

LAUDER BUSINESS SCHOOL

Annual Report

for the academic year 2022/23

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

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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.

All the efforts invested in the continuous improvement of the academic education including the teaching and research as well as the service offerings for all LBS stakeholders were recognized when the INDUSTRIEMAGAZIN, the leading magazine in Austria for the manufacturing industry, and its service providers, published the ranking of the Austrian Universities of Applied Sciences ranking the Lauder Business School in the top tier, ranking fourth out of the 17 universities featured and 2nd in Vienna.

This year also marked an unprecedented tight score between the 17 universities selected, as never before have the best tallied so close together.

The categories assessed in the study were, among others, the institution's grading scale (the best ones scoring the result of 2.0 or more), the number of experienced lecturers, the level of up-to-date practical training offered to students, coupled with a high standard and career-relevant curricula, and the quality of its applied research.

Moreover, given the paradigm shift in education in the latest years, a change reflected in the way technology is used and curriculum is redefined for the online classroom, it comes as no surprise that the study also assessed categories like the quality of online teaching and a practically relevant curriculum. Eighty percent of interviewees agreed that the practical relevance of the curriculum is of utmost importance to young graduates thrust into the workplace. Most study participants stated that one of the perks of attending a University of Applied Sciences is access to templates and documents that can easily be adapted and used for work. This is due to the fact that University of Applied Sciences lecturers are either still active in the workforce or have vast practical experience, most at an executive level. Therefore, lecturers tailor their courses to facilitate immediate usability of the acquired knowledge.

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 2024.

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 (March 2023) is attached to this report.

1.1 Quality Management

The maintaining of policies and procedures is an ongoing task for the Quality Management Department and a further important policy has been established and published for all LBS members in January 2023 in close cooperation with the Gender & Diversity Department, namely the Anti-Harassment Policy. The intention of this new policy is to emphasize the LBS-zero-tolerance policy in case of harassments of any kind and to provide all LBS members with information on how to report any experienced or observed incident in this area. In addition to the policy LBS developed a new tool to be used by all LBS members to report experienced or observed incidents of discrimination.

The LBS Quality Management System is certified by AQ Austria and the last relating certification decision has been taken by the AQ Austria Board on 21 September 2016. Thus, the subsequent audit of the QM System, which has to be conducted every 7 years, was required by the end of 2023. The QM Department reached out to AQ Austria in time and prepared a relating self evaluation report which was provided to AQ Austria on 11 September 2023. The audit is carried out 16 and 17 November 2023.

After the successful ACBSP accreditation (<https://acbsp.org/page/about-who-we-are>) of all offered study programs in 2022 the LBS management team joined the annual ACBSP conference in Chicago late June 2023 with the aims of both, have one LBS member trained to become an ACBSP Evaluator and to reach out to US based colleges and universities for strategic academic cooperations. Both aims were met with the LBS Quality Manager being a trained ACBSP evaluator and different higher education institutions showing interest in academic collaborations with LBS. (the first LOI having been signed in January 2024).

The following further measures in the area of Quality Management were conducted in the reporting period 2022/23:

Table 1: Measures in the Area of Quality Management 2022/23

Strategic Fields of Activity	Implemented Measures
Combination of academic training, teaching quality and practical knowledge	<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, most notably the development of the Anti-Harassment-Policy
	Changes in the faculty due to <u>evaluation results</u> and ongoing development of syllabi and curricula.
Promote the digital entanglement	Rollout and further maintaining of an online tool to be used to report (anonymous) discrimination incidents, the so-called <u>Discrimination Tool</u>
Further increasing student focus	Expansion of the teaching staff with <u>additional real-world practitioners</u> .
Anchoring “Academic Excellence”	Distribution and training of the Anti-Harassment-Policy
	Conducting an AQ Austria Audit by contacting AQ Austria completing a relating self evaluation report
Stronger integration of the topic of diversity	Expansion of the teaching staff with <u>additional real-world practitioners</u> by giving female candidates with equal qualifications the preference
	Inviting predominantly female speakers to the periodical fireplace talks

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

In the academic year 2022/23 the number of applicants was 402 (164 males and 238 females) (BIS-report issued on November, 15th 2023); 338 active students (BIS-report issued on April, 15th 2023) and 96 graduates were reported in total in the BIS-reports (issued on April, 15th 2023 and November, 15th 2023). Table 2 expels the numbers and the utilization of the study programs for the reporting period 2022/23 and two previous academic years. Cancellations are not included anymore in our final statistics since 2013/14. The number of study places for new students was changed for IML (from 35 to 40 per semester) and for SFBA (from 20 to 15 per semester) while the number of faculty is calculated by the academic year instead of the calendar year as of this report.

