

LAUDER BUSINESS SCHOOL

Annual Report

for the academic year 2020/21

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 82 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 2020-2022](#)“ 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 (June 2021) is attached to this report.

The LBS Statute published on the website <https://lbs.ac.at/quality-management/> was restructured in 2021 by extracting the exam regulation which constitutes an integral part of the Statute of the Lauder Business School. Furthermore, the exam regulations were updated mainly in regard of digitalization of exams.

1.1 Quality Management

LBS continued with the ACBSP accreditation process in the academic year 2020/21 after having passed the evaluation of the initial self-report past year and is awaiting the final accreditation audit in the course of the academic year 2021/22.

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>).

Since the academic year 2017/2018 LBS has been member of the „Accreditation Council for Business Schools and Programs“ and developed to a candidacy for Accreditation in the academic year 2018/19. In the past reporting period 2019/20 LBS succeeded in the ACBSP evaluation of the initial self-report and in the current academic year LBS proceeded with the required reporting and update of the documents.

The following further measures in the area of Quality Management were conducted in the reporting period 2020/21:

Table 1: Measures in the Area of Quality Management 2020/21

Strategic Fields of Activity	Implemented Measures
Combination of academic training, teaching quality and practical knowledge	Changes in the faculty due to <u>evaluation results</u> and ongoing development of syllabi and curricula.
	Blended Learning Courses in both Master programs and the Bachelor program were implemented (independent from the COVID-19 situation)
	ACBSP self-report completed and submitted by the LBS Quality Management awaiting the accreditation audit to appear in the academic year 2021/22.
Promote the digital entanglement	Elimination of the PC lab and <u>documentation of technical minimum requirement information</u> for LBS students enabling them to use their own devices in the course of their studies at LBS by additionally offering them <u>backup-PC stations</u> in every seminar room. Switch from pen and paper to <u>digital evaluations</u> (except for Business Partner Evaluations due to access constraints to the LBS intranet).
Further increasing student focus	The <u>LBS policies</u> were restructured, enhanced and updated; the <u>Code of Conduct</u> was published and major changes in the <u>Diversity & Gender Policy</u> were published on the LBS website.
Anchoring “Academic Excellence”	Expansion of the teaching staff with <u>additional real-world practitioners</u> .

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

In the academic year 2020/21 the number of applicants was 192 (99 males and 93 females) (BIS-report issued on November, 15th 2021); 299 active students and 19 graduates were reported in the BIS-report issued on April, 15th 2020. Table 2 expels the numbers and the utilization of the study programs for the reporting period 2020/21 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, 2021) and students (BIS-report issued on April 15th, 2020)

	Academic year	Study places	Applicants	Students (standard study period)	Utilization [%]	Lecturers
Total		320	272	361	113	74
IBA (0570)	18/19	70+70+70	131	215	102	
IML (0573)	18/19	35+35	42	57	81	
BFC/SFBA (0734)	18/19	20+20	15	28	70	
Total		320	188	300	94	77
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	96	82

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 2020/21 as follows. In the next section(s) the single measures in the area of study and teaching are explained in more detail in Table 3: Measures in the Area of Study and Teaching 2020/21.

