

Strategic Plan of WU (Vienna University of Economics and Business)

Effective date: May 1, 2023

Performance Agreements for the periods 2022–2024 and 2025–2027 are based on this Strategic Plan pursuant to § 13 (1) of the Universities Act.



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Pursuant to § 21 (1), item 1 of the Universities Act (Universitätsgesetz, UG) 2002, the WU University Board has approved the following Strategic Plan in its meeting on April 11, 2023, following a proposal by the Rector's Council and having obtained the consent of the WU Senate:

Preface

WU is the only public university of economics and business in Austria, and one of the best universities of its kind in Europe. Since its foundation in 1898, WU has always been characterized by internationality and a plurality of disciplines. One of WU's hallmarks is its long tradition of innovation. WU has been a pioneer in many different ways. For example, WU was the first university in Austria to establish a professional career center, recognize the importance of keeping in touch with alumni, implement the Bologna program architecture, and participate in international accreditation procedures. The development of innovative fields of teaching and research is one of the characteristics that set WU apart. The WU campus with its unique architecture and state-of-the-art infrastructure also testifies to WU's strong innovative spirit, as do its excellent international networks. The launch of Austria's first English-taught bachelor's program in business and economics and the establishment of the Research Institute for Cryptoeconomics are the latest in a series of examples that confirm WU's role as a pioneer in the academic world. WU is also a remarkable example of a responsible university, for instance by its memberships in the international networks Principles for Responsible Management Education (PRME) and Scholars at Risk and by being Austria's first university with a climate-neutral campus. WU takes its social responsibility seriously – in all areas of research, teaching, management, and as an employer.

Guided by its pioneering spirit, WU has set itself ambitious goals for the next few years. It will strengthen its international standing, increase the number of excellent contributions in the field of research, and further develop the future-oriented education it provides to its graduates. Living up to its role and responsibility in society, WU will make important contributions to solving economic, ecological, social, and legal problems in the coming years, strengthening the economic capability and prosperity of our society.

WU'S NEW STRENGTHS: THE DIGITAL ECONOMY AND RESPONSIBILITY

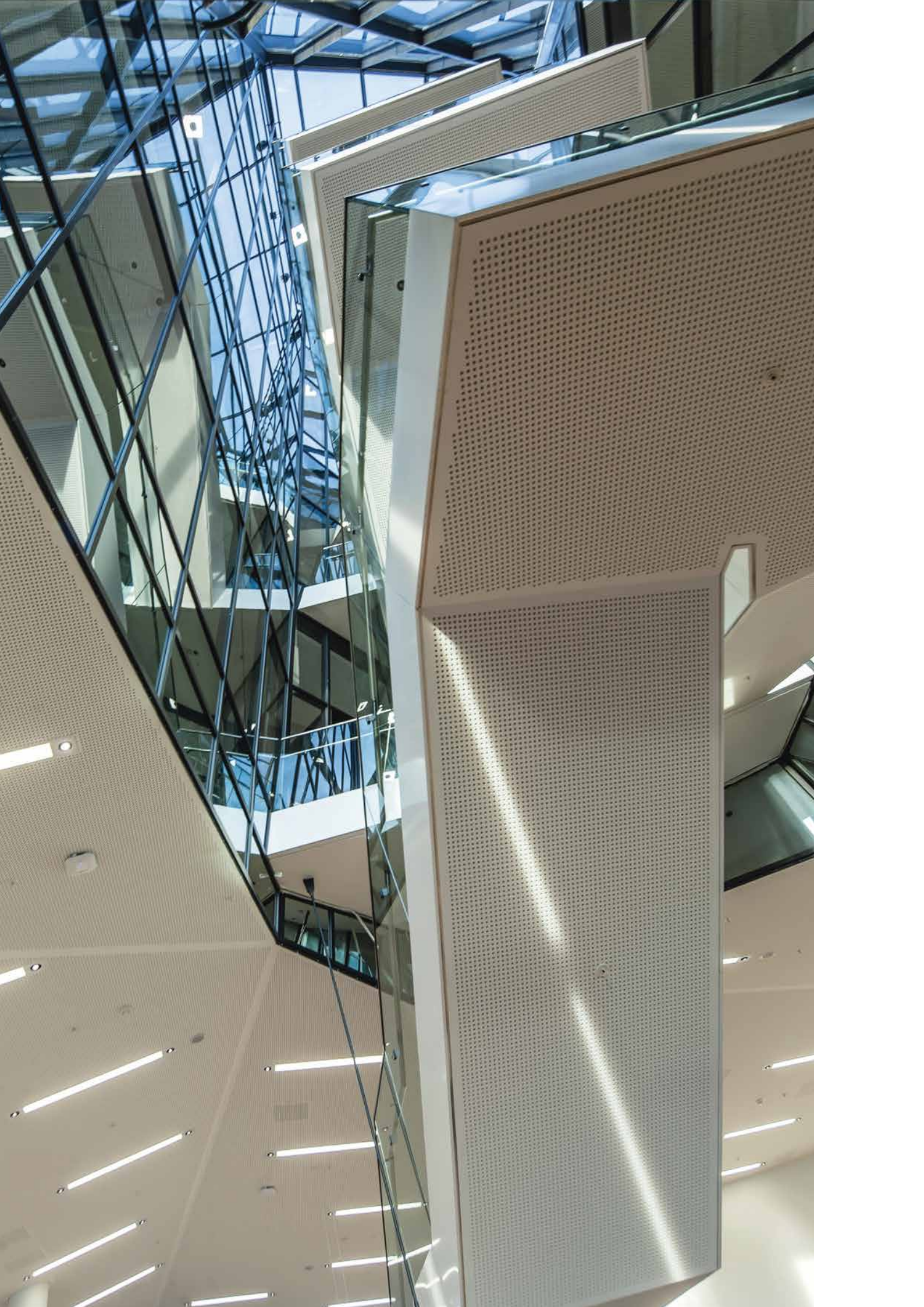
Making economies fit for the future is a major challenge for today's society. WU is addressing this challenge by adopting a new focus on the digital economy in its research and teaching activities and expanding the discourse on sustainability into a discourse on responsibility. Further developing and implementing WU's in-house digitalization strategy remains one of the key items on the agenda, as well as measures for improving study conditions to enhance student success rates and strengthening WU's international position.

With these steps, WU has continued to realize pioneering achievements in higher education.

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1 Overall Strategic Goals and Positions in Higher Education Policy

1.1 INTRODUCTION

The Strategic Plan is the key document guiding the strategic development of WU (Vienna University of Economics and Business). It is the result of extensive internal discussions open to all WU employees, carried out in the relevant decision-making bodies and on a specifically designed online platform. It is updated on a regular basis, for instance to reflect the latest requirements specified in the Universities Act. The Strategic Plan describes how WU sees itself and specifies the areas the university is currently focusing on, and it also outlines future development paths for an environment characterized by far-reaching changes in society and higher education.

In addition to the Strategic Plan, WU's key strategic documents include the Organizational Structure Plan and the By-Laws.

The goal for the coming years is to strengthen WU's position as a future-oriented and innovative leader in tertiary education. WU plays an active role internationally as a renowned and highly regarded partner, cooperating with excellent universities around the world, preferably institutions that hold a triple accreditation by EQUIS¹, AACSB², and AMBA³. As Austria's only dedicated business and economics university,⁴ WU is the country's foremost educational and research institution in the field. It is characterized by an international perspective, a wide variety of disciplines, and a comprehensive understanding of what it means to work, act, and make decisions in business- and economics-related contexts. A brief look back at WU's history illustrates WU's innovative power and its ability to face up to new challenges.

1.1.1 From the Imperial Export Academy to a modern, international university of economics and business

Innovation and pioneering achievements have a long tradition at WU. When the Imperial Export Academy, the institution that would later become today's WU, was founded in 1898, it was a completely new type of higher education institution, offering a comprehensive education in the field of international trade. In addition to commerce-related subjects and the study of trade goods, the curriculum

also included foreign languages, economics, economic geography, and public and private law. In 1917, the first female graduate completed her studies at the academy.

In 1919, the academy was transformed into a public university and its name changed to University of World Trade (Hochschule für Welthandel). Just like the Imperial Export Academy before, the University of World Trade also awarded a diploma to graduates who completed the institution's six-semester program. As of 1930, graduates received the academic degree of "Diplomkaufmann," pursuant to a decree passed in the same year. In the field of commercial studies, the university offered courses on international trade and banking, complemented by economics and law. In 1930, the University of World Trade was granted the right to award doctoral degrees, which transformed it from a completely teaching-oriented institution to a place of research.

As part of a restructuring of the Austrian university system, the institution was renamed Wirtschaftsuniversität Wien (WU, Vienna University of Economics and Business) in 1975. Further reforms brought about additional changes: Following the adoption of the Austrian Universities Act 2002 (Universitätsgesetz), WU became a public university with full legal autonomy and authority to make its own decisions. With the foundation of the ZBP Career Center in 1983, WU was the first Austrian university to establish its own career center to help students get off to a good start in the job market. In the years following 2005, WU once again played a pioneering role: It introduced a new organizational structure based on departments and was the first university in Austria to implement the Bologna architecture in all of its degree programs, transforming its diploma programs into bachelor's and master's programs.

WU's international outlook focuses particularly on Central and Eastern Europe, but WU is also working to extend its worldwide network and strengthen its international position. One sign of this growing international status is WU's triple international accreditation (by EQUIS, AACSB, and AMBA), which WU shares with only about 110 other universities worldwide. Apart from quality assurance, WU's international network also facilitates student and

¹ EQUIS (European Quality Improvement System): an accreditation system for educational institutions focusing on business and economics developed by EFMD (European Foundation for Management Development)

² AACSB (The Association to Advance Collegiate Schools of Business): a renowned US-based accreditation organization for academic programs

³ AMBA (Association of MBAs): a UK-based accreditation agency that has accredited all the MBA and EMBA programs offered by the WU Executive Academy

⁴ As a university of economics and business, WU's position is characterized by a dichotomy: its specialization on business and economics on the one hand and the classic model of the university on the other. WU reconciles this dichotomy by operating as a specialized university with a broad understanding of business and economics, based on a plurality of disciplines, perspectives, and methods.

faculty mobility and exchange with partner universities around the world.

In 2013, WU moved to a modern campus, boasting impressive architecture, which has contributed to the high level of international attention WU has been experiencing.

In 2018, WU once more lived up to its role as a pioneer in higher education by introducing the Bachelor's Program in Business and Economics, Austria's first fully English-taught bachelor's program focusing on business and economic sciences, and establishing the Research Institute for Cryptoeconomics. As a consequence of the COVID-19 crisis, WU quickly switched its teaching activities to online formats, setting new standards internationally – especially with regard to electronic performance assessment for large student groups.

1.1.2 Current and future developments of relevance to WU

In the past few years, we have seen far-reaching changes in the tertiary education sector, and these changes will continue in the years to come. WU's development is influenced by these changes in many different areas:

- › Overall, it takes a great effort to maintain or even improve WU's high standards in research and teaching in light of the dynamic developments in tertiary education (e.g. increasing internationalization, flexibility, mobility, digitalization).
- › Growing student and faculty mobility has led to intensified international competition between universities, but it has also created opportunities to attract international students and employees. WU needs to further strengthen its international position.
- › International rankings are becoming more and more important on the global level as points of reference for students and researchers. For this reason, WU has to keep up its work to strengthen its international visibility.
- › In addition to the existing public universities, WU is also facing growing competition for student talent from universities of applied sciences and private universities, on the national and international levels.
- › Demand for interdisciplinary educational programs that prepare students for specific jobs is becoming more and more important for universities. For WU, this means that it is necessary to provide students with comprehensive qualifications for key professional positions in fields related to business and economics.

- › To bring student-teacher ratios closer to international standards, further adjustments are needed regarding the number of student places and the resources allocated by the Federal Ministry of Education, Science and Research.
- › In light of the new capacity-based system of university funding, safeguarding the autonomy of Austria's universities will become more important in the future.
- › Austria's government and society rightfully expect public universities to deliver not only excellent achievements in research and teaching, but also more contributions to third mission activities. As Austria's only university with a focus on business and economics, WU has a special role to play in this context.
- › To remain competitive, universities have to position themselves not only as excellent educational and research institutions, but also as attractive employers.
- › The digital transformation of economies and societies is fundamentally changing national, regional, and global structures. WU lives up to its social responsibility by contributing as much as possible to solving the challenges associated with these developments, generating the knowledge required to master them, and integrating this knowledge into its teaching activities.

Under the prevailing conditions, WU is working to continue its development into an innovative, leading institution that is prepared to meet the challenges of the future. WU strives to have a positive impact on society through its teaching, research, and third mission activities.

1.2 WU'S GUIDING PRINCIPLES AND STRATEGIC GOALS IN TEACHING, RESEARCH, AND THIRD MISSION ACTIVITIES

WU is a public university. This means that it can rely on basic funding provided by the government, which, in principle, allows WU to pursue long-term development and planning perspectives. At the same time, WU has an obligation towards society to live up to its responsibilities as a public university.

WU's autonomy is guaranteed by constitutional law, which means that the university is able to steer its development independently and with the degree of security and freedom necessary to achieve a strong position both nationally and internationally. WU is Austria's only dedicated business and economics university and, in this capacity, it plays a special role in the Austrian tertiary education sector. Its activities are based on a comprehensive understanding of

economics and business and are characterized by a wide variety of different disciplinary approaches to business- and economics-related research and teaching.

Key objectives in this context are excellent research achievements in fields related to economics and business, the creation of publicly accessible specialist knowledge, and support for junior researchers, with particular emphasis on the principle of research-led teaching. As a public university, WU has responsibilities that go beyond research and teaching and distinguish it from other institutions of post-secondary education. Constitutive aspects of a public university include: education in the form of programs that prepare students for jobs that require science-based approaches, activities for maintaining contact with alumni, and third mission activities. To WU, "third mission" means assuming an active role in society, including a range of different aspects: Acting as a partner in innovation networks (e.g. by providing knowledge transfer or participating in cooperations), as a co-producer of context-based solutions (e.g. through the RCE Vienna⁵), or as a player in the field of community engagement (e.g. through cooperations with schools and volunteering activities). Through these activities, WU makes important contributions to social development (see chapter 2: WU and Society).

1.2.1 Mission statement

WU provides space for contemplation and creativity and is a pioneer in research and teaching, all with the goal of increasing economic capability and social prosperity.

WU's faculty, staff, students, and alumni take social responsibility and are characterized by their expertise, open-mindedness, and eagerness to make a difference.

WU is a leading academic institution and one of Europe's most attractive universities in business and economics.

True to its role as an open-minded institution, WU also sees itself as an international university, as an important hub for global exchange, and as a place where students and teachers work together. Open-mindedness and diversity were already among the university's key values at WU's founding in 1898. WU is committed to the principles of fairness and equal opportunities, scientific integrity,

academic freedom, and especially plurality in topics and methodology.

WU is a responsible university.⁶ This means that WU not only accepts responsibility for the quality of its performance in research, teaching, and third mission activities, but also that it acts in a socially responsible manner in all that it does.

1.2.2 WU's guiding principles

The following guiding principles have been defined as a basis for WU's further development:

- › WU is committed to excellence in business- and economics-related research and makes active contributions to the development of the relevant disciplines by the respective scientific communities.
- › WU is committed to the principle of research-led teaching in all of its degree programs. In this way, WU prepares its students for their future roles in business and society.
- › As a university, WU is committed to providing an open-minded and explorative intellectual environment that emphasizes critical reflection and diversity.
- › WU is committed to social responsibility. As a responsible university, WU lives up to its social responsibility in all areas of its activities, striving for a positive impact on society and the business community. WU contributes to a comprehensive understanding of how economic, social, and ecological factors relate to each other, and in this way, it helps to make business and economics more sustainable. WU assumes responsibility for all that it does. Its actions are based on the principles of economy, sustainability, barrier-free accessibility in a broad sense, and it is committed to anti-discrimination and inclusion.
- › WU propagates a holistic understanding of business and economics and acknowledges that a wide variety of different disciplines is needed to study business- and economics-related phenomena. This diversity of discipline is one of WU's specific strengths, because it allows the university to deal thoroughly with complex issues in its research and teaching activities and provide a solid basis for the development of sustainable and innovative solutions in business and economics.
- › In addition to excellence in research and teaching, WU is also committed to a high degree of professionalism in its administrative services.

