Overview

Institution Name
Lauder Business School

Address

Year Accredited
Not Set

Year Reaffirmed
Not Set

Years Covered by this Report
Not Set - Not Set

Date Submitted
12/02/2022

Completed By

Phone

Email

ACBSP Champion

ACBSP Co-Champion

I - Review of All Academic Activities

Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) above, referencing the information below.

a. <u>Business Courses Offered by Business Unit.</u> ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. <u>Business Degrees Offered by Business Unit.</u> The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. <u>Business Content Courses Not Offered by Business Unit.</u> At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. <u>Branch Campuses/Extension Centers.</u> If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

A	B	C	D
Business or Business Related Programs	**Program in Business Unit**	**To be Accredited by ACBSP**	**Number of Degrees Conferred During Self-Study Year**
International Business Administration	BA	Yes	in 2019: 51
International Management and Leadership	MA	Yes	in 2019: 9

Banking, Finance and Compliance*	MA	Yes	in 2019: 11

* Renamed to *Strategic Finance & Business Analytics* in Fall Term 2019/2020

The LBS overview is also attached in LBS Overview - Table 1.

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. 60 ECTS credits are the equivalent of a full year of study or work at LBS.

For the LBS Bachelor Program "International Business Administration" 180 ECTS are assigned.

For each LBS Master Program - "Strategic Finance & Business Analytics"(formerly known as "Banking, Finance and Compliance") and "International Management and Leadership" - 120 ECTS are assigned.

Sources

- LBS Overview - Table 1

II - Organizational Charts

Attach as a source document in the Evidence File:

1. The institution's organizational chart
2. The business school or program's organizational chart

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

The institution's organizational chart and employee representation plan are placed as Appendices Organisation_Chart_V4.9_20200129 and Staff Representation Plan_V1.2_20200205.

the faculty members are listed in the attached Table 5.1 and Table 5.2. They report to the respective Director of studies.

Sources

- LBS Standard 5 - Cr 5.3.1 Fig 5.1
- LBS Standard 5 - Figure 5.2
- Organisation_Chart_V4.9_20200129
- Staff Representation Plan_V1.2_20200205

III - Conditions of Accreditation

a. <u>Institutional Accreditation.</u> Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. <u>Statement of Mission—Institution.</u> Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

c. <u>Statement of Mission—Business School or Program.</u> The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).

d. <u>Public Information.</u> An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:

   1. Listing of the business degree programs
   2. The academic credentials of all faculty members
   3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
   4. The statement of mission of the institution
   5. The statement of mission of the business school or program

e. <u>Accreditation of Doctoral Programs.</u> Accreditation of doctoral programs must meet the following requirements:

   1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
   2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
   3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
   4. Accreditation can only be awarded after individuals have graduated from the program.

If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.

f. Please list below all campuses at your institution at which a student can earn a business degree.

g. **Business programs must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.**

To demonstrate compliance with this criterion:

1.   Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- ·   Attrition and retention

- ·   Graduation

- ·   Licensure pass rates

- ·   Job placement rates (as appropriate)

- ·   Employment advancement (as appropriate)

- ·   Acceptance into graduate programs

- ·   Successful transfer of credit

- ·   Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Birgit Wakonig

Institution Response

a)   Institutional Accreditation

The Lauder Business School is accredited by Agency for Quality Assurance and Accreditation Austria (AQ Austria). A certified translation of this certificate created by an Austrian court-approved interpreter is attached as Evidence. The current decisions from AQ Austria relating LBS' accreditation status can be found on their website.

b)   Statement of Mission – Institution

The Statement of Mission of the Lauder Business School is published appropriately on the LBS website: https://lbs.ac.at/about/our-mission/. The main focus of LBS, as emphasized in the mission is the internationality, diversity and employability of the students. Furthermore, LBS is committed to career promotion and placement of students and graduates.

c)   Statement of Mission – Business Unit's

Only the one business unit to be accredited by ACBSP is appropriate for this document.

d)   Public Information

The catalogue page number(s) where each of the following is located:

1. Listing of the business degree programs – attached as table LBS Overview.
2. The academic credentials of all faculty members are documented in the attached Table 5.1
3. The academic policies affecting students, along with a clear description of the tuition and fees charged the students – page number(s): Evidence Files Academic Malpractice, Business Partner Evaluation, Mail and Postal Service Policy, Facilities and Servide Evaluation, LBS Premises, Lecture Evaluation and Student Representatives.
4. The statement of mission of the institution – page number(s): LBS Mission
5. The statement of mission of the business unit or Program – page number(s): obsolete

e) Accreditation of Doctoral Programs: n/a

f) LBS only has one campus in 1190 Vienna, Hofzeile 18-20, there are no other locations or campuses.

g) LBS publishes all information about its performance in the bi-annual Self Reports on the website. The performance of the students' assessment results are listed in tables APPENDIX 4.2 and 4.3 and also published on the the website in the section Quality Management.

Sources

- Academic_Malpractice_V1.8_20200205
- Academic_Standards_V1.13_20200217
- Business_Partner_Evaluation_V1.0_20191118
- E-mail_and_postal_service_policy_V1.1_20200205
- Facilities_and_Service_Evaluation_V1.0_20180518
- LBS Overview-Table 1
- LBS Standard 5 - Cr 5.3.1 Fig 5.1
- LBS_Certificate_Accreditation
- LBS_Premises_V1.2_20200502
- Lecture_Evaluation_V1.1_20200205
- Student_Representatives_V4.0_20180918

IV - Organizational Description

The Organizational Profile is a snapshot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

- it is the most appropriate starting point for self-assessment;
- it helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- it is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- it also may be used by itself for an initial self-assessment; and
- if you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1) Organizational Environment

    a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?

    b. What is the organizational context/culture?

    c. What is your stated vision?

    d. What are your stated values?

    e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.

    f. What are your major technologies, equipment, and facilities?

2) Organizational Relationships

    a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?

    b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Currently three study programs in the field of international business, management, banking and compliance, two of which Master programs and the other one a Bachelor program, are currently offered at the Lauder Business School.

a)   Organizational Description

The Lauder Business School was founded in 2003 by Ambassador Ronald S. Lauder and the Foundation of the same name as a Jewish educational institution in the sense of an axis between Eastern and Western Europe.

Until 2007, the University of Applied Sciences (UAS) diploma program "Intercultural Marketing and Management" (study duration: 8 semesters, degree: Magister / Magistra (FH), 60 study places) was the only offered degree program.

Starting from the winter semester 2007/08, the UAS Bachelor program "Intercultural Business Administration" (study duration: 6 semesters / 180 ECTS, degree: Bachelor of Arts in Business, initially 60 study places, 70 study places since 2011) and the consecutive UAS Master program "Intercultural Management and Leadership" (duration: 4 semesters / 120 ECTS; Master of Arts in Business; initially 25 places, 30 study places since 2010) have been implemented.

As part of the evaluation of the positioning of the LBS, the names of the above mentioned courses have been adapted and since the winter semester 2013/14 they are called "International Business Administration" (IBA) offering 70 study places and "International Management and Leadership" (IML) offering 35 study places since 2018.

With establishing the UAS Master Program "Banking, Finance and Compliance" (BFC) (duration of study: 4 semesters / 120 ECTS, degree: Master of Arts in Business, initially 15 Study places, 25 study places since 2014) in summer semester 2014, LBS has set another important step to achieve its aims in terms of portfolio and number of students.

As of March 2014, the Master degree program "Banking, Finance and Compliance" has been added as a new course of study after successful accreditation and the program's curriculum has been improved in 2018 and further renamed to "Strategic Finance and Business Analytics" (SFBA) with 20 study places.

The LBS' development plan is based on organic growth. By this the LBS understands an extension of the institution with permanent observation of the potentials of the offered programs (number of applicants, changes in the labour market, requirements for graduates, changes in terms of teaching contents, etc.), the demand for newly developed UAS degree programs and to what extent Lauder Business School can meet this demand.

The Jewish approach is not present in the LBS study offers, but develops in the adjacent dormitory, which is managed according to Jewish principles and with the aim of supporting and strengthening the Jewish community.

In addition, there is an agreement between the university administration and the maintainer, that Jewish and Austrian holidays are considered equivalently as well as the owner-side marketing activities abroad for the purpose of worldwide acquisition of students are focused on Jewish communities to attract international Jewish students to study in Vienna. This does not apply for marketing activities in Austria. This specific approach and how LBS meets related and very special requirements is unique in Austria and is therefore the most valuable asset with which LBS outperforms its competitors.

The Executive Board of the Lauder Business School and both Directors of the study programs (Bachelor and Master) don't assume the size or the number of students as the main determination of quality. One critical factor for

teaching and research, nevertheless, is assumed the "critical number" of students from a business point of view ranging from 550 to 600 students

Considering this size and the related faculty in terms of space, infrastructure, additional administrative services, and operational processes in general, it's possible to work more efficiently but also more "generously". Therefore the current strategy for growth will be retained for the near future.

The corporate culture is characterized by practised diversity in the meaning of inclusion. An outstanding feature of LBS is the high diversity of students in regard of nationality and religion which are met by a diversimilarity approach of LBS faculty and staff.

The main principles of LBS in accordance with the Federal Act on University of Applied Sciences Studies Act (FHStG) are

- Ensuring a practice-oriented education at university level
- Imparting the ability to solve problems in the respective profession according to the state of the art and the current and future practical requirements
- Promoting the permeability of the educational system and the professional flexibility of the graduates.

The LBS Vision & Mission are published on the LBS website LBS Vision, LBS Mission.

LBS mainly provides onsite classroom teaching to its students with varying proportions of blended learning units that enable our students some flexibility in the exclusively full-time study programs. The counselling staff is available during the day supporting the mostly international students in regulatory or faculty matters. Furthermore, the Directors of studies as well as the staff operate an open-door-policy for the students. We believe that education can best be transported to students in a modern environment providing a creative, open and trustful ambience. This conviction is also an integral part of the LBS Vision statement:

"…Lauder Business School values and supports entrepreneurial spirit, creativity and innovation, and bases its programs on trust, openness, sustainability, and the freedom of science and education..."

To realize this vision LBS teaches with a state-of-the-art infrastructure using e.g. SmartBoards and Bloomberg Terminals in the classrooms and providing the latest Software for the students in a PC lab. Therefore, a highly qualified and professionally skilled faculty has been engaged for teaching and also contributing to the curriculum and syllabi to ensure that current topics can be transported to the students. The student services are provided by the office staff and faculty using a lately newly acquired state-of-the-art Campus Communication System. While the Directors of studies plus four lecturers work at LBS with an employment contract, the rest of the faculty has a contract for work due to the fact that they are mainly professionally engaged in businesses like financial or banking institutions or in their founded companies. Details about the high faculty qualification can be found in the Appendix in the figures 5.1 and 5.3.

A pool of courses in the Bachelor studies has been declared as "flexible" in the curriculum, these can be adapted or even replaced on short notice depending on the market requirements. Thus, LBS undergraduates will have the best chances on the labour market.

LBS also maintains a collaborative leadership culture with a flat hierarchy (also see the LBS Orgchart) engaging every employee's and faculty's involvement. Regular meetings and workshops are held involving the staff as well as the faculty and also the student body. LBS carefully chooses and exclusively engages professionally skilled and educated staff using employment contracts and providing a competitive salary which is evaluated on an annual basis by issuing anonymous staff evaluation surveys.

The Quality Management department makes sure that all processes are adequate, sufficient, feasible, up to date and trained to the target group as described in the procedures "Process Documentation" and "Process Maintaining".

b) Organizational Relationships

The typical LBS student population is traditional and undergraduate aged 17 to 24 with few exceptions. The main

target group based on the specific LBS' offerings and environments is Jewish, though the LBS student body can be described as diverse.

Besides the student body, LBS has a number of further stakeholders like Alumni, Business Partners, Employers of students/graduates, City of Vienna, the Jewish Heritage Centre ACBSP, AQ Austria and of course the LBS staff and faculty. All of these have specific expectations which ought to be met by LBS.

- Students*: competitive education with good career opportunities, growing business network
- Alumni*: good reputation of LBS and business network
- Business Partners*: reliable partnership, possible job candidates, continuing education
- Employers*: excellent skill set of graduates, trained and motivated employees
- Staff: appropriate workload, appropriate facilities, competitive salary, work-life-balance
- Faculty*: interesting field of teaching, motivated students, academic/administrative support, appropriate remuneration
- City of Vienna including the Community of Vienna: strengthen business location Vienna by increasing the number of experts in the labour market and generating of further jobs in newly established companies (start-ups) of international graduates
- Jewish Heritage Centre and the Jewish Community: competitive education in an environment supporting the Jewish culture and enabling Jewish living on the campus
- Agencies for Quality Assurance and/or Accreditation (ACBSP and AQ Austria): state-of-the-art and high quality education of students

LBS maintains the key partnering relationships with the stakeholders marked with an asterisk in the above list by using surveys on a regular basis. Written reports, verbal meetings and/or workshops with those stakeholders not marked with an asterisk in above list are considered a suitable communication method for LBS.

Sources

- LBS Standard 5 - Cr 5.3.1 Fig 5.1
- LBS Standard 5 - Figure 5.3

V - Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment

    a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.

    b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

2. Strategic Challenges

    a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.

3. Performance Improvement System

    a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services,e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

b) Organizational Challenges

LBS is a small Jewish Boutique University of Applied Sciences located in Vienna, providing a kosher Campus as unique offer in the heart of Europe. Similar study programs within a 150km radius are offered by only two Universities and eight further Universities of Applied Sciences, two of which levying significantly higher tuition fees. LBS' main competitive advantage is the kosher LBS campus which is a unique offer in Vienna and – besides the outstanding quality of state of the art education in the fields of international business and finance – is a strong factor for attracting far more applicants than can be accepted every year. Furthermore, LBS offers its study programs exclusively in English language which is only offered by very few competitive higher education institutions and thus results in an extremely high diverse student body.

The challenges of keeping the LBS a competitive University of Applied Sciences in Austria lie within the staff area rather than within the faculty area. Staff changes with related loss of knowledge, expertise and experience requires improvement. This issue is taken up to the strategy of LBS and appropriate activities are planned to be implemented and tracked for their effectiveness for a proper long-term solution including motivated, skilled, experienced and reliable employees supporting the LBS organizational and business processes.

Economic pressure is put on LBS due to a steadily decreasing governmental financial funding history for university places in the past 26 years except for two minor financial increases in 2008 and 2015.

As the LBS university building is listed for historic preservation, any infrastructure improvements are extremely restricted. Thus, also the physical capacities to enable a continuing growth of student body are exhausted. LBS has a funding for 70 new Bachelor students and 55 new Master students (35 IML/ 20 SFBA) once a year in the fall term while accepting even more to compensate possible drop outs.

Quarterly team meetings ensure the staff is informed and trained in the latest processes and procedures; the staff reports back its work progress to the colleagues and the management to keep these informed in return. The annual lecturers' conferences are the equivalent of the team meeting for the faculty while the council meeting, which is also attended by student representatives, ensures a proper collaboration between management, staff, faculty and students. Improvement opportunities can be issued and action items can be assigned not only in any of these meetings but also in person due to the open door policy, which is maintained within LBS. Also, evaluation surveys are issued on a regular basis as described in Criterion 3.7, asking the LBS stakeholders to provide (anonymous) feedback that serves as basis for improvements. Furthermore, short-, mid- and long-term actions, that resulted from the strategic planning process, are documented in the LBS strategy.

At Lauder Business School the Directors of studies establish learning outcome assessments in close collaboration with the Quality Department to ensure the gathered data is appropriate and significant.

The assessment program requires different learning outcome assessments for every study program including internal data and information as well as external ones. Each assessment program contains several targets. The types of assessments are listed in Figure 4.1 Table for Student Learning Outcomes Assessment Data while the different targets are defined in Figure 4.2 Measurement and Analysis of Student learning and Performance. The learning outcomes are an important asset for the strategic evaluation of existing curricula and implementation of updates and improvements for LBS' efficiency and effectiveness throughout a life cycle of a study program.

Sources

There are no sources.

1 - Standard 1: Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Leadership. Justify any omissions.

For each criterion on the pages that follow, list key things administrators and faculty do (or have recently done) that prove compliance.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Leadership commitment is crucial for performance excellence at LBS. Therefore, the LBS Management team consisting of the Executive Manager, Directors of Studies and Quality Manager have therefore developed a quality policy for LBS staff and faculty comprising the following 8 guiding principles:

- Understanding of "Academic Excellence" and quality assurance as the basis of success
- Implementation and further development of practical and demand-oriented teaching and research
- Development of a local and international stakeholder network
- Enabling of a student centred teaching and working
- Promotion of co-creation of teaching environment and contents
- Living of diversity as determining characteristic
- Living and demanding the principles of a cosmopolitan attitude, performance orientation, creativity, fairness, trust and sustainability

Sources

There are no sources.

1.1 - Criterion 1.1

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.1 - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

State key actions of the leader of the business unit that promote compliance.

Criterion 1.1.a. - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Criterion 1.1.b. - Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Criterion 1.1.c. - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Criterion 1.1

The **Executive Manager**, Alexander Zirkler, strongly supports the ACBSP accreditation efforts with funding and policies. Additional resources have been employed for ensuring the compliance with ACBSP standards and criteria. Mr. Zirkler established the mission statement, aims and motives of LBS in collaboration with the Council. These serve as starting point for the process control which contributes to the continuous improvement of the all LBS offerings and services. The Executive Manager's main areas of responsibility are

- Corporate policies
- Strategic and operational quality goals
- Quality planning
- Guaranteeing and providing required resources for the quality department

The Executive Manager is the highest executive authority of LBS and the main responsibilities lie in the areas of economic, personal, legal, external and internal administration.

The **Council** meets at least once per semester to work on new developments and improvements in regard of developing and modifying the curricula in consultation with the provider and evaluating all teaching including examination rules and curricula. Furthermore, the Council decides on promotions of the faculty and awards the academic degree "Professor (FH)". The Students' Council of LBS is a self-governing body.

The **Directors of Studies**, Bachelor and Master programs, support the ACBSP accreditation team with their expertise, efforts and assistance whenever needed in assuring compliance with ACBSP standards. In biweekly meetings with the Executive Manager new developments and other current topics are discussed ensuring a smooth coherence of the academic and economic areas of LBS. Assessing the students' performance is also part of the responsibilities as well as taking decisions in the area of academics stipulated by the LBS statute, especially the study and examination regulations.

The **Research Department** of LBS is led by a senior researcher who is responsible for both, the academic and applied research activities. Publications, involvement of students and faculty as well as funding applications are fields of this department.

The **International Office** is led by a member of the faculty ensuring the students' mobility to and from LBS partner universities and thus funding applications for academic mobilities are the main focus of the International Manager as well as maintaining connections to international academic partners.

The **Academic Coordinator** is responsible for the organizational and administrative support for the academic team, academic calendar, course scheduling and communication with the academic team. Thus, she supports the directors of studies.

The **ACBSP Committee** meets regularly to work through the accreditation process to insure our meeting expectations for time and quality.

Every program's values and goals are discussed in the relating program descriptions. These descriptions were generated by the directors of studies in collaboration with the LBS Council and the Executive Manager and contain the overall aim "…Our experienced and committed faculty of real-world practitioners and academic researchers will give you a comprehensive introduction to the theory and offer practical examples from their professional life…".

This also includes the faculty for ensuring a state-of-the-art education for all LBS students.

The full program descriptions of the three study programs are published on the LBS website www.lbs.ac.at.

The program descriptions, LBS Vision, Mission and Strategy are developed and revised as shown in the attached figure (Criterion 1.1 Image Vision Mission Program Description.docx).

The process of gathering and implementing the input from LBS' key stakeholders to the LBS strategy is described in Criterion 2.1 Strategic Planning and ensure a transparency in the organizational procedures within LBS and also the timely discovery of risks and opportunities.

Key long-term and short-term strategies can be found in the table under Criterion 2.2.

Criterion 1.1.a.

The **Faculty** supports the ACBSP accreditation with their efforts in evaluating the students' learning outcome in regard of Dublin Descriptors within their Capstone Courses. They provide input to the syllabi and suggestions of curriculum improvements.

Business programs values and performance expectations have been created in the program descriptions to ensure high class business education for all LBS students. The directors of studies thoroughly discuss a syllabus together with the according lecturer prior to offering a new course in the curriculum. The syllabus must at least contain the

course description, learning outcomes, course contents, prerequisites, teaching and assessment methods as well as recommended and used literature (see Appendix K_SL_2_Lehrveranstaltung durchführen).

Once per semester a lecturers' conference is held by the directors of studies to inform the faculty about any news and changes.

This should enable the faculty to get a clear picture about the expectations set for them by the LBS management and also provide the opportunity to a lively exchange with colleagues.

The **directors of studies** communicate and deploy the business program values and performance expectations at different occasions like the annual lecturers' conference and the individual lecturer evaluation meetings appearing prior to the start of a semester. The program values are an integral part of the LBS Mission while the performance expectations are established by the academic leadership in close collaboration with the faculty. Following key actions regarding to values and performance expectations are:

- Recruitment of lecturers
- Supporting in recruiting administrative staff
- Reporting activities supporting the (re-)accreditation (AQ Austria, ACBSP)
- Support and supervision in faculty concerns
- Support and supervision in research and development activities
- Support and supervision in administrative workplaces like admission and quality management
- Support and supervision in regard to deploy and apply to internal regulations and the Higher Education Act
- Support in advertising and promotional activities (join the marketing team in visiting fairs and provide input to promotional contents)
- Support in student exchange with partner universities (Erasmus+) (administrative support and course recognition decisions and activities)
- Recognition of courses completed outside of LBS and support in transferring students from foreign universities to LBS
- Communication of education- and faculty relevant information to faculty and staff
- Reviewing the course evaluation together with the relating lecturers
- Maintaining the LBS Tutoring program
- Maintaining cooperation with companies (student projects and lecturer trainings)

The **Administrators** address specific questions / requests in regard to the students' studies (tuition fees, creation and control of schedules and courses of the academic year). Furthermore, the administrative support also includes student counselling in regard to residence issues like e.g. VISA and student insurance for foreign students as well as library and dormitory related items. The international office supports in students' mobilities in regard to finishing an exchange semester at one of LBS' partner universities. There are five main administrative contact points for students at LBS: the admission office, the academic coordination office, the international office, the dormitory contact point and the general administrative contact point.

