Measures in the Area of Study and Teaching 2021/22

Strategic Fields of Activity	Implemented Measures
Further development of the curricula	IBA: Development of studies accompanying tutorials (gap courses) for statistics and mathematics to support freshmen besides the self-study tutorial material. The tutorial has been developed and will be offered in FT 2022/23 for the first time. A significant increase of supervisions of Bachelor theses in the area of “green topics” in the offered green course <i>Economics of Sustainability</i> and further courses with a newly set focus on “green” such as <i>Project Management</i> or <i>Project Finance</i> . Further adaptations of last study year’s newly developed courses (due to new textbooks), based on the experiences during the pandemic online- and on-campus teaching methodologies were combined for various courses and thus using e.g. teaching videos have been prepared during the pandemic.

Strategic Fields of Activity	Implemented Measures
	<p><u>Changes in course offerings:</u> 4 levels of <i>German</i> have been added to the course catalogue; <i>Applied Organizational Behavior</i> replaced the former course <i>Work Engagement and Work Satisfaction</i> in regard to Gender & Diversity topics, <u>Special Projects:</u> combination of scientific, engineering and business acumen, representing a strategic interdisciplinary approach to long-term sustainable development projects: the stratosphere flight in cooperation with TU Vienna and KSU Stuttgart</p> <p><u>SFBA & IML: Restructuring of contents/renaming/replacing:</u> SFBA 1st term: <i>Operations and Marketing Analytics</i> (3 ECTS, 2 SWS) was replaced with <i>Business Process Management for Finance</i> (2 ECTS, 1,5 SWS), the course contents of <i>Financial Data Sources and Software – Bloomberg</i> were integrated to the existing course <i>Financial Instruments and Trading – Bloomberg. Corporate Governance and Compliance</i> was moved from 2nd semester to 1st semester and the ECTS were adapted from 3 ECTS (2.5 SWS) to 2 ECTS (2 SWS). SFBA 2nd term: <i>Corporate Strategy and Decision Science</i> (2 ECTS, 1.5 SWS) was moved from 4th semester, the syllabi related to project management education were updated and allow the LBS students to get prepared for SCRUM phase 1 as of FT 2021/22: the ECTS for <i>Project Management and Agile Methods</i> raised to 3 ECTS (2.5 SWS) from 2 ECTS (2 SWS) SFBA 3rd term: the course <i>Real Estate Investment: Theory and Practice</i> with 2 ECTS (2SWS) was replaced with <i>Process Management and SAP</i> (2SWS, 2 ECTS) IML 1st semester: the course <i>Entrepreneurship & Innovation</i> was moved from 2nd semester to 1st semester and the ECTS were adapted from and 3 ECTS (2.5 SWS) and 1 teaching group to 2 ECTS (2 SWS) with 2 teaching groups. IML 2nd semester: the syllabi related to project management education were updated and allow the LBS students to get prepared for SCRUM phase 1 as of FT 2021/22. (<i>Project Management and Agile Methods</i> (2.5 SWS and 3 ECTS instead of 2 SWS and 2 ECTS), <i>Operations Management</i> was renamed to <i>Supply Chain Management</i> (4 ECTS, 2.5 SWS), new course: <i>Business Planning and Budgeting</i> (2 ECTS, 2 SWS). IML 3rd semester: <i>Performance Management</i> (3 ECTS, 2.5 SWS) was replaced with <i>Management Consulting</i> (3 ECTS, 2 SWS). <u>Changes in the ECTS and SWS:</u> SFBA 1st term: <i>Introduction to Asset Management</i> (1.5 SWS instead of 2 SWS), <i>Probability and Statistics for Finance</i> (2.5 SWS instead of 2 SWS), <i>Quantitative Data Analysis (R)</i>: 4 ECTS instead of 3 ECTS, <i>Academic Writing</i> (2.5 SWS instead of 2 SWS), SFBA 2nd term: <i>Banking Products and Services</i> (1.5 SWS instead of 2 SWS), <i>Empirical Research Methods</i> (2 SWS instead of 2.5 SWS), <i>Corporate Reporting</i> (2 SWS instead of 2.5 SWS) IML 1st semester: <i>Academic Writing</i> (2.5 SWS instead of 2 SWS), <i>Business Process and Quality Management</i> (2 ECTS instead of 3 ECTS), <i>International Business</i> (1.5 SWS instead of 2 SWS), <i>Organizational Behavior and Change</i> (1.5 SWS instead of 2 SWS), IML 2nd semester: <i>Empirical Research Methods</i> (2 SWS instead of 2.5 SWS) IML 3rd semester: <i>International Business Law</i> (2.5 SWS instead of 2 SWS),</p>
<p>Anchoring "Academic Excellence"</p>	<p>All study programs: A new (female) lecturer has been hired for teaching and research based on a City of Vienna endowed professorship for Marketingmanagement. The lecturer increases the in-house competence at LBS and is furthermore involved in research activities.</p> <p>IBA: To ensure the proper transition of contents taught, the use of inverted classrooms was fostered and the use of frequent self-monitoring tools (e.g. open book quizzes) was implemented (e.g. in <i>Project management</i>)</p> <p>SFBA & IML: In both Master programs LBS 4th semester students could achieve excellent Peregrine outcome exam results in 2021/22 confirming the appropriateness of the invested (financial and organizational) efforts in acquiring technological acquisitions like SW and IT-tools and also in further developing the syllabi and curricula in the reporting period.</p> <p>SFBA: Institutional participation in the CFA Research Challenge under the umbrella of an SCP as of the academic year 2021/22.</p>
<p>Strengthening and further developing cooperation platforms</p>	<p>All study programs: 2 courses within the IMBA "International Master of Business Administration" offered by the partner university Bar-Ilan in Israel (BIU) were carried out during the summer at LBS in Vienna combined with a company visit at Baumit Wopfinger. This cooperation was successful for both parties and will be further strengthened.</p> <p>IBA: Provisioning of additional internship positions by intensification of existing business partnerships and establishment of new business partners such as PwC</p> <p>SFBA & IML: Cooperation with companies related to the course <i>Student Consultancy Projects (SCPs)</i>: Coca-Cola, Vodafone, OeNB, CFA Institute</p> <p>Stratosphere Project under the umbrella of the Internet of Things in Business – Future Trail course cooperating with the companies Refurbed, Raiffeisen Landesbank Steiermark, PwC and Vodafone.</p> <p>SAP cooperation – software licensing from TU Wien</p>