⁵ RCE Vienna: Regional Centre of Expertise on Education for Sustainable Development

⁶ As based on the six Principles for Responsible Management Education (PRME)

1.2.3 Overall strategic goals in WU's areas of responsibility

Teaching and education:

One of WU's key goals is to fulfill its **mission as an educational institution** on the basis of excellent research and research-led **teaching**. WU graduates have a wide range of skills and competences that are crucial for the roles and tasks they will perform during their future careers, especially also with regard to the fast-paced process of digitalization: well-founded expertise in business, economics, social sciences, and business law, and especially the ability to analyze complex problems on a solid scientific basis and develop sustainable solutions, but also strong social skills and a sense of independence and individual responsibility. WU graduates are also excellent team players with an internal outlook, open-minded attitude, and ability to reflect upon their actions.

To meet these goals in the area of teaching and education, WU's degree programs are specifically designed to prepare students for management positions with a high degree of responsibility and for international careers in academia, business, or economics-related environments. WU programs employ well-founded scientific methods and theories to answer questions in the areas of business, economics, social sciences, and business law, placing particular emphasis on transferability to different contexts in business, economics, and society. On all degree levels (bachelor's, master's, doctoral/PhD), WU imparts skills and knowledge with a high degree of practical relevance. In this way, WU ensures that its graduates have acquired skills in several subject areas that are sought after in the business and economics community and in society in general. The success of this approach is evidenced clearly by the high employability rates of WU alumni.

With regard to lifelong learning, further important aspects of WU's activities include professional career services to give students the opportunity to gain early-stage work experience and executive education programs to provide continuing education to managers.

Research:

WU's goal in **research** is to deliver excellent research performance, generate new knowledge in the fields of business and economics, and create added value from its clear commitment to a plurality of disciplines. WU's variety of business- and economics-related disciplines is the basis for meeting future challenges by ensuring a broad scope in the university's research activities and discipline-specific approaches in the development of efficient and sustainable solutions to different problems. This plurality of disciplines also provides strong potential for innovation and creativity that makes it possible to continuously identify and address new, future-oriented topics in WU's research and teaching activities. In particular, WU will be placing special emphasis on the digital economy and the transformations it is bringing about in its research activities in the coming years. In addition to its internationally oriented research in specific areas, WU is also working to further strengthen and expand its leading position in Austria as a university with a broad portfolio in business, economics, and business law.

Excellence in research means that WU's researchers are maintaining an intensive dialog with the scientific communities they are a part of and that they are making excellent contributions to the development of their disciplines. Excellent research is one of the most important preconditions for WU to be able to implement the principle of research-led teaching. Providing support to junior researchers is one of WU's highest priorities (see chapter 5: Research).

Third mission:

As Austria's only business and economics university, WU has a special role to play with regard to its **third mission** activities.

For one, WU graduates hold key positions in business and society that enable them to help shape the future in a responsible manner. For this reason, maintaining close contact to alumni is particularly important to WU.

Apart from that, WU also contributes to the public discourse on business and economics in many different ways – in particular through social activities, knowledge exchange, and practically oriented cooperation partnerships. WU is a partner in solving problems and maintaining a close exchange of ideas with non-academic organizations, private businesses, public-sector institutions, and for-profit and non-profit organizations.

In this context, it is one of WU's explicit goals to set an example with regard to third mission activities in its capacity as a responsible university, both in Austria and internationally. This commitment is reflected in the establishment of the new Competence Center for Sustainability Transformation and Responsibility (STaR), for example.

WU as an employer:

WU sees itself as a modern and dynamic knowledge-based organization aiming to offer its employees high-quality jobs. In all areas where the university is able to offer permanent career options, WU aims to base its human resource policy on particularly transparent models. Key priorities

are support for junior researchers and opportunities for staff members to acquire further qualifications (for details, see chapter 6: Human Resources). WU's goal is to be recognized as an attractive **employer**. WU is developing appropriate personnel development tools for academic and administrative staff, taking into account the issue of growing diversity. In addition to research output, WU's performance evaluation criteria for academic careers also include aspects like involvement and qualifications in teaching and third mission activities. This means that when it comes to assessing employee performance, WU recognizes work done in different areas and takes into consideration the general conditions employees are working under, for instance whether they are employed full or part time.

WU has an international network of excellent partner universities and is working to further strengthen its role as an active cooperation partner (for details see chapter 3: International Orientation, Mobility, Cooperation, and Networks). WU uses temporary double affiliation agreements to integrate high-profile researchers into cooperative projects in research and teaching, strengthening its international position.

1.3 WU AS AN ORGANIZATION

WU's By-Laws and Organizational Plan create an organizational structure that allows the university to respond flexibly to new academic developments and to react to society's needs as an institution. Teaching and research activities are primarily carried out at WU's eleven departments. Each department brings together academic units working on related topics under a single roof:

FIG. 1 WU'S DEPARTMENTS**Departments**

Business Communication (Wirtschaftskommunikation)
Economics (Volkswirtschaft)
Finance, Accounting and Statistics
Global Business and Trade (Welthandel)
Information Systems and Operations Management (Wirtschaftsinformatik und Operations Management)
Management
Marketing
Private Law (Privatrecht)
Public Law and Tax Law (Öffentliches Recht und Steuerrecht)
Socioeconomics (Sozioökonomie)
Strategy and Innovation

The business administration-related departments of Finance, Accounting and Statistics, Information Systems and Operations Management, Management, Marketing, Strategy and Innovation, and Global Business and Trade together form the Convention of Business Administration-Related Departments (Konvent der betriebswirtschaftlichen Departments).

WU's continuing education programs are taught at the WU Executive Academy, one of the leading providers of continuing education in the CEE region.

WU's research institutes are academic units that deal with larger, interdisciplinary research topics. At WU research institutes, researchers from several departments work together across disciplines. Like the departments' key research areas, the research institutes play a crucial role in shaping WU's national and international research profile. In general, the activities of WU's research institutes are to a large extent financed through third-party research funding. For this reason, research institutes may be opened and closed subject to changing dynamics.

In addition, WU also has competence centers that coordinate research and teaching activities in certain interdisciplinary areas with a focus on knowledge transfer.

By establishing research institutes and competence centers focusing on new fields of research, WU acts as a leading institution and a pioneer in particularly important and topical areas related to business and economics.

1.4 WU'S POSITION IN THE DEVELOPMENT OF THE AUSTRIAN UNIVERSITY SECTOR

As Austria's only business and economics university, WU plays an important role in the Austrian university sector. WU's business- and economics-oriented academic units are highly active participants in the discourses of the respective scientific communities. In this way, they strengthen WU's public profile and provide the basis for teaching at WU.⁷ Thanks to its strong networks, WU is able to achieve an international presence and have an impact that goes beyond Austria's borders. With its triple international accreditation (AACSB, EQUIS, AMBA) and its membership in international networks (e.g. CEMS⁸, PIM⁹, GBSN¹⁰, SIGMA¹¹, approximately 240 partner universities for exchange programs), WU makes a significant contribution to the international reputation of Vienna as a center of academic research and the Austrian university sector as a whole.¹²

WU's degree programs and degree program architecture are designed for areas of study in the fields of business, economics, social sciences, and business law. In

⁷ Der gesamtösterreichische Universitätsentwicklungsplan (GUEP) 2022–2027, December 2019, p. 7

⁸ CEMS: The Global Alliance in Management Education

⁹ PIM: Partnership in International Management

¹⁰ GBSN: Global Business School Network

¹¹ SIGMA: Societal Impact & Global Management Alliance

¹² GUEP, p. 9

contrast to universities of applied sciences, WU provides its students with qualifications that allow them to work in disciplines with a broad scope rather than practically oriented job profiles.¹³

With its renowned researchers, WU is strengthening the role of fundamental research in the Vienna region. WU researchers are active members of their respective scientific communities in their various disciplines (for details, see chapter 5: Research).¹⁴ For WU, providing support to junior researchers is not only a legal obligation but also a key priority. For this reason, support for junior researchers is a central concern in WU's research funding and personnel development activities. WU is taking a variety of different steps to recruit junior researchers who show high potential.¹⁵

WU needs to urge the appropriate political decision-makers to take the additional steps required for implementing the objectives specified in the Austrian University Development Plan. This is the necessary basis for WU to further improve¹⁶ teaching quality and key indicators such as student-teacher ratios, academically active students, and graduation rates.¹⁷ WU shares these objectives and has already implemented a number of measures for assuring teaching quality (for details, see chapter 4: Teaching). In this context, more resources or a reduction of student

places will be needed to ensure WU's international competitiveness in the long run.

As described in chapter 1.2, one of WU's goals is to demonstrate that diversity is a genuine, tangible asset. Numerous measures are in place at WU to establish a culture of diversity. In accordance with the Austrian University Development Plan 2019–2024, WU has developed an institutional strategy with heightened emphasis on the social dimension of students' academic activities to further increase the diversity of social backgrounds in the student population.¹⁸ Through its graduates, WU has a positive impact on its environment when it comes to promoting diversity¹⁹ (for details, see chapter 2: WU and Society).

As described in chapter 1.1, international orientation²⁰ is one of WU's key characteristics. WU is a business and economics university with an excellent international network that is constantly working to further develop its role as a partner in international cooperation (for details see chapter 3: International Orientation, Mobility, Cooperation, and Networks).

By pioneering new developments, WU is a leading institution among Austria's universities, characterized by a future-oriented and innovative approach, and is one of the main pillars of the Austrian university sector.

¹³Strengthening the higher education system pursuant to systemic goal 1 of the GUEP, p. 11

¹⁴Strengthening fundamental research activities pursuant to systemic goal 2 of the GUEP, p. 14

¹⁵Supporting early-stage researchers pursuant to systemic goal 4 of the GUEP, p. 21

¹⁶Pursuant to systemic goal 3d of the GUEP, p. 18

¹⁷Improving teaching-related performance indicators pursuant to systemic goal 3 of the GUEP, p. 16

¹⁸Improving social inclusion and establishing a diversity-oriented culture of equal opportunities at universities pursuant to systemic goal 8b of the GUEP 2019–2024, p. 37

¹⁹Knowledge transfer pursuant to systemic goal 5 of the GUEP, p. 23, and a culture of diversity pursuant to systemic goal 7 of the GUEP, p. 27

²⁰Internationalization pursuant to systemic goal 6 of the GUEP, p. 25



2 WU and Society

2.1 WU AS A LEADING UNIVERSITY

In its further development, WU aims to become a future-oriented, innovative leader in the higher education sector. This entails making outstanding contributions in the field of business and economics-related research, providing high-quality academic programs, and taking on a leading role as a responsible university both at home and abroad. In this context, it is important to view business- and economics-related issues as part of a larger social and environmental system. WU sees itself as a driving force behind sustainable developments in business, economics, and society, and its research and teaching activities as well as the activities of its graduates make a positive and lasting impression on economic systems.

The digital economy and the associated transformation processes will be a key topic in coming years. The growing momentum of the digitalization process has transformed the role of information technology, turning it from an auxiliary function into a central element of business operations. The digital economy has effects not only on business enterprises but also on all of the other areas of business, economics, and society that rely on digital technologies. Research and teaching activities on this topic cover key issues related to business administration, but also aspects related to business and economic law, economics, and the social sciences. As Austria's only university of economics and business with close ties to many international cooperation partners, WU has the research and teaching expertise needed to become a leading knowledge hub in this field. Many current and future WU researchers will be working on topics in this area. Some new professorships will focus specifically on these issues (digital ecosystems, distributed ledgers and token economy, marketing in a digital economy, microeconomics and digitalization, macroeconomics and digitalization). Some other chairs, for instance in the fields of public law and private law, will contribute to research activities in this area, taking an interdisciplinary approach.

2.2 WU AS A RESPONSIBLE UNIVERSITY

As a responsible university, WU is committed to the generally recognized principles of integrity, accessibility of academically generated knowledge to the public, serving the community, and disseminating well-founded scientific

knowledge. WU contributes to the fulfillment of the UN Sustainable Development Goals²¹, for instance through the activities of the Competence Center for Sustainability Transformation and Responsibility (STaR) and by establishing research groups on topics like fighting poverty, increasing equality in the distribution of wealth, and promoting economic growth and gender equality. As a member of PRME (Principles for Responsible Management), WU is also committed to upholding its responsibilities in all of the fields of activity named in the PRME report.

WU makes a positive impact on science, business, the economy, and society on many different levels.

WU's research generates new economics- and business-related knowledge and makes it accessible to the public, on the one hand through discourse with the scientific community, and on the other hand by interacting with the public at research communication events. Key issues of our time, for example related to the Sustainable Development Goals, economic and social approaches for solving global crises, or the digital economy, are addressed by WU faculty members at public lectures and other events and in public discourse with the media. WU is committed to the principles of academic integrity, compliance with ethical research standards, open access, and support for the development of junior researchers (see chapter 5: Research).

In its academic programs, WU imparts a comprehensive, science-based understanding of business- and economics-related issues, scientific approaches, and a wide variety of social and communications skills. Graduates are provided with the tools and knowledge required to develop sustainable solutions to different types of problems and to take on responsible positions in business, economics, society, and academics (see chapter 4: Teaching).

WU contributes to its students' professional qualifications and to the further qualification of executives in other ways, as well. WU's Career Services help students find internships and provide support and consulting when they are ready to enter the job market. This is both a valuable service for employers, assisting them in their efforts to recruit qualified employees, and also a way to ensure that WU graduates are well-represented in the

²¹Sustainable Development Goals (SDG)

workforce and the business community. The WU Executive Academy was established to provide professional continuing education programs to managers and executives, and is now not only one of the leading providers of executive education in Austria, but also very successful internationally. The WU Executive Academy is constantly evaluating its program portfolio and adapting it to meet new challenges and demands.

As a responsible university, WU takes a comprehensive approach to its third mission obligations. Both at home and internationally, WU contributes to positive developments in the world in a number of different ways:

- › WU is a partner in numerous innovation networks. Cooperating with partners in the business community, society, and government facilitates knowledge transfer in both directions: Not only is the business- and economics-related knowledge generated at WU used to form and develop social systems, but WU is also provided with valuable feedback on the practical relevance of its research and teaching. WU's researchers are represented in a wide variety of institutions and panels, giving them the opportunity to contribute their solid knowledge of business and economics.
- › WU plays an active role in local development as a partner in context-based problem solving. WU's involvement in the Regional Centre of Expertise on Education for Sustainable Development Vienna (RCE Vienna), the Entrepreneurship Center, or Smart City projects has resulted in important regional innovations and strengthen the area as a business location. WU's open campus is also a place for the community to meet (e.g. in the library, the event locations, and the public grounds and facilities frequented by guests and area residents).
- › In its function as a role model, it is important to WU to give back to the community: WU has established programs like Volunteering@WU, where students provide support to children from socially disadvantaged homes, cooperates with schools to better be able to approach

talented high school students from all levels of society, and is also active in the support and integration of refugees. As part of its new, broad-based educational program WU4Juniors, WU provides videos and online modules to help young people aged 16 to 19 to better understand economic mechanisms, develop business and economics skills, and spark their interest in studying business and economics.