Administrative tasks undertaken by the administrative and counselling departments are as follows:

- Administration of studies
- Communicate content of courses to students (LBS IT-System and Website)
- Administration of tuition and examination (creating schedules of tuition and examination
- Administration of ID cards and access cards
- Administration of copy cards
- Admissions activities (documentation of evidence in the LBS IT-System, organization of admission proceedings and interviews)
- Performance of student enrolment activities

- Providing basic information about studies (academic calendar, study programs, tuition fees, dormitory)
- Confirmation of study
- Administration in case of an interruption of a study (assessment and approval of applications, evidence in LBS IT-System)
- Administration of course recognitions
- Administrative activities in regard to the graduation
- Administration of tuition fees (invoices, allocation of payments)
- Administration of students' data (documentation of address and other contact data changes, documentation of academic progress)
- Administration of LBS library (maintain and update inventory, opening hours, student support)
- Administration of transfers from other universities (approval of applications, data preparation, editing and registration in LBS IT-System)
- Administration of student exchanges with partner universities (student mobility in regard to Erasmus+)
- General counselling activities for students (insurance, bank accounts, official channels)

The **LBS faculty** is responsible for the academic and practical education of the students following the LBS internal rules and guidelines (policies) and the Higher Educational Act. A vast majority of the LBS faculty are practitioners themselves and their key actions are:

- Teaching and supervising LBS students
- Establishing course syllabi
- Discussing and suggesting changes in the academic program structure according to changes in the market and environment with the directors of studies
- Reviewing the syllabus contents and suggest improvements according to changes in the market and environment
- Applying changes based on the lecturer evaluation and the emerged meeting with the director(s) of studies
- Meeting with other lecturers and discuss the program or its parts, specializations, teaching techniques and methods by participating in the annual lecturers' conference
- Reviewing and suggesting changes to study literature, upgrade teaching materials
- Providing recent CVs to the directors of studies and the Quality Department
- Establishing and processing assessments (examination tests, Bachelor and/or Master Theses)
- Update information (CV, "Preparation Lecture evaluation meeting survey")
- Review and suggest changes to set up of student learning outcomes
- Conducting and participating in research activities (applied research)

Criterion 1.1.b.

After the end of a course, a course evaluation is done by the students resulting in written information to every lecturer about their performance. In case the evaluation results do not meet the targets, a personal meeting between the director of studies and every lecturer in which lecturers get informed about their performance.

An Alumni survey is sent out on a yearly basis helping LBS to recognize in which areas of the business programs improvements could be advantageous. Also the most and least valuable learning outcomes for the alumni's professions are evaluated enabling LBS to adjust any syllabi or curricula.

External assessments (MFT and Peregrine) are performed to measure the students' learning outcomes for both programs, Bachelor and Master using Peregrine and Major Field Test. The results serve the directors of studies to determine the curricula and syllabi quality.

Every student's learning outcome is evaluated within defined Capstone Courses by using the Dublin Descriptors.

The learning outcomes define the competences students developed during their studies in both cycles, undergraduate and graduate are used by the directors of studies to adjust or further complement curricula or syllabi.

The annual lecturers' evaluations inform the directors of studies about students' pre-knowledge and therefore the appropriateness of the established syllabi. Thy also provide insight into the lecturers' workload and the transparency of LBS policies.

The addressed users and the purpose are summarized in following table:

Measure	Users						Purpose		
	Adm	Dir	Fac	Stu	Al	F	Acc	I	O*
Learning Atmosphere	X	X	X	X	X	X	X	X	X
Lecturers' attitude in regard of respect, friendliness and cooperativeness		X	X	X			X	X	X
Encouragement of interaction, discussion and critical thinking		X	X	X	X		X	X	X
Learning Outcome communication		X	X	X	X		X	X	X
Course organization	X	X	X	X	X		X	X	X
Teaching materials	X	X	X	X			X	X	X
Teaching methods	X	X	X	X			X	X	X
Course content communication	X	X	X	X			X	X	X
Lecturers' teaching skills	X	X	X	X			X	X	X
Clear and constructive feedback provided to students	X	X	X	X			X	X	X
Equal treatment by lecturers (ethical perspective)	X	X	X	X	X	X	X	X	X
Importance of taught courses and topics	X	X	X	X	X	X	X	X	X
Topicality of curricula	X	X	X	X	X	X	X	X	X
Practical relevance of study program	X	X	X	X	X	X	X	X	X

* Quality Reporting, marketing purposes, internal improvement processes

Legend: Adm = Administration, Dir = Director of Studies, Stu = Students, Al = Alumni, F = Further, Acc = Accreditation Purposes, I = Internal evaluation, O = Others

Criterion 1.1.c.

LBS has an evaluation system for its faculty in place that includes students' participation. The evaluations pertain to the directors of studies, lecturers with a professional service contract and non-tenured lecturers. They are performed at the end of every course and executed as described in the attached LBS policy for lecture evaluations.

The results of the evaluations are made available after every semester and discussed between the directors of studies and the faculty.

Once a year a quality circle is held by the directors of studies and attended by the student representatives to discuss any quality issues, also in regard of teaching.

The department leaders' performance is evaluated by the Executive Manager in the course of the annual strategy

meeting. The achieved targets within the past 12 months are evaluated and also new targets for the following year get defined.

Due to the small size of LBS as boutique university there are about 13 staff members working in a low hierarchy organizational setup. Thus, it is up to the Executive Manager to evaluate the LBS staff once a year. Additionally, quarterly team meetings are held to provide an interim status of the administrators' performance.

Sources

- Criterion 1.1 Image Vision Mission Program Description
- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- K_SL_2_Lehrveranstaltung_durchführen_V1.6_20150212
- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- LBS_Dublin_Modules_Capstone_Courses_V1.2_20210518
- LBS_K_LF_Q_V3.3
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Statute_Part_Exam_Regulation_V2.7_201901016

1.2 - Criterion 1.2

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.2 - Social Responsibility

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

Criterion 1.2.b. - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

Criterion 1.2.d. - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information.
The tables, which are found under the Evidence File tab (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Criterion 1.2.a

LBS is a small boutique business school with a highly diverse student body of more than 40 different nations as well as international faculty. Based on the fact that LBS was originally founded as Jewish initiative, legal and ethical behavior is one of the business school's most important principles. Several LBS policies point out these topics, the LBS Code of Conduct is the main document that refers to related ones. Every student, faculty and staff member has access to the latest policies via the Campus IT-System (published in the "Community"). Furthermore, news and updates concerning policies are also actively communicated via the electronic LBS Newsletter which is spread after every major update not only in the field of policies but also other important topics. LBS does not tolerate any unethical behavior of any member, students, faculty, staff or guests.

Diversity is highly appreciated at LBS; not only the student body comes from more than 40 different nations, also the faculty and staff are highly diverse. LBS has created a Mission Statement on Diversity and Gender and Working

Definition of Interculturality in regard to diversity.

Faculty and Staff get the opportunity to professional and personal development by LBS offering the Erasmus+ initiative which provides funding for both, training exchange (staff) and teaching exchange (faculty) while study exchange (student body) is also funded. Teaching exchange serves the faculty by gaining teaching experience at a foreign university in a different cultural environment and drives both, their professional and personal development. The staff exchange program is intended for LBS employees who want to learn how a foreign partner university works and may enhance their horizon through learning by doing at the foreign university. LBS further supports the exchange program for staff, faculty and students who have custody for one or more children by additional financial support paid by LBS. The personal development through working in different cultural environments shall also be triggered by this initiative. LBS demonstrates flexibility by supporting various home-office variants considering the employee's position and personal requirements.

Students have the opportunity to participate in the Erasmus+ programme and perform a foreign semester at one of the LBS partner universities. This shall contribute to widen their social horizons and develop a professional attitude when working and studying in a different cultural environment. LBS also offers various Academic Scholarship Programs for its students: LBS Second Degree Scholarship (IML/SFBA), 6 (3 IML/ 3 SFBA) GMAT Scholarship, Graduate Research Assistant (GRA) Program, LBS Performance Scholarship (IML/SFBA), MERIT Award – Austrian Federal Ministry of Science and Research (IML/SFBA/IBA) and the Director's List (IML/SFBA) to support students financially and thus enable their studies at LBS. Furthermore, LBS launches a Tutoring Program for students who might need some further professional support to successfully perform their studies. Students act as tutors for other students and thus shall receive an appropriate financial support from LBS. This initiative is intended to reduce academic failures. Female students are invited to join the Jewish Women's Club which is intended to build networks between female students and is very helpful especially for fresh(wo)men who have no private network due to their recent arrival in Vienna.

LBS is very aware of the importance to **protect the environment** and thus installed a newly developed state-of-the-art IT-system in 2020 to reduce the necessity of printing documents but allows for online-processing of documents. Furthermore, LBS students have the opportunity to reside in a dormitory located directly on the campus to avoid any transportation. In addition, LBS is located in the heart of Vienna offering optimal public transport solutions which also contributes to an environmentally friendly transport if required. Waste separation and environment-friendly use of electricity are a matter of course for all LBS members, staff, faculty, students and guests.

Criterion 1.2.b

The following list details several programmes and initiatives LBS has developed to address the impacts on society:

- The LBS Career Center is a **career service** particularly designed for Lauder Business School students. The aim of the LBS Career Center in cooperation with Chabad Integration Center is to assist the LBS students on their way to professional life and to provide them with the support they need, such as daily updates of the LBS job board, career counseling, reviewing application documents, preparing for job interviews, and coaching for an excellent performance in the assessment center. LBS thus offers counselling services, organizes career events, informs the students about new job openings and internships and connects the LBS students and alumni with top companies and our highly qualified alumni.

- Support for exceptional students – **academic scholarships**: LBS instituted several programmes to financially support its students.

  - LBS Second Degree Scholarship (IML/SFBA),
  - 6 (3 IML/ 3 SFBA) GMAT Scholarships,
  - Graduate Research Assistant (GRA) Programme,
  - LBS Performance Scholarship (IML/SFBA),
  - MERIT Award – Austrian Federal Ministry of Science and Research (IML/SFBA/IBA),
  - Director's List (IML/SFBA) to support students financially and thus enable their studies at LBS

- A special **financial support programme** has been installed for high performance students participating in

the LBS Tutoring programme, which is offered to connect them with LBS students who need additional tutoring in the field of quantitative courses. This also enables these high performance students to gain first insights into teaching and coaching.

- To offer all LBS students the opportunity of a **psychological counselling**, LBS cooperates with "ESRA", a psychosocial contact point for the entire Jewish community of Vienna, particularly Jewish immigrants from the former Soviet Union. This also includes students who are not members of the Jewish community (IKG). This service is offered cost-free and may also be employed anonymously by all LBS students. Furthermore, LBS established a cooperation with a professional psychologist, who offers counseling and support on a one-on-one basis to students.

- **Female students and alumni** are selectively targeted by integrating external organizations like e.g.

  - „Sorority", an independent, solidary network for women offering analogue and digital contents for women to mutually strengthen and support each other, exchange experiences and information in the topics of profession and labour market and to learn from each other. LBS also incorporates
  - „FemTech Expert database" connecting women in research and technology with each other
  - LBS hosts a regular Jewish Women's Club to facilitate a cross-linking and regular exchange of versatile topics between female LBS students and alumni

- **LBS invites female managers** as speakers to so-called fireplace talks with the aim to offer especially the female students and alumni respective role models for their own future career

These initiatives listed above are intended to make an impact on the society by:

- Supporting young entrepreneurs and start-up companies
- Supporting LBS alumni in their career
- Supporting the education of students
- Supporting the City of Vienna in spreading their image as interesting economic location
- Increasing the number of start-up companies in Vienna and surroundings
- Providing high competitiveness of graduates and students
- Providing appropriate offerings and activities for students for a better use of time
- Providing higher education for and higher number of graduates within the society not only in Vienna but globally

Criterion 1.2.c

LBS has developed versatile policies and a code of conduct for the purpose to ensure ethical business and academic practices in all student and stakeholder transactions and interactions. The most important ones to be mentioned at this point are

- Code of Conduct
- Academic Standards
- Academic Malpractice
- Mission Statement on Diversity & Gender
- Working Definition of Interculturality

Criterion 1.2.d

The appropriate regulatory and legal compliance in all processes is monitored in various ways. The academic director is a lawyer himself making sure that the LBS processes comply with regulatory and legal compliance. Contracts that are made with students, partners or companies are reviewed on a regular basis as part of the regular

quality management activities. In case of new/updated regulations and/or laws these are officially communicated to LBS via the Fachhochschulkonferenz (FHK). The appropriate departments (academic director, directors of study, executive manager and quality manager) get involved in reviewing the processes, procedures and policies by the quality department. To prevent any sort of plagiarism LBS has installed a tool named TurnItIn that is to be used obligatorily by all students when providing documents to lecturers as part of courses but especially as part of handing in both kinds of theses, Bachelor and Master's. Other requirements will be solved at the Austrian court; LBS falls under the Austrian law, yet no case has been escalated to such a forum so far.

Following Austrian laws in the currently valid version serve as the basis of the LBS documents:

- Federal Act on the Organisation of Universities and their Studies (Universities Act 2002 – UG)
- University of Applied Sciences Act (Fachhochschulgesetz) – FHG and
- Federal Act on the External Quality Assurance in Higher Education and the Agency for Quality Assurance and Accreditation Austria (Act on Quality Assurance in Higher Education – HS-QSG)
- Regulation (EU) of the European Parliament and of the Council on the protection of natural persons (General Data Protection Regulation / GDPR)

Sources

- Academic_Malpractice_V1.8_20200205
- Academic_Standards_V1.13_20200217
- Code_of_Conduct_V1.0_2021_03_02
- Diversity_and_Gender.Mission_Statement(english)_V2.0_2021_03_02
- Interculturality_Working_Definition_V2.0_2021_03_02
- LBS Standard 1 - Figure 1.1
- LBS Standard 1 - Figure 1.2
- M_QM_1_Prozess_überarbeiten_V1.3_20130905

2 - Standard 2: Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

 Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The strategic direction of LBS including its requirements, input, outcome and timetables is detailed in the sections 2.1 and 2.2.

Sources

There are no sources.

2.1 - Criterion 2.1

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.1 - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Criterion 2.1.a. - The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how faculty and staff members participate and/or have a voice in the strategic planning process.

Criterion 2.1.b. - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Criterion 2.1

A formal process for strategic planning displaying the plan-do-check-act cycle is implemented and carried out on a regular basis. The minimum input required for the LBS strategy to be (further) developed are:

- Feedback from staff evaluation surveys
- Feedback from student evaluation surveys
- Feedback from faculty evaluation surveys
- Feedback from employer evaluation surveys (employer expectations)
- Feedback from lecturers' conferences
- Feedback from team meetings
- Feedback from lecturer evaluation meetings conducted by the directors of study
- Feedback from council meetings
- Current trends in the labor market
- Suggestions from stakeholders (anonymously and non-anonymous)

The process for steady improvement of the services, offers and educational programs as well as marketing activities is defined by a Plan – Do – Check – Act cycle using the yearly strategy meeting as basis. The strategy meeting's participants include following department heads as a minimum:

- Executive Manager

- Directors of Study Programs
- Quality Department
- Research Department
- International Office
- IT & Infrastructure

The topics include the stakeholder feedback to ensure its inclusion in the strategy of the upcoming period. The strategic management process is shown as graph in attached Figure "Criterion_2_1_CYCLE_GRAPH_Strategic Planning Process.docx".

The Executive Manager is responsible for the strategy development and execution. Therefore, a strategy meeting which is attended by the department leaders and directors of study is conducted once a year. The meetings' outcome contains the established short-, mid- and long-term LBS strategy including the key strategic objectives and timetables (action plan) for the upcoming period. Staff and faculty have significant input to the LBS strategy being provided in the annual staff and lecturers' evaluation or in the course of meetings.

The communication of the outcome of the strategy meeting to the staff occurs in the course of the staff meeting. The faculty gets informed by the directors of study in the course of the annual lecturers' conference. Furthermore, the strategy shall be published on the LBS Website.

The established action items documented in the action plan are tracked by the Quality Management Department to ensure a proper execution.

Criterion 2.1.a.

As the LBS strategy process addresses the input of all LBS stakeholders (students, faculty, staff, employers, partners and other interested parties like funding bodies), it can be described as "inclusive process" which is held together by an integrated quality management system.

Both, staff and faculty are invited to provide their input in the annual evaluation surveys anonymously or by direct communication in meetings with the Executive Manager and/or directors of studies resp. the Academic Director.

- The directors of study gather strategically relevant input from the faculty in the course of the evaluation meetings conducted by the directors of study with every faculty member after every semester.

- The LBS staff is invited to provide strategically relevant input in the regular team meetings conducted by the Executive Manager.

The quality department collects all input and ensures that the information get addressed in the next strategy meeting.

Criterion 2.1.b.

The key strategic LBS objectives in the reporting period are:

- Target USA students
- Enhance methods of teaching
- Increase numbers of students
- Exchange of staff and students from partner universities
- Integration of a state-of-the-art IT-System
- Internationalization
- Incorporate Sustainability in study programs
- Evaluation of Quality standards in conformity of laws and regulations

- Gender & Diversity

The timetable for these strategic objectives is contained in the evidence file Figure 2.1 "Key Table for Strategic Direction".

Table for Strategic Direction		
Key Strategic Objectives	**Goals**	**Timetable**
Target USA students	Quality Mgmt: ACBSP Accreditation	Completed Self-Study-Report submitted in 2021
	Marketing Depmt: Marketing Strategy in relation to ACBSP Accrediation	Set of marketing activities submitted in 2021
Enhance methods of teaching	Implementation of Blended Learning Courses	Start blended learning courses in 2019/2020
Increase numbers of Master students	Dir. of Study: Blended Learning implementation	Blended Learning for more courses up to a study program in ST 2020/2021
	Marketing Dptmt: Marketing Strategy for Master programs	Set of marketing activities submitted and executed in 2020
	Tutoring Programme Implementation to avoid early student-drop-out rates	Tutoring program to be implemented by 2020
Exchange of staff and students from partner universities	Erasmus+ financial support	Erasmus+ support to be granted in July 2019 until 2021
Integration of state-of-the-art IT-System	Roll out of new Campus management IT-System	Completed by FT 2020
Internationalization	Internationalization of student body, faculty and partners	Continuous
Incorporate Sustainability in study programs	Improve education in regard to sustainability	New developed course "Economics of Sustainability" incorporated by 2021
Evaluation of Quality standards in conformity of laws and regulations	Ensure high quality and appropriateness of LBS processes and offerings	Continuous
Gender & Diversity	Equality Plan Implementation	Equality Plan published by FT 2021

Sources

- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- LBS Standard 2 - Figure 2.1
- Meeting_Minutes_Strategy_2020_20200402_V0.1

2.2 - Criterion 2.2

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.2 - **Strategy Deployment**

Criterion 2.2.a. - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab (ACBSP Documents folder) above.

Summarize your short- and long-term action plans and objectives.

Note: If you develop your key human resource plans as part of your business school or program's short- and long-term strategic objectives and action plans, please list "HR Plans (See Standard 5)" here, but describe those plans under Standard 5.

Criterion 2.2.b. -The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

Criterion 2.2.c. - The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Criterion 2.2.a.

Strategic action plans have been developed and are reported on a yearly basis. The current short- and long-term action plans are attached in figure 2.2 and also summarized in the following table:

Table for Action Plans		
Current Year action plans:	**Long-term action plans:**	**Area**
Conception of blended learning offers combined with a reduction of contact hours. LBS wants to offer a Bachelor program that is attractive for international students and enables them to engage in the real-world of business alongside their Bachelor studies.	Conception of "Digitalization of exams" enabling students to perform exams using laptops or PCs instead of pen and paper, enabling students to take exams from home, too.	**Bachelor Program**

Adaptation of courses and syllabi based on the results of annual students' evaluation feedback, KPI's, council meetings, meetings with cohort representatives and individual feedback with lecturers, change of lecturers (if required) and market requirements enabling LBS to offer a competitive Bachelor program suitable for its diverse student body.	Continuous development of the study program(s) to further maintain the high quality of LBS Bachelor Programs.	
Determination of a pool of "flexible courses," respectively, "flexible modules", that are marked as "adaptable to market trends" so that the curriculum can respond to the latest scientific and market developments.	Further development of the proactive approach of adaptation of the program according to feedbacks, KPI's, market requirements and other similar factors.	
Implementation of "Sustainability in Business" in the curriculum to respond to current and actual requirements and to train the student body in "green economy".	The development of an additional Bachelor program will support LBS' focus on program quality and depth and thus enable LBS to accept more of its applicants.	
Increase the proportion of real-world practitioners as lecturers. This will provide LBS Master students with a view into the real business world bringing their theoretical education to a different level.	Increase in the number of Master students with the aim to grow still further.	**Master Program**
Strengthen and retain Fireplace Talks practitioners to enable LBS students to learn from the experiences of top-managers in national, international and global companies.	The development of the "Digitalization of exams" enabling students to perform exams using laptops or PCs instead of pen and paper.	
Retain the project partners in the course "Student Consultancy Project" to further connect LBS students with real business partners.	The development of an MBA program together with LBS's partners in Israel to provide students with the opportunity to accomplish an international MBA program.	
Decrease the number of presence hours to provide LBS Master students with the possibility of learning flexibly in their own time and to take on a job beside their studies.	Continuous development of the study programs to further maintain the high quality of LBS Master programs.	
Increase the retention ratio within and across study programs at LBS to enable the LBS Master students to finish their education	Maintenance of a proactive approach to future trends in curricula and syllabi, incoming feedback and the actual KPIs to enable LBS to offer its Master students a up-to-date and relevant study program.	
Introduce a tutoring program and elective phasing-in of on-site courses to help freshmen cope with the workload.		
Focusing LBS's research on the areas of "company focused research" and the "Green Economy" with the utmost relevance for business studies.	Accomplishment of an applied research project together with the City of Vienna.	**Research**
The establishment of a course teaching LBS students the fields of sustainability and climate change incorporating the related research outcomes.	Engagement of dedicated faculty members to further create visible research output within LBS and further additions to the "list of selected publications".	