Strategic Fields of Activity	Implemented Measures
	Space Night Veranstaltung im Festsaal – TU Space Team
Further increasing student focus	<p>IBA: The course <i>Economics of Sustainability</i> was introduced in 2020/21 with a very high students’ interest based on the personal feedback, course evaluation results and high number of requests for Bachelor theses related to this course.</p> <p>All study programs: Master programs: Keeping a few limited course sessions online (mostly in the format of blended learning) and thereby ensuring a student-friendly schedule, keeping the benevolent remnants of COVID (online learning).</p>

The current, slightly adapted curricula of all offered study programs in light of the needs of the job market are published on the official LBS website <https://www.lbs.ac.at/study-programs/>.

3 Presentation and analysis of the development in the field of applied research and development

The four fields of research at the core of the LBS research agenda are motivated by the main economic challenges of our time and informed by the concept of competitiveness. We understand competitiveness in a wider sense as the ability to create welfare and in a narrow sense as sustainable productivity growth with the constraint subject to a socially desirable level of employment. Yet firms have to sell their goods and services in internationally competitive markets which, together with the mobility of production factors, lead to locational competition between regions.

Globalization, technological change, sustainability and migration are the main factors that shape our current economic system. Of course, these challenges are of relevance for managers and policy makers alike. We aim to analyse the causes, effects and strategic responses to the challenges at the firm and the regional level through the perspective of competitiveness.

Our overall goal is to deliver excellent research that informs the decision-making of policy makers, entrepreneurs and managers in Vienna and Austria in a way that leads to sustainable and shared welfare creation. Additionally, research should be aligned and connected with our teaching activities so that students at LBS can learn and profit from ongoing research projects. Research at the LBS strives for academic excellence. It is contextualised and applied in nature and motivated by the economic problems of our time.

An affiliate member of the Harvard MOC Network, LBS engages in spreading the seminal scholarship of Professor Michael E. Porter and the Institute for Strategy and Competitiveness at Harvard Business School by means of teaching, applied research, and local outreach. The Institute for Competitiveness (IoC) at LBS serves as the hub of LBS’s competitiveness-related activities.

In addition to the following four fields of research, LBS engages in applied contract research within the wider context of applied empirical economics and business administration.

Global value chains

The organization of international economic activities has changed fundamentally in the last decades (OECD 2013). It is no longer the case that firms export goods produced in the home country of the firm and within more or less vertically integrated corporations. Instead, global value chains have emerged whereby each task can be located in different regions of the global economy.

A dense organizational network of international interfirm interdependencies has evolved that includes equity-based and non-equity-based forms of coordination and control between firms. As a result, the prospects for increasing competitiveness of firms and regions are increasingly shaped by their positions within global value chains.

Innovation and industrial policy

Innovation is at the core of growth policies of rich countries and also perhaps the most promising strategy for firms to sustain their competitive advantage in the face of tough competition from foreign rivals and new entrants (Fagerberg and Mowery 2006). Innovation and the associated structural change are not processes without frictions. Losers of skill-based technological change ask for compensation and firms may underinvest in innovation and related activities because of market power, externalities or information asymmetries. Hence, there is an important role for industrial policy to provide the right framework conditions and incentives for the business sector to engage in activities that lead to welfare increases for our society.

Green growth

Climate change is perhaps the most urgent problem of our time. Is it possible to prevent environmental damage in developed and developing countries without having to abandon material progress? According to the so-called Porter-hypothesis it is indeed possible to combine stricter environmental regulation of firms with an increase in their profitability (Porter and van der Linde, 1995). Yet, as current figures of greenhouse gas emissions demonstrate, there is not much room for optimism. However, we regard it as essential to research pathways that may lead to more sustainable business models not least because sustainability can confer a USP in a world characterized by increasingly environmentally aware consumers.

Migration and diversity

The fabric of European cities is constantly changed by new immigrants from different regions. Indeed, cities would not exist without immigration and the new dynamism resulting from the combination of different views and ideas about how things could be done. A number of studies have pointed out that immigrants are a source of entrepreneurship and even innovation (e.g. Ottaviano and Peri, 2005). However, competition between foreign and native low-skilled workers for jobs and social security payments reveals the tensions accompanying the process of migration. We want to contribute to a better understanding of how migrants foster or reduce the competitiveness of firms and urban economies.