As an institution, WU is responsible for its actions. It subjects itself to accreditation procedures, and obtains certifications for maintaining ecological standards and working towards sustainability (see chapter 7: Campus and Financial Affairs). It takes steps to encourage the inclusion of disadvantaged groups (e.g. students from socially disadvantaged backgrounds or people with disabilities; see also chapters 4: Teaching and 6: Human Resources) and is committed to diversity management and anti-discrimination. WU strives for a balanced gender mix, especially among its senior faculty. As an employer, WU acts as a positive example with regard to the attractiveness of WU as a workplace, for example through professional personnel development programs. As an employer to over 2,500 people and a university with some 22,000 students, WU has a strong economic impact and a high potential for value creation. As an institution of higher education, WU makes an impression on its graduates that has the potential to sustainably affect society.

2.3 FUTURE SOCIAL GOALS

WU makes significant contributions to the development of its social environment. In the coming years, WU will focus on strengthening existing relationships and projects and facing new social challenges together with various partner organizations (see chapter 3: International Orientation, Mobility, Cooperation, and Networks). This entails mainly taking an active part in regional, Austrian, and international networks, and strengthening WU's position as a key contact for business and economics issues.

Future goals with regard to WU and society focus on a number of different levels:

As a leading organization, WU takes responsibility:

- › In its research by complying with and contributing to quality standards of the scientific community. In this way, WU supports the further development of the various disciplines. In the next few years, WU will establish the digital economy as a new key research area and intensify research on responsibility. Open access to knowledge generated at WU and target-group-specific knowledge transfer activities will be expanded (e.g. WU4Juniors, 100 Years of Research, Life After Corona).
- › In teaching and education by preparing and training its students to take on responsible positions in business, economics, and society and by taking steps to improve the inclusion of socially disadvantaged students and increase students' levels of academic activity
- › As an employer by focusing on issues like equal opportunities, diversity management, and career development opportunities for WU's academic and administrative staff and by providing high quality, attractive workplaces
- › In driving the digital transformation by implementing a university-wide digitalization strategy

One key issue will be the question of impact, i.e. the ways in which WU as an organization can have a positive effect on numerous social systems.

WU's **research** is socially relevant. This is apparent in its impact on society through knowledge transfer, i.e. the communication of research findings, and through cooperation with non-academic groups in citizen science projects.

WU makes an **impact on the scientific community** by positioning its graduates on the labor market, and by generating and transferring knowledge through its academic programs and teaching and at public events. WU aims to strengthen its role as an engine of innovation and develop

new formats for generating and transferring knowledge (e.g. citizen science, an open learning platform). Historically, WU has always played an important role in business and economics issues in neighboring Central and Eastern Europe. As an innovator, WU aims to increase its knowledge on economic and social transformation processes with regard to new markets, thus strengthening its position as a knowledge hub.

WU has taken on a pioneering role in building up expertise on blockchain technologies. It is now home to the Research Institute for Cryptoeconomics, which is also involved in operating ABC (Austrian Blockchain Center) Research GmbH. The Research Institute for Cryptoeconomics will (further) develop and investigate scientifically grounded applications of blockchain technologies.

With its internationality and highly attractive campus, WU has a strong regional impact on Vienna as a **business location**. Among other things, WU's well-established "WU matters. WU talks." series of events on socially and economically relevant topics will further strengthen WU's role as a public university and increase its visibility, and with it, also Vienna's.

WU as an institution has a **direct economic impact** through its own economic activities and those of its employees. In addition, WU faculty, staff, students, and alumni impact the economy directly by starting their own businesses; for this reason, WU aims to strengthen its teaching in the field of entrepreneurial skills, to contribute to a start-up-friendly society.

As a public university of economics and business, WU will continue to live up to its social responsibilities in the future and work actively on further developments in this area. This should enable WU to position itself internationally as a role model of a responsible university. Particular emphasis will be placed on appropriately representing and communicating the university's impact.



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3 International Orientation, Mobility, Cooperation, and Networks

3.1 WU AS AN INTERNATIONAL UNIVERSITY

Since WU's foundation, the institution's development has been driven by an international outlook, international mobility, and participation in international networks. WU is one of only about 110 universities worldwide that can claim triple international accreditation.

As an international university of economics and business, WU:

- › Participates in international academic discourse, maintains a dialog with the respective scientific communities and takes part in their development
- › Recruits researchers with international experience
- › Systematically integrates international guest researchers and lecturers into its teaching activities, in particular by creating new options for double affiliations
- › Maintains contacts to approximately 240 partner universities to facilitate student, faculty, and staff mobility
- › Offers English-taught degree programs and will intensify its international student recruitment activities on a large scale
- › Establishes joint academic programs with selected partner universities (e.g. as part of the CEMS network, double degree programs, International Summer University programs)
- › Contributes to European development as part of the ENGAGE.EU alliance, a project under the European University Initiative framework, through teaching and by engaging in a dialog with civil society and the business community
- › Is an active partner in numerous international networks, including PIM and SIGMA,²² which provide opportunities for exchanging experiences and planning joint activities in tertiary business and economics education
- › Works with international experts and alumni who advise the university on questions of strategy

- › Sends experts to participate in international panels (e.g. accreditation teams, international organizations)
- › Offers information, advisory, and inclusion services to its international faculty, staff, and students
- › Provides English versions of key documents and messages as part of its in-house communications

Participating in international networks has always been a high priority for WU, and work in this area will be intensified further in the future.

Academic programs are the main focus of WU's bilateral relations with its approximately 240 partner universities and its membership in various networks, for instance PIM, CEMS, and THEMIS.²³ For a general exchange on questions of responsibility in business and economics education and teaching, WU participates in additional global networks (e.g. GBSN).

In the field of research, WU researchers are involved in numerous international collaborations, which result in many co-authored publications. WU employees cooperate with excellent partner universities in international calls for papers (see chapter 5: Research). WU also has programs in place to strengthen its international networks, for instance the Fulbright-Hall Distinguished Chair and new options for double affiliation arrangements.

As a responsible university, WU maintains contacts to other excellent responsible universities worldwide that act as global innovators (e.g. in the SIGMA network or the PRME network).

WU also cooperates with international organizations like the OECD, UNO, and UNIDO.

²²SIGMA: Societal Impact & Global Management Alliance, a network of like-minded universities

²³THEMIS program: a certificate program organized by the International Legal Network of Excellence

3.2 WU AS A COOPERATION PARTNER IN THE VIENNA REGION

As a university of economics and business, WU plays an important role in the region and for Vienna as a business location. Its location in Vienna allows WU to act as an important geopolitical bridge.

Its participation in regional networks allows WU to take a deeper approach to context-related topics in research and teaching. For example, WU is cooperating with other Austrian universities as part of the Alliance of Sustainable Universities in Austria, through the ZBP Career Center, and in the Dual Career Service network. In addition, WU is also involved in a number of different Vienna-centered cooperation projects (e.g. a joint project with the City of Vienna on questions of urban governance or smart city topics). Through its research institutes, the WU Anniversary Fund of the City of Vienna, and cooperations with the WWTF²⁴, WU is involved in important collaborative projects in Vienna. With regard to start-ups, WU is playing a leading role in the Entrepreneurship Center Network (ECN), a network comprising several Viennese universities and institutions that was established in 2013.

As part of current HRSM²⁵ and digitalization²⁶ projects, WU is working with Vienna-based partner institutions (e.g. universities, the Institute for Advanced Studies [IAS], the Austrian Institute of Economic Research [WIFO]) and participates in the development of Vienna as a business location.

As Austria's only university of economics and business, WU plays an important role as a cooperation partner in matters related to business and economics, both at the centralized level (e.g. through sponsorship agreements) and at the decentralized level (e.g. cooperations between WU institutes and other members of the business community and society).

3.3 FUTURE PRIORITIES

Recognizing the major importance of the digitalization process, WU will not only spearhead digital transformation as an institution, but also make the digital economy one of the key areas in its research and teaching activities.

WU regularly undergoes evaluation by accreditation agencies and certification bodies. WU's goal for the future will be to keep meeting the constantly evolving standards required for these evaluations.

In the next few years, WU will strengthen its role as an international cooperation partner and focus on further increasing its regional importance for Vienna as a business location. For example, WU has established a professorship of International Business with special focus on SME internationalization and a professorship focusing on family businesses.

WU will also further develop its quality criteria for evaluating cooperations. In particular, WU will use these criteria to make decisions on future cooperations and identify

²⁴WWTF: Vienna Science and Technology Fund (Wiener Wissenschafts-, Forschungs- und Technologiefonds)

²⁵HRSM: Hochschulraum-Strukturmittel (structural funds for the university sector)

²⁶Call for proposals on digital and social transformation in higher education issued by the Austrian Federal Ministry of Education, Science and Research and funding provided by the Federal Ministry for Digital and Economic Affairs

strategically important cooperations (with selected prime partners).

With regard to the topics of collaborations, WU will build a strong position as an important cooperation partner based on the strengths resulting from its academic excellence and wide variety of disciplines. Some examples are listed below:

WU has established one of the largest cooperative projects in the field of blockchain studies. By working together with well-established players, innovative start-ups, and leading national and international research and development institutions, WU will strengthen its role as an innovator in the field of global transformation processes. WU will further develop this expertise to establish the digital economy as one of its key research areas.

With regard to start-ups and entrepreneurship, the goal is to further strengthen WU's role in Vienna and Austria as a central hub in the Entrepreneurship Center Network. WU aims to bundle its existing know-how in the fields of social entrepreneurship and social impact and expand it at the international level.

Based on its expertise on transformation processes in the CEE region, built up over the course of many years, WU aims to establish itself as a knowledge hub for economic transformation processes in emerging markets, which involves cooperation with numerous partner institutions.

Since its foundation, a broad range of language courses has been one of WU's distinguishing characteristics. By setting up a Competence Center for Business Languages, WU has made a first step towards bundling its activities in the area of business languages.

As Austria's only university of economics and business, WU is a key player in knowledge transfer. For this reason, it is an important goal to strengthen WU's role as a competent academic partner in dealing with complex questions of economic policy in the future and to intensify its cooperation with Austrian economic research institutions. As a member of the EUI project ENGAGE.EU, WU is strengthening its knowledge transfer activities on the international level.



4 Teaching

4.1. BASIC PRINCIPLES AND STRATEGIC ORIENTATION



As an institution of higher learning, WU strives for excellence in its academic programs. WU believes that academic education should combine research and teaching, the acquisition of high-level skills, and personal development to help students learn how to act responsibly. In view of WU's long tradition and reputation as an innovative and international leader in the field of economics and business, providing attractive academic programs at all degree levels and in the continuing education sector is key. WU's teaching programs are academic, research based, and prepare students for a professional career. Graduates are qualified to take on key positions in business, economics, and society and perform their duties responsibly and competently for the good of society. As a responsible university, it is important to WU to contribute to solving economic, social, legal, and ecological problems through the actions of its graduates.

WU's academic continuing education programs give people already active in the workforce access to current business and economics expertise and research findings and facilitate lifelong learning.

WU's academic programs provide students with comprehensive, multi-disciplinary expertise in the field of economics and business, problem solving skills, and the skills required to reflect on and analyze complex economic and social issues. Student-focused, research-led, and technologically state-of-the-art teaching and learning allow students to establish themselves quickly in a variety of academic and non-academic professions and to contribute constructively to developments in their professional field. This skill set is gained through a combination of curricular and extracurricular learning experiences; a number of extracurricular programs (e.g. service learning, Volunteering@WU, mentoring, or tutoring opportunities) are in place specifically to help students gain multidisciplinary and social skills. WU's academic programs are also highly international in nature, due to the course syllabi, languages of instruction, and the experiences brought to the classroom by both students and teachers.

According to our quality control standards, WU's teaching is subject to continuous evaluation and further development, to make sure that students are well prepared for the demands they will face in their important roles in business, economics, and society.

FIG. 2 ACADEMIC PROGRAMS

		
Degree programs/ academic education		Continuing education
Bachelor's (BSc/LL.B.)	Degree programs/ offering an academic degree or a professional title	Akad. Diplom Betriebswirt/in ^{WU} (CBA) and other university certificate programs Continuing education bachelor's programs (BSc (CE) ^{WU})
Master's (MSc/LL.M.)		Continuing education master's programs in the form of MSc (CE) ^{WU} programs, MBA and Executive MBA programs, and Master of Laws programs
Doctorate/PhD (Dr. rer. soc. oec., Dr. jur., PhD)		
	Non-degree programs (no academic title)	Corporate programs Open programs

Given the wide range of educational programs now available, it is increasingly important to reach high school students interested in studying business, economics, or law and students with high academic potential, and to provide suitable conditions for studying. In the competition for the best students, international accreditations and rankings are becoming increasingly important. To remain attractive to students as a public university, WU has to maintain its high quality standards in teaching and offer support and honors programs for different groups of students. Further efforts will be needed to improve support options and student-teacher ratios, particularly with regard to lowering drop-out rates in the bachelor's programs. To achieve this, the number of new students who can enroll in each program every year will have to be set at a level oriented towards WU's capacity, in particular in the master's programs, with transparent admission and enrollment procedures.

4.2 WU'S PROGRAM PORTFOLIO

As Austria's most important educational institution in the field of business and economics, WU has an obligation to provide a differentiated portfolio of academic programs that reflect the university's international orientation and its diversity of disciplines. WU's regular degree programs (bachelor's, master's, doctorate/PhD) and the lifelong learning programs (university certificate and continuing education programs) offered by the WU Executive Academy are state of the art and accurately reflect the current discourse in the international scientific community.

WU's academic programs impart university-level knowledge in the fields of business, economics, social sciences, and integrate both specialized and multidisciplinary skills. Particular emphasis is placed on social skills and on students' personal development into responsible members of society. WU takes a comprehensive approach to research-led teaching, in which research-led teaching and learning is integrated into all curricula in a number of different ways depending on the degree level, type of course, course objectives, and examination/assessment methods applied. Teachers impart their own and others' research topics and findings, starting from a foundation of

basic academic skills, on to the theoretical and practical application of research methods, and finally through to having students demonstrate their research skills through independent research work. Depending on the syllabi and didactic methods used in individual teaching and learning formats, research-led teaching can be focused more on reception and comprehension or on active, participative learning.

4.2.1 Degree programs

WU's bachelor's programs are multidisciplinary: They allow wide access to academic issues and impart knowledge that is both socially and practically relevant. After completing an academic program at WU, graduates are highly employable. English-taught courses and modules, mobility programs, and International Summer University programs give students ample opportunity to gain international experience. In order to ensure constantly high teaching and learning quality in spite of the large numbers of new students enrolling each year, WU has established an online learning and information platform called LEARN (previously Learn@WU). The platform offers learning materials, organizational support, and opportunities for group study.

WU offers three bachelor's programs: the large-scale (in terms of student and graduate numbers) Bachelor's Program in Business, Economics and Social Sciences (BSc), the Bachelor's Program in Business Law (LL.B.), and the English-taught Bachelor's Program in Business and Economics (BSc), which is primarily aimed at international students. The German-taught Bachelor's Program in Business, Economics and Social Sciences consists of a joint introductory and orientation phase followed by a Common Body of Knowledge phase, then splits up into a number of different majors. The five majors are currently: Business Administration, International Business Administration, Economics, Information Systems, and Economy, Environment, Politics. The Bachelor's Program in Business Law combines business and economics with legal studies and qualifies graduates for a wide range of professions. After completing both the bachelor's program and the subsequent master's program in Business Law, graduates are qualified for all primary legal professions.

The English-taught Bachelor's Program in Business and Economics is generalist in scope and offers a diverse choice of electives and specializations. It qualifies graduates for a wide range of positions in business, the public sector, and at NGOs, or for taking up a master's program in a related field to continue and deepen their academic training.