Table 2: Statistical information on applicants (BIS-report issued on November 15th, 2023) students and lecturers (calculated by academic year instead of the BIS data which is based on the calendar year)

	Academic year	Study places	Applicants	Students (standard study period)	Utilization [%]	Lecturers
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
IBA (0570)	22/23	70+70+70	265	267	127	
IML (0573)	22/23	40+40	91	77	96	
SFBA (0734)	22/23	15+15	46	28	93	
Total		320	402	372	102	72

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 2022/23 as follows. The development of an MBA program (Online MBA in Executive Management) starting in FT 24/25, the introduction of a tutorial (gap courses) for statistics and mathematics in addition to the self-study material in the Bachelor program IBA starting as of FT 22/23 as well as the introduction of the course Python and SQL for Finance and Artificial Intelligence in the 4th semester of the Master program SFBA 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 the following table.

Table 3: Measures in the Area of Study and Teaching 2022/23

Strategic Fields of Activity	Implemented Measures
Further development of the curricula	<p>The tutorial that has been developed has been offered as of FT 2022/23 for the first time.</p> <p><u>Changes in course offerings:</u> Placement evaluations for the lately implemented 4 levels of <i>German</i> (extended written and oral placement evaluations for all but absolute beginner's levels) have been adapted to ensure best possible detection of appropriate learning starting levels. A new course structure in the core economic has been developed and the contents were aligned with current trends in business.</p> <p>SFBA & IML: <u>Restructuring of contents/renaming/replacing:</u></p> <p>IML 3rd term: Green Business Models and Sustainability (1.5 SWS and 2 ECTS) has been introduced instead of New Venture Creation Lab (1.5 SWS and 2 ECTS)</p> <p>SFBA 4th term: the course Python and SQL for Finance and Artificial Intelligence (4 SWS, 4 ECTS) has been introduced instead of Private Banking and Wealth Management (2 SWS, 2 ECTS), Corporate Strategy and Decision Science (1.5 SWS, 2 ECTS) was moved to the 2nd semester</p> <p><u>Changes in the ECTS and SWS:</u></p> <p>SFBA 3rd semester: Project and Export Finance has 2.5 SWS instead of 3 SWS, Research Proposal has 2.5 SWS instead of 1.5 SWS.</p> <p>IML 2nd semester: Supply Chain Management has 3 SWS (instead of 2.5 SWS)</p> <p>IML 3rd semester: Research Proposal has 2.5 SWS instead of 1.5 SWS,</p>
Anchoring "Academic Excellence"	<p>All study programs: subscribing to the AI detection tool of TurnItIn to ensure that no AI-plagued (ChatGPT, etc.) written submissions occur in any course. This policy is executed identically to our strict plagiarism policy. Furthermore, an AI task force works on how to implement/work with AI in everyday teaching settings and how to train students for their future challenges with regards to AI.</p> <p>IBA: Follow-up on the changes that have been implemented in earlier years including close feedback sessions with faculty, students and administration where applicable;</p> <p><u>Changes in faculty:</u> based on the evaluation outcomes of earlier years a change of lecturer was implemented in an economic core topic. Close 360° feedback including students, peers and director of studies has been thoroughly executed and was well received by all involved parties.</p> <p>SFBA & IML: In both Master programs LBS 4th semester students could achieve excellent Peregrine outcome exam results in 2022/23 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: Repeated institutional participation in the CFA Research Challenge under the umbrella of an SCP as of the academic year 2022/23.</p> <p>A Research Seminar for the faculty in the Master programs is held by the LBS Research Department to ensure effective thesis supervision and integration into LBS research activities.</p>
Strengthening and further developing cooperation platforms	<p>All study programs: Annual Advisory Board Meetings have been initiated to further align the LBS curricula with current requirements of the market. A close cooperation with Google was established to identify and implement AI in the LBS curricula. NÖM could be acquired as additional cooperation partner in the areas of teaching and the professional practical trainings.</p> <p>IBA: Provisioning of additional internship positions by intensification of existing business partnerships and establishment of new business partners such as NÖM and Google</p> <p>SFBA & IML: Cooperation with companies related to the course <i>Student Consultancy Projects (SCPs)</i>: Coca-Cola, Vodafone, Serious Games.Studios, CFA Institute, Raiffeisen Bank International</p> <p>SAP cooperation – software licensing from TU Wien</p>
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>
Promote the digital entanglement of teaching, research and student services	<p>All study programs: Abolishing of the PC lab at LBS and ensuring that students can use their own laptops/MacBooks in class units and for exercises. In case someone does not have a computer or it is broken, she/he can borrow one.</p> <p>All programs: subscribing to the AI detection tool of TurnItIn to ensure that no AI-plagued (ChatGPT, etc.) written submissions occur in any course. This policy is set through identically to our strict plagiarism policy. Furthermore, an AI task force works on how to implement/work with AI in everyday teaching settings and how to train students for their future challenges with regards to AI. It has been detected recently that the</p>