Marketing research and consumer behavior

As the world becomes increasingly globalized, knowledge of international and diversity marketing is of vital importance. Only few companies could claim to be purely domestic. Besides, understanding the fascinating field of consumer behavior is a precondition for the success of any business. It is central to marketers to gain insights into various factors that shape and influence buyer's behavior in different environments i.e., how customers respond to various stimuli and how their thoughts, feelings and actions are formed.

Research at LBS focuses on customers' assessment and evaluation of different marketing stimuli such as the comprehensibility and perceived appearance of sign language avatars to enhance inclusivity. Moreover, we capture, investigate, and analyze dynamic nonverbal communication behaviors making use of sensor technology and other innovative means of technological data collection (i.e., sociometric badges, face reader, program analyzer, etc.) and focus on different decision-making styles and heuristics in decision making.

Our research focus corresponds with the international orientation of our degree programs and the intercultural make-up of the LBS campus and its faculty. Concurrently, it reaches out to local decision-makers in the business and public sectors. A multidisciplinary team of academic researchers and corporate practitioners conducts projects on applied business-related research problems. All stakeholders involved benefit from transnational collaboration with enterprises, non-profit organizations and other research institutes.

The LBS Research Department stands for theoretical reflection, methodological precision, and high potential for innovation. We routinely employ a wide range of quantitative (explanatory) and qualitative (exploratory) research methods. Integrating the candidate of the City of Vienna endowed professorship for Marketingmanagement into the research department with about 15% of her capacities allowed to add marketing and consumer behavior to the fields of research due to the candidate’s specific expertise.

The LBS degree programs stipulate the importance of knowledge transfer from research to teaching, the instruction of research skills and the involvement of master students in ongoing projects. Moreover, as part of a comprehensive approach to research, the Directors of Studies as well as the school’s International Office and Quality Management are coordinating their endeavours.

By the same token, we support all research projects during their stages of conceptualization, acquisition of external funding, project management, and the publication and dissemination of key research findings. Furthermore, we seek to spark a wider audience’s interest in our research activities with our Working Paper Series.

To measure the achievement of research and development objectives, a scoring system has been developed and further refined in the academic year 2018/19 to adapt it even more effectively to the four focal areas (see column 1 and 2 in Table 4: LBS research matrix 2021/2. The research performance of the respective year is being registered in an account and points according to column 2 are assigned for every activity within the eight delineated areas.

Following a letter from November 21st, 2018 AQ Austria certified the evaluation matrix which now serves as basis for this present annual report for the academic year 2020/2021.

Table 4: LBS research matrix 2021/22

#	Activity	Expected Number of Activities per Academic Year	Points per Activity	Expected Points per Academic Year
1	Publications (peer-reviewed and non-peer reviewed, trade journals, books or working paper series)	8	30/8	30
2	Scientific presentations (conferences, lectures, workgroups, panel discussions, seminars etc.)	6	20/6	20
3	Research projects with cooperation partners	2	15/2	15
4	Third party-funded research (number of research proposals, number of funded projects)	2	15/2	15
5	Connection between research and teaching [1) Lectures of Senior Researcher in LBS Master programs), 2) Excellent Master Theses, 3) Student Consultancy Project, 4) Graduate Research Assistant]	4	15/4	15
6	Research education and training of the LBS faculty (Research seminar)	2	5/2	5
Target Value (Points)		100		

The LBS research performance in the academic year 2021/22 is summarized in below Table 5: LBS Research Performance in the Academic Year 2021/22*. by comparing planned results and objectives with actual achievements.

Table 5: LBS Research Performance in the Academic Year 2021/22*

#	Activity	Realized Number of Activities per Academic Year (Deviation from Target)	Points per Activity	Realized Points per Academic Year*
1	Publications (peer-reviewed and non-peer reviewed, trade journals, books or working paper series)	13 (11)	30/8	48.75
2	Scientific presentations (conferences, lectures, workgroups, panel discussions, seminars etc.)	5 (5)	20/6	16.7
3	Research projects with cooperation partners	6 (4)	15/2	45.0
4	Third party-funded research (number of research proposals, number of funded projects)	1 (1)	15/2	7.5
5	Connection between research and teaching [1) Lectures of Senior Researcher in LBS Master programs), 2) Excellent Master Theses, 3) Student Consultancy Project, 4) Graduate Research Assistant]	6 (2)	15/4	22.5
6	Research education and training of the LBS faculty (Research seminar)	1**	5/1	5.0
Accomplished Value (Points)		145.45		

*Only publications or activities with LBS affiliation are recorded

**As already suggested in last year’s report we adapted the targeted frequency of activities for the position “Research education and training of the LBS faculty (Research seminar)” in the LBS research matrix from two to one. The background is the limited capacity of a small faculty to organize and participate on more than one research seminar per study year. 5 points shall be allotted to this seminar instead of 2.5, which has the case so far.