The arrangement of further research collaborations with other Universities of Applied Sciences.	Accomplishment of further research projects and publishing of their related research output.	
Maintaining student mobilities, staff and faculty in the frame of Erasmus+.	Further maintenance of the existing partnership with 3 universities in Israel in the frame of Erasmus+.	**International Relations and Student & Staff Mobility**
	Further increase of student exchange in the frame of Erasmus+ mobilities to enable LBS students a vast intercultural experience.	
	Maintenance of staff exchange mobilities partner universities in Israel for training purposes in the frame of Erasmus+.	
	Maintenance of international staff training opportunities in the frame of Erasmus+ exchange Establishment of a close cooperation with the Israeli Bar Ilan University in regard to internship exchange opportunities for LBS students funded by Erasmus+.	
	Establishment of an incoming internship cooperation with partner universities providing internship opportunities at LBS in Vienna.	
	Further involvement in the Harvard MOC Network.	
	Establishment of new alliances with future partner universities in North America to enable LBS students to participate in the Erasmus+ mobility program, experiencing an exchange semester in the USA, and enabling LBS faculty and researchers to conduct related collaborations.	
Technical implementation of digital exams for applicable courses in both the Bachelor and Master programs.	Improvement of student services establishing a "SMARTCard" for students incorporating various services like campus access, copy, print, payment, Mensa and other such services.	**IT & Technology**
	Enhancement of the network infrastructure enabling students to participate in the LBS network using their private devices during lectures and exams.	
	Continuous maintenance of the capacity and state-of-the-art status of the IT infrastructure.	

	Permanent evaluation of current and new IT demands and improvement of opportunities Continuous maintenance of the LBS software and hardware infrastructure ensuring its proper functioning.	
	Continuous screening of the IT market in regard to state-of-the-art developments for recognizing opportunities for software and hardware improvements at LBS.	
Achievement of ACBSP accreditation as of 2021.	Further development and maintenance of the General Data Protection Regulation GDPR rules for LBS.	**Quality Management**
Creation and maintenance of policies and procedures.	Maintenance of existing accreditations	
Tracking of actions to be taken in regard to strategy.	Maintenance of existing and establishment of new policies and processes.	
Establishment of a structure enabling LBS staff fast access to the latest, valid documentation. Evaluation of benefits of possible new accreditation options.	Establishment of digital course evaluations.	
Establishment, dissemination and maintenance of policies in regard to equality in collaboration with the Quality Management department.	Fostering a family friendly working environment for LBS staff.	**Gender & Diversity**
Collaboration with associations for the extensive support of women in business.	Anchoring different gender and diversity contents in selected courses of all study programs	
Creating a family-friendly working environment for LBS staff.	Conducting cooperation with FHK in regard to establishing a diversity and interculturality training for internal as well as external lecturers.	
Anchoring different gender and diversity contents in selected courses of all study programs.	Offer training in regard to diversity and interculturality for ensuring qualified teaching staff and further training of the existing and new teaching staff.	
Maintenance of policies in regard to diversity and equality.		
Further mutual communication and collaboration with stakeholders: City of Vienna, BMBWF and other ministries, AQ Austria, ACBSP, business partners, partner universities and universities of applied sciences, policy makers and the Jewish community in Vienna and abroad, and other such institutions.		**Marketing & PR**

Criterion 2.2.b.

Figure 2.3 is attached as Appendix and also shown in below table:

Table for Action Plan Measurement	
Short-Term Action Plans	**Long-Term Action Plans**
Number of blended learning courses (resp. ECTS/SWS, ratio total/blended)	Number of digitalized exams
Number of curriculum adaptations based on evaluations, KPIs, meetings and other feedback	
Number of flexible courses resp. modules with flexible courses	
Number of sustainability courses	Number of changes related to the Bachelor program
Ratio of real-world practitioners in the Master programs' faculty	Number of Bachelor (additional) programs
Number of Fireplace talks held for students	Number of Master Students
Number of project partners in the Master programs	Number of MBA programs
Number of presence hours in the Master programs (blended learning)	Number of changes related to the Master programs
Retention ratio within and across study programs	Number of publications related to "applied research"
Number of tutoring programs and elective phasing-in of on-site courses in the Master programs	Numbers of accomplishments of applied research projects with the City of Vienna
Number of publications	Number of publications
Number of research collaborations with other Universities of Applied Sciences	Number of international partnerships and alliances
Number of student mobilities	Number of issued SmartCards
Number of staff mobilities	Number of services offered by SmartCards
Number of achieved accreditations	Number of IT related purchases related to further improvement of functionality (state-of-the-art, e.g. Switches)
Number of associations for the extensive support of women in business	Number of courses anchoring different gender and diversity contents
Amount of granted Erasmus+ funds	Number of cooperations with FHK in regard to establishing a diversity and interculturality training for the faculty
Amount of granted MA23 funds for research activities	Number of training offers in regard to diversity and interculturality

Criterion 2.2.c.

The strategy planning process outlines the communication of the strategic objectives to the staff and faculty members. LBS publishes its strategic objectives on the website https://www.lbs.ac.at/about-us/quality-management. The action plans for the short-, mid- and long-term objectives have been approved by the staff and faculty and are tracked by the quality management department. The status of the action items is presented in the course of team meetings, management meetings and lecturers' conferences.

The strategic objectives are communicated to LBS staff, faculty and other stakeholders by publishing the information on the website. The action plans and the status of the measurement are communicated to the LBS staff and involved faculty and stakeholders in the course of meetings.

- The LBS strategy including short- and long-term goals: published on the LBS Website
- Action Plans: Team meetings, lecturers' conference, individual lecturer evaluation meetings
- Mission and Vision: LBS Website

Further ways of strategy related communication are the different meetings involving the Executive Manager, directors of studies, staff, faculty and stakeholders

- Periodical team meetings
- Lecturers' conferences
- Individual lecturer evaluation meetings
- Periodical staff performance meetings
- Council Meetings
- Management meeting

Sources

- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- LBS Standard 2 - Figure 2.2
- LBS Standard 2 - Figure 2.3

3 - Standard 3: Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

A steady communication between LBS and its stakeholders, who are listed in Criterion 3.2, has been established and executed.

Especially the communication with current, past and future students has a high priority to LBS. Thus, a regular and planned communication as well as various communication channels between LBS and students have been established and are documented in the LBS Policies (see the policies in Appendix "Academic_Malpractice", "E-mail and Postal Service", "Academic Standards" and "LBS_Premises") and also in the official LBS statute.

Students have the opportunity to elect a representative (see Appendix Policy "Student Representatives") for a further thrive of communication:

- Representative per cohort: Cohort Representatives – regular meetings with Director of studies ("Quality Circles")
- Representative per study program: Study Program Representatives – regular meetings with the council
- Representative per university: University's Student Representatives – counterpart of the LBS Executive Manager and contact person for the Austrian Students Union (ÖH)

These different levels of communication offer a wide range of possibilities for students to interact with LBS and place their feedback, requests, questions and complaints.

Furthermore, there is the opportunity for LBS' stakeholders to report issues or complaints anonymously and non-anonymously on a yearly basis using the different evaluation forms (see Appendix Lecture Evaluation, Students Facilities & Service Evaluation, Faculty Evaluation, Staff Facilities & Service Evaluation, Business Partner Evaluation (employers)). These forms serve as measuring instruments for the stakeholder satisfaction.

Further LBS stakeholders are BMBWF, AQ Austria, ACBSP, City of Vienna and different Vendors. LBS' Executive Manager participates in regular meetings with these stakeholders. The Jewish Heritage Centre is another important stakeholder in regular touch with LBS via the LBS JHC manager.

Sources

- Academic_Malpractice_V1.8_20200205
- Academic_Standards_V1.13_20200217
- Business_Partner_Evaluation_V1.0_20191118
- E-mail_and_postal_service_policy_V1.1_20200205
- Facilities_and_Service_Evaluation_V1.0_20180518
- LBS_Premises_V1.2_20200502
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Staff_Evaluation_V1.0_20180514
- Student_Representatives_V4.0_20180918

3.1 - Criterion 3.1

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

The typical LBS student population is traditional and undergraduate aged 17 to 24 with few exceptions. The main target group based on the specific LBS' offerings and environments is Jewish, though the LBS student body can be described as diverse.

LBS segments its student body by their chosen study program:

- Bachelor (IBA)
- Master (IML)
- Master (BFC/SFBA)

The number of active students in the at Lauder Business School in 2018/2019 is listed in the following table.

Program	Students	Female	Male	Average Age
Bachelor Program IBA	256	120	136	22
Master Program IML	67	46	21	28
Master Program BFC/SFBA	27	14	13	27
Total	350	180	170	26
Percentage	**100%**	**51.43%**	**48.57%**	-

LBS has a diverse student body; 350 students from 47 different countries from all continents except Asia study at LBS in 2019/2020 and only about 30% of these speak German. Therefore, English is used as teaching language to reach all students appropriately.

All programs, Bachelor and Master, are designed for addressing international students by offering courses teaching international finance-, tax-, business- and management standards.

Sources

There are no sources.

3.2 - Criterion 3.2

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.2 - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS has clearly defined its stakeholders. Their opinion is an important factor in regard of the offered services and improvement plans of LBS offerings. Thus, they are in the loop of regular, in most cases annual evaluation surveys for providing their feedback to ensure a steady quality improvement. The stakeholders' expectations are defined as follows:

- Students: competitive education with good career opportunities, growing business network
- Alumni: good reputation of LBS and business network
- Business Partners: reliable partnership, possible job candidates, continuing education
- Employers: excellent skill set of graduates, trained and motivated employees
- Staff: appropriate workload, appropriate facilities, competitive salary, work-life-balance
- Faculty: interesting field of teaching, motivated students, academic/administrative support, appropriate remuneration
- City of Vienna including the Community of Vienna: strengthen business location Vienna by increasing the number of experts in the labour market and generating further jobs in newly established companies (start-ups) of international graduates
- Jewish Heritage Centre and the global Jewish Community: competitive education in an environment supporting the Jewish culture and enabling Jewish living on the campus
- Agencies for Quality Assurance and/or Accreditation: state-of-the-art and high quality education of students
- Vendors and other business partners: trustful partnership with a stable business school

All stakeholders are encouraged to provide their feedback to LBS in various ways. Standardized evaluation surveys are issued on an annual basis for students, alumni, business partners, employers, staff and faculty. Furthermore, every stakeholder has the opportunity to provide feedback, suggestions and other relevant input during meetings or events as well as per direct mail and phone contact with LBS staff and management.

The stakeholder feedback is collected by the quality department which discusses these with the Executive Manager to properly address single actions to the relating staff and furthermore monitor the progress.

Issues that may influence the strategy of LBS are allocated to the LBS strategic planning process (see strategy planning cycle detailed in Criterion 2.1).

At the beginning of every fall term current LBS students get informed in written format about LBS' actions on their feedback. Staff and faculty get informed in meetings conducted by the Executive Managemer (team meeting) and the relating Director of study (lecturers' conference) about the further processing of their feedback and comments in the evaluation surveys. LBS is in close touch with its business partners with continuous communication while standardized reporting guidelines have been issued by funding parties who receive the latest information appropriately by LBS.

Further details about the stakeholder feedback process can be found in the different evaluation policies linked above and attached as evidence files.

Sources

- Business_Partner_Evaluation_V1.0_20191118
- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- Facilities_and_Service_Evaluation_V1.0_20180518
- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Staff_Evaluation_V1.0_20180514

3.3 - Criterion 3.3

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.3 - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

The listening and learning methods that are implemented to gather the stakeholder satisfaction as listed in Table 3.2 Table for Student and Stakeholder Satisfaction in Criterion 3.8 are reviewed for improvement opportunities in the course of the yearly strategy meeting. The Quality department discusses the methods together with the relating counterpart:

- Student Service & Facilities evaluation**: Executive Manager
- Lecture evaluation**: Directors of studies
- Alumni surveys*: Marketing department
- Employer evaluation: Directors of studies
- Business Partner evaluation*: Directors of studies
- Staff Service & Facilities evaluation**: Executive Manager
- Lecturer evaluation**: Directors of studies, Executive Manager

Additional reviews may occur in case LBS introduces major changes to the curriculum, study program or other important areas.

* An additional review was performed after a change of both Master curricula which resulted in a major enhancement of the Alumni survey and the development of a completely new evaluation focusing on LBS' Business Partners in 2018.

** As of FT 2020/2021 it's foreseen to conduct the student-, staff- and faculty evaluations electronically instead of pen and paper.

Sources

- Curricularreform HaP Stufenplan V1.2docx
- LBS Standard 3 - Figure 3.2

3.4 - Criterion 3.4

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.4 - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

LBS maintains a regular and steady communication with all of its stakeholders. The feedback retrieved via surveys/evaluations and also via other channels like meetings, personal feedback or mails is taken seriously for the further improvement of the offered services and programs. Furthermore, the relating stakeholders get informed about the actions taken based on their feedback/input. This shall ensure a continued trustful cooperation and partnership with LBS.

Figure 3.1 contains details to the key student / stakeholder groups are defined including their requirements and how LBS addresses these requirements. The following table is an excerpt from figure 3.1

Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Students	competitive education with good career opportunities, growing business network	- Lecture Evaluation - Student Facilities & Service Evaluation
Alumnni	good reputation of LBS and business network	- Alumni Evaluation
Business Partners	reliable partnership, possible job candidates, continuing education	- Business Partner Evaluation
Employers	excellent skillset of graduates, trained and motivated employees	- Employer Evaluation
Staff	appropriate workload, appropriate facilities, competitive salary, work-life-balance	- Staff Facilities & Service Evaluation
Faculty	interesting field of teaching, motivated students, academic/administrative support, appropriate remuneration	- Lecturer Service Evaluation

Jewish Heritage Centre and Jewish Community	competitive education in an environment supporting the Jewish culture and enabling Jewish living on the campus	- Steady communication
Agenices for Quality Assurance	state-of-the-art and high quality education of students	- Annual repots Audits and reviews - Steady communication

Details on the usage of information obtained from students and stakeholders are described in Criterion 3.7 Student and Key Stakeholder Satisfaction and also in Criterion 2.1 Figure Strategy Planning Process.

The stakeholders and their basic requirements are defined in Criterion 3.2.

Sources

- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- LBS Standard 3 - Figure 3.1

3.5 - Criterion 3.5

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.5 - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Marketing at LBS is crucial for attracting international students for both, Bachelor and Master study programs. The stakeholders listed in Figure 3.1 Table for Student and Stakeholder Group have significant influence on the marketing strategy of LBS on both ends of the process, too. Firstly, by providing feedback and input and secondly, by being attracted by the LBS marketing strategy.

In general, the marketing strategy is handled as an integral part of the LBS strategy which is revaluated on a yearly basis (see Standard #2). Therefore, the strategic planning of the marketing activities is also revaluated on a yearly basis and is strongly driven by the information obtained from various stakeholders as well as the faculty and staff.

Different methods of obtaining stakeholder feedback and input have been developed (see Criterion 3.2) which is an integral part of LBS' marketing strategy. The main source of information for attracting and retaining students is derived from the applicants' statistics, which is performed every year and informs LBS about how applicants get to know about LBS (statistics are available on the LBS share Y:\Marketing\Applicant Statistics). This input is crucial for the marketing strategy in the subsequent year and the activities ensure that the taken marketing strategy is appropriate for attracting students.

Figure: Marketing strategic Planning Procedure (also see figure Strategy Planning Process)

The first information point for students who are interested in studying at LBS is the website which is continuously maintained by the marketing department. The site contains information about the study programs, curricula and other services and offerings at LBS like the offerings of the International Office in regard to participation in the Erasmus+ program.

During the LBS Orientation Day freshmen get a welcome package including information about their study program, the staff and faculty besides some "goodies", get complimentary lunch at the cafeteria and can attend a campus tour.

The first point of contact for both new and current students within LBS is the admissions and mobility coordinator. The offerings of this department contain counselling of students with any bureaucratic hurdles like visa, insurance, bank accounts and similar issues. The assistant of the Executive Manager supports all LBS students with their physical mail and issues related to tuition fees. Furthermore, a Jewish Heritance Dormitory registrar supports all students in regard to the LBS dormitory on the campus and informs new and current students about the Jewish Learning Program.

The IT specialist at LBS supports the students in different kinds of IT issues like network problems or software

incompatibility or offers extension cables, headsets, charging wires etc. for the LBS students' convenience.

LBS offers international Erasmus+ mobility for all students, staff and faculty within the participating countries in Europe and also with three partner universities in Israel. The 3rd semester in both studies, Bachelor and Master, contains the mobility window for an exchange semester for the students; staff and faculty can participate in the Erasmus+ program throughout the entire year.

The academic coordinator supports the LBS students and faculty in their planning of the semester and to ensure compliance with educational standards, school and student performance, and accountability.

Furthermore, the LBS cooperation with ESRA enables all LBS students to get psychological support in all matters.

LBS marketing activities include the issuance of informational flyers about the university, the study programs and the campus to attract new students. Furthermore, LBS is present at fairs for both Master and Bachelor programs and also aims to attract students with visits to commercial schools. LBS also has a strong visibility on social media participating in various platforms like LinkedIn, Xing, Twitter, Instagram, YouTube, Facebook etc. with information, announcements of events and workshops, pictures and informative videos about the study programs and the university.

The marketing department is also responsible for hosting the Alumni network and maintaining the Career Center connecting graduates with business partners but also Bachelor students with companies for their internships.

Two to three times per semester the Executive Manager together with the Directors of study invite executives of different LBS' business partners to give so-called fireplace talks for LBS Master students and faculty.

The desirable LBS campus hosts a campus dormitory and a special offering is a kosher Mensa, what also attracts new students and retains current ones. For cultural and religious purposes a local Rabbi serves as contact person for Jewish students.

Also, LBS is located in the City of Vienna providing an excellent turntable between the eastern and western hemisphere attracting students from around the globe with a high-class education in a secure environment with a state-of-the-art infrastructure. This includes a security team and restricted access to the campus which is permitted only with a special access badge.

Sources

- ADMISSION 2019
- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- LBS Standard 3 - Figure 3.2
- LBS_Strategy_V1.0_2020_03_31
- Welcome Info 2020

3.6 - Criterion 3.6

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.6 - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe process(es).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The LBS offices are located on the campus and the operating hours of the departments are communicated in different ways:

- On the website
- In the freshmen welcome package
- On the office doors

During the operating hours as well as upon appointment students may visit the staff to communicate any issues, complaints, questions or anything else. Furthermore, there is the opportunity to send mails or call the office staff by phone.

In case complaints need to be handled anonymously, all stakeholders (students, staff, faculty, business partners and employers of internship students) have the opportunity to provide their anonymous feedback via the relating **annual evaluation surveys** which are attached in the evidence file sources.

Students, faculty and staff are asked to submit any comments in the annual surveys. Furthermore, Alumni may bring up comments on an annual basis besides the opportunity for all students to provide their comments in the course of the lecture evaluations.

Business Partners are invited to place their comments in the business partner evaluation. Also, the Directors of study are their first point of contact in case of complaints, questions or other feedback.

Due to a rather flat hierarchy within both the office staff and faculty it's possible to discuss problems or place any complaints directly to the **next level manager**. For the office staff the Executive Manager and for the faculty the Directors of studies are counterparts for providing professional feedback and placing any complaints.

The **Jewish Heritage Centre** has the chance to issue any complaints or provide any feedback to the Executive Manager who is in steady touch with the Rabbi.

The **Quality department** can be contacted via mail, phone or in person for all kinds of feedback from all internal and external stakeholders.

The feedback is collected, analysed and discussed with the relating department respectively person.

All actions taken in order to respond to any complaint are communicated to the issuer. In case the complaint was provided anonymously, the information may be communicated in the course of regular feedback information documents or meetings to the entire student body, staff, faculty or company.

Sources

- ADMISSION 2019
- Business_Partner_Evaluation_V1.0_20191118
- Facilities_and_Service_Evaluation_V1.0_20180518
- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Staff_Evaluation_V1.0_20180514
- Welcome Info 2020

3.7 - Criterion 3.7

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.7 - The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS has implemented assessments to determine the (dis-)satisfaction of the key stakeholders Figure 3.2 Table for Student and Stakeholder Satisfaction which are distributed by the quality department on an annual basis. Policies have been developed detailing the aim, responsible persons and procedures for all assessments, surveys and evaluations to define the frequency as well as the further processing of the collected feedback. The policies and surveys of the following list of executed evaluations are attached in the Appendix and also referenced in the list below.

Furthermore, the quality department conducts meetings with the department leaders stated in brackets once the evaluation has been executed to establish appropriate action plans:

- Alumni evaluation (Marketing department and Director of studies)
- Business partner evaluation (Director of studies)
- Lecture Evaluation (Director of studies)
- Lecturer Evaluation (Director of studies)
- Staff Facilities & Services Evaluation (Executive Manager)
- Student Facilities & Services Evaluation (Executive Manager)

Once the action plans are established, they will be communicated to the staff and faculty (staff meeting and lecturer conference) in the team meeting resp. the lecturers' conference. The quality department tracks all actions up to their closure.

The key stakeholders get informed about the actions planned and taken to resolve any reported issues in written format.

Sources

- Business_Partner_Evaluation_V1.0_20191118
- Facilities_and_Service_Evaluation_V1.0_20180518
- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- LBS Standard 3 - Figure 3.2

- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Staff_Evaluation_V1.0_20180514

3.8 - Criterion 3.8

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.8 - The business unit should present graphs or tables of assessment results pertinent to this standard.

Attach source documents and summarize assessment results using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The attached evidence files figure 3.2 and figure 3.3 comprise the satisfaction/dissatisfaction measures for the respective stakeholders and 3 datapoints of each of the results. These represent a systematic assessment of not only how LBS listens to its key stakeholders but also how the data and information are used to ensure continuous quality improvements.

Sources

- LBS Standard 3 - Figure 3.2
- LBS Standard 3 - Figure 3.3

4 - Standard 4: Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The student learning and performance is analysed within Lauder Business School on a regular basis. While Master's students perform tests at the end of their studies at LBS which are issued by Peregrine, the Bachelor students perform the Major Field Test.