Strategic Fields of Activity	Implemented Measures
	AI detection tool of TurnItIn is not yet as potent as required especially in regard to theses with higher word counts.
Strengthening the position in the Austrian market	Refocusing the marketing activities on the online channels.

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 five 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.

Promotion of Young Academics

LBS educates all of its students in research with a special focus on the students in the Master programs.

1. The Graduate Research Assistant (GRA) Program (GRAP) is an educational program providing students with relevant research experience while they pursue a Masters' degree at Lauder Business School (LBS). Graduate Research Assistants (GRAs) work with the faculty on academic and research projects, both at LBS and in the field. General activities for elected students may include the following:
 - Perform supervised research under the direction of an LBS faculty member
 - Engage in literature searches
 - Perform data analysis
 - Design and prepare research experiments

Faculty members supervising GRAs clearly define the students' responsibilities at the beginning of the assistantship and provide feedback on how those responsibilities are being met.

2. Further activities related to the promotion of young researchers are the supervising of Master theses and the publication of excellent Master theses followed by an integration of these to the LBS Working Paper Series (see subsequent section).
3. Several research-related courses are offered and the LBS Research Department is involved in teaching; the focus is not only on supervising Bachelor and Master Theses but also on teaching research methods.

Fields of Research

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

I. 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.

II. 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.

III. 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.

IV. 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.

V. 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 five focal areas (see column 1 and 2 in below Table 4. 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 21 November 2018, AQ Austria certified the evaluation matrix which now serves as basis for this present annual report.

Table 4: LBS research matrix 2022/23

#	Activity	<u>Expected</u> Number of Activities per Academic Year	Points per Activity	<u>Expected</u> Points per Academic Year
1a	Non-peer-reviewed publications	6	30/8	22.5
1b	Peer-reviewed publications	1	2*30/8	7.5
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 2022/23 is summarized in below Table 5: LBS Research Performance in the Academic Year 2022/23* by comparing planned results and objectives with actual achievements.

Table 5: LBS Research Performance in the Academic Year 2022/23*

#	Activity	<u>Realized</u> Number of Activities per Academic Year (Deviation from Target)	Points per Activity	<u>Realized</u> Points per Academic Year*
1a	Non-peer-reviewed publications	7	30/8	26.25
1b	Peer-reviewed publications	7	2*30/8	52.5
2	Scientific presentations (conferences, lectures, workgroups, panel discussions, seminars etc.)	7	20/6	23.3
3	Research projects with cooperation partners	4	15/2	30.0
4	Third party-funded research (number of research proposals, number of funded projects)	2	15/2	15.0
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	15.0
6	Research education and training of the LBS faculty (Research seminar)	1	5/1	5.0
Accomplished Value (Points)		167.05		