The development of WU's master's program portfolio reflects its role as a leading Austrian educational

institution in the fields of economic sciences and business law. Based on the diversity of economic science disciplines available at WU and the excellence of its research, WU's master's programs prepare students to take on positions of responsibility and enter international careers in academia and business. Depending on each program's qualification profile, programs are offered in German or English. Both specialized and interdisciplinary programs are available.

FIG. 3 WU'S PROGRAM PORTFOLIO

BACHELOR'S PROGRAMS	› Business, Economics and Social Sciences (BSc WU) 5 majors: › Business Administration › Economics › Economy, Environment, Politics › Information Systems › International Business Administration	German
	› Business and Economics (BSc WU)	English
	› Business Law (LL.B. WU)	German
MASTER'S PROGRAMS	› Business Education (MSc WU) › Business Law (LL.M. WU) › Export and Internationalization Management (MSc WU) › Finance and Accounting (MSc WU) › Management (MSc WU) › Socioeconomics (MSc WU) › Taxation and Accounting (MSc WU)	German
	› Business Communication (MSc WU) › Digital Economy (MSc WU) › Economics (MSc WU) › Information Systems (MSc WU) , expiring (last intake winter semester 2020) › International Management/CEMS (MSc WU) › Marketing (MSc WU) › Quantitative Finance (MSc WU) › Responsible Management or ENGAGE (MSc WU) , starting winter semester 2025* › Socio-Ecological Economics and Policy (MSc WU) › Strategy, Innovation, and Management Control (MSc WU) › Supply Chain Management (MSc WU)	English
DOCTORAL/ PHD PROGRAMS	› Social and Economic Sciences (Dr. rer. soc. oec.)** › Business Law (Dr. iur.)	German/English German
	› Economics and Social Sciences (PhD)** › PhD in Finance (PhD) › PhD in International Business Taxation (PhD)	German/English English English

* The title and contents of this planned joint master's program are still subject to discussion with WU's partner universities in the Engage.EU EUJ.

The master's program may also be integrated into an existing master's program.

The orientation of the program may therefore still change significantly.

** Taught in German with comprehensive English options available

Transparent qualitative admission requirements, class sizes based on the university's capacity, and a well-designed program structure make it possible for most students to complete their programs within the designated standard duration. In the English-taught master's programs, class sizes are based on available capacity, and applicants are subject to a selection procedure before admission. Introductory courses in WU's German-taught master's programs give students from a wide variety of first-degree programs the opportunity to get up to speed and compensate for possibly heterogeneous skill levels among the students.

WU's bachelor's programs and most of its master's programs are currently run as full-time programs, except for the Business Education program, which can be taken part time. WU takes all possible organizational steps to help students balance their studies with family care responsibilities, athletic careers, or jobs if necessary.

All master's programs currently available at WU are shown in Fig. 3.

Bachelor's and master's programs are evaluated on a regular basis to ensure the further development of the programs and to keep the total portfolio up to date.

Demands placed on graduates of programs in economic sciences and law have increased markedly over the last few years. In addition to the specialized knowledge gained after completing a degree in economics, business, or law, the job market is increasingly looking for transversal skills that allow people to move between professional fields. These include problem-solving and analytical skills, innovative thinking, and social skills. WU's academic programs take these demands into account and prepare graduates for key positions at home and abroad or for entrepreneurial activities, be it founding a company or taking over an existing one. Regularly scheduled events at WU with potential employers and important contacts as well as the support services offered by the WU ZBP Career Center help graduates get their career off to a good start.

WU's educational mandate also extends particularly to training and educating junior researchers. WU offers high-quality doctoral and PhD programs based on the standards of the international scientific community to fulfill this responsibility. WU offers two German-taught doctoral programs: the Doctoral Program in Social and Economic Sciences and

the Doctoral Program in Business Law. PhD programs are also available: The PhD Program in Economics and Social Sciences is aimed mainly at students who are interested in an (international) academic career. Most of these students are employed by WU and participate actively in scientific discourse. An English track is available to give international students the opportunity to complete the doctoral and PhD programs in English, as comprehensive English-taught options are available to cover the core subjects. In addition, WU also offers fully-funded PhD opportunities in its PhD Program in Finance and the PhD Program in International Business Taxation, which are taught exclusively in English.

The three-year doctoral and PhD programs, available since 2007, were created to better fulfill the international demands for a high-quality education for junior researchers. The programs focus mainly on the PhD students' academic development, which is guided by a series of quality-control measures both on a curricular and non-curricular basis. This includes initial thesis proposals that must be submitted for admission and mandatory research proposals which must be submitted during the students' first year in the program. These proposals are published in-house and assessed and graded by an advisory team. Each candidate's thesis and key aspects of the research carried out must be presented at a public defense lecture. Following the 2018 amendments of the WU By-Laws, the defense and dissertation are now graded by a doctoral committee including at least one non-WU member. WU provides funding to doctoral candidates to attend and speak at conferences, to help them build up a network within the scientific community. The PhD Degree Program in Economic and Social Sciences includes specializations ("PhD labels") for specific disciplinary perspectives that can be pursued in the programs. The doctoral and PhD program management team is constantly working to improve the quality of the programs and develop suitable quality control and evaluation tools.

4.2.2 University Certificate Programs and other continuing education programs

WU makes a contribution to lifelong learning with the WU Executive Academy's continuing education programs. The Academy's programs offer university-level courses and are aimed exclusively at people with previous professional and leadership experience. Admission to certificate programs requires proof that the prospective student meets the admission requirements specified in the relevant curriculum. Admission to a continuing education

bachelor's program requires a general university entrance qualification and several years of relevant professional experience. Admission to a continuing education master's program requires the completion of a bachelor's degree in a relevant discipline or an equivalent academic degree and several years of relevant professional experience.

The WU Executive Academy's program portfolio reflects for the most part the business administration and legal disciplines represented at WU. It includes degree programs and university certificate programs, and graduates of these programs are awarded an academic title or a professional title as specified by law. The WU Executive Academy also offers continuing education programs for individuals or companies as part of their development programs for management personnel. No academic title is conferred after completion of these programs (seminars, training programs). They are offered either as custom programs tailored to the individual needs of companies or institutions or as general management courses.

All programs adhere to the academic goal of research-led teaching. This is guaranteed in part by the heavy involvement of WU researchers and members of WU's international network in the WU Executive Academy's programs. The quality of the programs is ensured not only through the Academy's own accreditations (AMBA, FIBAA²⁷), but also through the comprehensive quality control processes required by accreditations awarded to the university as a whole (EQUIS, AACSB). Like WU's regular degree programs, WU Executive Academy programs also emphasize topics such as ethics, social responsibility, and sustainability.

4.3 INTERNATIONAL DIMENSIONS IN TEACHING

WU names its key values in its Mission Statement: In addition to academic integrity and the principles of fairness and equal opportunities, WU is committed to diversity, open-mindedness, and striving for excellence. The job market for university-educated professionals in business, economics, and law demands graduates with an open-minded attitude who are prepared for and willing to work in an international environment. This means graduates need to have learned the necessary language and cultural skills during their studies. International orientation is a key element in our academic programs, which teach students about international contexts and background information and, in most subjects, include or are based on international research findings. Close to half of WU's

programs are taught in English. International aspects also play an important role in the learning environment, be it through the contributions of international guest lecturers and professors, foreign-language taught courses, intercultural syllabi, or international programs held on campus. Our teaching is subject to international and internationally recognized quality control standards.

Through the active recruitment of international students and faculty, WU strives to create an environment in which everyone benefits from the exchange between different cultures.

Following the basic principle of international orientation, it is important to WU to facilitate student mobility (including credit mobility). This is reflected in WU's high student mobility rate (approximately 35% of its graduates have international experience), cooperation agreements with approximately 240 international partner universities, mobility windows, and transparently organized, ECTS-compatible credit transfer processes supported by comprehensive databases.

Joint and double degree programs held in cooperation with renowned international partner universities help WU sharpen its international profile and build up its international reputation. Currently, CEMS is offered as a notable joint degree program, and WU cooperates with the International Legal Network of Excellence to offer the THEMIS program focusing on business law and international law. On the master's level, a number of double degree programs are available with partner universities in and outside of Europe, which, on the bachelor's level, WU has complemented with the Double Degree Program in Business and Economics.

WU has been an attractive destination for international students for years, and its advantageous geographical location makes it particularly popular with potential students from Central and Eastern Europe (CEE). To attract excellent students, WU has to ensure a sufficiently comprehensive portfolio of English-taught programs on all levels of its regular degree programs.

The WU Executive Academy offers programs aimed at individuals and companies from Austria and the rest of Europe's German-speaking area as well as English-taught programs that focus on managers and high potentials

²⁷FIBAA: Foundation for International Business Administration Accreditation

who are either from the CEE region or work in this region. The high level of diversity with regard to the nationalities, academic and professional backgrounds, and prior education of their participants make many of the Academy's programs an ideal reflection of global business and trade relations. The WU Executive Academy is committed to further internationalizing its continuing education programs to better correspond to the overall level of internationality of WU's academic programs.

4.4 GOALS AND POTENTIAL FOR DEVELOPMENT

4.4.1 Student-teacher ratios, examination rates, and graduation rates

Adequate student-teacher ratios are indispensable for supporting students' learning and developmental processes. However, with its current student-teacher ratios, WU is among those universities that do not come even close to achieving the student-teacher ratios specified in the Austrian University Development Plan. It remains a crucial priority that WU bring these ratios closer to national and international benchmarks. Especially in the bachelor's programs, which are in particularly high demand, it will be necessary to improve the current conditions by increasing the number of faculty and carrying out transparent selection procedures based on available capacity levels to ensure appropriate quality in these programs.

In order to further increase levels of academic activity among students, WU plans to implement reforms in the Bachelor's Program in Business, Economics and Social Sciences. The goal of these reforms is to provide a program with optimized conditions for academic success that meets the growing demands of the national and international job markets and offers a well-balanced mix of specialist knowledge and a broad academic background.

WU sees it as its responsibility to make it possible for people with the potential for academic success to complete their studies within the designated period of time. Target-group-specific information and support services in the individual phases of the academic programs are intended to lower drop-out rates and help a larger percentage of students reach graduation. WU is placing more emphasis on support for students in critical phases in their degree programs, for example by offering individual counselling services for students and also taking other steps to increase students' academic activity levels.

To help make its programs more flexible, WU attempts to increase examination rates and encourage student progress especially by providing suitable teaching and learning settings and through the use of state-of-the-art teaching and learning technology (see chapter 4.4.6: Teaching and learning technology). Attractive digital formats complement the available programs and provide the students with key skills and competences that are essential in today's increasingly digitalized work environments.

4.4.2 Social inclusion, diversity, and permeability in higher education

As a responsible university, it is important to WU to make its educational programs accessible to anyone with interest in and an aptitude for the field, regardless of social background and any potential barriers. In the context of its strategy of looking more closely at the social dimensions of students' academic activities, WU is placing great emphasis on the inclusion of disadvantaged and under-represented groups. In planning its academic programs, WU recognizes the challenges presented by different lifestyles and strives to help its students balance university studies with jobs, caretaking responsibilities, disabilities, or chronic illness as well as possible. Especially the inclusion of students with disabilities or chronic illnesses requires specific forms of teaching and learning support. By providing support services and appropriate contacts, WU does its best to make it possible for students with disabilities or chronic illnesses to gain a university education.

A number of different consulting and support options are available to fulfill the varying needs of all of WU's students. These types of programs and services are evaluated on a regular basis, adapted where necessary, and expanded as budgetary means allow.

Under the guiding principle of inclusion and the assumption that diversity is a valuable asset to society, WU is committed to supporting integrative access to higher education and increasing its efforts to reach out to first-generation students and potential students from socially disadvantaged backgrounds. This requires specific informational and support programs aimed increasingly at schools and teachers in less educated/socially disadvantaged regions (e.g. as part of the "WU@School" program), as well as support measures specifically targeting first-generation students.

In addition to removing initial barriers, it is also necessary to identify social obstacles during a student's time at university and develop suitable measures for eliminating or preventing them. These measures include differentiated teaching and learning settings with varying attendance requirements, eLearning, and study acceleration programs. As part of the steps taken to further digitalize its teaching activities, WU is also providing easy, barrier-free access to data, information, and knowledge. Awareness of social barriers is also an important factor in student mobility programs.

Inter-institutional credit transfer and recognition of qualifications to increase permeability between higher education sectors is particularly important in this context. WU strives to support both horizontal and vertical permeability between different institutions in the higher education sector through fair, transparent admissions criteria and credit transfer processes.

4.4.3 Transitioning from school to university and the introductory and orientation phase

How the critical phase of the transition from school to university is handled has a considerable impact on the individual student's choice of program and academic success. WU intends to provide better orientation in this transitional phase through targeted communication measures and an appropriate information policy. The idea is to work together with schools and teachers to prepare students for what to expect at university, help them gain access to basic scientific knowledge in an appropriate manner, and support potential students in making an informed choice of what to study. In addition to presenting at education fairs and providing information at schools and on Campus WU, it is important to WU to establish a welcoming culture, especially for first-year students. Courses taught in the first phase of academic programs serve not only to teach the syllabi, but also to impart basic academic skills and help students with orientation in the initial phase of their studies.

The goal is to help first-semester students become familiar with program contents, organization, studying strategies, and academic behavior and values to give them the opportunity to complete their studies independently and responsibly. This information is provided to students during the Welcome Week held at the start of their first semester. This event gives students the opportunity to get to know each other and network and to reach out to

WU's student support services. Mentoring programs and other forms of extracurricular activities allow beginners to network with more experienced students and learn from their experience.

4.4.4 Continuous quality development in teaching

Innovative teaching and learning methods that allow students to learn more effectively are increasingly seen as a quality indicator for a university's academic programs. Aside from the quality of an institution's research, this is a key factor in remaining competitive among international universities. WU has a long tradition of high-quality teaching. Over the coming years, further developments in teaching will be implemented based on the changing needs of students. Quality development measures include a stronger integration of research in academic teaching and learning.

In the dialog between teachers, students, and external stakeholders, WU's quality development efforts are based on a quality concept which includes the following parameters:

- › **Effective learning:** WU's programs are based consistently on program goals and learning objectives developed in cooperation with relevant in-house experts and external stakeholders. Comprehensive program and quality management efforts are in place on an individual program level to evaluate on a regular basis whether goals are being achieved, and to develop ways to increase the effectiveness of learning in areas where changes are necessary.
- › **Effective teaching:** WU expects high quality in its teaching. Measures intended to ensure and improve teaching quality are an important aspect of WU's quality management program. Personnel development programs for academic staff include measures for improving academic teaching skills. Teaching skills are an integral part of the professional profile of WU's academic staff and are taken into account when making recruiting and career development decisions (see chapter 6: Human Resources). Teaching quality is evaluated on a regular basis and teachers are informed of the results. Support and encouragement for innovative teaching methods with a special focus on student-centric activities are to be increased.
- › **Orientation towards external demands:** As a leading academic institution, WU's quality development program takes changes in national and European education

policy and standards specified by international accreditation agencies (EQUIS, AACSB, AMBA) into account. Academic quality standards demanded by the labor market are also a driving force behind the further development of WU's programs.

- › **Efficiency and resource adequacy:** As a mainly publicly funded university, WU endeavors to finance university places sufficiently and in an appropriately targeted manner by negotiating Performance Agreements with the Federal Ministry of Education, Science and Research (BMBWF). Investments in improving teaching conditions represent a balancing act between academic quality and economy. WU strives to maintain an equilibrium between these two goals, and invests its (limited) financial resources economically, with an eye to its strategic goals.

WU's teaching staff plays an important role in helping us to achieve these goals. Support is available for the development of quality assurance and quality improvement measures. At the same time, qualification and recruiting processes are focusing increasingly on teaching skills, and outstanding performance in teaching is highlighted as best practice examples both at WU and beyond.