Furthermore, Lauder Business School has implemented the Dublin Descriptors for its Capstone Courses which have been defined for every study program to assess the students' learning outcome not only at the end but also during the course of their studies at LBS. Learning outcomes are an integral part of all course syllaby and thus defined for each course in the curricula of all LBS study programs. These learning outcomes are not only detailed in the course syllabi but also published on the website. However, the tracking of the students' learning outcomes is performed within the Capstone Courses.

Sources

- LBS_Dublin_Modules_Capstone_Courses_V1.2_20210518

4.1 - Criterion 4.1

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.1 - The business unit shall have a learning outcomes assessment program.

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

   Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

b. Describe your learning outcomes assessment process for each program.

c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

At Lauder Business School the Directors of studies establish learning outcome assessments in close collaboration with the Quality Department to ensure the gathered data is appropriate and significant. where faculty staff are required to participate in the assessment execution they are trained by the Director of studies as well as the Quality Department prior to generating any assessment data.

4.1.a. Lauder Business School has established an assessment program including different learning outcome assessments for every study program including internal data and information as well as external ones. Each assessment program contains several targets. The types of assessments are listed in *Figure 4.1 Table for Student Learning Outcomes Assessment Data* while the different targets are defined in *Figure 4.2 Measurement and Analysis* of Student learning and Performance. The learning outcomes are an important asset for the strategic evaluation of existing curricula and implementation of updates and improvements for LBS' efficiency and effectiveness throughout a life cycle of a study program.

The concrete definition of the five Dublin Descriptors are listed in the following table "Dublin Descriptors Dimension":

Dublin Descriptors (DD) Dimension	First Cycle (Bachelor)	Second Cycle (Master)
	Qualifications that signify completion of the first cycle are awarded to students who:	Qualifications that signify completion of the second cycle are awarded to students who:
DD 1: knowledge and understanding	have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;	have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
DD 2: applying knowledge and understanding	can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
DD 3: making judgements	have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;	have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
DD 4: communication skills	can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;	can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
DD 5: learning skills	have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Source: Anhänge zum Konsultationspapier NQR. Anhang 3: Deskriptoren des Qualifikationsrahmens für den Europäischen Hochschul-raum https://www.qualifikationsregister.at/wp-content/uploads/2019/06/HandbuchNQR2019_einzel.pdf [last access: 04.08.2020]

Learning outcomes at LBS are evaluated on the course level. In 2017 LBS started to establish Capstone Courses to implement the Dublin Descriptor assessments to further improve the internal learning outcome assessment types and extent. The various levels of collecting assessment data is intended to support LBS' aim to improve learning and teaching. Further information on the Dublin Descriptors can be found in the Appendix.

To evaluate the five Dublin Descriptors LBS has established detailed assessment grids for every Capstone Course. Depending on the nature of the Capstone Course (e.g. if presentation work is required for the course or only written essays etc.) these sheets contain specific questions which serve as assessment basis and are attached in the folder "Dublin Descriptor Grids".

External assessments are performed using the Major Field Test for the Bachelor program and the Peregrine Test

for the Master programs. The decision to use these tests has been taken in a collaborative evaluation meeting between the Directors of studies and the Quality Department in 2018.

4.1.b. The students' learning outcomes of all courses in all study programs, Bachelor and Master, are assessed at the end of a course. Assessments may consist of verbal and written tests, projects, essays, scientific papers, presentations or quizzes compared with the course objectives that have been defined for the curriculum. Depending on the course type, the lecturer shall choose the appropriate assessment type(s) for assessing the students' learning outcome.

The overall aim is to ensure the students meet the markets' expectations and are capable to use the theoretical knowledge in practice.

By performing the MFT for the Bachelor program and Peregrine Test for the Master programs the learning outcome can easily be compared with similar universities and business schools in the tertiary educational sector. Therefore, LBS aims to remain a competitive business school by improving the students' education further in regard of its portfolio as well as of its quality in existing study programs. The baseline for LBS is to perform at or higher as comparable universities offering similar study programs. In case there appears to be a negative trend in the benchmark comparison, appropriate actions have to be taken by the Directors of studies in collaboration with the Quality Department. These actions are communicated to the Executive Management and tracked by the Quality Department and may contain adaptations of the course syllabi and/or curricula, additional offers of remedial teaching or result in an adaptation of the strategy, faculty staff training including 360° peer review process or even a change of personnel.

The outcome of the MFT and Peregrine assessments are processed and later on issued by the Quality Department and forwarded to the Directors of studies and the Executive Manager to ensure a proper communication of the assessment results.

Alumni may influence the curricula by informing LBS about their employment and the type of courses they experience being more or maybe less valuable for their current job, which is asked in the annual Alumni survey. They also report whether their current employment is in the field of their study providing information about the strategic direction of LBS and its offered study programs and curricula. The Alumni survey results are issued by the Marketing Department on a yearly basis and processed by the Quality Department for identifying trends and issues.

4.1.c./4.1.d./4.1.e

The learning objectives for all study programs have been set up by assessment type to ensure all available information are considered. The assessments are intended to cover different levels of areas:

- During the Bachelor and Master studies the **Dublin Descriptors** are executed within specific Capstone courses in all semesters
- During the Bachelor studies an **Employer Survey** is distributed (mandatory internship which appears as stated in the curriculum on the website for IBA)
- At the end of the Bachelor studies a **Major Field Test** is executed
- During the Master studies a **Business Partner Evaluation** is executed (during the "student consultancy project" which appears as stated in the IML and SFBA Master program curricula on the website for SFBA and IML
- At the end of the Master studies a **Peregrine Test** is executed for the Master studies

So-called **Capstone courses** represent courses within every semester of all study programs, Bachelor and Master, that constitute the core of the appropriate program and are therefore a proper tool for evaluating the student's performance throughout the complete study cycle. These Capstone courses serve as basis for the learning outcome assessment by using the Dublin Descriptors for every student providing information about the students' fundamental knowledge in:

- DD 1: Knowledge and understanding
- DD 2: Applying knowledge and understanding

- DD 3: Making judgements
- DD 4: Communication skills
- DD5: Learning skills

The detailed description of these five Dublin Descriptors is described in the above table "Dublin Descrptor Dimensions".

The Dublin Descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles.

(Source: ECTS User's guide glossary, URL: https://ec.europa.eu/education/ects/users-guide/glossary_en.htm#d [last accessed October, 24th 2019]).

The student outcome is determined on three levels:

Level 1) **Capstone Course Level** representing the learning outcome of one module

Level 2) **Semester Level** covering the learning outcome of all modules within one semester

Level 3) **Study Program Level** covering the learning outcome of all Capstone courses in all semesters

All LBS study programs have been arranged in modules and the implementation of the Capstone courses within these modules serve as basis for the implementation of the Dublin Descriptors.

The modules and learning outcomes in regard of the Dublin Descriptors are described in the document LBS Dublin Modules Capstone attached as Appendix to this section.

The evaluation of the Dublin Descriptors is performed by using grids that have been established for every Capstone course by the Quality Department, lecturers, an external consultant and Directors of studies.

The aim is the students' competence at a target level at or above 75% on all three levels (Capstone course level, semester level and study program level) in demonstrating a thorough understanding of all five disciplines listed above.

The **Employer Evaluation** about the mandatory internship in the last semester of the Bachelor program IBA is performed by the employers of the respective students providing input on following targets in regard of the students' working abilities:

- Interest in Work / Motivation
- Organization and Planning
- Initiative
- Ability to learn
- Dependability
- Judgement
- Quality of work

The aim is a performance at or above 75% demonstrating the students' thorough understanding of the items listed above.

The **ETS Major Field Test** is used to collect data about the learning outcomes at the end of the Bachelor students' study cycle in following areas:

- Accounting
- Economics
- Management
- Quantitative Business Analysis
- Finance
- Marketing
- Legal and Social Environment
- Information Systems
- International Issues

The target in regard to the MFT is a performance at or above the average score of the benchmark in the Bachelor studies.

A **Business Partner Evaluation** sheet has been issued since fall term 2018/2019 for business partners cooperating with LBS in the course "Student Consultancy Project". LBS' business partners evaluate the students' performance in the fields:

- Meeting Timetables
- Presentation skills
- Meeting business partners' expectations
- Open mindedness
- Resistance to stress (students remain positive with high workload)

The target for these disciplines listed above is a performance at or above 2 in a range of 6.

The **Peregrine Test** serves as information base for the Master students' knowledge at the end of their study cycle in the program **IML** in the areas:

- Business Integration and Strategic Management
- Business Leadership
- Global Dimensions of Business
- Management

  - Human Resource Management
  - Operations/Production Management
  - Organizational Behavior

- Marketing

The **Peregrine Test** serves as information base for the Master students' knowledge at the end of their study cycle in the program **SFBA** (formerly known as "Banking Finance and Compliance") in the areas:

- Business Finance
- Business Integration and Strategic Management
- Economics

  - Macroeconomics
  - Microeconomics

- Quantitative Research Techniques and Statistics

The target for the students of the Master programs in regard of the Peregrine Test is a performance at or above the average score of the benchmark in the Master studies.

Figure 4.1 Table for Student Learning Outcomes Assessment Data contains the summary of criterion 4.1.c., 4.1.d. and 4.1.e.

Sources

- AMS_Evaluation_Grid_2019
- AOB_2019
- APE_Grade List_2019_11_24
- AUD_Evaluation_Grid_2019
- BT I+II Evaluation IBA 2019
- BT_Grid_2018
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- LBS Standard 4 - Figure 4.1
- LBS Standard 4 - Figure 4.2
- LBS_Dublin_Modules_Capstone_Courses_V1.2_20210518
- LMF_2019_V2.2
- MAS_V2.0_2019
- MT_Evaluation_Grid_2019_IML & BFC
- PM_II_2019
- PPT_Employer_Evaluation_2019
- SCA_Evaluation_Grid_2019
- SCP_Evaluation_Grid_2019
- SCP_Grid_2019

4.2 - Criterion 4.2

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.2 - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

The assessments applicable to achieve this criterion are carried out on an annual basis and the results are processed by the Quality Department prior to discussing them with the Directors of studies as well as with the Executive Manager. The assessment results are an important asset for the improvement and further development of syllabi and curricula of all LBS study programs. Furthermore, the LBS strategy could be influenced by the outcome of the learning performance.

The office staff and faculty get informed about the learning outcomes assessment results on various levels. The lecturers' conference appearing on an annual basis is used for spreading the updates about the assessment results to the faculty while the regular staff meetings are used for informing the office staff once a year.

The results of the benchmark assessments (MFT and Peregrine) are discussed by the Quality Department, the Directors of studies and the Executive Manager shortly after their conduction prior to their publication on the LBS website in the course of an annual ACBSP reporting.

Furthermore, LBS conducts learning outcome assessments by following the Dublin Descriptor Standard on a regular basis (after every semester) on three levels:

- Module level
- Semester level
- Study program level

A detailed description of the Dublin Descriptors and how they are implemented in all LBS study programs is described in the Appendix LBS_Dublin_Modules_Capstone_Courses_V1.1_20200324.

All learning outcome results, the MFT, Peregrine and the Dublin Descriptors, are reported in the attached figure 4.2 on an annual basis.

Sources

- LBS Standard 4 - Figure 4.2
- LBS_Dublin_Modules_Capstone_Courses_V1.2_20210518

4.3 - Criterion 4.3

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.3 - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. **See Figure 4.3** under the Evidence File tab (ACBSP Documents folder) above.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons as developed in pursuit of Criterion 4.3. The methods used should reflect the school or program's primary improvement objectives and together represent holistic appraisals of students (i.e., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS has chosen 2 different comparison assessments. Major Field Test for the Bachelor program and Peregrine for the Master program. The decision to choose these has been taken together in collaboration of the Directors of studies, the Executive Manager and the Quality Department.

Both the Peregrine and the Major Field Tests are carried out on an annual basis at the end of the study programs. The Major Field tests are carried out towards the end of the 5th semester of the Bachelor program due to the fact that the Bachelor students are performing their practical internship during the 6th semester while the Peregrine tests are are carried out in the course of the 4th and last semester of the Master study programs.

LBS compares to the benchmark "ACBSP Region 8" for Peregrine (Master programs) and to "institutions that choose to use MFT" for the Bachelor program.

The figure 4.3: *Table for Comparative Information and Data* in the Appendix shows the comparative data and their targets as well as the most recent results.

Sources

- LBS Standard 4 - Figure 4.3

4.4 - Criterion 4.4

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.4 - The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to is programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Since the curriculum for SFBA (BFC) and IML have been changed as of fall term 2019/2020 and also the Master program BFC has been changed to SFBA, the data retrieved in 2019 (test date for the 2019 assessment appeared in April 2020) were an important basis for implementing further changes and/or improvements. However, a trend needed to be observed including at least 2 cycles of Peregrine assessment data for the Master programs and MFT assessments for the Bachelor program.

Bachelor program IBA:

Major Field Test:

The MFT results presented in figure 4.2 show that the Bachelor program meets and exceeds most of the targets compared to similar higher education institutions except for "Legal and Social Environment" (55 compared to 55.4). LBS does not offer a common core including Legal and Social Environment and thus this topic is being tracked but does not further influence the teaching strategy. LBS continues to track the learning outcome assessed by MFT on an annual basis.

Dublin Descriptors:

The evaluation of the learning outcome carrying out the Dublin Descriptor assessments showed that the Bachelor program targets have been met or exceeded on all levels where the data has been fully delivered in the academic year 2019/2020. The review of the Dublin Descriptor evaluation results appears after every delivery of any new data which is after completion of a Capstone Course and thus a continuous tracking is required.

Master program SFBA (BFC):

Peregrine Test:

The Peregrine results presented in figure 4.2 show that LBS meets and exceeds the targets compared to ACBSP region 8 in all fields for the Master program IML. However, the Master program SFBA (BFC) shows results below expectations in the fields of "Economics" (38.0 compared to 50.24), "Macroeconomics" (44.0 compared to 45.82)

and "Microeconomics" (32.00 compared to 48.98).

- To address this issue in the field of "Economics" a meeting with the Director of studies and the involved lecturers was conducted by the quality department resulting in an adaptation of the syllabus for "Economic"-related courses in the 1st semester in the SFBA program. The course "Monetary Economics" has been changed to "Macroeconomics and Monetary Policy" as of the academic year 2020/2021 and the syllabus has been updated accordingly. The Peregrine assessment taking place in spring 2021 is an important asset to track the effects of this measure.

Dublin Descriptors:

The "Dublin Descriptor 5" related to the students' learning skills ("Learning Skills": Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous) evaluated for the 3rd semester of the SFBA Master program did not entirely meet the target of 75% but only achieved 74.96% in the academic year 2019/2020.

The "Dublin Descriptor 2" related to the Module "Finance" in the SFBA Master program ("Applying knowledge and understanding": Students can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study) was below the expectation in the academic year 2019/2020 (73.95% vs. 75.00%) as well as the "Dublin Descriptor 5" (""Learning Skills": Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous) (59.92 vs. 75.00%). However, the third data point for the academic year 2020/2021 is outstanding for this Module to date but will be tracked thoroughly by the Director of study and the quality department.

- As the results in the academic year 2018/2019 exceeded the targets, the Director of study will track the results for the academic year 2020/2021 thoroughly together with the quality department to identify a possible negative trend. The evaluation grid used to assess these Dublin Descriptors in the relating Module "Finance" have been improved and the relating lecturer received an instruction on how to correctly use the updated grid to evaluate the students' learning outcome.

The results for the Dublin Descriptors 2 ("Applying knowledge and understanding": Students can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study) (71.50% vs. 75.00%), 3 ("Making judgements": Students have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements) (71.50% vs. 75.00%), 4 ("Communication skills": Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously) (74.00% vs. 75.00%) and 5 ("Learning Skills": Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous) (69.83% vs. 75.00%) in the Module "Asset Management" have not been met in the academic year 2019/2020.

- The results were discussed between the quality department and the Director of study who conducted a meeting with the relating lecturer who joined the LBS faculty in the academic year 2018/2019. The evaluation grid has been reviewed for any improvement opportunities and the reasons for the results were discussed; this process is not yet finished and may result in major changes in the evaluation grid. The evaluation results in 2019/2020 are based on the learning outcome of only 10 students joining the course, a few of them joined the course for the second time what may have caused a bias in the results. The next time this course will be held in the spring term 2021 which is the point of time at which any corrections in the evaluation process, trainings, adaptations of the syllabus, the teaching method and further changes will be fully implemented prior to the start of the course. However, based on the COVID-19 situation this course had to be converted from a classroom to a blended learning mode at once resulting in a decrease of the students' performance compared to the learning outcomes evaluated in 2018/2019. Thus, the reasons for the unexpected decrease in the students' learning outcomes might be related to the unforeseeable switch of the teaching mode. The results in the academic year 2020/2021 will be tracked carefully by the quality department and the Director of study.

Master program IML:

Peregrine Test:

The results in all fields exceeded the ACBSP region 8 benchmark and the LBS will continue to review the programs to ensure this continues.

Dublin Descriptors:

The Dublin Descriptor 1 ("Knowledge and understanding": Students have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context in the Module "International Markets and Competitiveness") in the Module "International Markets and Competitiveness" did not meet the target in the academic year 2019/2020 (71.27% vs. 75.00%).

- The reasons were discussed by the quality department, the Director of study and the involved lecturer in a meeting. There appears to be a decrease in this one Dublin Descriptor of about 13.00% between 2018/2019 and 2019/2020. Considering the students' feedback about this course in the lecture evaluation surveys there might be improvement in the teaching method which was discussed with the relating lecturer. Based on the governmental distance learning regulations (COVID-19) this course has to be converted to a blended learning one in the academic year 2020/2021. The next learning outcome evaluation results will be reviewed thoroughly by the Director of studies and the quality department to ensure a proper further development.

Sources

- LBS Standard 4 - Figure 4.2

5 - Standard 5: Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

2) evaluate the faculty based on defined criteria and objectives;

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and

4) foster an atmosphere conducive to superior teaching.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The Lauder Business School depends on the talents, qualifications, experience and commitment of all involved faculty, researchers and office staff. There is a joint responsibility of all members for the functioning and further development of LBS.

To have an appropriately skilled faculty providing the LBS students with their real-world experience, LBS employs a mix of professionally and academically qualified lecturers as listed in the figures 5.1, 5.2 and 5.3.

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

The faculty and its qualification, development and motivation are of major importance for LBS and thus the faculty is an integral part of the LBS strategy. Further policies, processes and regulations have been created to ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives:

- Academic Standards Policy,
- Academic Malpractice Policy,
- Code of Conduct,
- Faculty Workload Policy,
- Instructions for Examinations

    - multiple choice,

- - mixed formats and
  - written examinations

- Exam Proctoring Guidelines
- LBS statute covering the LBS criteria for

  - Promotions and
  - Exam regulations

- Human Resource Plan including regulations for

  - Staff Structure,
  - Strategic Human Resources Planning and
  - Human Resources Development and Personnel Management

- Recruitment Processes for

  - Permanent Faculty
  - External/part-time Faculty
  - Director of Study Program

- Remuneration Academic Services

2) evaluate the faculty based on defined criteria and objectives

Every course undergoes an evaluation procedure supported by the LBS students by filling in standardized course evaluation surveys. The objectives for the faculty to be met are detailed in figure 3.2 which also contains the latest results.

The evaluation results and students' comments on the course are shared with the individual lecturer and discussed with the responsible Director of the study program in the course of the regular lecture evaluation meetings conducted at the end of every semester. This procedure shall ensure a proper evaluation of the LBS faculty.

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives

The Directors of the study programs are responsible for the faculty's qualification and development and thus conduct individual evaluation meetings with every lecturer at the end of every taught semester.

As stated in the LBS strategy, the Research Department actively motivates the faculty to increase the scholarly productivity. The aim is to increase the research output created by the faculty especially in the field of "applied research". The faculty's research output is gathered once a year integrated in the preparation for the evaluation meeting with the Directors of study programs.

In following areas enhanced activities are in place and further expected to be carried out in future:

- Further and higher qualification of the general and academic office staff: LBS supports its employees by organizing initial and continuing education. The aim is to renew work-related and workplace-specific qualifications with lasting effect and therefore to broaden prospects and usability for staff. Past activities contained for example the development and implementation of support trainings for new faculty members, further qualification of faculty and office staff and enhancement of foreign language competence in the

course of the services offered by the LBS International Office. Such activities need to be continued. Specific trainings have been conducted by the Directors of the study programs for the faculty to enhance their didactic competences.

- Welcome trainings for newly appointed professors: the Directors of study programs take on major responsibility for the development of their organisational units, but also for the individual employees. This also involves different departments like the IT-department offering specific training sessions for the use of the LBS infrastructure and the International Office for individual training options. Furthermore, training videos have been produced serving as efficient introduction method. The objective is the best possible preparation offered in a structured manner for newly appointed lecturers to ensure the appropriate execution of their assignment(s).

- Mandatory development and training for new and existing faculty: a lecturers' conference is held on an annual basis conducted by the Directors of the study programs offering trainings on new processes/procedures or newly implemented IT-structures, SW-tools or facilities. Furthermore, these conferences serve to interconnect the lecturers with each other, to encourage an exchange between each other and to inform the faculty about the most recent developments within LBS.

4) foster an atmosphere conducive to superior teaching

LBS highly values all of its employees, not only the faculty and it does not matter whether they are external/part-time or internal/permanent lecturers. Thus, an attractive and competitive remuneration is foreseen for every LBS lecturer.

The Directors of the study programs not only involve the faculty when creating new courses but actively reach out to them to participate in the creation process. Furthermore, every lecturer has a maximum flexibility in establishing syllabi for their own courses with the clear support of the Directors of the study programs.

As also stated in the LBS Human Resources Plan, LBS maintains an open door policy inviting every member of the institution to reach out to the LBS management (Executive Manager, Directors of the study programs, department leaders) including the LBS council and the Academic Director in case of questions, issues, complaints or any other item. This policy shall ensure a lively exchange of current issues and questions and establish a safe and motivating environment for all LBS members, mainly but not only for the employees (faculty and office staff) and also for the entire student body. Furthermore, this open-door policy shall enable the LBS management to react on upcoming topics as fast as possible to offer solutions and avoid any escalations.