*Only publications or activities with LBS affiliation are recorded

Details for the items in the research matrix

1a

- 1) REINER, Christian/BELLAK, Christian (2023): Hat die ökonomische Macht von Unternehmen in Österreich zugenommen? Teil 1. In: Wirtschaft und Gesellschaft, 49 (1), 21–59, <https://doi.org/10.59288/wug491.152>
- 2) REINER, Christian/MUSIL, Robert (2023): The regional variation of a housing boom. Disparities of land prices in Austria, 2000–2018. In: Review of Regional Research, 43 (1), 125–146, <https://doi.org/10.1007/s10037-022-00176-z>tian/GRUMILLER, Jan/GROHS, Hannes (2023): Globale Warenketten und Versorgungsempässe in Österreich mit Medizinprodukten in der COVID-19-Pandemie In: Mitteilungen der Österreichischen Geographischen Gesellschaft, 164, 71–110, <https://doi.org/10.1553/moegg164s71>
- 3) REINER, Christian (2022): It's the end of globalization as we know it! Befunde und Kontroversen zur politischen Ökonomie der Hyperglobalisierung In: GW-Unterricht, 168(4), 5–19, <https://doi.org/10.1553/gw-unterricht168s5>
- 4) Wagner, U., Pauser, S., & Akturan, U. (2023). The influence of deviant advertisements on customer responses: The role of cultural tightness in emerging and developed economies. Psychology & Marketing, 1-15. doi: 10.1002/mar.21885
- 5) 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.
- 6) Wagner, U., Dürschmid, K., & Pauser, S. (2023). Emotion Recognition – Recent Advances and Applications in Consumer Behavior and Food Sciences with an Emphasis on Facial Expressions. IntechOpen. doi: 10.5772/intechopen.110581

1b

- 1) Räumliche Disparitäten der Bodenpreise in Österreich 2000–2018. ISR-Bulletin 1/2023, <https://doi.org/10.1553/isr-bulletin23-01>.
- 2) REINER, Christian (2022): It's the End of Globalization as We Know It! Zeitgemäße Betrachtungen zur politischen Ökonomie der Globalisierungskrise. Universität Linz, ICAE Working Paper Series, No. 141.
- 3) REINER, Christian (2022): It's the End of Globalization as We Know It! Zeitgemäße Betrachtungen zur politischen Ökonomie der Globalisierungskrise. LBS Working Paper, No. 19, Wien.
- 4) REINER, Christian/BELLAK, Christian (2022): Hat die ökonomische Macht von Unternehmen in Österreich zugenommen? Universität Duisburg-Essen, ifso Working Paper Series, No. 24.
- 5) REINER, Christian (2023): Klimapolitische Unklarheit schadet unserer Wirtschaft. Gastkommentar. In: Die Presse, 26. April, S. 25-25. (<https://www.diepresse.com/6280190/klimapolitische-unklarheit-schadet-unserer-wirtschaft>)
- 6) Pauser, S., and Wagner, U. (2022). Emotional displays in sales presentations: An experimental study. Marketing Dynamics Conference, Atlanta (USA) 10.- 12.11.2022.
- 7) Zehetmayr, U. (2022). Von der Präsenzlehre in die Distanzlehre und zurück. Erfahrungen in den drei pandemiebedingten Online-Semestern in dem Fach „Deutsch als Fremdsprache (DAF)“ und ihre Auswirkungen auf den On-Site-Unterricht.

2

- 1) Hat die ökonomische Macht von Unternehmen in Österreich zugenommen? Vortrag beim Bundeskartellgericht, 28.04.2023. Gem. mit Christian BELLAK.
- 2) Die Macht der Handelsunternehmen in globalen Warenunternehmen. Ringvorlesung „Globale Warenketten und ungleiche Entwicklung“, Universität Wien, 24.04.2023.
- 3) Hat die ökonomische Macht von Unternehmen in Österreich zugenommen? Vortrag bei der Bundeswettbewerbsbehörde, 28.03.2023. Gem. mit Christian BELLAK.