4.4.5 Skills-oriented teaching and learning outcomes

WU takes a comprehensive approach to imparting competences and sees them as the (cognitive and non-cognitive) skills and capabilities required for responsible problem-solving in a variety of situations. Skills can be expertise in a specific field or subject, or apply to a range of fields as methodological or social skills, which are transferable. The development of research skills is also an element of academic teaching and learning. All academic programs are oriented towards qualification profiles and program goals, giving the students a high level of transparency with regard to the skills they will need in order to take advantage of career opportunities in business, economics, or academia. In the context of WU's academic programs, existing skills are evaluated and new competences identified in a dialog between teachers, students, graduates, and representatives of the appropriate professional sector. The resulting objectives, teaching and learning activities, workloads, and forms of performance evaluation are anchored in all academic programs as key elements to increase the effectiveness of learning.

In the context of skills-oriented teaching, WU will strive to further encourage the learning of transferable and social skills in its academic programs and extracurricular activities and to increase their visibility. This includes extracurricular language learning activities, which are provided by the new Competence Center for Business Languages. It is also important to WU to use learning objectives and learning results to make the knowledge and skills learned in their academic programs more transparent.

In the knowledge that active, self-guided learning processes make a positive contribution to successful learning, WU will offer incentives for the development of innovative, student-centric teaching and learning projects.

As assessment of student performance remains a key element in the perception of high-quality teaching, WU will focus more on matching the desired learning objectives and skills to assessment processes.

4.4.6 Teaching and learning technologies

The learning and information platform LEARN is one of the most-frequented university eLearning sites in the world and is very well accepted by students. In the future, WU plans to increase its use of blended learning activities and other digital learning formats to accommodate the growing heterogeneity of learning needs and teaching designs, and to make learning more effective by combining online independent study phases and classroom units. This also gives working students more opportunities to prepare or review for their classes and helps them plan their studies more flexibly.

Facilitating access to higher education for broader segments of the population is an important obligation, especially for a public university like WU. WU will develop technology-supported learning resources and offer them to audiences outside WU to make business and economics knowledge available to people who are not (currently) engaged in academic studies.

It is important to maintain the excellent infrastructure currently available to students, develop it further, and make ideal use of these resources (e.g. modern teaching equipment, independent study areas, project rooms, PC labs, language resource center). The Flex Space project (Future Learning Experience Space) aims to apply cutting-edge

methods of technology-aided learning to student-centered didactic approaches and forms of active learning. In this way, it is possible to create didactic architectures that combine virtual and physical learning environments. These new didactic formats have the potential to facilitate novel forms of teaching, learning, and applying the content learned. The Mobile First for Students project aims to make mobile devices the preferred tool for students when it comes to completing different tasks, activities, and administrative procedures on campus. WU's IT infrastructure and the university library infrastructure described in chapter 5 (Research) also represent a valuable asset for students.

4.4.7 Increasing international orientation in teaching

All of WU's international exchange activities are subject to continuous in-house and external evaluation and further development measures. In addition to academic programs and the attractiveness of partner schools' locations, visibility through international accreditations and rankings and participation in reference networks are key selection criteria for the continuation of existing partnerships and the establishment of new mobility agreements. In this context, universities with program structures that are comparable to WU's and which, like WU, have been awarded multiple international accreditations, are particularly important partners. WU's involvement in the ENGAGE.EU alliance, as part of the European University Initiative, marks an important step towards strengthening the exchange of ideas and continuous development in the international higher education landscape. ENGAGE.EU is a transnational alliance of seven renowned European universities launched in 2020. Aside from WU, this alliance also includes Germany's University of Mannheim (acting as the coordinator), Italy's Luiss (Libera Università Internazionale degli Studi Sociali Guido Carli), NHH (Norwegian School of Economics), Tilburg University (Netherlands), Bulgaria's University of National and World Economy, and Toulouse 1 Capitole University (France). The goal of the initiative is to educate socially engaged citizens to make a positive contribution to European development. To achieve this, the initiative follows three interconnected paths: engaged learning, engaged research and innovation, and social engagement.

While the main priority in the bachelor's programs is meeting the high demand for exchange places (approx. 1,000 exchange places per academic year) at partner universities

of adequate quality, in the specialized master's programs, matching disciplines plays a more significant role. In this segment, WU will be cooperating mainly with schools that offer master's students attractive additional academic opportunities in traditional student exchange programs or as part of joint or double degree agreements.

In order to increase social inclusion in its academic exchange activities as well, WU will be strengthening its efforts to support mobility in previously underrepresented groups.

WU considers the international orientation of its teaching to be one of its most attractive features. For this reason, WU is committed to staying abreast of developments in the international higher education landscape and continuing to establish innovative international programs on the module or program levels.

4.4.8 Innovative continuing education

Incentives and qualification programs will be increased to encourage more WU researchers to teach in the WU Executive Academy's continuing education programs. This is intended to increase the faculty's motivation to become involved in continuing education. WU teaching staff will be offered special programs for developing teaching skills in the field of executive education (e.g. online teaching).

The program development process has been restructured to allow the implementation of new, more successful programs and to better reflect WU's multidisciplinary approach in its continuing education programs. To round out the existing portfolio, WU plans to create the option of developing new programs in the format of certificate programs and continuing education bachelor's and master's programs for different career phases.

4.4.9 Further development of doctoral/ PhD programs

Within the PhD Program in Economics and Social Sciences, WU has implemented transparent criteria allowing students to specialize in selected areas. After completion, an appropriate additional qualification will be added to the graduates' degrees. These specializations will be organized by teams of supervisors and will be characterized by joint admissions procedures and research seminars, as well as a standardized presentation on the academic job market.

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5 Research

5.1 PRINCIPLES

WU is committed to excellence in research, based on a holistic understanding of business and economics and a commitment to the diversity of business- and economics-related disciplines. WU sees this diversity as one of its main strengths, because it allows the university to deal with complex, transdisciplinary questions in a comprehensive manner, providing a solid basis for developing sustainable and innovative solutions for the business community and society. To do so, it is necessary to strike a balance between the goals of diversity and excellence in research. With its current portfolio of main research areas, WU intends to maintain the balance between these two objectives.

The scientific communities that correspond to the various disciplines and sub-disciplines represented at WU define what excellence in research means and how it can be identified. The excellence WU strives for provides the basis for research-led teaching at the university. WU's main research areas are reflected in the organizational structure of its departments, which are responsible for carrying out teaching activities in the corresponding subjects. In this way, WU achieves unity of research and teaching in all subjects of its bachelor's, master's, and doctoral programs.

WU is committed to responsibility and scientific integrity in research. It regards academic integrity as an essential precondition for academic work and for ensuring the good reputation of researchers and research institutions. Acting responsibly in research means living up to the trust society is placing in WU. WU expects all of its researchers to act in accordance with the standards of their scientific community in their academic activities and to work to further develop these standards. This obligation of WU's researchers is laid down in a specific directive that describes the principles of research ethics at WU.

As a signatory of the Berlin Declaration, WU is committed to the principles of open access and to promoting free access to academic materials and research results within the scope of its legal, financial, and technological abilities.

Supporting junior researchers is another key priority for WU, both with regard to research funding and personnel development (see chapter 6: Human Resources). To WU, excellence in this area also means that junior researchers should be provided with the qualifications necessary for continuing their careers at renowned international universities and for holding their own in recruitment procedures. As an international university, WU is working, as far as its budget permits, to promote the international mobility of all of its researchers and to offer its international guests an environment that is as attractive as possible. At the same time, WU's goal is to establish a reputation as an excellent institution in the international academic job market.

As Austria's leading research institution in the fields of business and economics, WU is well aware of its social responsibility. Its goal is to make significant contributions to solving the economic, social, and ecological problems of the day, both on regional and global levels. For this reason, research is an integral part of WU's third mission activities. It is especially important to WU to disseminate new research results and to make contributions to current discourse on all business- and economics-related issues.

The international dimension of its research activities is of paramount importance to WU. Within the relevant scientific communities, WU enters into productive competition with leading international research institutions, aiming for the highest degree of success possible. WU considers outgoing and incoming faculty mobility to be a particularly useful instrument for strengthening its international research networks.

Finally, WU also recognizes the necessity of evaluating research activities. WU carries out research evaluation measures on a regular basis to facilitate exchange between the various organizational units and the Rector's Council and to create a basis for comparison for WU's research activities based on relevant indicators in the respective scientific communities. These evaluation measures also make it possible to track the development of the relevant indicators over time, which provides important data for continuous development and improvement.

5.2 STATUS QUO

5.2.1 Main research areas

WU's main research areas are reflected in the structure of its departments, as defined by WU's Organizational Structure Plan. For an overview of WU's current department structure, please see chapter 1: Overall Strategic Goals and Positions in Higher Education Policy.

As part of the target agreement talks, a research profile is defined for each department: The content of each main research area is specified in a research development plan (Forschungsentwicklungsplan), and quantitative indicators are selected to track the unit's research performance. On the basis of these research profiles and the agreed-upon targets, it is the prime organizational responsibility of the individual departments to implement WU's research activities and manage the organizational aspects involved. For this reason, the departments serve as the main contact points for the Rector's Council when it comes to defining interpretation guides for the directives governing habilitation (*venia docendi*) proceedings, criteria for the fulfillment of qualification and development agreements with faculty members, and parameters for the awarding of performance bonuses and the specific content of position announcements.

At WU, overarching, interdisciplinary research areas are organized in research institutes, located outside of the department structure. WU's research institutes also contribute greatly to strengthening the university's international profile in research. Usually, a large part of the work done at WU's research institutes is funded by third parties.

WU's competence centers are designed to coordinate research in specific, interdisciplinary areas that are particularly important with regard to third mission activities, especially knowledge transfer.

WU strives for excellence in all of its main research areas. The goal of the WU university management is to provide conditions that allow all departments to achieve top international standards in research, up to world-class performance levels. This is only possible with adequate funding, however.

The high international visibility of the research done at WU has positive effects on the reputation and competitiveness of WU's degree programs. It is also important with regard to WU's success in international recruitment procedures and the international perception of WU's impact on the business community and society.

Currently, there are many sub-fields of WU's main research areas where the university has achieved a leading position internationally, thanks to the work of a number of internationally outstanding researchers. The process of evaluating research performance is never clear-cut or unequivocal, and for this reason it is a challenge to identify the fields of research where WU is an international leader. The results always depend on the methodology used in the evaluation. This notwithstanding, WU would like to particularly highlight several outstanding areas of research that have been identified *ex post*, based on a simple methodology, to underline WU's strong performance in several specific fields:²⁸

- › Business process design
- › Business process monitoring
- › Corporate finance, asset pricing, and quantitative methods in finance
- › Global strategy and headquarters-subsidiary relationships in multinational corporations
- › Institutional perspectives on organization and management
- › Internationalization strategies: antecedents, consequences, and processes
- › International taxation
- › Spatially explicit sustainability assessments of global supply chains

The WU university management has subjected the methodology to an external evaluation, which produced positive results. The reviewers found that the methodology used by WU is appropriate for identifying areas where the university delivers internationally outstanding research performance. In this way, WU is able to apply a standardized process to track its progress and the progress of its units towards the goal of international excellence.

²⁸ The current methodology is based on two criteria: (i) The citation impact of a research area on the Scopus citation database indicates a position of leadership in the past four years, (ii) the leading international position of a research area is confirmed through external peer review carried out as part of a competitive evaluation procedure (e.g. ERC grants, programs funded by the Austrian Science Fund FWF).

5.2.2 Research infrastructure

WU's goal of delivering an excellent performance by international standards in all of its main research areas requires a sophisticated technological and organizational infrastructure. For this reason, operating, maintaining, and further developing its infrastructure is very important to WU. Compared to other similar universities in the international context, WU's research infrastructure has a very high standard, which needs to be maintained and constantly adjusted to new developments. WU currently offers the following general research infrastructure, which is typically used by all WU departments:

University Library: The WU University Library is of great strategic importance for WU's research and teaching activities and academic programs. The wide range of literature and specialized information resources available in the Central Library located in WU's Library & Learning Center building and WU's currently two specialist branch libraries is one of the cornerstones of WU's research infrastructure, along with the professional library services provided by the library, which are also used by many external library users.

Both in quantity and disciplinary scope, the WU University Library's collection of information media reflects WU's status as one of Europe's largest universities of economics and business. The WU University Library is constantly expanding and updating its collection to ensure that it meets current demands.

The library's digital resources are available to WU's academic staff members 24/7 on their workplace computers, and most resources are also available via remote access. Printed items can also be accessed at all times. The library uses an automated loans infrastructure that makes it possible to check out and return books at any time.

WU has signed the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities and adopted a university Open Access Policy in 2016. The research output of WU's employees is made internationally available in digital format via PURE, WU's comprehensive research management system. Based on agreements with publishers and a special publication fund, WU is able to ensure

that research findings are made available as open access publications directly by the publishers. These measures are intended to increase the visibility of WU's research output and make it freely accessible to everyone.

Information literacy is a key skill in the academic field. This includes professional literature and data searches, reference management, the evaluation of sources, and awareness of the information life cycle. The University Library offers courses, workshops, and eLearning modules to give library users the opportunity to develop their information literacy while working with specific sources from their subject area.

IT-SERVICES: IT-SERVICES is a WU service unit that offers an extensive range of services for all users in WU's research, teaching, and service units and for WU students. IT-SERVICES also operates the entire basic IT infrastructure on Campus WU.

IT services for WU researchers include high-performance workplace infrastructure with pre-installed standard software. A self-service portal is available that allows WU employees to download and install specialized software. IT-SERVICES also provides several solutions for conducting telephone and video conferences. The services offered also include advice on and support for all IT-related matters, especially support for planning and purchasing special IT solutions for research purposes that go beyond the standard equipment provided by WU. This may for instance include the operation of special servers, special equipment needed for research labs, modelling big data storage solutions, and the design and implementation of web-based surveys.

Demand is growing in particular for audiovisual services, including the production of professional short videos on specific research areas and findings and video recordings and live broadcasts of academic events.

The IT services provided are complemented by information events on IT security, targeted especially at researchers, and topic-specific risk assessments and security audits for decentralized applications.

WU's entire basic campus IT infrastructure is operated via five data centers at different locations on Campus WU. The data centers and the network, server, and storage infrastructure used are state of the art. High availability is achieved through virtualization and redundancy. High energy efficiency is achieved through groundwater cooling and a modern energy management system.

WU's research infrastructure also includes services and support. Two areas are particularly important in this context:

Research Service Center: WU's Research Service Center offers services in three main areas: the administration of in-house research funding programs, advisory services on in-house and external research funding opportunities, and research documentation and evaluation.

WU's current range of in-house funding programs includes for example individual travel allowances for long- and short-term research stays at renowned international research institutions, financial support for care-related costs during business travel, financial support for copyediting and proofreading services, seed funding for large-scale project applications, third-party funding for research projects, and the administration of publication bonuses granted pursuant to the Operational Agreement on Performance Bonuses and Examination Rates for Academic Staff (Betriebsvereinbarung zur Regelung der Leistungsprämien und Prüfungstaxen für das wissenschaftliche Universitätspersonal).

The Research Service Center offers applicants for national and international research grants comprehensive advisory services in a one-on-one setting. In addition, the center also provides a large number of (online) publications, a research funding database with information on over 200 funding opportunities (project funding, awards and prizes, scholarships, stays abroad, etc.), an EU portal with specific information and tools regarding EU research funding programs, a newsletter sent out on a regular basis, and numerous events that provide information on how to raise third-party funding. The Research Service

Center team also advises and supports WU researchers in managing their projects, especially in matters related to project accounting.

The Research Service Center is responsible for running PURE, a comprehensive research management system. PURE documents the research output produced at WU (publications, conference presentations, software solutions, etc.) and, if possible, also offers full-text access. In addition, PURE is also used for managing WU's internal third-party funding processes. Together with WU's bibliometrics tool Scival, available since 2016, PURE is a cornerstone of research evaluation at WU.