Details

1

- 1) REINER, C., BENNER, M. (2022): Cooperation bias in regional policy: Is competition neglected? In: Annals of Regional Science, 69(1), 187-221, <https://doi.org/10.1007/s00168-022-01114-0>.
- 2) SARDADVAR, S., REINER, C. (2021): Austrian regions in the age of globalisation: trade exposure, urban dynamics and structural change. In: Regional Science, Policy and Practice, (13) 3, 603-643, <https://doi.org/10.1111/rsp3.12324>
- 3) REINER, C. (2022): Versorgungssicherheit durch globale Warenketten für Medizinprodukte? In: Geographie aktuell, 51 (1), 5.
- 4) FISCHER, K., REINER, C. (2021): Störungen im Lieferkettenkapitalismus. In: Tagebuch, Nr. 12, 22-25.
- 5) ECKER, B., GOGOLA, G., REINER, C., DUSL, L. (2021): Die Stellung/Rolle Österreichs Universitäten im Wissens- und Technologietransfer - im Speziellen aus Sicht der österreichischen Leitbetriebe. Studie im Auftrag der österreichischen Industriellenvereinigung. WPZ Projektbericht.
- 6) REINER, C., GRUMILLER, J., GROHS, H. (2022): Lieferengpässe in Österreich? Globale Warenketten von Medizinprodukten während der Covid-19 Pandemie. ÖFSE Working Paper No 69.
- 7) REINER, C. (2022): Nachhaltige Lieferketten durch Kreislaufwirtschaft? In: Wiener Zeitung, 8. April, S.16. (<https://www.wienerzeitung.at/meinung/gastkommentare/2143322-Nachhaltige-Lieferketten-durch-Kreislaufwirtschaft.html>)

- 8) FISCHER, K., REINER, C., STARITZ, C. (2022): Industrial policy for lower-income countries in the age of global value chains. EADI Blog [European Association of Development Research and Training Institutes] (<http://www.developmentresearch.eu/?p=1171>).
- 9) FISCHER, K., REINER, C. (2022): Services, value chains and the global south. Blogbeitrag Social Europe (<https://socialeurope.eu/services-value-chains-and-the-global-south>).
- 10) FISCHER, K., REINER, C., STARITZ, C. (2021): Ein Lieferkettengesetz für Österreich: Lehren von benachbarten Initiativen. Blogbeitrag AW Blog (<https://awblog.at/ein-lieferkettengesetz-fuer-oesterreich/>).
- 11) FISCHER, K., REINER, C., STARITZ, C. (2021): Industriepolitik für Least Developed Countries im Zeitalter globaler Warenketten. Blogbeitrag Ökonomenstimme (<https://www.oekonomenstimme.org/artikel/2021/10/industriepolitik-fuer-least-developed-countries-im-zeitalter-globaler-warenketten/>).
- 12) Wagner, U. and Pauser, S. (2022). The Impact of Bodily Behaviors of Sales Representatives on Charisma Evaluations by Consumers: A Time-Series Perspective, Marketing ZFP – Journal of Research and Management, 44(3), 44- 59. doi: 10.15358/0344-1369-2022-3-44.
- 13) Pauser, S., and Wagner, U. (2022). Emotional displays in sales presentations: An experimental study. Marketing Dynamics Conference, Atlanta (USA) 10.- 12.11.2022.

2

- 1) Corporate power versus competition policy. Developments, controversies and perspectives from the US and EU. Keynote auf der Corporate Power Conference, Berlin, 12.-13.05.2022. Online verfügbar unter: <https://www.youtube.com/watch?v=oYPvFTz8YHg&t=1s> (ab 19:06).
- 2) Die Macht der Handelsunternehmen in globalen Warenunternehmen. Ringvorlesung Johannes Kepler Universität Linz, 26.04.2022.
- 3) Die Macht der Handelsunternehmen in globalen Warenunternehmen. Spezialvorlesung - Güterketten - Globale Warenketten und ungleiche Entwicklung, Universität Wien, 04.04.2022.
- 4) CO2-Steuer und ökosoziale Steuerreform– Betrachtung aus ökonomischer Sicht. Vortrag im Rahmen der Veranstaltung „CO2-Preis und Ökosoziale Steuerreform“ der Volkswirtschaftlichen Gesellschaft Kärnten, 23.02.2022.
- 5) Globale Arbeit – Globale Kämpfe? Krise und ungleiche Entwicklung in globalen. Warenketten Vortrag im Rahmen der Entwicklungspolitischen Hochschulwochen sowie der Vortragsreihe „Theorien und Debatten in der Geographie“, Universität Salzburg, 25.11.2021.

3

- 1) Cooperation between Sandra Pauser and Prof. Wagner, Modul University Vienna
- 2) Cooperation between Sandra Pauser and Prof. Ulun Akturan, Galatasaray University
- 3) Cooperation von Christian Reiner mit Prof. Bellak von der WU Wien, Market power in Austria
- 4) Cooperation between Christian Reiner and WPZ Research, Vienna: University-industry linkages in Austria
- 5) Cooperation between Christian Reiner and Maximilian Benner, University of Vienna
- 6) Cooperation between Christian Reiner and Karin Fischer, University of Linz

4

- 1) WPZ Research, University-industry linkages in Austria

5

- 1) Student Consultancy Project (Sandra Pauser, Coca Cola)
- 2) Student Consultancy Project (Sandra Pauser, Vodafone)
- 3) Student Consultancy Project (Thomas Eidenberger, CFA)
- 4) Student Consultancy Project (Michael Sigmund, ONB)
- 5) Various courses led by the Senior Researcher
- 6) Selection of and publication of excellent master theses

6

- 1) Christian Reiner/ Sandra Pauser: LBS Research Seminar, Workshop for LBS faculty members.