Table 3: Measures in the Area of Study and Teaching 2020/21

Strategic Fields of Activity	Implemented Measures
Further development of the curricula	<p>IBA: <u>Reduction of presence time</u> for students offering online teaching for 10%-15% of the courses regardless of any restrictions related to COVID, based on the experiences and student feedback in the course of the regular course evaluation especially in the past two years, as well as lecturer feedback provided in the course of regular lecturer evaluation surveys, associated meetings and annual lecturers' conference. The use of Moodle quizzes/exams was increased and furthermore adopted for classroom teaching (e.g. Project Management, Human Resources, etc.). <u>Courses within the Bachelor program were restructured</u> in regard to their contents using different and new textbooks but also in regard to their didactics by introducing so-called <u>inverted classrooms</u> prompting students to prepare course contents and <u>offering Q&A sessions</u> for the students at the beginning of course units followed by <u>practical exercises and case studies</u> reinforcing the skills acquired in class work and establishing an enhanced practical relevance. A new course called <u>Economics of Sustainability</u> was introduced for students in the 4th semester offering the LBS students the possibility to gain knowledge about "green economy" as defined in LBS' short-term strategy.</p> <p>SFBA & IML: <u>implementation of courses in the fields of data analysis and technology with 4 SWS</u> (e.g. IML: International and Diversity Marketing; SFBA: Business Analysis and Business Modelling, FinTechs, Data Science and Digital Trends). Further development of the curricula and implementation of teaching contents towards the digitalization avenue (interfaces with IT, new tools). <u>Reduction of the presence time</u> for students offering online teaching for 25-30% of the courses regardless of any restrictions related to COVID based on the experiences and student feedback in the course of the regular course evaluation especially in the past two years as well as lecturer feedback provided in the course of regular lecturer evaluation surveys, associated meetings and annual lecturers' conference. <u>Changes in the ECTS and/or SWS</u> for the courses <i>Probability and Statistics for Finance, Quantitative Data Analysis (R), Financial Law and Legal Reasoning, Financial Institutions, Ratings and Markets, Corporate Reporting, Financial Regulation and Market Supervision, Project and Export Finance, Statistics, Managerial Economics, International Business, Entrepreneurship and Innovation, Operations Management</i>. <u>Restructuring of contents/renaming/replacing</u> of courses: <i>Macroeconomics</i> (new: <i>Macroeconomics and Monetary Policy</i>), <i>Project Management</i> (new: <i>Project Management and IT Support Tools</i>), <i>Operations and Customer Analytics</i> (new: <i>Corporate Governance and Compliance</i>), <i>Process Management & SAP</i> (new: <i>Current Issues in Financial Market Regulation and Supervision, Advanced Financial Law</i> (new: <i>FinTechs, Data Science and Digital Trends</i>), <i>Compliance Practice in Banks</i> (new: <i>Business Analysis and Business Modelling</i>), <i>Foundations of Senior Management</i> (new: <i>Management Consulting</i>), <i>Strategic Human Resource Management</i> (new: <i>Human Resource Management in Practice</i>), new: <i>Current Issues in Financial Market Regulation and Supervision</i>. <u>Transfer of courses to different semesters:</u> <i>Corporate Governance and Compliance</i> from 1st semester to 2nd semester, <i>Operations and Customer Analytics</i> from 2nd semester to 1st semester, <i>Process Management and SAP</i> from 2nd semester to 3rd semester, <i>Regulation & Supervision</i> (legal contents) are mainly integrated in courses in the 2nd semester now.</p>
Anchoring "Academic Excellence"	<p>All study programs: Based on the lecture evaluation results LBS implemented changes in the composition of the faculty and also the teaching contents. Furthermore, additional real-world practitioners could be attracted who enhance LBS' faculty pool.</p> <p>SFBA & IML: In both Master programs LBS 4th semester students could achieve <u>excellent Peregrine outcome exam results in 2020/21</u> (https://lbs.ac.at/lbs-students-among-the-best/) 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>
Strengthening and further developing cooperation platforms	<p>All study programs: LBS students were allowed to participate in the virtual Forum Alpbach conference; further reinforcement with LBS partners and stakeholders like e.g. ACBSP, AQ Austria</p> <p>IBA: Provisioning of additional internship positions by intensification of existing business partnerships and establishment of new business partners</p> <p>SFBA & IML: Cooperation with Coca-Cola, OeNB, Artstar (LV Student Consultancy Project)</p>
Further increasing student focus	<p>IBA: Due to <u>didactic requirements</u> (transition from high school to university) and empirical values the reduction of presence teaching does not exceed 15% of the courses in the Bachelor program; to offer the best possible teaching and learning experience for both, the faculty and the students, <u>new tools</u> like "Deutschfuchs" or „Nicos Weg" were integrated in the teaching at LBS.</p> <p>All study programs: Especially but not only under COVID, many sessions (the majority of the academic year 2020/21) were held synchronously via <u>Zoom, breakout rooms</u>, etc. After informing the students about minimum requirements for their <u>private electronic devices</u> the computer lab was eliminated, and the software required for their studies is provided by LBS free of charge for all LBS students. In case some students have issues with their devices during a course session or maybe forgot to bring their own devices, they are invited to use one of the 3 – 4 PCs that were installed in all classrooms especially for this purpose.</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.