All these measures listed above shall increase the faculty's sense of belonging to LBS.

Sources

- Academic_Malpractice_V1.8_20200205
- Academic_Standards_V1.13_20200217
- Code_of_Conduct_V1.0_2021_03_02
- Exam_proctoring_guidelines_v1.1_20200615
- Faculty_Workload_Policy_V1.0_20200903
- Instruction_mixed_format_examination_template_v1.1_20200615
- Instruction_multiple_choice_examination_template_v1.1_20200615
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- LBS Standard 3 - Figure 3.2
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- LBS_K_LF_Q_V3.3
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- Statute_Part_Exam_Regulation_V2.7_201901016

5.1 - Criterion 5.1

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.1 - The business unit will have a Human Resource Plan that supports its Strategic Plan.

    a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.

    b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

a)   Summarize and attach under the Evidence File tab above your current human resource (HR) plan

The attached documents "Berufung haupberufliches L&F personal" and "Berufung nebenberuflicher LektorInnen" describe the steps of determining faculty requirements and the onboarding including the standard basic training for new full-time and part-time faculty members.

Describe the procedures that need to be followed to define

    I.   the need of further or specially qualified faculty

    II.   the steps to be taken to onboard a new faculty

    III.   the training requirements for the new faculty

While the items II and III are standardized procedures within LBS, the definition of the need of a further or specially qualified faculty member is linked to the LBS strategy process. The strategy is inspected for additional or different faculty qualification requirements on an annual basis; the decision to hire new faculty members involves the Executive Manager and Directors of studies. The Head of Research, Head of the International Office and the Chairperson of the Council get involved in this decision in the course of a Council meeting.

For hiring a Director of studies the process "Berufung Studiengangsleitung" has been developed. The Executive Manager and Chairperson of the Council are in charge to trigger this procedure.

Based on the LBS Vision our students demand both, an academically qualified faculty for their education in the fields of theory and research and a faculty that is professionally qualified to share their own experience and teach real life business processes, tools and methodologies. As a boutique business school LBS strives to hire staff with a high match between the professional and academical skills and the course syllabi. Therefore, the Directors of studies - and the chairperson of the council in case a Director of studies position has to be filled - are required to carefully scrutinize all Curriculum Vitae to ensure the candidates have the necessary credentials to meet the goals. The minimum requirement for a professionally skilled faculty is a working experience of five years to prove the candidate's necessary industry knowledge. An exception to this rule is only accepted if the candidate has a specific knowledge that outperforms other candidates (e.g. a native English speaker with less than five years teaching experience may outperform another candidate who is no native speaker but has already more than five years teaching experience). In table 5.1. only a part of the professional qualifications of the LBS faculty is considered and an experience of five years in an area of expertise is significantly exceeded by all but one candidate.

Supportive evidence of the successful implementation of our hiring plan can be found in the student course evaluations in which the LBS faculty is extolled for its knowledge and practical relevance in their teaching performance.

b)   In a brief statement here, explain your HR plan's relationship to your strategic goals.

In the course of the annual LBS strategy meeting the short-, mid- and long-term goals are discussed and defined as described in Criterion 2.2 Strategic Planning. Based on the agreed goals the requirements for a proper faculty to meet the strategic goals are re-evaluated and the additional need of faculty qualification or number of lecturers and/or researchers are documented serving as HR plan. The action items related to the faculty requirements including the HR plan are addressed to the directors' meeting.

The meeting minutes of the directors' meeting which is attended by the Directors of studies and the Executive Manager, serve as evidence for the strategy action item tracking.

Sources

- LBS Standard 5 - Cr 5.3.1 Fig 5.1
- LBS_Strategy_V1.0_2020_03_31
- S_PE_1_Berufung_haupberufl_L&Fpersonal_V1.3_20140612
- S_PE_1_Berufung_nebenberuflicher_LektorInnen_V1.2_20130725
- S_PE_1_Berufung_Studiengangsleitung_V1.1_20130725

5.2 - Criterion 5.2

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.2 - Employment Practices

Criterion 5.2.1 - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

Criterion 5.2.2 - In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty;
b. how you orient new faculty to the program;
c. how you orient new faculty to assigned course(s);
d. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
e. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
f. how you provide for course monitoring and evaluation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Criterion 5.2.1

LBS defined eleven strategic fields of activity as basis of its strategy, vision and mission. Three of these are directly related to the faculty:

Nr. 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;

Nr. 3: Establishment of a faculty positively distinguishing itself nationally and internationally through the combination of academic training, teaching quality and practical knowledge;

Nr. 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

The LBS faculty is composed of individuals who have significant industry experience and impressive academic credentials. Their commitment to the LBS mission is evaluated in an annual lecturers' evaluation survey. Every faculty position is filled individually and LBS waives the opportunity to use algorithms for downsizing the number of applications. Instead, every Curriculum Vitae is thoroughly scrutinized for the candidate's education and industry knowledge and experience respectively.

Criterion 5.2.2

A lecturer is hired only if the Directors of studies and the Executive Manager – also the Chairperson of the Council in case a Director of studies is to be hired – agree to the candidate. As described in criterion 5.1 and criterion 5.2.1 every candidate's qualification and experience is examined before a hiring decision can be taken and the candidate can be assigned to a course. Newly hired faculty is trained at a minimum in following fields:

- Tools used within LBS (e.g. Smart Boards, Campus Online System, Moodle etc.)
- Examination policies (e.g. multiple choice, written exams, oral exams, commission exams etc.)
- Exam proctoring guidelines
- LBS Grading system

Annual lecturers' conferences conducted by the Directors of studies are intended to train the faculty in changed or newly implemented tools, policies and processes but also serve as opportunity for the faculty to meet the other faculty members for an active exchange.

LBS' open door policy allows the faculty to reach out to the Directors of studies as well as the Executive Manager at any time in case of questions or concerns. Furthermore, the Directors of studies offer one-on-one training sessions in case they detect any additional training need.

The faculty's high teaching performance and real-life experience is proven by the students in regular course evaluation surveys. The evaluation outcome may also be used to support the LBS faculty to further improve if required because the Directors of studies review the evaluation results and discuss these with the relating lecturer.

Sources

- Academic_Standards_V1.13_20200217
- Exam_proctoring_guidelines_v1.1_20200615
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Statute_Part_Exam_Regulation_V2.7_201901016
- TurnItIn Lecturer Guide_V1 1_20150916

5.3 - Criterion 5.3

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1 - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above.
Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)

b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.
Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.

c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

Criterion 5.3.2.a - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

Note: Faculty who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.) should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit, and the course is coded as a business course (and therefore part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty who teach courses which are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.2.b - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified.*)
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above in the ACBSP Documents

folder) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

The requirements for Academically Qualified and Professionally Qualified faculty are listed below:

Academically Qualified:

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.

2. Hold a doctorate in business with professional certification in the area of teaching responsibility.

3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.

4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.

5. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

6. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.

8. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.

9. Hold an out of field doctorate,
   (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

10. Hold an out of field doctorate,
    (a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

11. Hold an out of field doctorate,
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

12. Hold an out of field doctorate,
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c)

demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.

2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.

3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.

4. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

5. Hold and out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

6. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

8. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expe3rt work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

9. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

10. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.

11. Hold an out of field doctorate,
(a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must

demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Professionally Qualified:

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.
5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications: The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

The LBS faculty qualification, workload, and coverage are demonstrated in different tables.

Criterion 5.3.1.a

The attached table 5.1 meets the criterion 5.3.1.a by demonstrating the faculty academic credentials and professional experience ensuring appropriate emphasis on both business theory and practice to meet the program objectives.

Criterion 5.3.1.b

Table 5.2 aims at criterion 5.3.1.b providing the faculty credit hour production.

Criterion 5.3.1.c

For criterion 5.3.1.c the faculty coverage summary is provided in table 5.3.

Criterion 5.3.2.a

The whole LBS faculty, full-time and part-time, are documented in the tables 5.1, 5.2, 5.4 and 5.5. The curriculum vitae of every faculty member is provided as attachment in the folder "Faculty Vitae".

Criterion 5.3.2.b

96.72 percent of the undergraduate credit hours in business and 99.23 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty.

44.16 percent of the undergraduate credit hours in business and 74.05 percent of the graduate credit hours in business are taught by academically qualified faculty.

LBS offers no doctorate program, so the criteria for the doctorate program faculty are obsolete.

As LBS faculty qualifications as presented in table 5.3 (under the Evidence File tab above in the ACBSP Documents folder) meet these historically acceptable levels, this section is considered completed.

Sources

- LBS Standard 5 - Cr 5.3.1 Fig 5.1
- LBS Standard 5 - Figure 5.2
- LBS Standard 5 - Figure 5.3
- LBS Standard 5 - Figure 5.4
- LBS Standard 5 - Figure 5.5

5.4 - Criterion 5.4

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.4 - Faculty Deployment - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab (found in ACBSP Documents folder) above.

Criterion 5.4.1 - The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically and/or professionally qualified faculty member who teaches in that major field at that location. Please label this listing **'Deployment of Faculty by Major and Location.'**

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Criterion 5.4.2 - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Table 5.4 reveals the faculty deployment pattern executed to ensure a proper supervisor provision for the LBS students.

Criterion 5.4.1

The majors listed in following table are related to the modules defined for the curricula of the LBS Bachelor and Master study programs. The courses the respective faculty members in the table appear to be of special importance for representing these modules. As LBS teaches on one exclusive location the availability of the faculty refers to this campus.

Study Program	Major	Faculty Member	Qualification*
Bachelor (IBA)	Behavioral and Humane Aspects of Economics and Business	Dina Margules-Rappaport	A
Bachelor (IBA)	Research	Julius Dem	P
Bachelor (IBA)	Law and Organizations	Konrad Koloseus	A
Bachelor (IBA)	Information Technology	Julius Dem	P
Bachelor (IBA)	Business Skills	Julius Dem	P
Bachelor (IBA)	Economics	Sebastian Koch	A
Bachelor (IBA)	Specialized Business Administration – International Finance	Christian Mehlich	A
Bachelor (IBA)	Specialized Business Administration – Marketing for SME's	Alexander Degenhart	P
Master (IML)	Business Research	Tamás Csermely	A
Master (IML)	International Management	Hanno Pöschl	A
Master (IML)	International Markets and Competitiveness	Hanno Pöschl	A
Master (IML)	Entrepreneurial Leadership	Michael Sigmund	A
		Stefan Bauer	A
Master (SFBA/BFC)	Business Research	Tamás Csermely	A
Master (SFBA/BFC)	Finance	Thomas Pichler	P
Master (SFBA/BFC)	Organizations, Institutions and Markets	Donald Baillie	A
Master (SFBA/BFC)	Banking	Michael Sigmund	A
		Stefan Bauer	A
Master (SFBA/BFC)	Business Analytics	Michael Sigmund	A
		Robert Kotal	P

*A = Academically qualified, *P = Professionally qualified

Criterion 5.4.2

Administration, service and counseling is offered to the LBS students by staff being onsite during the semesters. The contact persons are presented to new students either personally on the first day of the semester or in the document "LBS Welcome Package".

The availability and contact data of the service and counseling staff is published on the LBS website. Furthermore, the offices are labeled appropriately and the opening hours are written on these labels on every door.

The open door policy allows all students at all times to contact the LBS staff and faculty by mail or phone for making an appointment for a meeting.

Sources

- LBS Standard 5 - Figure 5.4
- LBS_Staff_Services_Welcome

5.5 - Criterion 5.5

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.5 - Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

Criterion 5.5.1 - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances**.**

With regard to Criterion 5.5.1, please address:

a. how you determine the appropriate teaching load for your faculty;
b. how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
c. the institutional policy that determines the normal teaching load of a full-time faculty member;
d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
e. how your part-time faculty members participate in these essential functions.

If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

Criterion 5.5.2 - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Criterion 5.5. Faculty Size and Load

The number of faculty in the business school or program is sufficient to effectively fulfill its mission of excellence in educating business students. Details are listed in figure 5.5.

Criterion 5.5.1

a. As shown in figure 5.2 the number of US credits are below 12 except for the three faculty members listed in below table. The table contains the reasons for the exceeding of the maximum ECTS resp. US credits as suggested by ACBSP.

Faculty Member / credits	Courses taught	Expalanation for exceeding 12 US credits
Csermely, Tamás 19 ECTS (12.67 US credits)	**IML**: Managerial Economics (2 ECTS), Student Consultancy Project (3 ECTS, Operations Management (3 ECTS), Master Commission Exam (3 ECTS), Master Thesis Seminar (1ECTS), Master Thesis (15 ECTS) **BFC**: Operations and Customer Analytics (2 ECTS), Master Commission Exam (3 ECTS), Master Thesis (15 ECTS)	The teaching of the course Student Consultancy Project (3 ECTS / 2 US credits) is shared with another faculty member (Julius Dem). The teaching of the Master Thesis Seminar (1 ECTS / 0.67 US credits) is share with another faculty member (Verena Régent). The ECTS (US credits) for the "Master Thesis" are not included in the number of ECTS (US credits) taught.
Mock, Ingrid 28 ECTS (18,67 US credits)	**IBA**: German I (4 ECTS), Business German (4 ECTS), German III (4 ECTS), German V (3 ECTS), Business German II (3 ECTS), German II (3 ECTS), German IV (4 ECTS)	The teaching of the courses German I, II, III, IV and V (17 ECTS / 11.3 US credits) is shared with another faculty member (Ulrike Zehetmayr)

Vallinkoski, Christin 22 ECTS (14.67 US credits)	**IML**: Academic Writing (3 ECTS), Research Proposal (2 ECTS), Argumentation & Debate (3 ECTS), Critical Thinking & Business Ethics (3 ECTS) **SFBA**: Academic Writing (3 ECTS) **BFC**: Research proposal (2 ECTS); Argumentation and Debate (3 ECTS), Critical Thinking & Business Ethics (3 ECTS)	The faculty member teaches only 4 different courses (11 ECTS / 7.3 US credits) and repeats the content of these courses for LBS students in different study programs. The preparation for these courses does not create additional efforts but are invested only once.

The Directors of studies discuss and define each faculty member's teaching load prior to assigning any courses and furthermore, the faculty's workload is assessed once a year in the course of the lecturer evaluation. In case the workload seems to be too high for a lecturer, a re-planning of the faculty and assigned courses is performed by the Directors of studies based on the faculty's feedback.

LBS is a University of Applied Sciences which is, by definition, supposed to educate students both, academically and practically. Thus, the vast majority of the faculty is part-time as only 2 out of 78 total are full-time faculty members. These two faculty members have additional administrative duties as one is the Director of the Master studies and the other one is the head of the LBS Research department. LBS follows the law (national Working Time Act) by offering not more than 40 working hours per week for full-time faculty and staff. The teaching share is defined in the working contract signed by the full-time faculty. The maximum teaching load for the full-time faculty in all study programs is 20 SWS. Faculty teaching in the all study programs are requested to be willing to advise at least one Master thesis while the related efforts are assumed to not exceed 25 hours per thesis.

The part-time faculty teaches at LBS beside their main job either in the business-, banking-, governmental- or legal area or in the educational/academical area at one or more other universities.

b. The faculty is expected to report their involvement in non-instructional duties: conducting research and other scholarly activity, serving on committees, charity work and participating in professional organizations by completing a faculty survey outlining their work contributions within the past semester. In case the faculty member only teaches in one semester per study year, the faculty survey covers the past year instead of the past semester. The course evaluation surveys serve as basis for the students' satisfaction with the teaching and advising of the faculty while the lecturer evaluation provides the faculty's view.

c. The attached Faculty Workload Policy contains further details to the faculty's work- and teaching-load.

d. The Directors of studies play an essential role in the strategy planning process. The short-, mid- and long-term plans for the Master- and Bachelor programs influence the number and further development of the faculty. On the basis of the planned future direction, the Directors of studies ensure the availability of appropriately skilled faculty for all programs. The meetings with every faculty member held after each term provide the opportunity for the faculty to enhance the work-load for upcoming terms. Hiring new lecturers is another option for LBS to ensure a proper coverage of the academic duties.

e. The part-time faculty has the same obligations as the full-time faculty. They need to sign an appropriate contract and thus are also obliged to meet these criteria.

Criterion 5.5.2

Based on the national law (Austrian Time Act) it is illegal for employees to exceed 40 working hours per week by contract. Thus, the Directors of studies are requested to act appropriately in case a lecturer exceeds his or her working time on a regular basis. Also, the students' and lecturers' feedback provide a good idea about an

overloaded faculty member. Countermeasures may contain the reduction of other duties like e.g. teaching-load in case there is another task involving too much of a lecturer's time. A new hire may also be an option to support the faculty in coping with the work-load. However, the Directors of studies need to be involved to ensure a smooth regulation of unbalanced work distribution among the faculty.

Sources

- Criterion 2_1 CYCLE_GRAPH_Strategic Planning Process
- Faculty_Workload_Policy_V1.0_20200903
- LBS Standard 5 - Figure 5.2
- LBS Standard 5 - Figure 5.5
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Preparation_Lecture_Evaluation_Meeting_V1.0_2020_08_24

5.6 - Criterion 5.6

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.6 - Faculty Evaluation

Criterion 5.6.1 - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

a. How you monitor/evaluate your faculty's teaching.

b. How you monitor/evaluate your faculty's student advising and counseling

c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).

d. How you monitor/evaluate your faculty's business and industry relations.

e. How you monitor/evaluate your faculty's development activities.

f. How you monitor/evaluate your faculty's consulting activities.

g. How your faculty and staff demonstrate and promote a student focus.

h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and

i. How you improve your faculty/staff evaluation system.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS has a process in place related to the awarding of the designation "Professor (FH)" to the LBS faculty which is also an integral part of the LBS statute and thus published in its latest version on the website. LBS may award a lecturer with an existing LBS employmentship with the academic title "Professor (FH)" in case he/she complies with following terms:

- the lecturer graduated from a Master's or doctoral program at an accredited university
- the lecturer has performed a continuous teaching at a quality-level above average at an accredited university for at least 10 years (Master graduation) resp. 5 years (doctoral graduation)
- the lecturer documented teaching contents in the form of course books, textbooks, presentation material or online-teaching-material
  - tenured lecturer: performance of a minimum teaching load of 8 semester period per week
  - non-tenured (part-time) lecturer: collaboration with/part-time employment at LBS for at least 5 years,

- the lecturer publishes at least one working paper comprising at least 15 pages within 5 years of the awarding of the designation "Professor (FH)"
- lecturers who graduated from a Master program need to additionally meet on the following 2 requirements:

  - publication of at least 3 scientific (peer-reviewed) papers in the field of his/her major
  - acquisition or management of 3rd party funding for a research project

- the lecturer delivered outstanding services for LBS' establishment and/or development

a) How you monitor/evaluate your faculty's teaching.

The LBS faculty's teaching is monitored by the students and reported at the end of every course by filling in the lecture evaluation surveys issued by the quality department. The output of these surveys is measured against the objectives detailed in figure 3.2 by the respective Director of the study program and discussed in individual lecture evaluation meetings with every lecturer at the end of every semester. Also, the Alumni evaluation surveys indicate the effectiveness of teaching of the different courses as the graduates shall provide feedback on the courses that were of the most and least effectiveness for their current career. On a random basis the Directors of the study programs visit individual courses to observe the teaching. However, the teaching methods used by the lecturers are defined during the creation of the syllabi and agreed upon by the Directors of the study programs prior to starting any teaching. The results of all these measures are discussed with the lecturers on an individual basis and either improvements are developed together with the Directors of the study programs or an appropriate appreciation is communicated.

b) How you monitor/evaluate your faculty's student advising and counseling

LBS requests the students' feedback in written format as described above in the course of the regular lecture evaluation surveys. Furthermore, LBS maintains a 4-eye-principle in Bachelor Thesis supervising and a 6-eye-principle in Master's Thesis supervising to ensure the best possible advising and counseling for all LBS students. LBS documented the regulations in regard to the Theses in following policies:

- Master Thesis Policy (IML and SFBA)
- Bachelor Thesis Guidelines (IBA)

c) How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).

At the end of every semester the Directors of studies conduct individual evaluation meetings with every lecturer. As part of the preparation for this evaluation meeting the lecturers are required to fill in the evaluation preparation survey which provides information about the lecturers' scholarly, professional and service activities of the past 6 to 12 months. The scholarly activities are extracted by the quality department in collaboration with the research department and published on the LBS website.

d) How you monitor/evaluate your faculty's business and industry relations.

The evaluation preparation survey comprises not only questions concerning the scholarly, professional and service activities of the LBS faculty but also the business and industry relations that are discussed with the Directors of studies in the course of the regular lecturer evaluation meetings. The faculty's business and industry relations shall be an integral part of their teaching as well as of any extracurricular activities like the regular Fireplace Talks which are hosted by LBS on the campus for the other faculty and LBS student body.

e) How you monitor/evaluate your faculty's development activities.

Again, the faculty's development activities are monitored using the evaluation preparation survey and evaluated in the regular evaluation meetings conducted by the Directors of studies. LBS participates in the Erasmus+ program

which also includes a financial support for the faculty for joining specific trainings. Details related to the faculty training initiative are stated on the LBS Website (International Office). Furthermore, interesting information on current and suitable training offers are communicated to the faculty whenever they occur.

f) How you monitor/evaluate your faculty's consulting activities.

Questions relating consulting activities are as well part of the evaluation preparation survey and evaluation on a regular basis with every lecturer.

g) How your faculty and staff demonstrate and promote a student focus.