Evaluation summary: The **target** of 100 performance points according to the LBS Research Table was **considerably exceeded** in the academic year 2021/22 (by about 46%).

This performance was mainly generated by the **LBS Senior Researcher (75%)**, whose individual efforts would suffice to meet the set LBS targets.

Compared to the academic year 2020/2021, the total LBS research output has increased by about 12%.

Detailed information: A significant share of these results was generated with publications and research projects with cooperation partners. The onboarding of the candidate of the City of Vienna endowed professorship for Marketingmanagement with 15% of her capacities for research activities supported the generated research output and widened fields of research presented in this section.

In Table 6: Statistical information on the LBS research output 2021/22 opposed to previous year the research output performance of the past two years is listed:

Table 6: Statistical information on the LBS research output 2021/22 opposed to previous year

Research Output created by	2018/2019 Total points	2019/2020 Total points	2020/2021 Total points	2021/2022 Total points	Difference to last year in %
Senior Researcher	111.3	113.3	108.0	107.9	-0.1%
LBS staff excl. senior researcher	29.2	18.3	22.5	37.6	+67.1%
Total	140.5	131.6	130.5	145.5	+11.5%

In the following section(s) the single measures in the area of research are explained in more detail.

Table 7: Measures in the Area of Research 2021/22

Strategic Fields of Activity	Implemented Measures
Further development of fundamental research	Strong focus of research activities on corporate power: Research cooperations with researchers from the University of Vienna and the Vienna University of Economics and Business; invitation to deliver a keynote speech at a policy conference in Berlin
	Supervision of the LBS Working Paper Series
	Co-Publications in international peer-reviewed journals

Strategic Fields of Activity	Implemented Measures
	Student survey on attitudes towards diversity and environmental problems (cooperation within the LBS research department: Christian Reiner & Sandra Pauser)
	Broadening of the fields of research through onboarding the candidate for City of Vienna endowed Professorship for Marketingmanagement (Sandra Pauser, 15% assigned to research)

Further details of the LBS research performance are published on the LBS website: <https://lbs.ac.at/study-programs/research/>.

4 Presentation and analysis of the development in the field of resources

The changes in the field of resources are summarized in the following sections.

4.1 Staff

The responsibility for the Mobility Office related to Erasmus+ mobilities was transferred to the admission officer and the role of the Admission Officer was renamed to “Admissions & Mobility Coordinator” as also reflected in the attached document “*LBS_Staff_Faculty_Development_Teams*”. This attachment contains details like names, functions and gender of the total LBS staff, faculty and development teams.

There was one new hire in the academic year 2021/2022 in the staff area due to the voluntary leave of a team member in the marketing department. Following the LBS policies related to gender and diversity, the vacant position was filled with a female candidate.

4.2 Composition of the full- and part-time faculty

The attached document “*LBS_Staff_Faculty_Development_Teams*” contains the names and – if applicable – also any additional function(s) as well as the gender of the total LBS faculty in 2021/22.

In 2021/22 LBS employed 15 permanent professional staff members, as in the past academic year.

Furthermore, faculty members who are full-time employed are tagged appropriately. The composition of the faculty applies to the curricula and the syllabi and hence the number of the teaching faculty varies every semester. Please note that the attachment presents the academic year 2021/22 and thus, the winter term 2021 and the summer term 2022. The numbers described in the following section refer to the BIS data which present the summer- and winter term of the same calendar year.

The (female) candidate that was hired to fill the full-time position “City of Vienna endowed professorship for Marketingmanagement” for the duration of five years, has started her work on 1st June 2021 carrying out 80% teaching- and 15% research activities as well as 5% administrative tasks. Due to her maternity leave the City of Vienna endowed professorship for Marketingmanagement was interrupted from 8th April 2022 to 31st October 2022 with the candidate’s return to her full-time position at LBS as of 1st November 2022.

Based on the BIS data from April 15th, 2022 LBS employed 67 part-time (external) scientific employees in the academic year 2021/22. This corresponds to a decrease of 6.94% part-time lecturers compared with last year’s number (72 external scientific employees). In the current reporting period 14 permanent LBS faculty members are employed. This corresponds to an increase of 40% compared to last year’s number (10 permanent LBS faculty members). The total number of scientific staff in the reporting period is thus calculated with 81 (a decrease of 1,22% compared with last year’s number).

The development of the total numbers of faculty at LBS based on the data reported using the BIS tool is visible in Table 1 for a period of three years. As already in the previous reporting period the LBS academic director in the academic year 2021/22 is Prof. (FH) Dr. Konrad Koloseus, LL.M. and his deputy is Prof. (FH) Mag. Dina Margules-Rappaport.

The directors of study programs did not change in the academic year 2021/2022 but remain the same as already listed in the previous annual report. Details related to the directors of the study programs can be found in the attached document *“LBS_Staff_Faculty_Development_Teams”*. No further lecturers have been awarded with the designation „Prof. (FH)” in the academic year 2021/22.