General support: General research support services include financial controlling for research projects and the financial management of third-party-funded projects, advice from the WU Legal Affairs Office on contracts to be concluded with providers of third-party funding and external research partners, support from the WU Personnel Office in recruitment procedures, and support from the WU Security & Event Management team in the organization of academic meetings and conferences. The Competence Center for Empirical Research Methods is available to provide support regarding methodological questions.

In addition, WU also provides high-quality, specialized research infrastructure to meet the specific demands of some of WU's main research areas or sub-fields within these areas (e.g. specialist libraries, mainframe computer infrastructure, experimental lab).

5.3 STRATEGY AND GOALS/ DEVELOPMENT MEASURES

5.3.1 Development of WU's main research areas

In WU's organizational structure, the individual departments represent the university's main research areas. Departments are established through the procedures required for changes of WU's Organizational Structure Plan, which involve the Rector's Council, the Senate, and the University Board. The direction of WU's research strategy is determined by its departments.

Given the great emphasis WU places on the unity of research and teaching, the establishment of new major research areas or departments is only possible as part of long-term strategic plans as reflected in WU's Strategic Plan and, in particular, in its Organizational Structure Plan. Impulses for potential changes in the research profiles within the major research areas originate at the department level or are the result of regular evaluation procedures. Such changes are then implemented as part of the target agreement negotiations with the respective departments. Potential changes to the structure of the portfolio of WU's research areas, i.e. additions, mergers, or the elimination of research areas or departments, may be initiated either by the departments or by the Rector's Council and are implemented as part of the corresponding amendments to the Organizational Structure Plan. Following a process of intensive internal deliberations, a decision has been made to establish a new key research area at WU in the next few years, focusing on the digital economy. WU's different departments will contribute research activities to this new research area. These activities are to a large extent financed through additional, specifically earmarked resources provided to WU by the Ministry for Education, Science and Research under the current Performance Agreement.

Taking into account the balance between excellence and diversity described in chapter 5.1, WU is working to continuously develop its portfolio of main research areas. In this connection, particular emphasis is placed on integration into the international networks of the respective scientific communities and the overall conditions that characterize current international – especially European – research policy (e.g. framework programs).

Potential changes in the make-up of the portfolio, i.e. additions, mergers, or the elimination of research institutes or competence centers, are also implemented as part of the corresponding amendments to the Organizational Structure Plan.

To stimulate the further development and expansion of its existing major main research areas, WU is working to intensify in-house research funding and support activities, as far as its budget permits. This includes the expansion and optimization of research funding instruments designed for supporting individual researchers and small-scale projects and support services provided for applications for and the implementation of competitive third-party-funded projects.

The academic orientation of WU's main research areas is determined by the departments. The specific development goals in this context are defined by the individual departments and officially adopted as part of the target agreements concluded between the departments and the Rector's Council. Development goals regarding the establishment of new chairs are defined in the WU Strategic Plan in accordance with the relevant procedures required by law (see the list of WU's professorships and the subjects assigned to them in Chapter 8: Annex).

The further development of WU's main research areas is guided by the academic and procedural goals specified in the departments' target agreements. In all of its main research areas, WU strives for a research performance that can be regarded as outstanding based on the standards of the relevant scientific communities. Research performance is assessed through a process that is defined ex ante and mainly uses indicators based on the standards of the relevant, usually international, scientific communities (see chapter 5.3.5: Evaluation and feedback loops).

As described in chapter 5.2.1, WU would like to particularly emphasize several sub-areas of research ("highlights") that have been identified based on a simple methodology in order to track progress towards the goal of international excellence in research in a standardized manner. The objective of the Rector's Council is to improve research conditions at WU to such an extent that it will be possible to increase the number of outstanding sub-areas of research identified in this manner.

5.3.2 Third mission activities and research communication

WU plans to further increase its national and international visibility in the context of third mission activities and research communication. In addition to well-established forms of research communication (e.g. public events, media relations activities, projects with school children and secondary school students), WU is particularly working to employ modern communication formats to communicate and disseminate its research findings. Within the scope of its possibilities, WU also intends to expand its activities in the field of citizen science.

5.3.3 Research infrastructure

The WU University Library's range of literature and specialized information is to be expanded and upgraded based on demand. One of the priorities is to expand WU's portfolio of digital information services to guarantee good access to relevant information in the long term, which is essential for WU to achieve its goal of excellence in research.

Supporting eScience remains the key objective with regard to the development and implementation of research-oriented library services.

In accordance with international developments, WU has continued to increase the number of open access publications on research findings generated at the university, making an important contribution to strengthening national and international academic discourse. The University Library's information literacy activities will be another priority for development and intensified work.

The research-related services provided by the WU University Library, e.g. research data management, are adapted and expanded on a continuous basis. Challenges in this field include the development of research data plans, archiving, the availability of data for reuse, and open data accessibility.

Priorities for further developments in this area include:

- › Expanding and further developing services for students, e.g. access to literature resources, information literacy services, study areas, the textbook collection

- › Further expanding and optimizing WU's digital resources and specialized information
- › Standardizing and enhancing the quality of publication metadata to support WU's digitalization initiatives
- › Continuous adjustment of library services to meet the demands of research, for instance with regard to open access publishing and other research-related services, taking current standards into account
- › Maintaining national and international cooperations with partners in the fields of acquisitions, library standards, operating IT systems, exchanging metadata, and continuing education

To the extent that the available budget permits, one of WU's priorities in the field of IT is to further intensify the use of information technologies as a key factor for guaranteeing efficiency and security in the university's general operations and for supporting WU's goal of developing its profile and its main research areas. In particular, a new IT architecture is to be applied to support excellent research. WU is continuously improving the availability of data and services regardless of the time of day and the location of the user in order to provide productive working conditions for users who are increasingly mobile and international.

Future development priorities in this area include:

- › Supporting WU's teaching and research activities by providing cloud services, smartphones, and laptops
- › To the extent that the available budget permits, further developing a network, mass storage, and server infrastructure that is scalable and as secure as possible, e.g. data center infrastructure, 5G wireless standard on campus, and upgrades of the available audiovisual media equipment
- › Further developing applications designed to support intra- and inter-university processes, e.g. self-service procedures, automated administrative processes, improvements in IT management and security, upgrades of the IT architecture
- › Developing the digital skills of WU employees
- › Providing usage rights
- › Supporting and implementing large-scale digitalization projects

To benefit from academic, structural, and economic synergies, WU is seeking to conclude cooperation and partnership agreements with other universities and businesses.

In its three main service areas, the Research Service Center plans to implement the following development steps:

- › Continuing to offer a well-balanced portfolio of in-house research funding opportunities, to the extent that the available budget permits, to provide ideal development opportunities both to junior researchers and to more senior researchers with a track record of research excellence
- › Further developing the range of advisory services offered, particularly with regard to personalized information on upcoming position announcements
- › Strengthening the skills of WU faculty in the use of bibliometric tools
- › Enhancing the quality of PURE data by establishing additional control mechanisms

5.3.4 Research excellence programs

To the extent that the available budget permits, WU is working to encourage its researchers to participate in research excellence programs and to be an active partner in such programs.

5.3.5 Evaluation and feedback loops

All departments and research institutes participate in a dynamic research evaluation process designed to ensure long-term success. The results of these evaluation procedures provide valuable feedback for WU's research units and the Rector's Council, especially when it comes to assessing the success of measures intended to promote research. Evaluations of research performance are based on the standards of the respective – usually international – scientific community, i.e. external criteria are applied that are not specific or exclusive to WU.

The research performance of WU's academic units is mainly evaluated based on the following indicators, which may be weighted differently for each unit and are specified as part of the target agreements concluded with academic units:

- › Active participation in the relevant academic discourse (e.g. through conferences, research seminars, cooperations)
- › The relevance of the research findings produced (e.g. publication output and the scientific and social impact of the publications)
- › The acquisition of third-party funding as an advance indicator for results that are to be expected in the future
- › Dissemination of research findings (e.g. presence in the media, events involving practitioners, relevance of research for courses taught at WU)
- › Training of junior researchers (e.g. type and intensity of activities for supporting junior researchers, career trajectories of graduates)

In addition, care is taken to ensure that the indicators agreed upon with research units also include those indicators that are required for WU's Intellectual Capital Report (Wissensbilanz).

Data on these indicators is reported back to the respective organizational units on a regular basis, complemented by qualitative information. These regular feedback loops provide essential information for further development. Upon request by the respective organizational unit or the Rector's Council, it is also possible to carry out external reviews in specific cases. All feedback elements, including any external reviews that may have been conducted, are taken into account in the target agreement negotiations that are held on a three-year basis. The negotiations also cover the different units' performance in teaching, third-mission activities, and academic self-administration. Appropriate indicators are defined to describe and monitor these topics.

Not only WU's departments, research institutes, and competence centers are subject to regular evaluation, but also the instruments WU uses to support research and the specific research infrastructure offered by the university.

Based on this comprehensive approach and these specific evaluation procedures, it is possible for WU to optimize its personnel development and research support activities or amend its Strategic Plan, if necessary.



6 Human Resources

6.1 HUMAN RESOURCE STRATEGY

6.1.1 General principles of WU's human resource strategy

WU's key strategic goals, i.e. providing excellent teaching and research guided by the principles of a comprehensive concept of business and economics and disciplinary diversity and contributing to the solution of economic, social, and ecological problems, can only be achieved with a corresponding human resource strategy. Optimal personnel structure management is the heart of the human resource strategy at WU, an academic organization in which the faculty has key expertise in the core processes of research and teaching.

During the university autonomy process and on the successful path taken by WU in recent years, WU has found custom-tailored answers to fundamental questions of human resource strategy (described in detail in the WU Personnel Development Plan) and worked continuously to develop them further. In this context, fundamental goals with regard to balancing different staff groups have been and continue to be of key importance: For years, WU has been working towards the goal of a balanced ratio between tenured and non-tenured positions among the academic staff. Due to restrictions resulting from previous legal requirements, this is a very long-term goal. WU is also striving to achieve an ideally balanced ratio of academic to administrative staff. Administrative staff, with their specific expertise, are responsible for a wide variety of tasks that allow researchers to focus more on their core duties.

WU wants to position itself as an international, innovative, and sustainable university that makes a significant contribution to shaping the economy and mastering social challenges. It sees the diversity of the biographies, skills, competences, and expertise of its faculty and staff as one of its greatest assets, and as something worthy of development. As an employer, WU is committed to taking responsibility with regard to its human resources, and has implemented a number of initiatives to create working conditions that encourage inclusion and diversity in addition to the already well-established WU culture of respectful, appreciative treatment of others and supportive working conditions (for further details, please see chapter 6.1.3: Work-life balance, diversity, and inclusion goals).

6.1.2 Internationally oriented human resource management

To further improve WU's reputation, the fundamental internationalization strategy and its application in appropriate strategic human resource management measures as specified in chapter 3 (International Orientation, Mobility, Cooperation, and Networks) will need to be implemented continuously and consistently. One key issue is recruiting and keeping researchers with international experience gained in other university, research, teaching and network systems; the organization also needs to orient itself more strongly towards its stated internationalization goals to ensure the successful integration of international employees. Steadily increasing the international mobility of WU's researchers is another important goal, both for the benefit of their own academic careers and to help WU achieve its strategic goals in this area. Suitable mobility options are available for administrative staff as well, so that both staff groups can further develop their international experience and networks.

WU's human resource policy is focusing on a number of measures in this area: The factor "demonstrable international experience" plays an increasingly important role in many recruitment proceedings for professors and other tenure track positions. In addition, WU plans to use double affiliation arrangements to attract renowned international researchers to work at WU on a part-time basis (e.g. with an extent of employment of up to 20 percent). To help attract excellent candidates from outside of Austria, WU has a professional Welcome Services office that provides support to new academic and administrative staff members, as budgetary means allow. WU also cooperates with other Austrian universities in a network intended to create opportunities for dual career couples. Once hired, employees have their choice of a selection of measures and programs in place to support international mobility and further their academic careers: Academic staff, for example, can take advantage of well-endowed funding programs for speaking at international conferences or for short, medium, and long-term research stays abroad, and WU's highly differentiated, intensive support and training programs for strengthening and improving English skills are available to all WU employees.

The WU internationalization strategy applies to all topics, areas, and fields of work at WU. The administrative staff is also faced with special challenges with regard to intercultural and language skills. In addition to the wide range of different language courses available in WU's in-house training program, WU also offers staff exchange programs at European partner universities to allow administrative staff members to improve their language skills and effectively develop international networks.

6.1.3 Work-life balance, diversity, and inclusion goals

As a public university and employer, WU bears responsibility to society in a number of ways, and is a positive role model in the promotion of diversity and equal opportunities for disadvantaged members of society, for example with the WU Plan for the Advancement of Women and the Guidelines for the Inclusion of Employees with Disabilities. To WU, diversity means accepting differences while recognizing what people have in common. It is based on the dimensions of age, disability, ethnicity, gender, religion or ideology, and sexual orientation, as specified in WU's anti-discrimination guidelines. To help fight stereotyping and the attribution of differences, WU's programs for the advancement of diversity are focusing increasingly on social environments and the disadvantages associated with them. Programs intended to help employees more easily achieve a balance between private and family life with their careers are one step WU has already taken in this direction. Balancing private and professional life is a major challenge for many people in the work force. WU is committed to its role as a responsible employer and is working continuously to create a university that allows its employees to successfully balance work and private life.

WU has been part of the "hochschuleundfamilie" auditing program since 2013. This program supports universities in implementing measures to help employees balance work and private life and also helps recognize blind spots within the organization. Work-life balance is a multi-layered, complex topic, and the measures in place

to help employees achieve it need to take many different approaches. WU has implemented programs in a wide variety of different areas, ranging from preparing informational resources for management staff to establishing a comprehensive occupational health care program that promotes a healthful working environment, for example by helping employees gain more self-confidence, encouraging social contacts, and helping to structure employees' working days. WU wants to continue on this successful path and aims for long-term participation in the audit, ensuring that we can continue to improve conditions for faculty, staff, and students and allow them to attain a harmonious work-life balance more easily.

WU has an active age management program, allowing employees who wish to remain active to continue contributing their skills and knowledge at WU even past legal retirement age, if certain requirements are fulfilled and in pre-defined areas custom-tailored to the person's experience and qualifications. This could be for example as a "Senior Professor," a position intended to help keep renowned researchers in contact with WU even after retirement. Key staff members from administrative or academic staff have the opportunity to continue to share their experience and expertise with the younger generation as consultants and "Senior Experts." These opportunities for remaining active at WU are the first keystone in WU's age management program. WU is also increasing its focus on age-friendly work as part of its occupational health care program, implementing further measures to help older employees remain productive members of the WU community.

For years, WU's human resource development work has aimed at establishing a gender balance within the different employee groups. The number of women in senior faculty positions has risen in recent years, but is still not satisfactory. With this in mind, many of our efforts focus on increasing the number of women in senior faculty and academic management. A further priority is supporting high-performing young female researchers, to start

working towards a long-term gender balance early in researchers' careers, both at WU and beyond. In both of these areas, a number of initiatives are in place, for example habilitation fellowships for women (e.g. the Ottillinger fellowships), the Dr. Maria Schaumayer Habilitation Grant, or the personnel development program aimed specifically at women researchers. Another possible option is offering professorships and tenure track positions that are exclusively aimed at women.