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.

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 2020/21. 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 2020/21

#	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 2020/21 is summarized in below

Table 5: LBS Research Performance in the Academic Year 2020/21*. by comparing planned results and objectives with actual achievements.

Table 5: LBS Research Performance in the Academic Year 2020/21*

#	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)	14	30/8	52.2
2	Scientific presentations (conferences, lectures, workgroups, panel discussions, seminars etc.)	4	20/6	13.3
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)			130.5	

*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) FISCHER, K., REINER; C., STARITZ, C. (2021) (Hrsg.): Globale Warenketten und ungleiche Entwicklung. Arbeit, Kapital, Konsum, Natur (=Gesellschaft – Entwicklung – Politik, Band 20), Wien: Mandelbaum.
- 2) REINER, C. (2021): Die Macht der Handelsunternehmen in globalen Warenketten. In: FISCHER, K., REINER; C., STARITZ, C. (2021) (Hrsg.): Globale Warenketten und ungleiche Entwicklung. Arbeit, Kapital, Konsum, Natur (=Gesellschaft – Entwicklung – Politik, Band 20), Wien: Mandelbaum, S.290-311.
- 3) STARITZ, C., REINER, C., PLANK, L. (2021): Industriepolitik im Zeitalter von globalen Warenketten. In: FISCHER, K., REINER; C., STARITZ, C. (2021) (Hrsg.): Globale Warenketten und ungleiche Entwicklung. Arbeit, Kapital, Konsum, Natur (=Gesellschaft – Entwicklung – Politik, Band 20), Wien: Mandelbaum, S.367-386.
- 4) FISCHER, K., REINER; C., STARITZ, C. (2021): Einleitung: Globale Warenketten und ungleiche Entwicklung. In: FISCHER, K., REINER; C., STARITZ, C. (2021) (Hrsg.): Globale Warenketten und ungleiche Entwicklung. Arbeit, Kapital, Konsum, Natur (=Gesellschaft – Entwicklung – Politik, Band 20), Wien: Mandelbaum, S.9-31.
- 5) FISCHER, K., REINER; C., STARITZ, C. (2021): Globale Warenketten und Produktionsnetzwerke: Konzepte, Kritik, Weiterentwicklungen. In: FISCHER, K., REINER; C., STARITZ, C. (2021) (Hrsg.): Globale Warenketten und ungleiche Entwicklung. Arbeit, Kapital, Konsum, Natur (=Gesellschaft – Entwicklung – Politik, Band 20), Wien: Mandelbaum, S.33-50.
- 6) GRUMILLER, J., GROHS, H., REINER, C. (2021): Increasing the resilience and security of supply of production post-COVID-19" - The Case of Medical and Pharmaceutical Products, Materialien zu Wirtschaft und Gesellschaft, Nr. 216.
- 7) REINER, C. (2021): Das Konzentrationsvirus. In: Die Furche, 22. April, S. 16.
- 8) REINER, C. (2021): Ökonomie und Soziallehre. In: Die Presse, 4. Februar, S. 24.
- 9) Pauser, S., and Wagner, U. (2020). Judged by its look: Assessing the comprehensibility and perceived appearance of sign language avatars, Marketing ZFP – Journal of Research and Management, 42(3), 48-62. doi: 10.15358/0344-1369-2020-3-48
- 10) Pauser, S., and Wagner, U. (2020). Beyond words: The relationship between salespeople's facial expressions and customers impressions – an experimental study. Global Marketing Conference 2020, Seoul (Korea) 05.-08.11.2020 (held online). Per reviewed conference paper.

- 11) Pauser, S., and Wagner, U. (2020). Hearing what isn't said: Measuring facial expressiveness and its impact on customer responses in real-time. Society for Marketing Advances 2020, USA, 04.-07.11.2020 (held online). Per reviewed conference paper.
- 12) Pauser, S., and Wagner, U. (2020). Reading a salesperson's face: An experimental study employing real-time response measurement. EMAC Regional Conference 2020. Zagreb (Croatia). 16.-19.09.2020 (held online). Per reviewed conference paper.
- 13) Pauser, S., and Wagner, U. (2020). Do you see what I am saying? Facial expressiveness and personal selling implications. EMAC conference 2020. Budapest (Hungary), (cancelled). Per reviewed conference paper.
- 14) Pauser, S., and Wagner, U. (2020). Hearing what isn't said: Measuring facial expressiveness and its impact on customer responses in real-time. Global Sales Science Conference 2020, Montpellier (France), (cancelled). Per reviewed conference paper.