4.3 Composition of the development teams

The attached document *“LBS_Staff_Faculty_Development Teams”* contains details like names and functions of the LBS development teams for all offered study programs at LBS. There was one change in the composition of the development teams of both Master studies in the academic year 2021/22. One lecturer, a member of the two Master’s programs development teams, does not teach at LBS anymore as of the summer term 2022 and has been replaced in summer term 2022 accordingly.

5 Internationalization

5.1 Mobility related to Erasmus +

The Lauder Business School is oriented towards the standards of international business schools. This affects curricula, syllabi, methods of teaching as well as academic integrity besides extracurricular offerings, HR planning and external communication. The aim is to educate students in application-oriented concepts and tools to enable them a successful meeting of challenges in an internationally competitive business environment in their role as employee, entrepreneur or student in post-compulsory academic education.

The LBS Admission & Mobility Officer plans, coordinates and administers the student-, faculty- and staff mobilities in the course of Erasmus+. She acts as the interface for mobility efforts in LBS’ degree programs and the school’s mission to prepare for global business careers.

LBS defines following areas of activities in its mobility strategy which are linked to each other by the guiding principle of internationalization.

Irrespective of whether or not students have a biographical association with Vienna or Austria, their education at LBS appears in a highly diverse environment inviting them to develop an intercultural scope of action.

a) Incoming Mobility

Since being founded LBS could develop comprehensive competencies in the area of international degree mobility (which is the completion of a study program outside of the country of origin or country of residence).

The service providers „Admission & Mobility Office“ and “Gender & Diversity Management“ have been established, offerings in regard to integration at LBS and in the urban environments of Vienna and Austria (in such a way as to include the migration of highly-skilled students after completion of their studies) as well as legal standards and rules of learning and cohabitation at Lauder Business School and in Austria have been communicated in a clear and transparent manner.

The establishment of a cooperation partnership with three Israeli Universities enables LBS an exchange program for incoming staff, faculty and students in the course of the Erasmus+ program (exchange program with transfer of credits resp. teaching activity and staff shadowing).

The offer in the course of the incoming mobility program is widely used by all target groups within the three LBS partner universities in Israel. Since the three LBS study programs are ACBSP accredited by now, LBS strives to attract further partner universities, especially ones located in the USA.

b) Outgoing Mobility

The outgoing exchange from LBS faculty, staff and students to our partner universities in Israel is the youngest field of activity within Lauder Business School. This initiative not only supports an outgoing internship mobility program within the Erasmus+ program, but also an outgoing exchange program for students in their 3rd semester at LBS as well as a teaching exchange program for the faculty and job training exchange program for the LBS staff.

Since its implementation the demand from LBS staff, faculty and students for the outgoing mobility program has been continually increasing. The number of exchanges depends on the related funding from OEAD and the numbers of mobilities correspond with the financial opportunities.

Furthermore, LBS offers its students the opportunity to perform a practical internship in a country that is also participating in the Erasmus+ program, the so-called program countries.

The numbers of incoming and outgoing mobilities of students, faculty and staff for the academic years 2019/2020, 2020/2021 and 2021/2022 are expelled in Table 8: Number of incoming and outgoing mobilities related to Erasmus+ over the past 3 years including students (exchange semesters and internships), faculty and staff.

Table 8: Number of incoming and outgoing mobilities related to Erasmus+ over the past 3 years including students (exchange semesters and internships), faculty and staff.

Students Total	Academic year	Bar Ilan University		Reichman University		Ben Gurion University of the Negev	
		In	Out	In	Out	In	Out
12	19/20	4	0	2	3	3	0
1	20/21	0	0	0	0	0	1
13	21/22	2	2	2	5	1	1
Faculty Total	Teaching	In	Out	In	Out	In	Out
1	19/20	0	1	0	0	0	0
0	20/21	0	0	0	0	0	0
0	21/22	0	0	0	0	0	0
Job Shadowing Total	Staff/Faculty	In	Out	In	Out	In	Out
4	19/20	3	0	1	0	0	0
0	20/21	0	0	0	0	0	0
4	21/22	4	0	0	0	0	0
Students Total	Internship						
4	19/20	internship					
1	20/21	internship					
5	21/22	internship					

The financial resources granted by the OEAD for the mobilities are subject to regular reporting and have been used as best and appropriately as possible for all mobilities listed Table 8.

6 National and International Cooperation

National and international cooperation is an integral part of LBS’ strategic orientation in all areas (teaching and research, administration, HR development, Quality management, communication and infrastructure). The LBS International Office plans, coordinates and administers the school’s relations with providers of higher education, research- and corporate partners as well as networks worldwide. Especially the successful ACBSP accreditation of the three offered study programs at LBS triggered an intensified reach-out to international partners in the higher education sector. LBS’ Participation in appropriate networking events, fairs and university visits especially in the USA have been budgeted to ensure meeting the international strategy targets.

Although Lauder Business School is a rather small higher education institution it could establish an extensive network of partner institutions in the fields of academia and business as well as in the governmental area through its membership in the “Harvard MOC Network” („Microeconomics of Competitiveness“-network of the Harvard Business School, Boston, MA, USA), the cross-linking via Erasmus+, the development of a research hub and the creation of an alumni network. LBS is focused on a continuous maintaining of its existing network through increased mobility of staff and faculty but also on expanding international research projects and business cooperations.