LBS not only maintains an open-door policy which includes the Directors of studies but also provides LBS mail-addresses for every internal and external full-time and part-time lecturer. These LBS mail-addresses shall be used by the student body in case of questions, issues and concerns related to the respective courses held beside the personal (remote) contact during the courses themselves. The Academic Malpractice Policy further details the faculty's and institutional responsibilities in regard to the promotion of a proper student focus. The responsive service of the faculty is therefore very flexible, as the students can reach out to them by mail whenever required. The office staff offers opening hours for the students which are communicated during the welcome day, on the LBS website and on the outside of the respective office doors. All students are asked for their feedback in regard to the faculty and the staff by responding to the lecture evaluation surveys and student service and facilities surveys distributed on a regular (at least annual) basis. The above-mentioned feedback is collected by the quality department and any additional complaints, further information, issues or also positive feedback provided in a different way than the above mentioned, are forwarded to the respective Director of studies for a proper evaluation in the course of the individual lecturer evaluation meetings.

h) How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and

The Lauder Business School is not subject to any collective agreement but offers its faculty a competitive salary calculated by SWS (weekly hours per semester). Except for the language faculty whose efforts for teaching are increased, all lecturers are in the same salary range. Supervisions of theses are remunerated with an extra (fix) amount per supervised student with Master's theses compensated at a higher rate than Bachelor theses. For acting as reviewer of Master's or Bachelor theses, lecturers also receive a fix amount per student as well as for the participation in examination committees and admissions committees. Every 5 years an extra bonus shall be paid to the faculty, however, the faculty has no legal right to request such a bonus.

The LBS staff's salary is a competitive package depending on the employee's position. A salary raise can be discussed in the course of the annual employee evaluation meetings conducted by the Executive Manager resp. at any time due to LBS' open-door policy. Depending on the employees' performance, bonus payments can be considered for special achievements.

i) How you improve your faculty/staff evaluation system.

Based on the feedback and suggestions addressed during the previous semester, the faculty evaluation system is updated accordingly. The quality department conducts any improvements to the sheet and the Directors of studies report their feedback and additional information back. Considering all this information, the evaluation survey is being reviewed twice an academic year and a possible new version shall be distributed in the subsequent semester. The evaluation process itself is reviewed in the course of the annual strategy meeting.

Sources

- Academic_Malpractice_V1.8_20200205
- Bachelor_Thesis_Guidelines_20210214
- Facilities_and_Service_Evaluation_V1.0_20180518

- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- LBS Standard 3 - Figure 3.2
- Lecture_Evaluation_V1.1_20200205
- Master_thesis _policies_V1.91_20210212_IML2020SFBA2020
- Preparation_Lecture_Evaluation_Meeting_V1.0_2020_08_24
- Satzung_V2.4_20201214

5.7 - Criterion 5.7

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1 - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.

   - Faculty development, including eligibility criteria
   - Tenure and promotion policies
   - Evaluation procedures and criteria
   - Workload policies
   - Service policies
   - Professional expectations
   - Scholarly expectations
   - Termination policies

b. Explain how your institution improves these procedures, policies, and practices.

Criterion 5.7.2 - Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:

a. how you determine faculty and staff development needs;
b. what orientation and training programs are available;
c. how you get input from the faculty and staff about their development needs;
d. how you allocate faculty and staff development resources;
e. how you make development activities available to part-time faculty; and
f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

5.7.1.a.

All relevant processes, procedures, charts, guidelines and policies are published on the LBS IT-System (Community) maintaining an appropriate access authorization to ensure that every LBS member has access to the documentation relevant for his/her duties.

The faculty and office staff development is part of the Human Resource Plan. Every open position is filled individually by establishing appropriate eligibility criteria specifically for the vacancy. These criteria are listed by the respective Director of studies for the faculty and the Executive Manager for the office staff following the processes for the employment as documented in the following files:

- Employment of Director of study programs
- Employment of external/part-time faculty
- Employment of internal/full-time faculty
- Employment of office staff

The promotion policy of the LBS faculty is detailed in the LBS statute including a definition of the criteria for being awarded with the academic designation "Professor (FH)" and also covering the associated expectations regarding any scholarly activities. The regular faculty evaluation which appears at least on an annual basis is described in the evaluation policy while the workload is ruled in the Workload Policy and Master's/Bachelor Thesis guidelines which specify the minimum tasks that are expected of the faculty additionally to their teaching.

In its strategy document, LBS also lists its future expectations regarding the services and scholarly activities of both of its employees, faculty and office staff.

LBS complies to the strict Austrian laws for employment (employee act "Angestelltengesetz", BGBl. Nr. 292/1921) which also rules the termination conditions for employees. Prior to starting any teaching at LBS the external/part-time faculty and LBS sign specific employment agreements that also rule the termination conditions.

LBS is a small business school with only 16 fix-term employees and only 4 of these fulfilling also academic tasks, an additional termination policy is not required.

5.7.1.b.

The LBS policies are reviewed on an annual basis and revised as appropriate per academic year based on the reflection of previous activities, experiences and potentially received feedback. The Quality Department conducts the reviews involving the respective parties comprising the Directors of studies for the academic- and the Executive Manager for the service policies, procedures and processes.

Additionally, national and international trends and rules or regulations are taken into consideration while implementing changes into the policies and programs. The revised documents become valid with the date of publication.

5.7.2.

LBS is aware about the importance of appropriately skilled employees. Thus, LBS established a Human Resource Plan that applies to both, academic (faculty and researchers) and office staff.

5.7.2.a.

On a regular basis – at least once per academic year - the Directors of studies evaluate the faculty's qualification and conduct individual lecturer evaluation meetings that are prepared carefully using the evaluation meeting preparation survey and also considering the students' feedback in the course evaluation surveys. These meetings not only serve as feedback for the lecturer about his past teachings but also the Director of the study program to identify any required or desired development needs.

The Executive Manager conducts annual meetings with the individual staff and discusses any developmental requirements or desires. The information regarding potential development needs may be received by the students'

service & facility evaluation feedback which is requested once per academic year.

Development needs may also be triggered by new trends (e.g. IT-system) or new legal requirements. Related development needs for the office staff are brought up in the regular team meetings while the lecturer's conference serves the same purpose for the faculty.

5.7.2.b.

Every new LBS member, faculty and office staff, receives an LBS orientation training including at least following items:

- Interculturality at LBS, ethics and Code of Conduct (Executive Manager/Directors of studies)
- Tools used within LBS (e.g. Campus Online System, Moodle, Smart Boards, etc.) (IT-Department)
- General administration processes (Executive Manager/Directors of studies/Quality Department)
- Overview of LBS Policies (Executive Manager/Directors of studies/Quality Department)
- The faculty receives further orientation trainings in the fields of:
- Examination policies (e.g. multiple choice, written exams, oral exams, commission exams etc.)
- Exam proctoring guidelines
- LBS Grading system

The office staff additionally receives:

- Specific job-training (superior and colleagues)

Annual lecturers' conferences conducted by the Directors of studies are intended to train the existing and new faculty in tools, policies and processes but also serve as opportunity for the faculty to meet the other faculty members for an active exchange. The office staff is invited to quarterly team meetings for the same purpose.

The LBS open-door policy allows the existing and new employees to reach out to the Directors of studies and/or Executive Manager at any time in case of questions or concerns. Furthermore, the Directors of studies offer one-on-one training sessions in case they detect any additional training need in the lately employed faculty.

5.7.2.c.

As described above, the development needs are drawn from the regular individual evaluation meetings and from the lecturers' conference. Every lecturer is invited to provide their needs or suggestions directly to the respective Directors of studies at any time (open-door policy).

5.7.2.d.

The funds are allocated based on the urgency of the development desire or needs and the availability of the related funds. Erasmus+ funds for example can be allocated for both, faculty and office staff and are provided on a "first come, first serve" basis and thus require a timely application for a desired training. Other trainings are paid from the LBS budget. In the current financial environment, the limited clerical support is almost exclusively assigned to office and administrative duties to support the day to day functions of the business school and to support the LBS committees.

5.7.2.e.

The external/part-time faculty has the same opportunities as the internal faculty. Any further support requires an appropriate approval by the respective Director of studies and the Executive Manager.

5.7.2.f.

LBS offers its faculty following opportunities to support their development:

- Sabbaticals – teaching exchange with LBS partner universities in Israel
- International conferences – support to share and gain knowledge
- Leaves of absence – LBS follow the strict Austrian laws requiring universities of applied sciences to give lecturers the opportunity to send a representative
- Grants – every lecturer is invited to apply for grants and projects; this is not only part of LBS strategic fields (strategic field number 7) but also a strategic objective tracked by the head of the Research Department

Sources

- Bachelor_Thesis_Guidelines_20210214
- Code_of_Conduct_V1.0_2021_03_02
- Exam_proctoring_guidelines_v1.1_20200615
- Facilities_and_Service_Evaluation_V1.0_20180518
- Faculty_Workload_Policy_V1.0_20200903
- Instruction_mixed_format_examination_template_v1.1_20200615
- Instruction_multiple_choice_examination_template_v1.1_20200615
- Instruction_written_examination_template_v1.1_20200615
- Interculturality_Working_Definition_V2.0_2021_03_02
- LBS Human Resources Plan_V1.0_20210421
- LBS_Strategy_V1.0_2020_03_31
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- Master_thesis _policies_V1.91_20210212_IML2020SFBA2020
- Preparation_Lecture_Evaluation_Meeting_V1.0_2020_08_24
- S_PE_1_Berufung_haupberufl_L&Fpersonal_V1.3_20140612
- S_PE_1_Berufung_nebenberuflicher_LektorInnen_V1.2_20130725
- S_PE_1_Berufung_Studiengangsleitung_V1.1_20130725
- Satzung_V2.4_20201214
- Standards_Personalbeschaffung_20140821
- Statute_Part_Exam_Regulation_V2.7_201901016

5.8 - Criterion 5.8

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows— teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does

not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

Criterion 5.8.2 - Professional Activities

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of 'reasonable balance' indicates that all four areas of scholarship teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve either practical problems in the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business school or program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as wellas for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

Criterion 5.8.2.a - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Criterion 5.8.2.b - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab (ACBSP Documents folder) above.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

5.8.3 Scholarship for Doctoral Programs

A minimum of 80 percent of the academically and/or qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly [five percent or more] from this research participation level, you must explain your explicit rationale for the alternate requirements, and provide performance evaluation results to demonstrate that your participation level is sufficient as related to your student learning and scholarship program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

Criteria 5.8, 5.8.1, 5.8.2.a and 5.8.2.b

LBS encourages its faculty to engage in the scholarship of teaching and has included its research department and research output as integral part of the LBS strategy. One of the aims formulated by the research department is to emphasize on research which is commonly known as "applied research" by reaching out to the faculty to especially participate in activities related to this aim.

The research output generated by both, the LBS research department and the faculty, are published on the LBS website. The following table contains an excerpt of the lately generated research output.

Types of Scholarly Research	- Scholarship of Discovery: Entrepreneurship; Urban Attraction Policies for academic Talents; High-skilled employees increasing high-skilled employment in the long run; Great Recession and related unemployment rate; Middle Innovation Trap - Scholarship of Application: Dynamics during Financial and Economic Crisis; - Scholarship of Teaching: Socio-Economic Education; Technology transfer Offices as Facilitators and Generators of University-Industry linkages; - Scholarship of Integration: Basic Research: Publish or Perish and Unintended Consequences; Can basic research prevent economic stagnation;

Published in which Source	• Economic and Business Review • Cities • Zeitschrift für Wirtschaftsgeographie • Austria Innovative • Berichte zur Deutschen Landeskunde • Papers in Regional Science • GW Unterricht • Foresight-Russia
Professional Activities	• Consulting in Human Resource Management • Consulting in Investment Management • Consulting in Controlling • Consulting in Equity Interest & Payments Management • Consulting in Company Foundation • Consulting in Innovation Management • Consulting in Corporate Finance • Consulting in Sales • Consulting in Marketing • Consulting in Business and Strategic Planning • Consulting in Risk Management • Consulting in IoT (Internet of Things)

Furthermore, every lecturer is encouraged to develop exercises and case studies which is evaluated by the students in the annual lecture evaluation at the end of each course. Their engagement in this area is integral part of the regular lecturer meetings lead by the Directors of studies at the end of every semester. As case studies are not applicable for every discipline (e.g. language courses), the lecturers' engagement is recognized and complimented appropriately but is not officialy tracked as scholarly activity for fairness reasons.

LBS further supports its faculty in consuming trainings which are financially supported by both, the European Erasmus+ funds and also LBS funds. The "International Office" informs its faculty on a regular basis about the opportunities to participate in international trainings to further improve their teaching excellence and –methods. Also, internal trainings and workshops, so called Fireplace Talks, are offered on a regular basis for the faculty to gain expertise in integrating digital and technical tools in their teaching. These efforts are intended to balance the faculty involvement in scholarly and professional activities.

The LBS faculty mainly consists of professionals who teach at LBS beside their main occupation which is usually related to the field of their teaching. The CVs of the faculty are attached for detailed information on the lecturers' professions, experience and excellence.

Table 5.6 summarizes each faculty member's scholarly and professional activities for the last three years.

Criterion 5.8.3 Scholarship for Doctoral Programs

LBS does not offer a doctoral program.

Sources

- LBS Standard 5 - Figure 5.6
- LBS_Staff_Services_Welcome

6 - Standard 6: Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or "CPC") as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is implicit graduate requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS graduates not only receive an education in the specific business subjects International Finance and Marketing for SME's, which are the two selectable specializations in the LBS Bachelor programs, but also a more general exposure to economics, management and business subjects.

The LBS Master students get prepared to creatively and efficiently tackle business challenges in a multicultural environment, as well as apply the foundations of executive management, such as decision-making at the strategic and tactical levels within complex organizational structures. LBS' teaching excellence is supported by appropriate facilities on the LBS campus comprising a PC lab with state-of the-art working stations including Bloomberg Terminals, a library, seminar rooms equipped with Smart Boards and access to specific business software.

LBS created and published not only a clear policy related to student admission and also relevant Bachelor and Master admission processes which are further detailed in this Criterion.

Sources

- K_SL_1_Studierende_aufnehmen_BA_V1.6_20150420
- K_SL_1_Studierende_aufnehmen_MA_V1.5_20150922
- LBS_Admission_Policy_V1.0_20210503

6.1.1 - Criterion 6.1.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1 - Educational Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

Criterion 6.1.1. - Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

As required by the Austrian laws, LBS installed so-called development teams who perform major curriculum changes for every study program.

The development teams comprise following academically and professionally qualified LBS faculty members:

Study Cycle	Study Program	Director of Studies	Development Team
Bachelor	International Business Administration (IBA)	Prof. (FH) Mag. Julius Dem, MBA	Prof. (FH) Dr. Tamás Csermely Univ.- Doz. Mag. Dr. Claus Ebster, MSc, MBA Univ.-Prof. Mag. Dr. Wilfried Grossmann Prof. (FH) Dr. Christian Reiner Dr.techn. Vesna Sesum-Cavic Prof. (FH) David Warren, MA

Master	International Management and Leadership (IML)	Prof. (FH) Dr. Tamás Csermely	Univ.- Doz. Mag. Dr. Claus Ebster, MSc, MBA Univ.-Doz Dr. Alexander Prosser Prof. (FH) Dr. Christian Reiner
Master	Strategic Finance and Business Analytics (SFBA)*	Prof. (FH) Dr. Tamás Csermely	Univ.- Doz. Mag. Dr. Claus Ebster, MSc, MBA Univ.-Doz.. Dr. Alexander Prosser Prof. (FH) Dr. Christian Reiner

*formerly known as Banking, Finance and Compliance (BFC)

The LBS Council discusses and decides on the need of any curricular changes based on the input retrieved by LBS' stakeholders or new market requirements and trends. The development teams are responsible for working on the changes and proposing solutions and updates. However, any new curricula must be approved by the LBS Council before they are submitted to AQ Austria for an accreditation.

The main steps in the process when changing a curriculum are as follows:

1. The requirement needs to be verified by the Council: evaluation survey results of students, alumni, faculty; current market requirements and trends; update of LBS strategy; changed financial situation;

2. Development teams start to work on the new curriculum: the LBS Council is being updated on a regular basis by the development team about the progress

3. The old curriculum needs to be closed down: involved parties to close down an old curriculum comprise the LBS Council and Academic Director, Executive Manager, Quality Department and Director of studies

4. The new curriculum needs to be accredited: the Quality Department, LBS Council and Academic Director, Executive Manager and Director of studies collaborate to ensure a proper accreditation through AQ Austria

5. The new curriculum is published: the Marketing Department develops a short-term marketing strategy and updates the website

Further details on how curricula updates are triggered, established, performed and agreed upon within LBS can be found in the attached process for revising study programs.

While major changes in the curricula are performed as described above, the Directors of studies are responsible for performing and approving changes of single courses and/or syllabi within their programs. The need of such minor changes is triggered by stakeholder input like evaluation results of students, alumni and faculty as well as by current market requirements and trends. The LBS Council are informed about any minor changes in the course of Council meetings; the Executive Manager gets informed in the course of the bi-weekly management meetings.

Figure 6.1 summarizes the lately implemented changes including the trigger and the related measures.

LBS further supports its students in their learning success by offering various tools and software that may not only be used on-campus but are also offered as remote-tools to be accessed via the students' private devices:

- MS Windows including MS Office
- NVivo
- R
- LBS Campus system (Community)
- Bloomberg Terminals
- etc.

Sources

- LBS Standard 6 - Figure 6.1
- M_SA_1_Studiengang_überarbeiten_V1.1_20150912

6.1.2 - Criterion 6.1.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);

b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);

c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and

d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:

   1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;

   2. credits are earned in these programs;

   3. you assess their academic merit; and

   4. demonstrate assessment data, their equivalence to traditional degree programs.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) Semester Credit-Hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify with course content, learning outcomes, and/or stakeholder satisfaction data that the courses in its program are equivalent to traditional semester-long three credit-hour courses.

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

a. For the LBS Bachelor Program "International Business Administration" 180 ECTS are assigned which corresponds to three years resp. 6 semesters.

For both LBS Master Programs "Strategic Finance & Business Analytics" (formerly known as "Banking, Finance and Compliance") and "International Management and Leadership", 120 ECTS are assigned pursuant to two years resp. 4 semesters each.

b. The syllabus as well as the teaching methods are defined by the lecturer together with the Directors of studies for every course prior to starting the class. Teaching comprises classic lecture format, reading assignments, exercises and case studies, group work, seminars, individual consultations, thesis and paper writing, digital online and blended learning, video learning, self-testing, quizzes, presentations, practical training and homework. The amount of homework required should be clearly stated in the syllabus and explained in the first session. Homework can be in form of class preparation like reading assignments, in form of written assignments, research, projects, preparing presentations, exam preparation, etc. It is of utmost importance that the workload guidelines are strictly adhered to in order to assure compliance with the European Credit Transfer and Accumulation System (ECTS). Alternative formats need the approval of the Director of studies. Such approvals will mainly be granted for pedagogical reasons or for lecturers coming from abroad.

c. The amount of hours spent for the course will be surveyed in the student course evaluation and the results thereof will be communicated to and discussed with the faculty. The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. 60 ECTS credits are the equivalent of a full year of study or work at LBS while 36 contact hours are required to earn 3 semester hours (3 ECTS). Based on the fact that 1.5 ECTS are equivalent to 1 US credit, it is 24 contact hours that are required to earn 3 US credits.

A recommended minimum workload for a 2 ECTS class is 1 graded assignment (in-class, homework, team projects, presentations etc.) and 1 individual, written, in-class performance assessment (quizzes, exams, cases etc.).

A recommended minimum workload for a 3 ECTS class is 2 graded assignments (in-class, homework, team projects, presentations etc.) and 1 individual, written, in-class performance assessment (quizzes, exams, cases etc.) or 1 graded assignment (in-class, homework, team projects, presentations etc.) and 2 individual, written, in-class performance assessments (quizzes, exams, cases etc.).

A recommended minimum workload for a 4 ECTS class: 2 graded assignments (in-class, homework, team projects, presentations etc.) and 2 individual, written, in-class performance assessments (quizzes, exams, cases etc.) or 1 graded assignment (in-class, homework, team projects, presentations etc.) and 3 individual, written, in-class performance assessments (quizzes, exams, cases etc.) or 3 graded assignment (in-class, homework, team projects, presentations etc.) and 1 individual, written, in-class performance assessments (quizzes, exams, cases etc.).

The attached figure 6.2 provides the information for a. to e. in Excel format.

d. LBS does not offer any non-traditional business degrees.

Sources

- LBS Standard 6 - Figure 6.2

6.1.3 - Criterion 6.1.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a.	Marketing
	b.	Business Finance
	c.	Accounting
	d.	Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e.	Legal Environment of Business
	f.	Economics
	g.	Business Ethics
	h.	Global Dimensions of Business
Technical Skills	i.	Information Systems
	j.	Quantitative Techniques/Statistics
Integrative Areas	k.	Business Policies, or
	l.	A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your explicit rationale for the reduced requirements, and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive.The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).

Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this

requirement also applies to schools measuring coverage by percentage of a three credit-hour course.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

All LBS undergraduate programs (International Business Administration, IBA) are designed to meet a minimum coverage of the Common Professional Component (CPC) of two-thirds of course with two (2) ECTS equivalently to three (3) US credit hours or approximately 30 coverage hours for all fields in the appropriate modules: Business Skills, Behavioral and Humane Aspects of Economics and Business, Economics, Business Administration, Law and Organizations, Research, Finance, Marketing and Information Technology.

Figure 6.5 contains the CPC compliance for the LBS Bachelor Program "International Business Administration (IBA)" listed by course and the relevant CPC topic.

Sources

- LBS Standard 6 - Figure 6.5

6.1.4 - Criterion 6.1.4

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

Note: Each institution should have on file, and available for inspection by the evaluators: syllabi; curriculum sheets; degree plans; degree audit forms; or other documents that reflect deployment of the curriculum design.

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

6.1.4.a.

The LBS curricula offer courses beyond the CPC and involves the preferences of students, graduates, lecturers, applicants and other stakeholders garnered by surveys and interviews. Specialized courses are offered for the areas Marketing and Finance which enable the students to deepen their curriculum and thus focus on their preferred fields of expertise. Electives are not offered at LBS due to the nature of LBS being a University of Applied Sciences and therefore offering a strict curriculum for the students. The curricula of the offered Bachelor program is published on the LBS Website while the syllabi are attached. The file "BA Syllabus CPC Coverage" in the Appendix contains the percentages and ECTS as well as the US credits of every offered course in the Bachelor program proving the appropriate CPC coverage. As per technical reasons this information cannot directly be added to every syllabus and is therefore contained in this particular evidence file.