2

- 1) Ökonomische Implikationen von Klimawandel und – politik und Covid-19 für Volkswirtschaft und Unternehmen. Vortrag am plannING Day des Fachverbandes der Ingenieurbüros, WIFI Linz, 10.06.2021.
- 2) Die Macht der Handelsunternehmen in globalen Warenunternehmen. Ringvorlesung Globale Warenketten und ungleiche Entwicklung, Universität Wien, 31.05.2021.
- 3) Greta Thunberg: Falsche Panikmache oder berechtigte Sorge? Lange Nacht der Kirchen, 28.05.2021. Gem. m. Alois Reisenbichler.
- 4) Covid-19 und das Problem der Versorgungssicherheit mit Medizinprodukten durch globale Warenketten, Wirtschaftsgeographische Debatten, Wirtschaftsuniversität Wien, 27.04.2021.

3

- 5) Austrian Development Agency (ÖFSE), Vienna:
- 6) Vienna University of Economics and Business: Market power in Austria
- 7) WPZ Research, Vienna: University-industry linkages in Austria
- 8) Publication of the edited book "Globale Warenketten und ungleiche Entwicklung"

4

- 1) WPZ Research, University-industry linkages in Austria
- 2) ÖFSE, Resilience of GVC for medical products

5

- 1) Student Consultancy Project (Verena Regent)
- 2) Student Consultancy Project (Tamás Csermely)
- 3) Various courses led by the Senior Researcher
- 4) 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 2020/21 (by about 31%).

This performance was mainly generated by the **LBS Senior Researcher (83%)**, whose individual efforts would suffice to meet the set LBS targets.

Compared to the academic year 2019/2020, the total LBS research output is almost constant (-0.8%).

Detailed information: A significant share of these results was generated with publications and research projects with cooperation partners.

In Table 6: Statistical information on the LBS research output 2020/21 opposed to previous year the research output performance of the past two years is listed:

Table 6: Statistical information on the LBS research output 2020/21 opposed to previous year

Research Output created by	2018/2019 Total points	2019/2020 Total points	2020/2021 Total points	Difference to last year in %
Senior Researcher	111.3	113.3	108.0	-4.7%
LBS staff excl. senior researcher	29.2	18.3	22.5	+22.3%
Total	140.5	131.6	130.5	-0.8%

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 2020/21

Strategic Fields of Activity	Implemented Measures
Further development of fundamental research	Strong focus of research activities on Global Value Chains: 1) Co-publication of the edited book "Globale Warenketten und ungleiche Entwicklung"; 2) Participation of the senior researcher in a research project on the resilience of GVCs for medical products
	Inclusion of the course "Economics of Sustainability" in the curriculum of the Bachelor program
	Supervision of the LBS Working Paper Series
	Co-Publications in international peer-reviewed journals

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

In 2020/21 LBS employed 15 permanent professional staff members. Staff changes in 2020/21 are reflected in the funding approval € 325.769,70 for an MA23 (City of Vienna) endowed professorship for Marketing Management for the duration of five years. Furthermore, the related hiring process was also funded by MA23 with € 7.310,47 and the position could be filled by June 1st, 2021 with a candidate meeting the required competencies and experience in both, research and teaching.

Further changes in the staff resulted from the end of a staff member's maternity leave and the associated end of the contract with the maternity leave substitute. Furthermore, the responsibility for the International Office was transferred to the staff member returning from maternity leave while the former head of the International Office left LBS as staff member but proceeds in teaching at LBS (see section 4.2 Composition of the full- and part-time faculty). The attached document "*LBS_Staff_Faculty_Development Teams*" contains details like names, functions and gender of the total LBS staff and newly employed staff members are tagged appropriately.

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 2020/21.

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.