WU's comprehensive work in the area of equal opportunities includes active diversity management. The diversity of WU's employees, with all their different potentials and strengths, is in many ways a valuable asset, especially with regard to innovation and creativity. The inclusion of people with disabilities is a further focal point in WU's diversity management. These efforts focus mainly on establishing an environment characterized by appreciation and respect for every individual, and on making the job market in general and academic positions in particular more accessible to people with disabilities. WU is working to increase equal opportunities for people with disabilities to ensure that we can use the wide spectrum of skills and talents of all our employees. WU avoids discrimination, provides barrier-free access to the workplace for everyone, and works to increase awareness of these issues, both at the management and the co-worker levels. These efforts are based on the WU Guidelines for the Inclusion of People with Disabilities, a document that has already resulted in a number of implemented measures.

6.2 PERSONNEL DEVELOPMENT AND THE WU CAREER MODEL

6.2.1 Desired position quality at all academic career levels, especially the junior researcher level

In principle, WU makes use of all personnel categories defined in the relevant university and employment legislature and the Collective Bargaining Agreement, and has partially differentiated these categories even further. With regard to positions financed from WU's

global budget, WU's human resource structure and career model as specified in chapter 6.2.2 includes the following main categories for academic staff and the associated quality structures assigned to each position:

- › **Full professor (Universitätsprofessor/in):** Researchers with suitably extensive professional and academic qualifications in the advertised field can be appointed as full professors; they are appointed by the Rector after completion of a selection procedure pursuant to § 98 or § 99 of the Universities Act (Universitätsgesetz, UG) or based on opportunity hiring procedures pursuant to § 99a of the Universities Act. They are responsible for research and teaching as stipulated by law, as well as for organizational and administrative tasks (including third-mission-related responsibilities) in their field. Positions can be permanent or fixed-term – which can be necessary in subjects related to business and economics due to conditions on the academic labor market or to provide increased flexibility in key research areas in justifiable individual cases – and full-time or part-time; in most cases, these conditions are already stated in the position advertisement. Normally, full professors are also assigned management responsibilities within their academic units.
- › **Associate professor (in German divided into three categories: Außerordentliche/r Universitätsprofessor/in, assoziierte/r Professor/in, Universitätsdozent/in):** These three categories include only academic staff members who have successfully completed the habilitation process (i.e. been awarded a *venia docendi*), and are, together with the full professors, among the university's most highly qualified faculty members. These faculty members are generally under permanent contract (tenured) and are employed in full-time positions. The main responsibilities of associate professors are the continuous fulfillment of duties in teaching and research, as well as organizational and administrative tasks (including third-mission-related responsibilities).

› **Senior assistant professor (Assistenzprofessor/in) (pursuant to § 27 of the Collective Bargaining Agreement):** The goal of a senior assistant professorship is to successfully achieve the higher academic qualifications required for tenured positions or appointment as a full professor by completing a qualification agreement (QA) within the specified time frame, as well as becoming further integrated into the scientific community. The three target areas included in a QA at WU are research, teaching, and academic self-administration or third mission activities. Senior assistant professors are entitled to time to pursue their own research work and to dedicate to fulfilling the requirements of their QA. After successful completion of the QA, senior assistant professors automatically advance to the rank of associate professor.

› **Assistant professor (Universitätsassistent/in Post-doc) (tenure track or non-tenure track):** The main responsibilities of assistant professors include advancing and expanding their academic education, teaching and research activities, and becoming integrated into the scientific community. Employees in this category are also expected to handle organizational and administrative tasks. Employment contracts are normally full-time. WU differentiates between two types of assistant professor: tenure track and non-tenure track. Which type of position is available to be filled is indicated in the WU human resource structure system, which is based on the WU Strategic Plan and on the WU Personnel Development Plan, where it is described in more detail: Tenure track positions can be advertised only if it is possible to maintain a balanced personnel structure within the unit even after the position has been filled. Further details can be found in the WU Personnel Development Plan and the resolutions based upon it.

› **Teaching and research associate (Universitätsassistent/in Praedoc):** Teaching and research associate positions are traditionally entry-level positions for an academic career. They are intended to allow the employee to advance and expand their academic education (including the goal of completing a doctorate/PhD in a relevant subject) and to prepare him or her for a later academic career at WU or elsewhere. Particular

emphasis is placed on attaining teaching qualifications; most teaching and research associates are given their first independent teaching assignments, with the support of expert colleagues and specific training and seminar programs to improve teaching skills. Employees in this category are also expected to handle organizational and administrative tasks. Employment contracts in this category are usually fixed to a six-year term, and are specified as 30 hour/week positions in the WU Personnel Development Plan. Teaching and research associates are entitled to support from their supervisors in research and teaching, and can use up to one third of their working hours for their own research work.

› **Senior lecturers:** Senior lecturers are academic staff members active mainly in teaching. Senior lecturers without a doctoral/PhD degree are usually assigned to high-demand areas in the bachelor's programs, while post-doc senior lecturers teach both at the bachelor's and the master's level. They cover a wide range of teaching responsibilities, contribute to the department's administration and quality management programs, and participate actively in developing teaching programs. Both sub-categories are restricted to terms of four to six years with the option of being granted a permanent contract (available mainly to post-docs), subject to available funding and a positive evaluation of the employee's teaching performance.

In its human resource and career trajectory structures, WU places great emphasis on transparency and plannability, especially to ensure that junior researchers are aware of the career options open to them from the start of their time at WU. This allows junior researchers to decide if they need to prepare for a career at WU or elsewhere and focus their efforts accordingly. The tenure track and non-tenure track models are particularly significant in this regard, as the option of qualification or development agreements is already clearly indicated in the position advertisement and the subsequent selection procedure. Non-tenure track positions serve mainly to help junior researchers advance and expand their scientific skills and experience at an internationally recognized business and economics university and to prepare them for successful

application and recruitment processes on the national and international labor market. For employees in tenure track positions, however, the path towards a future as a member of the WU faculty is clearly marked.

6.2.2 Tenure track model and implementation of new senior faculty categories

Tenure track positions allow employees to pursue an uninterrupted academic career, provided the employee's performance is satisfactory on the various qualification levels, eventually leading to a permanent (tenured) position. Structural measures ensuring a balanced number of tenure track positions contribute to creating the conditions needed to promote continuous high-quality, internationally competitive academic work.

In light of this, WU has used the opportunity to create additional tenure track positions provided by the 2015 amendment of the Universities Act, and has both restructured the qualification agreement system (based on the structural options specified in § 26 of the Collective Bargaining Agreement) and added an additional human resource policy instrument, the development agreement (DA) (for more details, please see the corresponding guidelines issued by the Vice-Rector responsible for human resources). The development agreement is intended to create additional long-term employment opportunities at WU by determining basic developmental goals; fulfillment of the terms of the development agreement does not, however, result in a change of personnel category under labor law or organizational law. The two instruments Qualification Agreement and Development Agreement differ on all personnel policy levels, including the conditions and contents of the job advertisement, the selection process, the prerequisites for the offer of a QA or DA, the contents and goals of the respective agreements, function and job description after completion, and salary structure. It is up to the discretion of the individual departments if they choose to apply both or only one of these instruments.

To offer an additional career path to associate professors (Assoziierte Professor*innen) pursuant to § 99 (6) of the Universities Act, WU has amended its By-Laws as follows:

"Professors who are appointed pursuant to § 98, § 99 (1) and (3), or § 99a of the Universities Act are considered to hold the rank of full professor within the meaning of these By-Laws. Associate professors and professors who, pursuant to § 99 (6) of the Universities Act, belong to the scientific and artistic staff according to § 94 (2) item 1 of the Universities Act shall be deemed to hold full professor rank if all of the following requirements are met: They submit an application for full professor rank to the Rector no earlier than three years after achieving the status of an associate professor pursuant to § 27 (5) of the Collective Bargaining Agreement for University Staff. A Senate committee convened for this purpose issues a recommendation that full professor rank should be awarded to the applicant, based on department-specific evaluation criteria and at least two external assessment reports and any other opinions received. Based on this recommendation and the assessment reports and opinions received, the Rector awards full professor rank to the applicant."

6.2.3 Structure and responsibilities of the administrative staff

The members of the administrative staff in the service units and the departments and institutes have a wide variety of important responsibilities. The work they do is key in helping WU reach its stated goals. They work in cooperation with the academic staff in a complementary system and with clearly defined areas of responsibility, which allows both groups to focus exclusively on their specific core duties and in this way, make the greatest possible contribution to WU's success.

The administrative staff in the academic units have many different roles and are crucial to the organization, administration, and smooth functioning of internal processes. In the service units, administrative staff members help the university fulfill its responsibilities through their expertise and service orientation when providing necessary support services. In both cases, the high level of professionalism in WU's administrative staff provides the support infrastructure necessary to allow the researchers to concentrate on their core duties in research and teaching, a prerequisite for excellence in these areas.

Hierarchical structures within the administrative staff are normally fairly flat, which allows for shorter decision times and higher flexibility. While this does result in fewer traditional hierarchical advancement and career opportunities, the relatively low number of management positions also means that an unusually large number of very interesting and demanding job profiles are available at the unit level. These positions offer many employees a wide range of long-term, on-the-job development opportunities.

As performance demands made of administrative staff are constantly increasing, providing appropriate support measures and opportunities for training and development is very important. Measures taken in this regard are described in the following section.

6.2.4 Training and development opportunities for staff

In an academic organization like WU, it is fundamentally important that employees continuously receive the support they need and that their expertise and skills are developed and kept up to date on a regular basis. Continuing education, further training, and development are one of the main focal areas of WU's human resource work. This area covers a wide variety of programs for all WU target groups and includes, for example, an Onboarding Program for new employees, an extensive in-house training program with workshops and seminars for all target groups, a selection of personnel development programs for management staff in academic and administrative units, and career development programs custom-tailored to specific faculty groups. With regard to WU's internationalization goals, a wide variety of programs is available to help employees improve their English skills, and support for non-German speaking employees is also available to help them learn and improve their German.

A further key area in WU's human resource work is the development of flexible, custom-tailored, decentralized programs for individual departments, institutes, or service units. Units' specific needs may include, for example, internal workshops on specialized topics related to teaching or research, special team building workshops to improve cooperation among co-workers, or support

and mediation for the prevention and reduction of conflict situations. When the need for programs like this has been identified, the measures deemed most suitable for the units' specific needs are defined, planned, and implemented in close cooperation with the unit management.

Another key instrument in extensive use (as documented by the WU Employee Survey) at WU is the annual performance review. It is used to structure and further develop work relations and employees' perspectives. The performance review provides space for an intensive and structured exchange between supervisors and employees and addresses all the most important aspects of the working relationship and the employee's performance, as well as highlighting where further development is necessary and available. As a stabilizing anchor in mutual communication and supervisory work, this instrument is heavily supported in WU's human resource policies.

6.3 RECRUITMENT MANAGEMENT AND MANAGEMENT SUPPORT

6.3.1 Basic recruiting principles

Professional, targeted recruiting is one of the central responsibilities of human resource work. WU strives to maintain the highest quality standards in this area. Selecting the right person to support a team as a future employee is an important task for any organization. Recruiting new personnel offers an ideal opportunity to implement strategic human resource goals. In the advertising, selection, and hiring processes, WU rigorously pursues its stated goals with regard to work-life balance, equal opportunities, international orientation, and the inclusion of people with disabilities.

In many recruiting procedures for academic staff, the question of selection criteria arises on a regular basis. Basing a selection solely on publication output is, however, far too narrow and does not adequately reflect a university's diverse duties and activities. As a responsible university, WU applies a comprehensive evaluation model that takes candidates' different dimensions and life contexts into account. Research performance is viewed in relation to the applicant's academic age, meaning that biographical factors like caretaking responsibilities, parental leave,

part-time employment, or other interruptions in the person's academic career can be taken into consideration. This is one way WU strives to provide equal opportunities for researchers with different life and career paths and is a further step towards increasing diversity at the university. It also allows for better estimations of the future performance potential of candidates and, in this way, helps to identify researchers with the greatest potential for a future career at WU.

Professional employer branding is an important part of any successful recruiting strategy. The prerequisite for a positive employer branding is compliance with international standards throughout the selection process, especially transparency, equal treatment of all applicants, and freedom from discrimination in all steps of the recruiting process. WU ensures compliance with these standards by monitoring all recruiting procedures carried out by its service units.

A consistent communications policy throughout all appointment or replacement proceedings for senior faculty positions is a further tool for implementing WU's strategic goals in appointment procedures and complying with international standards. The respective service units and the Equal Opportunities Committee are involved in recruitment procedures from the very beginning, and provide consultation and support to the employees in the individual units responsible for the recruiting process, especially management staff, and are also regularly involved in recruiting and hiring processes for the entire university.

6.3.2 Quality management and support throughout the recruiting process

Recruitment-related decision-making processes, from advertising open positions to hiring, are left to the respective decentralized management personnel, as far as legally possible, but the Personnel Office also assists with the various stages of the selection and hiring process. In detail, this includes providing support and consulting to the decentralized units on all questions that come up during the process and handling the administrative details of the recruiting process. In addition,

comprehensive informational materials are available for management staff, containing all the most important information on conducting a recruiting procedure correctly and professionally.

WU's high standards with regard to the quality of recruiting and hiring procedures make this an extremely time-intensive process. To reduce the burden on management staff, the Personnel Office offers not only help with organizing the recruitment procedure but also provides specific support. Upon request, this support can encompass the entire recruiting process from start to finish (drafting the job description, pre-selection, conducting job interviews and tests, shortlisting candidates, and writing the final recruiting report) or only selected steps; individual steps in the recruiting process can be adapted according to the needs of the individual management personnel. A successful recruiting procedure merges seamlessly into the hiring process; to ensure that the onboarding phase goes smoothly, a set of guidelines and other informational materials on new employee integration are available to all WU management staff.

If units request support from the experienced recruiting team, the high-quality recruiting process can be completed as smoothly as possible. This can result in better hiring decisions, and contributes to strengthening WU's brand as an employer.

6.3.3 Management work and management staff development

The professional profile of full professors and other senior faculty members generally includes a management role within the faculty. They take on management duties in departments, research institutes, or competence centers or act as academic directors responsible for individual programs. Like the heads of service units, management staff in the academic staff have key responsibilities. By providing support and leading their teams towards successfully completing their goals, promoting team members' professional development, and creating a productive working environment, management staff make a significant contribution to WU's success and to the international mobility and development of junior

researchers' academic careers. In part by serving as a role model, management personnel contribute to WU's high quality standards. To help maintain and strengthen performance-oriented attitudes, WU has established a number of individualized incentive programs to reward outstanding performance in teaching, research, and service. Management duties are extremely important and are taken into consideration during evaluations, and often play a very important role in the decision-making process with regard to the extension of fixed-term appointments. In service units, hiring replacements for management staff – especially for positions that report directly to a member of the Rector's Council – are preceded by an additional pre-recruiting evaluation. Before initiating the replacement process, a review is conducted to determine if the current structural organization and the job description for the position are still suitable, efficient, and up to date. Any amendments deemed necessary are made based on the results of this review.

To be able to perform their valuable management work, management staff need well-developed management skills, and WU provides a wide range of support options in this area. Special personnel development programs focus on specific management-related issues and give participants the opportunity to get feedback and learn from peers and external experts, e.g. at individual coaching sessions and workshops. New management staff can participate in special networking events intended to help them get off to a good start in their new role. They have the opportunity to reflect on their own leadership behavior and to discuss difficult issues with colleagues. Informational materials for management personnel (Wissenswertes für Führungskräfte) are available on the intranet pages of the Personnel Office to provide support in everyday management situations. These materials contain valuable information on key personnel management questions and contact data for help with further questions.

6.4 SUPPORT FOR JUNIOR RESEARCHERS

6.4.1 Training and support for junior researchers

The most important training and support activities for young researchers happen at the department and institute level. Junior faculty members grow and develop into their teaching and research roles with the tutelage and support of the unit heads and more experienced peers. Young researchers then gradually take on more responsibility in these areas.