A very high number of LBS lecturers are practitioners thus, the students are educated with appropriate knowledge

and skills as well as provided with the insight how to use these in practice.

Group work, workshops, real-case project work, collaboration with national and international companies as well as practical training are essential features within LBS' study programs are intended to further evolve the students' innovative and creative thinking, problem solving capacities, independence in work, experience of team spirit as well as the ability of team-leading, intellectual curiosity and practical knowledge paired with appropriate academic skills.

Figure 6.6 supports the information presented for this criterion.

6.1.4.b.

The LBS Bachelor program provides sufficient foundation in general education which is minimum equivalent of 40% of the ECTS (US credits) required for the degree. Figure 6.6 lists the ECTS and US credits distributed in general education, core requirements and those beyond CPC while table "BA Syllabus CPC Coverage" provides supporting information.

LBS offers its students different courses and contents to establish a wide educational background in the areas of communication and presentation skills, psychology, sociology, law and ethics. Thus, the students shall be educated and supported in developing their skills in decision-making in business and the intellectual capacity to orient themselves in organizations in competitive environment.

Electives are not foreseen due to LBS' nature of being a University of Applied Sciences offering a strict curriculum which is published on the LBS website.

Sources

- BA_Syllabus_CPC_Coverage_2020_09_09
- LBS Standard 6 - Figure 6.6

6.1.5 - Criterion 6.1.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.Other Business-related Programs

Curriculum 6.1.5. - Other Business-related Program

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab (ACBSP Documents folder) above, for each "other business-related program" to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

LBS does not run other Business-related programs.

Sources

There are no sources.

6.1.6 - Criterion 6.1.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.6. - Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements, and provide student learning performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

In addressing Criterion 6.1.6., present your catalog descriptions of all your graduate programs, and tabulate here for each program:

   a. the hours of graduate level work in business coverage beyond the CPC;
   b. how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning.

Note: If your business school or program offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.

If your business programs do not meet this criterion you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

a)   the hours of graduate level work in business coverage beyond CPC

LBS offers two graduate programs: IML and SFBA. Both programs require 30 semester hours (45 US credits) of graduate study beyond the undergraduate CPC.

b)   how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning.

All courses offered in both Master's degree programs, IML and SFBA are reserved for graduate students admitted to either LBS or one of the designated partner universities in the course of student mobility. The prerequisite for being accepted as graduate student at LBS is a completed Bachelor program but not necessarily an LBS Bachelor program. Our experienced and committed faculty of real-world practitioners and academic researchers will give students a comprehensive introduction to the theory and offer practical examples from their professional life. At LBS, emphasis is put on the practical side of education. In simulation exercises, real-life project work and industry-related research, students will be prepared to creatively and efficiently tackle business challenges. With our unique mix of on-campus classes (app. 18h/week) and online sessions students will be able to combine their further education with part-time work. In addition, we recommend continuous work experience and encourage it by possible accreditation of some courses. Thus, theoretical knowledge can perfectly be combined with practical application. Case studies are an integral part of each graduate program and the evaluation of the students' Dublin Descriptor achievement in the capstone courses serve as evidence for the students' achievement of the learning outcomes. The five assessed Dublin Descriptor learning outcomes comprise qualifications awarded to students who

1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
3. have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Both Master's degree programs comprise four semesters with 30 ECTS (45 US credits) each, which is in line with ACBSP requirements for graduate degrees. As University of Applied Sciences it's not proposed to elect courses but a strict curriculum has to be followed by the students.

Catalogue description: International Management and Leadership (IML)

The International Management and Leadership Master program at Lauder Business School strives both to deepen knowledge in applied business administration and to develop the management and leadership skills relevant for international business careers. Students will be trained for upper management positions in premier globally oriented companies or to embark on innovative entrepreneurship. Moreover, students will be prepared to creatively and efficiently tackle business challenges in a multicultural environment, as well as apply the foundations of executive management, such as decision-making and strategizing within complex organizational structures. Concrete skills and knowledge to be achieved by IML students:

- Learn to use SAP & receive a certificate
- Receive an IPMA-D certificate at 50% discount as part of the project management course
- Prepare for and take the BCS Certificate in Business Analysis Practice
- Student Consultancy Project with a partner company
- Business Simulation

- Real-world practitioners as lecturers
- Harvard MOC classes
- Interactive & international study environment
- Group work & project-based learning
- Work part-time & accredit some courses

Career Profiles International Management and Leadership: Project Manager, Management Consultant, Strategist, Marketing Manager, Sales Manager, Process Manager, Entrepreneur, HR Generalist, General Manager, Product Manager, Business Development Manager, Branch Manager, Performance Analyst, etc.

Catalogue description: Strategic Finance and Business Analysis (SFBA)

The Strategic Finance and Business Analytics Master program at Lauder Business School (LBS) combines contemporary knowledge in the field of international finance and corporate strategy with the latest trends in business analysis. This innovative program is designed to provide students with an in-depth understanding of the finance sector as well as the appropriate financial management of corporations in the non-financial industry. Moreover, LBS will equip students with essential research, analytical and critical thinking skills. Students will learn to be a data-driven deal-maker and financial professional who understands business processes, management and strategy in leading financial institutions, corporations, consulting and auditing companies. Concrete skills and knowledge to be achieved by SFBA students:

- Access to financial data sources – Bloomberg
- Learn to use the statistical software package R
- Learn to use SAP & receive a certificate
- Get IPMA-D certificate at a 50% discount
- Prepare for and take the BCS Certificate in Business Analysis Practice
- Student Consultancy Project with a partner company
- Banking Simulation
- Real-world practitioners as lecturers
- Harvard MOC classes
- Interactive & international study environment
- Group work & project-based learning
- Work part-time & accredit some courses

Career Profiles Strategic Finance and Business Administration: Asset Manager, Business Analyst, Investment Banker, Economic Consultant, Risk Manager, Treasurer, Financial Analyst, Reporting Specialist, Compliance Officer, Data Scientist, Quantitative Modeler, Rating Expert, Banking and Financial Strategist, Chief Financial Officer, Project Manager, Consultant, etc.

Both curricula are published on the LBS Website https://www.lbs.ac.at/study-programs/international-management-and-leadership/ and https://www.lbs.ac.at/study-programs/strategic-finance-business-analytics/ and the course syllabi are attached in the evidence files as well as the table for the CPC coverage.

Furthermore, the information, tables and figures concerning the standards 3 and 4 in the evidence files contain information for both, Bachelor and Master programs.

Sources

- BA_Syllabus_CPC_Coverage_2020_09_09

6.1.7 - Criterion 6.1.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

A table such as Figure 6.8, found under the Evidence File tab (ACBSP Documents folder) above, should be included.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS has an evaluation process in place to keep the study programs up to date; this process comprises the data and feedback gathered in the fields of enrolment, course and lecturer evaluations, student feedback, alumni feedback, dropout rates, complaints and observations by faculty and Directors of studies.

The data is gathered as follows:

- Course Evaluation Surveys (Quality Department): Feedback on courses and faculty
- Alumni Evaluation Surveys (Marketing Department): Alumni Feedback
- Quality Circles (Directors of studies and student representatives): Student Feedback
- Management Meeting (Directors of studies and Executive Manager): Director Feedback
- Academic coordination data (dropout rates): Dropout Rates
- Lecturer Evaluation Surveys (faculty): Faculty Feedback
- Admission Analysis (Admission Office): Number of Applicants
- Quality Reports – Complaints (Quality Department): General Qualitative Feedback

The above listed and gathered data is the basis for the revision of the study programs as described in the relating process.

Figure 6.8 (see excerpt below) and figure 6.10 show the gathered data from the academic year 2019.

Program	Student Evaluation of Course/Instructor	Dropout Rates	Observations by School and/or Program Leaders

International Business Administration (BA)	Course Evaluation	Academic Coordinator Report	Lecturer Evaluation Alumni Evaluation Quality Report - Complaints Quality Circle - Student Representatitves Management Meeting - Management
International Management and Leadership (MA)	Course Evaluation	Academic Coordinator Report	Lecturer Evaluation Alumni Evaluation Quality Report - Complaints Quality Circle - Student Representatitves Management Meeting - Management
Strategic Finance and Business Analytics (MA)*	Course Evaluation	Academic Coordinator Report	Lecturer Evaluation Alumni Evaluation Quality Report - Complaints Quality Circle - Student Representatitves Management Meeting - Management

formerly known as Banking, Finance and Compliance

Figure 6.8 comprises all offered LBS study programs and the data gathered for the program evaluation. While some data is gathered on an annual basis (course-, lecturer-, alumni evaluations, academic coordinator report, admission report, quality report and quality circle), others are gathered every quarter (management meeting).

The course evaluation surveys are replied upon by the students at the end of every single course attended. After the data processing performed by the Quality Department, the Directors of studies receive the information about the prepared data every semester. Due to the fact that every course is held once in an academic year, the data gathering is announced to appear annually. The Directors of studies address every issue and deviating results in individual lecturer meetings which provide the basis for any actions to be taken like e.g., definition of training needs or teacher's appreciation. A trend in the evaluations is tracked to identify any significant need of adaptations like e.g., change of subjects or cancellation of courses, introduction of a new lecturer or other teaching methods. However, only the faculty with appropriate evaluation results are kept in the lecturer pool while recurring low performers need to get replaced. One method to support the faculty to remain on performance track or get back a high performance is the accompaniment by the Directors of studies during some of the lectures to identify possible improvement potential.

As the course evaluation process is ongoing it provides a reliable feedback serving as appropriate basis for performance tracking.

Sources

- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- LBS Standard 6 - Figure 6.8
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- M_SA_1_Studiengang_überarbeiten_V1.1_20150912

6.2.1 - Criterion 6.2.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1. - Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab (ACBSP Documents folder) above.

Suggested topics for the narrative;

  a. how you ensure that education support processes are performing effectively;
  b. how are the following types of information used to evaluate your support processes:

  1. feedback from students, stakeholders, faculty and staff;
  2. benchmarking;
  3. peer evaluations; and
  4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS maintains processes related to the hiring and developing of office staff in the areas of hard- and soft skills. The Executive Manager conducts individual appraisal meetings with all office employees on an annual basis. Some meeting outcomes may as well be tied to the LBS strategy if appropriate. The LBS staff is encouraged to participate in the Erasmus+ staff training initiative and perform on-the-job-trainings at one of the LBS partner universities or perform a specific training within the EU under the flag of Erasmus+. Furthermore, individual trainings may be joined after individual approval by the Executive Manager.

The opening hours of the student support offices are communicated on the LBS website, the welcome information package for new students and on signs on the different office doors. While the opening hours are intended for personal visits and phone calls, all students are also invited to submit any inquiries via mail to the official LBS mailboxes of the LBS employees 24/7.

LBS established and maintains different support processes to ensure a proper educational support like following:

  • Design introductory phase of studies
  • Provide relevant information to freshmen
  • Creation of academic schedule

- Conduct Student Quality Circles
- Election of Student Representatives
- Payment process of tuition fees
- Library related processes (borrowing books, inventory)
- Performance scholarship
- GMAT scholarship
- Procedure related to breaching of rules
- Infrastructure Maintenance procedure
- Borrowing of notebooks
- Student ID administration
- Library Services
- Erasmus+ processes (student exchange/internship)

Additional support is offered by the LBS office staff in various areas:

- The **Academic Coordinator** offers support in the fields of academic scheduling of seminars and exams, provides the students with the opportunity to view exam results, consults the students in questions related to curricula, exams and further academically related questions in his/her function as interface between the Directors of studies and the students.
- The **Admission Officer** provides support in requests from government or public authorities which is especially intended for students who do not speak German. These services are offered for all students and support them in questions like residence permit and Visa extension procedures, social security (insurance) issues, questions relating a bank account, questions in regard to the admission procedures, etc.
- The **International Officer** is the first point of contact for students in regard to participate in the Erasmus+ program for both, performing an exchange semester at one of LBS' partner universities and completing an internship abroad. He/she informs the students about procedures, refunds of associated costs and acts as interface between the LBS students and OEAD, the governmental body related to Erasmus+ mobilities.
- the **Administrative Assistant** of the Executive Manager supports the students in administrative services by maintaining the physical post by offering pigeon-holes and supporting the students in the payment procedures for the tuition fees as well as in general administrative tasks.
- The **IT-Manager** offers services like rental of laptops, extension cables, adapters, power cords and other IT-related items. He/she is the students' first point of contact for issues relating the devices like PCs and printers used at LBS or access rights and related (remote)access issues concerning the LBS IT system. Furthermore, the IT-Manager supports the students in accessing the WiFi services offered by eduroam.
- The **Dormitory Manager** offers support in questions related to the dormitory facilities and equipment, heating, costs, etc. and is also the first point of contact for questions related to the students' gym and furthermore the kosher Mensa. He/she may also be contacted relating the sanitary facilities and hygiene related issues or questions in his/her function as interface to the cleaning staff.

The current LBS office team including the input and support of the Directors of studies is sufficient to support the LBS students and also alumni efficiently.

Figure 6.9 details the educational support offerings LBS carries out:

- Counseling / Advising
- Tutorial: Phasing in
- Tutorial: Tutoring Program
- Computer Facilities
- General equipment
- Modern facilities / seminar rooms

- Library Services

The students' satisfaction with the LBS support procedures is gathered once a year using the facilities & service evaluation surveys. Furthermore, all students have the opportunity to approach every office member and faculty as well as the LBS Executive Manager at all times following LBS' open door policy.

a)   Every feedback, note, complaint or suggestion brought up by students is collected by the quality department, distributed to the appropriate employee and tracked until their closure. The LBS management gets involved, if appropriate; if applicable, staff, faculty and students get informed via mails and internal systems about any changed rules or processes to ensure a proper training.

b)   Student feedback and complaints are not only gathered by the office staff or faculty but also requested on a regular basis. The student body has the opportunity to join the annual facilities & service evaluation survey to provide feedback related to the facilities, seminar rooms, campus, equipment and related technical questions and also inform LBS about lecture-related issues in the course evaluation surveys which are spread after the end of the individual courses.

The quality department tracks and analyses the outcome of the surveys and compares the numbers and areas of complaints before discussing these with the Executive Manager. The results of the students facilities & service evaluation analysis and further proceeding are communicated to all students at the beginning of the subsequent academic year.

As a university of applied sciences, LBS is a member of the FHK, a network of all Austrian universities of applied sciences and thus has easy access to compare its services and processes with similar tertiary education institutions. Regular meetings are held in different areas:

- Quality section
- Educational section
- Management section

The FHK conducts, documents and distributes the benchmarking related information as appropriate and as soon as available.

Sources

- Facilities_and_Service_Evaluation_V1.0_20180518
- K_SL_1_StudienanfängerInnen_informieren_V1.0_20150420
- K_SL_2_DirectorsList_erstellen_V1.0_20160304
- K_SL_2_GMAT_Stipendium_vergeben_V1.0_20160304
- K_SL_2_Performance_Stipendium_vergeben_V1.0_20160304
- K_SL_2_Studieneingangsphase_gestalten_V1.5_20150901
- K_SL_2_Stundenplan_erstellen_V2.1_20151103
- K_SL_2_Verfahren_bei_Regelverstößen_20150412
- LBS Standard 6 - Figure 6.9
- Lecture_Evaluation_V1.1_20200205
- M_QM_1_Student_Quality_Circle_durchführen_V1.1_20140412
- M_QM_1_Wahl_Jahrgangsvertretung_durchführen_V2.0_20150912
- M_RE_1_Studienbeiträge_einheben_V2.2_20150812
- S_BI_1_Bibliothek_Inventur_durchführen_V1.1_20150612

- S_BI_1_Literatur_entleihen_Student_V2.0_20150612
- S_GT_1_Infrastruktur_warten_V1.3_20140324
- S_GT_1_Notebook_zu_Verfügung_stellen_V2.0_20150826
- S_GT_1_Verlust_StudentID_verwalten_V1.0_20150812
- S_PE_1_MitarbeiterInnengespräch_durchführen_V1.3_20150223
- Standards_Personalbeschaffung_20140821
- Welcome Info 2020

6.2.2 - Criterion 6.2.2

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2.2. - Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. found under the Evidence File tab (ACBSP Documents folder) above, for all educational locations and the Internet. Explain or describe:

   a. your key business operation processes;

   b. how you determine your key customer requirements;

   c. how you set measures and/or indicators and goals;

   d. how you monitor performance;

   e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and

   f. how you use the following types of information to evaluate your key business operation processes:

      1. feedback from students, stakeholders, faculty and staff;

      2. benchmarking;

      3. peer evaluations; and

      4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
John Millar

Institution Response

LBS considers business operations leadership as important as academic leadership. Thus, highly experienced senior professionals with skills in business and process management as well as change management are an integral part of the LBS team to ensure student centered services and processes are implemented, appropriate and undergo continuous improvement reviews. From an academic point of view, current teaching trends and the prediction of future needs in business management are in the focus of the academic leadership team (Directors of studies). Every two weeks the executive manager meets with the Directors of studies to discuss interface topics between the academic and the business operations areas to ensure smoothly running and appropriate student centered processes.

LBS considers following six as key business operations processes:

   1. **Admission process (enrolment)** which is connected to LBS Marketing department related to recruitment: The admission process is strongly connected to the LBS marketing processes, as the marketing department develops the LBS recruitment strategies. The focus is clearly on the LBS website which informs prospective students about the curricula and courses as well as the career opportunities. Furthermore, the marketing department decides on the fairs at which LBS shall be present to reach out to possible applicants;

additionally, LBS visits students in higher commercial schools presenting the LBS services and especially the contents of the Bachelor program. Based on the stakeholder feedback which is provided by the Quality Management Department on a regular basis, the short term marketing strategy shall be adapted appropriately in collaboration with the Directors of studies and the Executive Manager. LBS uses various communication channels to reach out to prospective applicants, such as advertising (print, online), Public Relations, student fairs, social media, direct communication, website, indirect communication (presence at fairs and events).The admission procedure can be started by submitting an online application using the LBS Campus information system. Once the admission department verified the completeness and correctness of an applicant's data, the Directors of studies get involved to send the applicant an exercise to be solved (Master program) or an essay question to be answered (Bachelor program). Once the applicant's work has been returned, the relating Director of studies decide whether an interview can be set up for proceeding with the application procedure or the applicant cannot be considered an LBS student. The interview may appear in person in the LBS offices or in the course of an online-meeting. The head of admission and the relating Director of studies both have to agree upon the acceptance of an applicant who can start his or her studies in according to the academic calendar as soon as the payment of the tuition fee has been confirmed by the office staff. The number of applicants should exceed the number of study places at LBS. The Marketing department's short-term strategy aims to close any recruitment issues and is documented as integral part of the LBS strategy.

2. Erasmus+ (student mobility to LBS partner universities): LBS participates in the governmental Erasmus+ program enabling European students to undertake one semester at a partner university. LBS defined a so-called mobility window in the third semester of all study programs offering courses that can alternatively be taken at one of the LBS partner universities. Every student is invited to participate in this program until the governmental funding for mobilities has ceased; in case there are more interested applicants than can be funded (financial constraints or maximum number of accepted exchange students exceeded) the students' performance (grade average) determines who may participate. The International Office is responsible for maintaining the process and informing the students in class-room (or virtual) sessions. To ensure an ongoing governmental funding, mobilities have to take place annually requiring the number of exchange students and the related expenses being measures that must be tracked on a regular basis. The target of this process is to have more applicants than are funded per exchange semester; the governmental funding must only be spent for related expenses.

3. **Management and Development of Teaching (education)**: The curricula and structures of the LBS study programs, courses and other parts of the education process are created and selected based on compulsory requirements for business programs and supported by the best practices, new and innovative courses and lessons and workshops based on the evaluation feedback from students', alumni and students' employers as well as on the feedback from other stakeholders while respecting the current societal trends. New lecturers are selected based on their experience, education and scientific and/or professional eligibility. The recruitment process consists of an evaluation of the resume performed by the Directors of studies and an interview; they are evaluated by students on the basis of the regular lecture evaluation process. Lecturers themselves are asked to fill in the lecturer evaluation survey on an annual basis so their input, suggestions, complaints and further information the lecturers provide can be considered in the maintaining of syllabi and course offerings. So-called "Development Teams" consisting of the relating Director of studies and further lecturers (6 in the Bachelor program and 3 in every Master program) are responsible for developing and maintaining the study programs. They consider the feedback provided by the key stakeholders as well as current trends which they are able to identify in their professions beside their teaching activities.

4. **Alumni**: Alumni are of high interest for LBS for several reasons; from a marketing point of view it is supportive for LBS if alumni recommend LBS to their personal (prospective students) and professional (business partner) network. From an educational point of view LBS may learn how well the education prepared alumni for their real life work after finishing their studies and also if additional courses would be beneficial. Also the opportunity of an LBS collaboration with alumni once they have professionally settled or run their own businesses would be very beneficial for LBS students. Thus, LBS' marketing department hosts an "Alumni Network" aiming to stay in touch with former LBS students by providing career opportunities for alumni and students on the one hand and maintaining collaborations to improve the teaching on the other hand. The annual alumni evaluation survey is used to gather the alumni's feedback on questions related to the course offer and the significance for their professional life. LBS strives to meet a target of minimum 3 out of 5 total points related to the question "I would recommend Lauder Business School to potential students".

5. **Finance (tuition fees and funding)**: The main source of income is governmental funding followed by the tuition fees, along with the implementation of research and development projects within LBS and external collaborating entities (City of Vienna, other higher institutions and also private industry). Costs of implementing study programs are mainly due to the personnel costs of the administrative and academic staff of LBS (wage costs, compulsory social and health insurance contributions), costs related to the management of the property (place of teaching and dormitory), Campus Software System (Academy5), interactive learning support applications (moodle), marketing and advertising activities for recruiting students and promotion. The learning process requires special equipment like Bloomberg Terminals, SmartBoards, computer equipment (including Wi-Fi network coverage and Software licenses) and maintaining audiovisual techniques in teaching and seminar rooms, along with library development and regular replacement of old/damaged furniture and other operational equipment. The accounting department discusses the financial status with the Executive Manager on a regular basis. The target to be met is an exceedance of the income compared to the expenses.