Based on the BIS data from April 15th, 2021 LBS employed 72 part-time (external) scientific employees in the academic year 2020/21. This corresponds to an increase of 9.09% part-time lecturers compared with last year's number (66 external scientific employees). In the current reporting period 10 permanent LBS faculty members are employed. This corresponds to an increase of 42.86% compared to last year's number. The total number of scientific staff in the reporting period is thus calculated with 82 (an increase of 10.98% compared with last year's number).

The development of the total numbers of permanent and external scientific staff at LBS over a period of the past three academic years is detailed in the attachment "*LBS Staff, Faculty and Development Teams*". As in the previous reporting period the LBS academic director 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 2020/2021 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*". By the end of the summer term 2021 four appointment procedures for new professorships according to the rules explained in the section "*Academic Titles*" in the LBS statute, has been completed. Following lecturers have been awarded with the designation „Prof. (FH)“ in the academic year 2020/21:

Table 8: Faculty members being awarded with the academic designation „Professor (FH)“ in the reporting period 2020/21

Name	Qualification	Professional Core Competence
Dipl.päd., Mag.phil. Ingrid Mock	Master’s in Educational Science and Orthopedagogy and Special Education, Qualification as an examiner of the “Österreichisches Sprachdiplom – ÖSD“	Education in Montessori methodology, postgraduate studies: Inclusive Pedagogy, Training course as teacher for native German speakers (adults), alphabetisation and general knowledge,
Ing. Mag. Robert Kotal	Master’s degree in International Business Administration, finished studies in communication electronics,	Chief Compliance Officer at a holding company with investments in the agricultural, banking, media and infrastructure sectors; engaged as on-site examiner with an European, internationally oriented agency FIBAA for quality assurance and quality development in higher education
MMag. Dr. Verena Régent	Doctoral studies in sociology and social economics	Acquisition and management of third-party funded research projects in research and consulting companies, Senior Lecturer
Mag. Ulrike Zehetmayr	Master’s degree in interpreting and translation studies, instructor’s course for language teaching, First Certificate for Business English Teachers des London Chamber of Commerce and Industry, diploma de español nivel B2 am Instituto Cervantes	Qualified ÖSD, theoretical and practical knowledge of elocution and vocal interpretation, wide spectrum of didactical and methodical aspects in teaching German as a foreign and second language

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 team of the Bachelor studies which comprises 5 members plus the director of the study program in the academic year 2020/21. Last year we reported 6 members plus the director of the study program being part of the development team of the Bachelor study program, one of these is not teaching at LBS anymore.

5 Internationalization

The LBS International Office plans, coordinates and administers the school’s relations with providers of higher education and corporate partners worldwide. It acts as the interface for internationalization efforts in LBS’s degree programs and the school’s mission to prepare for global business careers. Internationalization is an integral part of LBS’ strategic orientation in all areas (teaching and research, administration, HR development, Quality management, communication and infrastructure).

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

a) International Business School

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.

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.

b) 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 „International Office“ and “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.

c) 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 both, the Erasmus+ program and an intense cooperation with AIESEC, 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.

6 National and International Cooperation

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.

For meeting the operative targets, LBS maintained below listed cooperation partners and activities in the academic year 2020/21. As a new aspect of student mobility, LBS and its partner Bar-Ilan University (BIU) developed a short-term mobility exchange program for students attending the International Masters of Business Administration (IMBA) at BIU, which will be piloted in summer 2022. Due to the global pandemic and the associated shift in focus, no further innovations were carried out at LBS during this academic year.

Table 9: List of Cooperation Partners and Activities in the academic year 2020/21