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- 4) Ökologische Nachhaltigkeit durch Marktwirtschaft? Logik, Potenziale und Grenzen der Mainstream-Ökonomie. Vortrag im Rahmen der LehrerInnen-Fortbildung der ARGE AHS Geografie und Wirtschaftskunde. PH Niederösterreich Campus Melk, 18.11.2022.
- 5) Globalisierte Produktion, Monopolmacht und ökonomische Ungleichheit. Vortrag bei der 8. österreichischen Entwicklungstagung im Workshop „Ungleiche Globalisierte Produktion und nachhaltige Industriepolitik“, Johannes Kepler Universität Linz, 12.11.2022.
- 6) Ökologische Nachhaltigkeit durch Marktwirtschaft? Logik, Potenziale und Grenzen der Mainstream-Ökonomie. Vortrag im Rahmen der Ringvorlesung „Nur noch kurz die Welt retten? - Herausforderungen und Perspektiven einer nachhaltigen wirtschaftlichen Bildung“, Universität Wien, 24.10.2022.
- 7) Pauser, S., and Wagner, U. (2022). Emotional displays in sales presentations: An experimental study. Marketing Dynamics Conference, Atlanta (USA) 10.- 12.11.2022. Online-Konferenz

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 Jan Grumiler, FH Krens

4

- 1) WPZ Research, aws Indikatorik
- 2) Vortrag Lieferkettengesetz

5

- 1) Student Consultancy Projects: Vodafone, Coca-Cola, Serious Games, CFA Challenge, Raiffeisen Bank International
- 2) Various courses led by the Senior Researcher
- 3) Selection of and publication of excellent master theses
- 4) GRA Sandra Pauser

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 2022/23 (by about 67%).

This performance was mainly generated by the **LBS Senior Researcher (71%)**, whose individual efforts would suffice to meet the set LBS targets.

Compared to the academic year 2021/2022, the total LBS research output has increased by about 15%.

Detailed information: A significant share of these results was generated with publications, especially peer reviewed publication, and research projects with cooperation partners. It is likely that the high output of peer reviewed publications will decline in the next one to two years because new research projects have to be set up and the concomitant output will become available with a time lag of one to two years.

In Table 6: Statistical information on the LBS research output 2022/23 opposed to previous year the research output performance of the past two years is listed:

Table 6: Statistical information on the LBS research output 2022/23 opposed to previous year

Research Output created by	2018/2019 Total points	2019/2020 Total points	2020/2021 Total points	2021/2022 Total points	2022/2023 Total points	Difference to last year in %
Senior Researcher	111.3	113.3	108.0	107.9	119.1	+10.4%
LBS staff excl. senior researcher	29.2	18.3	22.5	37.6	48	+27.5%
Total	140.5	131.6	130.5	145.5	167.1	+ 37.9%

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 2022/23

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
	Student survey on attitudes towards diversity and environmental problems (cooperation within the LBS research department: Christian Reiner & Sandra Pauser)
	Christian Reiner and Sandra Pauser focus on their work on their planned Habilitations
Anchoring “Academic Excellence”	Choose a Master student for the <i>LBS Graduate Research Program</i> , a scholarship involving Master students aiming for a research career in research activities within the LBS Research Department

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

Based on the outcome of the AQ Austria audit in 2023, the LBS research matrix was adjusted. From the period 2022/23 on, peer reviewed publications are assigned two points instead of one point. This should reflect the additional effort which is typically needed in publishing a peer-reviewed journal article.

The research foci of LBS were extended from four to five. Due to the hiring of Sandra Pauser, a marketing scholar, we decided to add the research field of “Marketing research and consumer behavior”, which reflects not only her core area of specialization but also a highly relevant topic for all curricula at LBS.

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

There were no changes in the area of staff in the academic year 2022/23 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.

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 2022/23 based on the academic year and not on the calendar year, as it is presented in the BIS reports.

In 2022/23 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 2022/23 and thus, the winter term 2022/23 and the summer term 2023. The numbers described in the following section refer to the BIS data which present the summer- and winter term of the same calendar year.

Based on the BIS data from April 15th, 2023 LBS employed 66 part-time (external) scientific employees in the academic year 2022/23. This corresponds to a decrease of 1.5% part-time lecturers compared with last year’s number (67 external scientific employees). In the current reporting period 8 permanent LBS faculty members are employed. This corresponds with last year’s number (8 permanent LBS faculty members). The total number of scientific staff in the reporting period is thus calculated with 74 (a decrease of 8.6% 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 the attachment “*LBS_Staff_Faculty_Development*” for a period of three years. As already in the previous reporting period the LBS academic director in the academic year 2022/23 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 2022/2023 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 2022/23.