6. **Quality Management (performance and evaluation)**: The quality management department is responsible for tracking the Feedback provided by key stakeholders in the course of regular evaluations as also described earlier in this criterion. The feedback is used to further improve LBS' services and also the education process. The target set for the different evaluations is to remain below 3 out of 6 for all evaluations except the Alumni survey which is structured differently aiming to meet a target of 3 or higher in a range from 1 to 5; Beside the ratings open questions are asked in the evaluation surveys and another tracked target is "no identical complaints in two consecutive years" which would mean that an issue reported in an earlier feedback was not resolved appropriately. Quality Management is an integral part of all LBS departments and thus involved in all evaluations including benchmark processes and strategy development and the related action item tracking. The annual reporting to the relevant accreditation bodies is an important quality management task and the 6 key processes listed in this criterion are an essential part of these reports. In the course of the annual report creation the Quality department reviews the key processes together with the process owners to identify potential for improvements. Furthermore, the Quality department is involved in benchmark activities which are part of regular FHK meetings joined by representatives of all Universities of Applied Sciences in Austria. In addition to these informal meetings, benchmark projects are carried out by the Quality department every few years. The last benchmark project was conducted in 2016 (see section "Marktanalyse" in the attached quality report on pages 24-31).

The following table sums up the LBS key business operations processes explained above including the information of how the feedback is gathered, what benchmarking methods are used, how peer evaluations are performed and furthermore, informs about the targets that have been set including the latest results:

Process	Feedback	Benchmarking	Peer Evaluations	Target	Data from Observations and Measurements

Admission (enrolment) connected to Marketing (recruitment)	Management Meeting, Marketing Meeting, Strategy Development Meeting Numbers from Admission and Directors of studies reported to office staff and management	Numbers of students in comparable universities and universities of applied sciences (websites)	N/A	Number of applicants must exceed number of available student places at LBS	2018/2019: Bachelor program: applicant numbers increasing and exceeding available student places every year Master program IML: applicant numbers increasing and exceeding available student places Master program SFBA: applicant numbers were lower than expected in 2019/2020 (special recruitment strategy established in together with marketing department resulting in appropriate applicant numbers in 2019/2020)

Erasmus (mobility)	Reporting number of applicants from International Office and Directors of studies; numbers of incoming students from partner universities; funding for student mobilities	Numbers of incoming Erasmus+ students from partner universities	N/A	More applicants for outgoing mobility than funding; available governmental funding used as planned	2018/2019: more applicants than mobility opportunities; funding appropriately used according to governmental rules; 2019/2020: COVID-19 crisis disabled student mobilities (exception for this period)
Management and Development of Teaching (education)	Students' lecture evaluation feedback; lecturers' evaluation feedback; Alumni evaluation feedback; other feedback (e.g. complaints); continuous improvement process (Directors of studies)	Curricula from in comparable universities and universities of applied sciences (websites); comparison in FHK meetings attended by representatives of all Universities of Applied Sciences in Austria;	Directors of studies support new lecturers prior to starting teaching; (lecture-)evaluation feedback triggers additional classroom support for lecturers in classroom and	State-of-the art teaching methods (no complaints); curricula appropriate (no complaints); current topics covered in courses (syllabi)	2018/2019, 2019/2020: courses and curricula continuously improved (extended blended learning courses implemented + and Excel courses enhanced);
Alumni (graduates)	Alumni evaluation feedback; other feedback (e.g. complaints)	Alumni satisfaction is generally discussed in FHK meetings, exact benchmark numbers cannot be gathered, though.	N/A	Alumni would recommend LBS to their personal network (possible further applicants): 3 or higher out of 5	2018/2019: 3,9 2019/2020: 3,9
Finance (tuition fees and funding)	Tuition fees, governmental funding, research and project funding and dormitory fees reported by the finance department	N/A	N/A	Incomings must exceed costs	2018/2019 and 2019/2020: incomings exceed outgoings

Quality Management (performance and evaluation)	Students' lecture evaluation feedback; Alumni evaluation feedback; lecturers' evaluation feedback; staff evaluation feedback; students' facilities and service evaluation feedback; business partner evaluation feedback; other feedback (including complaints); team meetings;	N/A	N/A	Feedback rating is lower than 3 (out of 6) for all except Alumni (alumni survey is structured differently with a target of 3 or higher); other complaints: no repetition of complaints in two consecutive years	2018/2019 and 2019/2020: feedback is appropriate (Alumni higher than 3 out of 5; all others: lower than 3 out 6); no other feedback (complaints) reported

Sources

- Business_Partner_Evaluation_V1.0_20191118
- Facilities_and_Service_Evaluation_V1.0_20180518
- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924
- LBS_QM_Audit_Selbstevaluierungsbericht_V1.0_20160111
- LBS_Strategy_V1.0_2020_03_31
- Lecture_Evaluation_V1.1_20200205
- Lecturer_Evaluation_V1.1_20180312
- S_PE_1_Berufung_nebenberuflicher_LektorInnen_V1.2_20130725
- Staff_Evaluation_V1.0_20180514

6.3.1 - Criterion 6.3.1

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

a. the policies and procedures for admission of first-year students (freshmen); and
b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS offers both undergraduate and graduate applicants an online application form which would serve as initial step in the enrolment process. The application process can therefore be started by the applicants themselves by visiting the website and clicking on the "apply" button which leads to the online application form.

There are four basic steps to complete an application successfully starting with the online registration. In order to do so, the applicant clicks on "Apply Now" on the LBS website and will have to fill in his/her name and email address. Thereafter, a registration link will be sent to the email address which the applicant will have to confirm. After the registration, the applicants need to fill in the data, upload all required documents like e.g. metrication certificate and submit the application for revision to the Director of Studies. If the application package is complete and has been approved by the Director of Studies, applicants for the Bachelor in Business Administration do receive an essay question which must be completed within 3 days and submitted for revision. The applicants should make sure to be available for at least 4 weeks after submitting their registration and checking their emails on a daily basis in order to meet the deadlines for the essay / case study which will be sent to them via email.

If the essay/case study has been evaluated as positive, the applicant moves to the fourth and final stage of the admission process. In the fourth stage, the applicant will be invited to participate in the assessment interview conducted by the Director of Studies and another member of the recruitment team (4-eyes-principle). The recruitment team comprises of the 2 Directors of Studies and the Academic Leader as well as his/her deputies. Once the final stage has been mastered, the applicant will be informed of the outcome of his/her application via e-mail.

According to the Austrian law, negatively assessed applications may be objected within 4 months after issuing the assessment results and in the case of an objection LBS will inform the applicant about any professional reasons for the rejection.

a. Further details are explained in the attached admission policy which is in line with the LBS Admission process.

b. The Director of the Bachelor studies is available for the students in order to support them in succeeding in their studies based on LBS' open door policy. All students may ask for personal meetings to get support or send an email or make a direct phone call. The rules for second exams and commission exams (third attempts) are published in the LBS statute (part exam regulations). Every lecturer at LBS is eager to support all students in their studies and thus may be contacted for the relating professional subject as well by mail or personally. However, the faculty and also Director of studies also reaches out to students in order to offer further support in case the grades do not meet the expectations or suddenly decrease.

Sources

- K_SL_1_StudienanfängerInnen_informieren_V1.0_20150420
- K_SL_1_Studierende_aufnehmen_BA_V1.6_20150420
- K_SL_1_Studierende_aufnehmen_MA_V1.5_20150922
- K_SL_2_Erste_Wiederholungsprüfung_durchführen_V2.0_20151002
- K_SL_2_Kommissionelle_Wiederholungsprüfung_durchführen_V2.0_20151002
- LBS_Admission_Policy_V1.0_20210503
- Statute_Part_Exam_Regulation_V2.7_201901016

6.3.2 - Criterion 6.3.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.2. - External Articulation Process

The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;

b. the principal institutions from/to which the institution receives/sends transfer students;

c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;

d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and

e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and

g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

See Figure 6.11 under the Evidence File tab (ACBSP Documents folder) for an example of a table for External Articulation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Not applicable to LBS.

All undergraduate and graduate students may apply and transfer their credits based on the Bologna process within the European Union and also worldwide without the need of any additional contracts. LBS established a Course recognition policy for both, Bachelor (part of the Academic Standards Policy) and Master programs (separate Master Recognition Policy).

Within the study programs the Directors of studies decide for any individual request whether any transfer credits can be recognized for any LBS courses in the course of the Bologna regulations.

Students may file for recognition of courses for the respective semester if equivalent courses have been taken at universities and/or other comparable institutions before and may be considered "recognized" in case:

- The courses(s) have the same workload (in ECTS or corresponding credits/hours) as the respective one(s) at LBS that should be accredited.
- The required competences / learning outcomes of the respective course have been obtained
- The required competences / learning outcomes have been obtained at same European Qualification Framework level (or higher) as the respective course that should be recognized (i.e for courses at Bachelor's courses level 6 or 7 required and for Master's courses level 7 or 8 required). For courses that have not been taken in a program that governed by the EQF, the Director of studies will decide about the equivalence of the respective level.

The basis for a recognition is:

- Transcript of records and detailed description of the course(s) (translated into English or German if applicable) attached to the application form.
- Assessment of the corresponding LBS course lecturer regarding the congruence of the respective course(s)[1] and/or the obtaining of the respective competences/learning outcomes.

Students being granted a recognition for one or more courses will be notified by the Academic Coordinator.

For LBS Master students an addtional policy called "Recognition Master" has been established detailing the procedure for recognizing that he/she achieved required competences and the learning outcomes of a particular course in the framework of his/her current employment arrangement. The relevant courses may be recognized for the students as follows:

- The tenure of the employment contract must overlap with the duration of the specific course
- The place of employment should preferably be at a company that (or whose subsidiary) is registered in Austria
    - In case of employment arrangements where the employer is not registered in Austria, the following additional documentation has to be handed in: a copy of the company register/company book excerpt, landline contact of the supervisor and a link to a credible company website. Additional documentation may be required by the Director of studies in particular cases.
- The employment contract has to cover a minimum of 15 hours working time per week
- The employment contract must either have a minimum duration of at least 4 months as of the day of submission or must be unlimited
- A maximum of 10 ECTS per semester can be recognized during the student's 1st, 2nd and 3rd semester
- maximum of 6 ECTS per semester can be recognized during the student's 4th semester
- The student must coordinate a personal/virtual appointment with the Director of Studies

However, LBS did not sine any course transfer agreements with other institutions in regard to student transfers.

Thus, figure 6.11 is missing in the Evidence File tab, as it is as well not applicable for LBS.

Sources

- Academic_Standards_V1.13_20200217
- Recognition_Courses_V1.2_20200615
- Recognition_Master_V1.5_20210601

6.3.3 - Criterion 6.3.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

a. the admission policies of the business unit for each of the graduate level programs;

b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;

c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);

d. any difference between the day and evening graduate program in business in terms of admission and classification;

e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The LBS admission procedures for both, Bachelor and Master program, are similar except for the task that applicants have to successfully master which is an essay for Bachelor applicants and a case study for Master applicants.

a. LBS maintains one admission policy for both, Bachelor and Master programs

b. The admission procedures are attached in the evidence file (Bachelor/Master). The steps in this procedures are the same for both, Bachelor and Master study programs, but differ in the requirement of the task to be completed in the course of the application process (essay for Bachelor applicants, case study for Master students).

c. Master students at LBS must hold a Bachelor degree as condition for their admission according to the Austrian law. Other classifications than post-Baccalaureate are not accepted. However, LBS does not offer any evening programs.

d. There are no differences between the day and evening graduate programs in business in terms of admission and classification; LBS does not differentiate between day and evening programs but holds miscellaneous courses within all study programs during the day and in the evening.

e. According to the Austrian law, applicants for Master programs must hold a Bachelor degree prior to being enrolled and when applying for a Bachelor program, applicants need to have a higher school certificate or equivalent as entry requirement. LBS does not deviate from this law but requests additional evidences for the

applicants' qualification (case study resp. essay question). The admission process is initiated by the applicant once he/she provided all required documents and evidences as listed on the LBS website. After having replied to LBS' request (essay question for Bachelor applicants and case study for Master applicants), an interview is conducted by the Director of the relating study program to verify the applicant's professional knowledge, motivation, mathematics, language (English), logical and analytical thinking abilities etc. This interview is based on a 4-eye-principle, at least one more interviewer beside the relating Director of studies is present (either another Director of studies or the academic leader).

Sources

- K_SL_1_Studierende_aufnehmen_BA_V1.6_20150420
- K_SL_1_Studierende_aufnehmen_MA_V1.5_20150922
- LBS_Admission_Policy_V1.0_20210503
- Recognition_Courses_V1.2_20200615
- Recognition_Master_V1.5_20210601

6.3.4 - Criterion 6.3.4

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The regulations regarding suspending students and readmitting students who were suspended are listed in the Policies Academic Standards, Academic Malpractice and the LBS Statute.

The procedure for placing students on probation is explained below and further detailed in the Academic Malpractice policy (see section "offenses and sanctions"). The Director of the relating study program needs to be involved in all decisions and/or steps in the probation procedure while the academic leader and Executive Manager get involved only in case the following displinary sanction "Revocation of academic degree" should be imposed.

Four classifications of offenses have been established at LBS, each of which has a different academic and disciplinary sanction as listed in the following table:

Offense*	Classification	Academic Sanction	Disciplinary Sanct
• inappropriate referencing, where this is not deemed acceptable under the LBS Scientific Standards, as a result of misunderstanding referencing requirements or carelessness	Naïve offense	A reduction of one to two grades depending on the degree of inappropriateness	None

	First minor and all subsequent naïve offenses	Deem the student to have failed in the specific element of assessment in which the malpractice occurred	Warning
• several sentences of direct copying without proper (verbatim quote) acknowledgment of the source • systematic (multiple instances) failure to paraphrase sentences and quotes of other works adequately • unattributed quotations • unattributed graphic images • structural plagiarism - paraphrasing and wrongly assuming authorship of another person's concepts, reasoning and line of argument without proper referencing • minor embellishment of reference list (<20% % of the reference list are items which are not cited in the paper) • free-ridership in groups („students enjoying the rewards of group work without adding any effort"). • subsequent naïve offenses	First minor and all subsequent naïve offenses	Deem the student to have failed in the specific element of assessment in which the malpractice occurred	Warning

• copying multiple paragraphs in full or their cornerstone building blocks/structure without proper (verbatim quote) acknowledgment of the source • copying much of the work of a fellow student with or without their knowledge or consent • any form of cheating in an examination • major embellishment of reference list (>20% of the reference list are items which are not cited in the paper) • unauthorized collaboration • multiple submissions i.e. self-plagiarism • subsequent minoroffenses	First major and all subsequent minor offenses	Deem the student to have failed in the specific element of assessment in which the malpractice occurred	Disciplinary probat
• falsification of official documents • falsification and fabrication of sources, data and results • ghost-writing • deliberate destruction • taking an essay or multiple essays without revealing the source and submitting it as one's own work • all subsequent major offenses	Grave and all subsequent major offenses	Deem the student to have failed in the specific element of assessment in which the malpractice occurred	Termination of the edu training contract Revocation of acade degree

*Assistance in any of these acts will be penalized like the offense itself

Sources

- Academic_Malpractice_V1.8_20200205
- Academic_Standards_V1.13_20200217
- Satzung_V2.4_20201214

6.3.5 - Criterion 6.3.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for:

    a. recruiting students;

    b. admitting students; and

    c. retaining students.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS maintains different policies concerning the student body.

a. All information relating the recruitment are published on the LBS website. Further information about the Bachelor studies and about LBS in general can be retrieved from the Business Administration section on the LBS website where this information is also available as a video set.

b.The attached admission policy is published on the LBS website; the process for admitting Bachelor students and admitting Master students are attached .

c. LBS informs its student body via the LBS website in the field "About Us" about the counseling offices and their availability. Furthermore, LBS maintains policies for Fees and Registration as well as for merit-based scholarships and the recognition of courses. The student retention rates are tracked and analysed as shown in figure 6.10 serving as trigger for any improvement activities to be triggered in case the results do not meet the targets.

Sources

- Fees_and_Registration_V2.6_20210113
- K_SL_1_Studierende_aufnehmen_BA_V1.6_20150420
- K_SL_1_Studierende_aufnehmen_MA_V1.5_20150922
- LBS Standard 6 - Figure 6.10
- LBS_Admission_Policy_V1.0_20210503
- Merit-based scholarship grants_V1.1_20200615
- Recognition_Courses_V1.2_20200615

6.3.6 - Criterion 6.3.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.6. - Results of Enrollment Management will be reported.

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.10 found under the Evidence File tab above, is encouraged.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The LBS departments for marketing/recruitment, admission and the directors of studies work closely together to ensure a proper number of interested students for all LBS programs, Bachelor and Master. Based on the switch of the director of the Master studies in 2018, LBS started not only to further adapt the study programs and implement e.g. blended learning units but also intensified the marketing activities especially for the Master program Strategic Finance and Business Analytics (SFBA – formerly known as Banking, Finance and Compliance/BFC). The tracking of the applicant numbers is thus a logical consequence and performed by the Quality department in collaboration with the directors of studies and the admission's office.

The results of the past three years are detailed in the attached figure 6.10 and shown below:

Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken	Trends
Admission (enrolment) connected to Marketing (recruitment) for SFBA	Number of applicants for the SFBA* Master program per application period (academic year) - 25 places	2020: 28 applicants: 140%	Target of ≥100% (20 applicants) met in 2020	Increased efforts in recruitment- and marketing activities customized for the LBS Master programs	2019: 24 2018: 15

Admission (enrolment) connected to Marketing (recruitment) for IML	Number of applicants for the IML Master program per application period (academic year) - 35 places	2020: 51 applicants: 146%	Target of ≥100% (35 applicants) met in 2020	Increased efforts in recruitment- and marketing activities customized for the LBS Master programs	2019: 51 applicants 2018: 42 applicants
Admission (enrolment) connected to Marketing (recruitment) for IBA	Number of applicants for the IBA Bachelor program per application period (academic year) - 70 places	2020: 113 applicants: 161%	Target of ≥100% (70 applicants) met in 2020	Observe the decreasing number of applicants and further analyse the trend - (switch of the marketing focus from the Bachelor to the Master programs in 2019)	2019: 118 applicants 2018: 131 applicants
Alumni rate of IBA graduates	IBA Graduates joining the LBS Alumni network vs. all graduates	2020: 66.67%	Target of ≥ 70% not met in 2020	10 of the 45 graduates joined one of the LBS Master programs and are therefore not yet "Alumni" per definition (adding these 10 graduates to the Alumni network would result in 88,89%)	2019: 87.18% 2018: 72.22%
Alumni rate of IML graduates	IML Graduates joining the LBS Alumni network vs. all graduates	2020: 100%	Target of ≥ 70% met in 2020	Provide the latest information on the LBS website	2019: 66.67% 2018: 73.91%
Alumni rate of SFBA* graduates	SFBA* Graduates joining the LBS Alumni network vs. all graduates	2020: 50%	Target of ≥ 70% not met in 2020	The cohort "BFC 18" was the last cohort following the old study program which was restructured and newly accredited by AQ Austria and furthermore renamed to SFBA. A new lecturer was hired who acts as director of studies since 2018.	2019: 77.78% 2018: 58.33%

Erasmus+ participants	3rd year students joining the Erasmus+ program for studying one year abroad	2020: 6 students (this target is variable depending on the memoranda of understanding signed by the partner universities)	Target of ≥ 6 not met in 2020	Due to the COVID-19 situation a student exchange was nearly completely impossible in 2020. For 2021 already 12 outgoing students applied again for the Erasmus+ program.	2019: 6 2018: 3
Graduates of IBA program	Ratio of IBA graduates vs. governmental funding	2020: 64,3% of 70 funded study places	Target of ≥ 75% not met in 2020	A higher dropout rate can be observed in the 1st semester of the study program. The number of accepted students will be furhter increased to ensure a proper graduate rate.	2019: 55.71% 2018: 77.14%
Graduates of IML program	Ratio of IML graduates vs. governmental funding	2020: 37,14% of 35 funded study places	Target of ≥ 75% not met in 2020	A new director of studies was hired in 2018. The implementation of blended learning courses and further changes in syllabi and the curriculum can be reflected in the academic year 2021 since the first cohort that started with the new curriculum will graduate then.	2019: 42.88% 2018: 65.71%
Graduates of SFBA* program	Ratio of SFBA graduates vs. governmental funding	2020: 30% of 20 funded study places	Target of ≥ 60% not met in 2020	The cohort "BFC 18" was the last cohort following the old study program which was restructured and newly accredited by AQ Austria and furthermore renamed to SFBA. A new director of studies was hired in 2018. The changes of the study program can be reflected in the academic year 2021 since the first cohort that started with the new curriculum will graduate then.	2019: 45% 2018: 60%

*SFBA is formerly known as BFC

LBS noticed a negative trend in the number of applicants for the Bachelor program. Though the numbers are still above target, LBS will further analyse the reasons for these results together with the marketing department.

Sources

- LBS Standard 6 - Figure 6.10

6.3.7 - Criterion 6.3.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

LBS rolled out a new tool lately that also affects the application procedure for interested students. Furthermore, the marketing department increased its efforts in recruiting new Master students mainly focussing on the study program Strategic Finance and Business Analytics. The activities involved online activities for social media channels but also alternative and additional choices of national and international student fairs to visit.

The Marketing Department maintains the LBS Alumni network issuing annual questionnaires with the aim to identify topics and contents taught during their studies at LBS that were of high and also low value for the graduates' professional life. The answers are analysed by the Quality Department and discussed with the Directors of studies as well as with the Executive Manager to continuously improve the LBS study programs and thus attract further students.

Furthermore, every applicant is asked how he or she heard about LBS. The answers are analyzed by the Marketing Department and serve as input for the short-term strategy plan to ensure that prospective applicants can be reached.

The Quality Department is responsible for the general process reviews that also include the fields of enrolment.

Sources

- K_SL_3_AbsolventInnenbefragung_Fragenkatalog_V4.0_20200924