Institution	Common Activities
AIIESEC	Promotion and mediation of high-quality professional internship opportunities around the globe
FH Campus Wien	Research cooperation with the staff unit “Research”
FHWien der WKW	Research cooperation with the staff unit “Research” and cooperation of the „International Offices“ of FHWien der WKW and LBS
Fachhochschule Oberösterreich	Cooperation with the „Cross-Cultural Management and Emerging Markets Centre“ within the study programs Global Sales and Marketing.
FH Bfi	Research cooperation with the staff unit “Research”
Universität Wien – WPZ Research und Zentrum für Soziale Innovation (ZSI)	Research cooperation with the staff unit “Research”
FH Wien der WKW	Cooperation project „Internationalization@home“ with FHWien der WKW, funded by the City of Vienna (MA23)
TheGrowthbase	Memorandum of Understanding (MoU) for instituting a course „Certified Growth Hacker“ at LBS
Ben-Gurion University, Israel	Memorandum of Understanding (MoU) and Inter-institutional Agreements for staff and student mobilities in the course of the Erasmus+ program
Reichman University (IDC Herzliya), Israel	
Bar-Ilan University, Israel	
Institut für Höhere Studien, IHS	Cooperation with IHS to institute an RRI pilot operation course (Responsible Research and Innovation) as part of the modular curriculum of the European HEIRRI project
India Institute of Competitiveness	Position of the Institute of Competitiveness (IoC) at LBS
IPMA International Project Management Association	Cooperation in the area of teaching to enable LBS students the opportunity to earn a certification at moderate cost
Österreichische Akademie der Wissenschaften (ÖAW)	Research cooperation with the staff unit “Research”
Ukrainian Academy of Banking of the National Bank of Ukraine (UABS), Ukraine	Memorandum of Understanding (MoU) to intensify the cooperation in the areas of research and know-how-transfer as well as funding of scientific projects in the interest of both sides
RHI	Cooperation with RHI in the areas of Internships, Traineeships and Graduate Career Development

Institution	Common Activities
IÉSEG School of Management, Frankreich	Exchange of information concerning processes and everyday practice in regard to student services, HR management "Research" and library setup
Universidad Iberoamericana, Mexico	Memorandum of Understanding concerning a long-term cooperation in the fields of teaching, applied research and exchange relationships (partial funding by Erasmus+ international)
Universidad Popular Autónoma del Estado de Puebla (UPAEP), Mexico	Memorandum of Understanding (MoU) to strengthen the academic partnership
WU Wien	Research cooperation with the staff unit "Research" and cooperation regarding SAP
FH Wiener Neustadt	Cooperation for a joint leasing of Bloomberg Terminals
Bank Austria	Cooperation in the area of Know-how transfer
Vienna Insurance Group	Cooperation in the area of Know-how transfer
Alexandru Ioan Cuza University of Iasi (Uaic)	Research cooperation with the staff unit "Research" and cooperation in the area of Know-how transfer
Maccabi Games	Organization team of the European Maccabi Games Berlin 2015 -Europes biggest Jewish Event
Israel Women's Network	Networking organization leading in the creation of knowledge and tools for the promotion of Gender Equality in Israel

Table 10: Measures in the Area of Cooperation 2020/21

Strategic Fields of Activity	Implemented Measures
Strengthening and further developing cooperation platforms	Set focus on real-world practitioners upon hiring
Further development of national and international cooperation with universities	As a new aspect of student mobility, LBS and our partner Bar-Ilan University (BIU) developed a short-term mobility exchange program for students attending the International Masters of Business Administration (IBMA) at BIU, which will be piloted in summer 2022.

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 this reporting period LBS and attached it 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 [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, 2020, the proportion of women among all active students at LBS 51.2%, that of teachers is 33% and LBS. LBS prefers female applicants before male applicants in case a new position needs to be filled in both fields, faculty and staff.

LBS strives to further increase the proportion of women among the 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 active participation of students in research projects, so-called study assistants, has been established since the winter semester 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 relating reporting tool for observed or experienced discrimination to be rolled out for the LBS students, faculty and staff in WT 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 2020/21

Strategic Fields of Activity	Implemented Measures
General topics in Gender & Diversity	Implementation of new courses to the curricula covering topics of gender and diversity, e.g. „International and Diversity Marketing“ in the Master’s program and „Work Engagement and Work Satisfaction“ in the Bachelor program.
	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.
	Development of an online discrimination reporting tool (rollout in next year’s reporting period/WT 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.
	LBS committed to prefer a female candidate over a male when it comes to fill the vacancy of the endowed professorship for Marketing Management funded by MA23 (City of Vienna). Furthermore, the position was indeed filled by a female candidate.

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9 Attachments

- LBS Orgchart Version 7.0
- LBS Staff, Faculty, Development Teams
- Affirmative Action Plan for the Advancement of Women and Gender Equality Version 1.0