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 were some changes in the composition of the development teams of both Master studies in the academic year 2022/23. The candidate of the City of Vienna endowed Professorship for Marketingmanagement entered the development teams of all three study programs.

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 2020/2021, 2021/2022 and 2022/2023 are expelled in below Table 8.

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.

	Academic year	Bar Ilan University		Reichman University		Ben Gurion University of the Negev	
Students Total	Exchange Semester	In	Out	In	Out	In	Out
1	20/21	0	0	0	0	0	1
13	21/22	2	2	2	5	1	1
24	22/23	9	4	4	5	2	0
Faculty Total	Teaching	In	Out	In	Out	In	Out
0	20/21	0	0	0	0	0	0
0	21/22	0	0	0	0	0	0
5	22/23	2	2	1	0	0	0
Job Shadowing Total	Staff/Faculty	In	Out	In	Out	In	Out
0	20/21	0	0	0	0	0	0
4	21/22	4	0	0	0	0	0
3	22/23	0	1	0	0	2	0
Students Total	Internship		Internship				
1	20/21		Internship				
5	21/22		Internship				
5	22/23		Internship				
Staff/Faculty Training Total	Staff/Faculty		Training Activity				
	20/21		Training / Course				
1	21/22		Faculty Training / Course				
2	22/23		Training / Course				

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 in 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 the 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. A memorandum of understanding with a US based university was established lately and will be detailed in next year's annual report.

The initiation of annual Advisory Board meetings comprising the LBS management team and decision makers of important business partners shall further strengthen the quality and versatility of the LBS curricula. Additionally, the close cooperation with Google will boost LBS' dealing with artificial intelligence.

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.

For meeting the operative targets, LBS maintained below listed cooperation partners and activities in the academic year 2022/23.

Table 9: List of Cooperation Partners and Activities in the academic year 2022/23

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
Baomit Wopfinger	Cooperation in regard to teaching in the course of the summer courses taught for Bar Ilan students (IMBA)
Ben-Gurion University, Israel	Memorandum of Understanding (MoU) and Inter-institutional Agreements for staff and student mobilities in the course of the Erasmus+ program
CFA Institute	Cooperation related to teaching (<i>Student Consultancy Project</i>)

Institution	Common Activities
Coca-Cola	Cooperation related to teaching (<i>Student Consultancy Project</i>)
FHK	Österreichische Fachhochschulkonferenz
FH Wiener Neustadt	Cooperation for a joint leasing of Bloomberg Terminals
Google	Advisory Board member and cooperation for AI projects
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
NÖM	Advisory Board member
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 a multitude of courses
PROF2B Technology GmbH	Cooperation related to Serious Games development and teaching
PwC Austria	Cooperation related to career-changing SAP courses to LBS students, further strategic cooperations (Game of Threads, etc.)
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
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 2022/23

Strategic Fields of Activity	Implemented Measures
Strengthening and further developing cooperation platforms	Set focus on real-world practitioners upon hiring, not forgetting about the appropriate academic credentials and gender equality, of course
	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.
	Establishing of annual Advisory Board meetings with the LBS management team and decision makers of important business partners
Further development of national and international cooperation with universities	Memoranda of understanding in preparation phase with US based HEIs

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 lecturers 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. Therefore, LBS offers a relating scholarship called Graduate Research Assistant (GRA) Program providing students with relevant research experience while they pursue a Masters’ degree at Lauder Business School (LBS). Graduate Research Assistants (GRAs) work with faculty on academic and research projects, both at LBS and in the field.

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 2022/23

Strategic Fields of Activity	Implemented Measures
General topics in Gender & Diversity	Establishing and distribution of the Anti-Harassment-Policy pointing out examples of harassments and who to contact in which way (also anonymously if preferred)
	LBS continued and kept the initiative of implementing blended- and distance learning 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.
	Successful rollout and maintaining of an online discrimination reporting tool
	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 2024).
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 International and Diversity Marketing (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.

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9 Attachments

- LBS Orgchart Version 10.0
- LBS Staff, Faculty, Development Teams
- Affirmative Action Plan for the Advancement of Women and Gender Equality Version 1.0