Due to the successful ACBSP accreditation of all three offered study programs in September 2022, LBS finds itself in an even wider circle of colleges and business schools with similar quality standards and started to actively reach out to new partners especially in the USA.

LBS engaged its Alumni to promote active LBS students to “their” companies, either their self-owned start-ups or the companies the Alumni had been hired themselves. This initiative shall provide LBS students and new Alumni with the opportunity to get a part-time job besides their studies or even a full-time jobs in case they finished their studies.

The LBS Marketing Department supports the academic staff with campus events related to specific educational projects such as the project “LBS reaches for the stars” in cooperation with TU Vienna and KSU Stuttgart. The project showcased the way businesses and institutions can re-align their business and work models to prioritise collaboration to support a common goal: sustainable growth at an environmental, economic and social level

For meeting the operative targets, LBS maintained below listed cooperation partners and activities in the academic year 2021/22. As a new aspect of student mobility, LBS and its partner Bar Ilan University (BIU) in Israel developed a short-term mobility exchange program for students attending the International Masters of Business Administration (IBMA) at BIU, which was carried out very successfully in summer 2022. The results show that the cooperation in regard to offering courses for BIU at LBS during the summer shall be further strengthened.

Table 9: List of Cooperation Partners and Activities in the academic year 2021/22

Institution	Common Activities
AIESEC	Promotion and mediation of high-quality professional internship opportunities around the Globe (recruitment event on LBS campus)
ACBSP	Accreditation Council for Business Schools and Programs (ACBSP)
Bar Ilan University, Israel	Memorandum of Understanding (MoU) and Inter-institutional Agreements for staff and student mobilities in the course of the Erasmus+ program; cooperation in regard to teaching courses within an IBMA of Bar Ilan at LBS in the summer months
Baumit Wopfinger	Cooperation in regard to teaching in the course of the summer courses taught for Bar Ilan students (IBMA)
Ben-Gurion University, Israel	Memorandum of Understanding (MoU) and Inter-institutional Agreements for staff and student mobilities in the course of the Erasmus+ program

Institution	Common Activities
CFA Institute	Cooperation related to teaching (<i>Student Consultancy Project</i>)
Coca Cola	Cooperation related to teaching (<i>Student Consultancy Project</i>)
FHK	Fachhochschulkonferenz
FH Wiener Neustadt	Cooperation for a joint leasing of Bloomberg Terminals
IPMA International Project Management Association	Cooperation in the area of teaching to enable LBS students the opportunity to earn a certification at moderate cost
Israel Women’s Network	Networking organization leading in the creation of knowledge and tools for the promotion of Gender Equality in Israel
KSU Stuttgart	Expansion of LBS green course portfolio (stratosphere flight)
ÖAW - Österreichische Akademie der Wissenschaften	Research cooperation with the staff unit “Research”
ÖFSE - Austrian Foundation for Development Research	Research cooperation with the staff unit “Research”
OENB	Cooperation related to teaching (<i>Student Consultancy Project</i>)
PROF2B Technology GmbH	Cooperation related to Serious Games development and teaching
PwC Austria	Cooperation related to career-changing SAP courses to LBS students
Red Bus City Tours (Vienna)	Cooperation offering tickets for incoming students, -faculty and -staff in the course of Erasmus+ mobilities
SAS Vienna	Cooperation related to market-leading business intelligence and analytics software classes
University of Linz - Department of Sociology	Research cooperation with the staff unit “Research” with a focus on Innovation and Digitalization (SID)
University of Vienna – Department of Geography and Regional Research	Research cooperation with the staff unit “Research”
University of Vienna – WPZ Research und Zentrum für Soziale Innovation (ZSI)	Research cooperation with the staff unit “Research”
Reichman University (IDC Herzliya), Israel	Memorandum of Understanding (MoU) and Inter-institutional Agreements for staff and student mobilities in the course of the Erasmus+ program
TU Wien Space Team	Expansion of LBS green course portfolio (stratosphere flight)
WU Wien	Research cooperation with the staff unit “Research” (Department of Economics) and cooperation regarding SAP
Vodafone	Cooperation related to teaching (<i>Student Consultancy Project</i>)

Table 10: Measures in the Area of Cooperation 2021/22

Strategic Fields of Activity	Implemented Measures
Strengthening and further developing cooperation platforms	Set focus on real-world practitioners upon hiring
	Stronger positioning of LBS in the USA based on the successful ACBSP accreditation of the LBS study programs in September 2022 reaching out to further partners in education, research and business.
Further development of national and international cooperation with universities	Together with our partner Bar Ilan University (BIU) LBS enabled a short-term mobility exchange program for students attending the International Masters of Business Administration (IBMA) at BIU in summer 2022 which was very successful and thus, shall be further intensified.

7 Presentation and analysis of measures related to gender equality

Diversity and equality are important topics for LBS not only due to its international student body but also to its highly diverse faculty. LBS maintains a culture marked by the integration of people from across the globe. Several policies aim to support a fruitful interaction among students, faculty, administrators and visitors in an inclusive environment; these policies have been published in the diversity section on the [LBS website](#).

Furthermore, LBS enhanced its [LBS statute](#) by an “*Affirmative Action Plan for the Advancement of Women and Gender Equality*” in the past year’s reporting period and attached it also to this report (see section 9 Attachments).

Due to its founding roots, LBS already lives an American-influenced culture which requires gender equality and does not allow irrelevant characteristics such as religion, skin color or age to be the basis of any barriers. Gender and Diversity are integral parts of the annual LBS strategy meetings and thus part of the annually maintained [LBS strategy document](#).

Due to the international diversity already practiced very successfully within the campus but also with international partners from business and other universities, special attention is currently being paid to equality and special support for female students and employees. As of April 15th, 2022, the proportion of women among all active students at LBS increased to 54.3%, that of teachers is 30.99%. LBS committed to prefer female applicants before male applicants in case a new position needs to be filled in both areas, faculty and staff.

LBS strives to further increase the already high proportion of women among its student body and furthermore, to support female students with specific offers. The LBS Admission Policy provides that female applicants are preferred before male applicants in case of having the same qualification and admission scores. This also applies to the LBS Erasmus policy.

The initiative related to active participation of students in research projects, so-called study assistants, has already been established in the winter term 2019/2020 with the aim of getting female students interested in the field of research in the long term. Using a standardized evaluation form, all students are questioned by lecturers after completing each course on the subject of gender discrimination; also lecturers are asked about experiencing gender discrimination as part of the annual lecturers’ evaluation. Concrete measures can thus be derived from this feedback.

One part of the LBS policies is the zero-tolerance strategy regarding discrimination and harassment leading to immediate exclusion of the harasser from the active studies and campus life or immediate suspension from teaching. To support this way of practice LBS developed an anonymized reporting tool for observed or experienced discrimination which was rolled out to be used by LBS students, faculty and staff as of the winter term 2021/22. Any such report may be issued anonymously, if preferred. LBS’ cooperation with [ESRA, the Psychosocial Centre of the Vienna Jewish Community](#), provides students with a variety of services with a view to helping them to deal with the psychological consequences of traumatic events.

Furthermore, the directors of the study programs discuss the subjects security and protection in regular meetings with the student representatives.

Table 11: Measures in the Area of Gender and Diversity 2021/22

Strategic Fields of Activity	Implemented Measures
General topics in Gender & Diversity	With regards to last year’s experience LBS continued and kept the initiative of implementing new courses to the curricula covering topics of gender and diversity, e.g. <i>International and Diversity Marketing</i> in the Master’s program and <i>Work Engagement and Work Satisfaction</i> in the Bachelor program.
	LBS continued and kept the initiative of implementing blended- and distance learning have been implemented in both, Bachelor and Master programs enabling students to accomplish their studies at LBS in case they also need to meet other obligations like e.g. child care or part-time work. This offer is regarded as especially attractive by female students and applicants who are interested in studying at LBS after having started a family.
	Rollout of an online discrimination reporting tool in winter term 2021/22.
	Encouragement of students and furthermore teaching staff with childcare obligations to participate in the mobility program by offering additional cost reimbursement for the accompanying child/ren.
	Collaboration with the Israeli organization “Female managers” (due to COVID the already planned visits could not be realized in the reporting period but are postponed to the following year).
Stronger integration of the topic of diversity in teaching and research	To set an example, LBS also strives to increase the female share within the faculty and committees by specifically inviting female lecturers through the directors of the study programs to get involved in the LBS council.
	Courses <i>International and Diversity Marketing</i> (Master studies) and <i>Applied Organizational Behavior Workshop</i> (Bachelor studies) (the latter one replacing the course <i>Work Engagement and Satisfaction</i>) should teach students in the course of their LBS studies to gain a deeper understanding of the topics gender and diversity in their professional careers.
	LBS committed to prefer and consequently choose female before male applicants and thus, hired only female lecturers when filling 4 full-time faculty positions in the current reporting period (100% of open vacancies) including the vacancy of the City of Vienna endowed professorship for Marketing Management.
	LBS delegated a member of the faculty and research team to the FHK – Gender Mainstreaming and Diversity Management committee.
	In the staff area a position became vacant due to the voluntary leave of a former team member and was also filled by a further female candidate (100% of open vacancies).

8 List of Tables

Table 1: Measures in the Area of Quality Management 2021/22.....	5
Table 2: Statistical information on applicants (BIS-report issued on November 15th, 2022) students and lecturers (BIS-report issued on April 15th, 2022).....	6
Table 3: Measures in the Area of Study and Teaching 2021/22	6
Table 4: LBS research matrix 2021/22	10
Table 5: LBS Research Performance in the Academic Year 2021/22*	11
Table 6: Statistical information on the LBS research output 2021/22 opposed to previous year.....	13
Table 7: Measures in the Area of Research 2021/22	13
Table 8: Number of incoming and outgoing mobilities related to Erasmus+ over the past 3 years including students (exchange semesters and internships), faculty and staff.	17
Table 9: List of Cooperation Partners and Activities in the academic year 2021/22.....	18
Table 10: Measures in the Area of Cooperation 2021/22.....	19
Table 11: Measures in the Area of Gender and Diversity 2021/22.....	21

9 Attachments

- LBS Orgchart Version 9.0
- LBS Staff, Faculty, Development Teams
- Affirmative Action Plan for the Advancement of Women and Gender Equality Version 1.0