To ensure that this crucial process goes smoothly, teaching and research associates are not expected to teach independently in their first two semesters, for example. This group can use one third of their working hours for their own research work. A variety of research-related support programs and continuing education opportunities is also available, intended specifically for junior faculty, and WU's Onboarding Program places particular emphasis on teaching and research as well.

Many institutes and departments also have decentralized, internal mentoring systems in which senior faculty members introduce younger, less experienced colleagues not only to the unit's core areas, but also to additional activities and networks in the field, given them continuous training in all aspects of the job. Junior faculty are also encouraged to participate in conferences and meetings to further their integration into the scientific community; these activities are eligible for financial support as well, as far as the budget allows.

6.4.2 Supporting junior researchers in different career phases

Support for researchers in different phases of their careers begins with student employees, for whom a remarkable number of tutoring jobs are available; these tutors provide support for teaching activities. This gives students the opportunity to gain insights into the inner

workings and networks in the individual institutes, and allows them to demonstrate their skills and potential, improving both their expertise and their chances, should they choose to embark on an academic career after graduation.

Teaching and research associates, as mentioned in section 6.2.1, have access to a diversity of support options for their career development. Custom-tailored career development programs are also available for both tenure track and non-tenure track assistant professors, to help them improve their development and career options either at WU or elsewhere.

For researchers who have concluded a qualification or development agreement with WU and who are expected to fulfill a series of pre-determined qualitative goals over a period of several years to be eligible to advance to a senior faculty position, a special monitoring and support system is in place throughout the goal-fulfillment period. Through regularly scheduled review and clarification loops with the candidate's supervisor and the respective Vice-Rector, where appropriate, WU ensures that the time and resources these researchers need to reach their goals are made available to them. If any problems come to light during this process, measures can be found in cooperation with the candidate to help overcome them. After successful completion of the stated goals, the new senior faculty members are ready to work with more experienced faculty members to support junior researchers in their unit as part of the decentralized mentoring system described above, thus ensuring the long-term stability of these decentralized support structures.

²⁹As of March 1, 2023

6.5 PERSONNEL PLANNING

6.5.1 Number of § 98 and § 99 professorships appointed for a minimum of three years

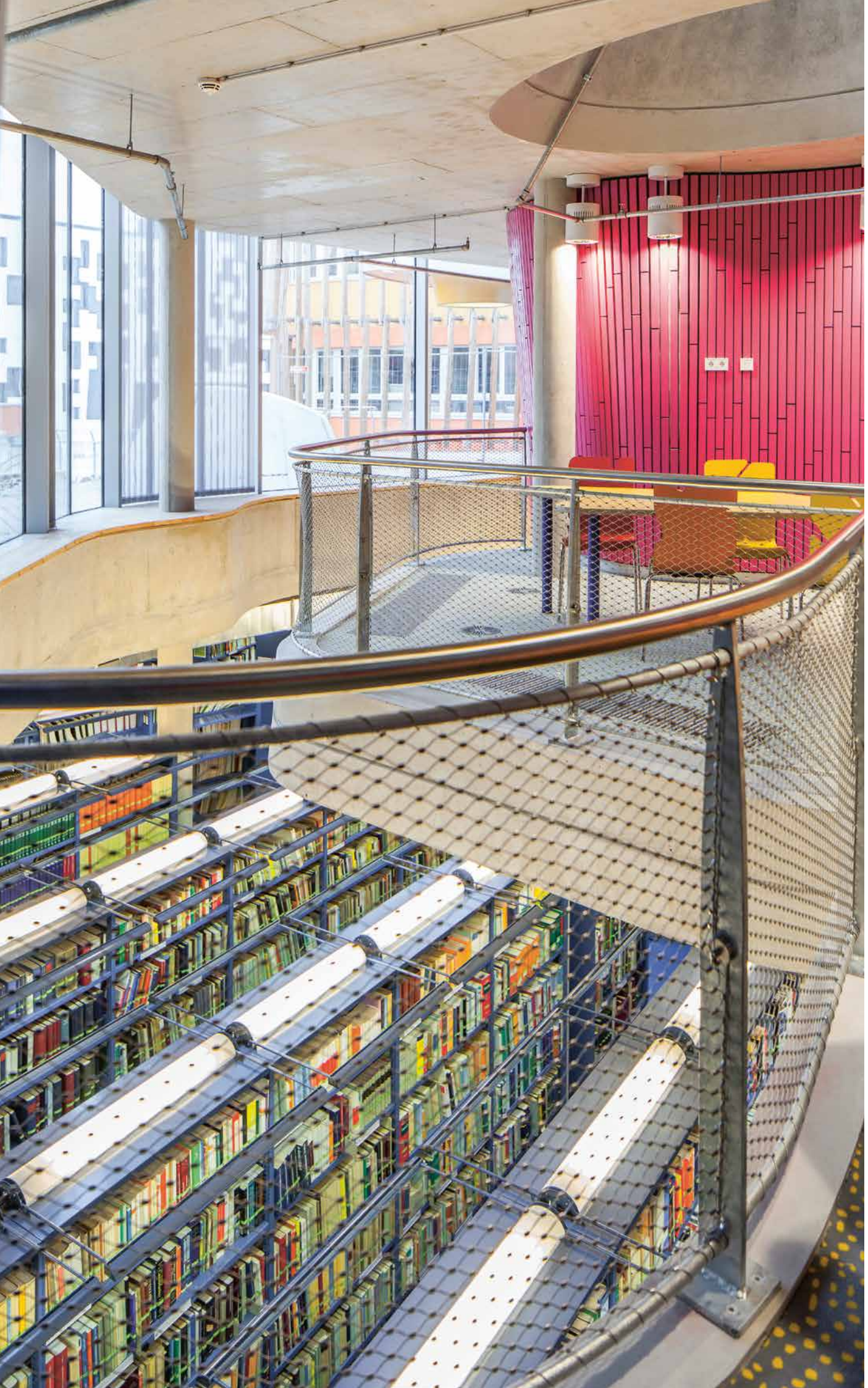
Currently, a total of 124²⁹ full professors are appointed for a minimum of three years under the terms of §§ 98 and 99 of the UG. The subjects assigned to chairs subject to § 98 or § 99 (1) of the UG are defined in the Annex to this Strategic Plan. The Annex also includes subjects to be assigned to five further positions that can be filled under §§ 98 or 99 (1), subject to budgetary coverage. For positions for full professors appointed for a minimum of three years, a maximum of eleven additional positions pursuant to § 99 (1) of the UG can be filled, subject to budgetary coverage.

6.5.2 Number of positions eligible for opportunity hiring

WU uses the possibility of hiring full professors based on § 99a of the UG. Specific provisions have been added to the By-Laws of WU to ensure that the WU faculty is included in the selection procedures in such cases. A total of six positions are eligible for these hiring procedures. Four of these positions have already been filled, and one will be filled as of May 1, 2023, which means that only one further position will remain available.

6.5.3 Number of tenure track positions eligible for conclusion of a qualification agreement

The number of positions considered eligible for conclusion of a qualification agreement within the meaning of § 27 (1) of the Collective Bargaining Agreement (in the version in effect as of October 1, 2015), made pursuant to § 108 (3) of the Universities Act, is set at a total of 43. If one or more of the 57 existing positions filled pursuant to § 27 (1) of the Collective Bargaining Agreement should become vacant, these positions can be filled with new personnel.



7 Campus Management

7.1 REAL ESTATE MANAGEMENT

Campus WU opened its doors in 2013. It is a unique university campus with around 100,000 m² of floor and surface area and provides ideal conditions for teaching and research. Five characteristic building complexes are grouped around the central Library & Learning Center; each complex was designed by a different, internationally renowned star architect. The buildings offer approximately 35,000 m² of floor space, and 55,000 m² are publicly accessible grounds. The campus' open spaces and communicative structures fulfill the highest demands for an innovative university concept with interfaces between teaching, research, the everyday work of a university, and public space. This is further demonstrated by the very satisfactory results of employee and student surveys. In 2015, the completion of Department Building 5 (D5) provided new floor space right next to Campus WU. The long-term development strategy for Campus WU is based on four principles.

7.1.1 Principle of continuity

With its flexible, modular room system, the campus will be able to fulfill any future demands for teaching, learning, research, and administrative space, and/or makes it possible to implement any necessary adaptations in an economically responsible manner.

The improvement of student-teacher ratios agreed upon in the 2019–2021 Performance Agreement leads to an increase in personnel that can no longer be accommodated in the existing buildings. For this reason, following a proactive real estate management approach, WU has identified various real estate projects on the campus and in its vicinity and assessed the option of carrying out a construction project itself. As a short- to medium-term solution for covering the demand for additional space, WU has rented an office building located in the immediate vicinity of Campus WU. Due to the urgency of the matter, WU submitted the project to the Austrian master plan for university construction projects (Bauleitplan) as an independent project. To accommodate the demand for additional teaching rooms long-term while at the same time meeting the highest demands for future teaching and learning environments, WU has carried out an in-depth evaluation procedure, which shows that the creation of additional space is necessary.

Because the facilities are new, maintenance and repair projects are expected to remain within normal operational limits. In the medium term, maintenance and modernization investments will have to be made to keep the valuable campus infrastructure in good condition.

7.1.2 Further development of the Campus WU brand as an identifying landmark and part of the urban development of Vienna's second municipal district

The Campus WU brand with the Library & Learning Center as its architectural and structural centerpiece has become well-known to the general public, as demonstrated by the fact that the campus has become a point of interest for city tours and the demand for special guided tours of the campus has remained at a steady high level. The campus, especially the Library & Learning Center, is also heavily frequented by high-school students and students of other Vienna universities.

The over 1,000 events held on campus each year, many more than were held on the old campus in the ninth district, is also indicative of the campus' enormous drawing power. In addition to hosting mainly business- and economics-related events, from small-scale workshops to major international conferences attended by over 500 visitors, WU is also aware of its third mission responsibilities as a public university and holds numerous events open to the general public, making the campus a meeting place for anyone interested in business and economics issues.

Continuous further development of the event management program ensures constant improvements to the services provided to event organizers.

WU has given the surrounding urban area a fresh impetus and encouraged dynamic development in the neighborhood. In recent years, student residences have been built in the immediate area with rooms for over 1,000 students. In addition to the nearby "Viertel Zwei" construction project, further construction of office and apartment buildings is planned for the neighborhood. This will lead to even more activity on campus year-round, helping to fulfill WU's concept of an open campus.

7.2 CONTINUATION OF THE ENVIRONMENTAL MANAGEMENT PROGRAM AND THE SUSTAINABLE CAMPUS PROJECT

Acting in an environmentally friendly manner as befits a responsible university is one of WU's guiding principles and a main component of all of WU's activities in teaching, research, and administration. Sustainability was already one of the key goals in the planning and construction phases of Campus WU. Heating and cooling systems, for

example, use mainly geothermal energy from groundwater. All buildings are “green building” certified by the Austrian Sustainable Building Council (ÖGNI). In addition, WU has been audited and recertified under the standards of the Eco-Management and Audit Scheme (EMAS) and ISO 14001 for the third time, confirming its continuously excellent performance in the area of environmental protection. These two renowned certifications in the field of environment and sustainability distinguish WU’s environmental management system and demonstrate WU’s commitment to its active role as a responsible university in these areas.

In addition to lowering resource use and increasing sustainable and resource-conserving investments and purchasing systems, a comprehensive and continuous dialog between all of the university’s stakeholders is key to achieving positive developments in sustainability. One element of this dialog is the establishment of a platform for representatives from the departments, service units, and student body to meet on a regular basis as so-called “green buddies,” to help configure the future development of WU’s environmental management system.

As part of these efforts, WU has obtained a Green Events license, allowing it to organize environmentally friendly events according to the Ecolabel Guideline 62.

7.3 FURTHER DEVELOPMENT OF BARRIER-FREE ACCESS

Barrier-free accessibility was already one of the main principles in planning the campus. WU is committed to not only upholding its current high standard of accessibility but also to further developing the concept of barrier-free access in consideration of the applicable norms and legal requirements. That is a basic requirement in the realization of WU’s Guidelines for the Inclusion of People with Disabilities (see chapter 6: Human Resources). In addition to the standards required by the applicable laws and norms, WU also takes experiences and feedback provided by campus users into account to shed more light on aspects of non-discriminatory access. In a structured process accompanied by experts in the field, measures and alternative solutions are defined, prioritized according to urgency, and implemented according to the results and as budgetary means allow.



8 Financial Affairs

8.1 WU'S FINANCIAL RESOURCES

Adequate funding is required if WU is to continue its further development as an excellent international institution of higher education and research. WU's finances are based on three main pillars: public funding (including compensation for the loss of tuition fees), tuition fees, and third-party funding.

8.1.1 Public funding and Performance Agreements

WU will remain mainly a publically funded university for the foreseeable future. By far the largest part of WU's financial resources is made up of public funding based on the Performance Agreements concluded with the federal ministry. In the 2019–2021 Performance Agreement period, funding was for the first time awarded based on the new Austrian university funding system.

Pursuant to § 12 of the UG and its specification in the Ordinance on University Financing (Universitätsfinanzierungsverordnung), the global budget allocated to WU for the 2022–2024 period is divided into three budgetary pillars:

- › Teaching (depending on the number of academically active students)
- › Research (depending on basic research performance, i.e. academic staff full-time equivalents)
- › Infrastructure and strategic development

In the first two pillars, part of the funding is awarded based on competitive indicators.

In addition, the university also receives funding for:

- › Salary increases for federal employees with civil servant status, § 12 (8) and (9) of the UG
- › Compensation for the loss of the tuition fees that were previously charged

Starting in the 2016–2018 Performance Agreement term, WU's new campus moved into normal operations; the funding required by WU for the new campus – for which a separate funding guarantee was issued by the (former) Federal Ministry for Science and Research to cover the construction costs (to be refunded to BIG³⁰) and the increased operational expenses – is therefore included in the Performance Agreements as part of the global budget (pillar for infrastructure and strategic development).

8.1.2 Tuition fees

Only few options are available to WU in the area of tuition fees, as the amount of tuition fees that can be charged for regular degree programs and the groups of students to whom they apply, mainly students from non-EU countries, are defined by law. As a result of these legal restrictions, tuition fees contribute only very little to WU's total budget.

³⁰BIG: Bundesimmobiliengesellschaft (a company which manages Austrian publicly owned real estate)

8.1.3 Third-party funding

Third-party funding is an important tool for strengthening the university's entire financial basis. To make the best use of this important source of funding, WU has professionalized the acquisition and administration systems for third-party funding and created the conditions necessary for this process. The measures are aimed at the university as a whole, especially the Rector's Council, as well as the individual organizational units. Thanks to its innovative research, close ties to the business community, and intensive alumni work, WU has access to a wide variety of third-party funding sources for its educational programs and research, including fundraising, sponsoring, donations, foundation assets, and research funding. However, this area is also characterized by scarce funds and increasing competition, both in the field of competitive funding (e.g. FWF, WWTF, EU) and in research funding provided by private companies.

In 2020, WU established a foundation pursuant to § 10 (1) of the Universities Act. With this nonprofit foundation, WU creates a contemporary structure intended to complement its fundraising activities, allowing for even more transparency in the representation of its global budget and third-party funding. Pursuant to the foundation's articles of establishment, WU is the primary founder and the WU Board of Trustees (Kuratorium zur Förderung der Wirtschaftsuniversität Wien) is the secondary founder. The WU Foundation exclusively pursues not-for-profit purposes (gemeinnützige Zwecke) within the meaning of the Federal Fiscal Code (Bundesabgabenordnung).

The purpose of the foundation corresponds to the tasks specified in §§ 1 and 2 of the Universities Act, as they apply to WU. Pursuant to the foundation's articles, the board of the foundation consists of the members of the Rector's council, and the supervisory board consists of the members of the WU University Board. As part of the process of establishing the foundation, the two founders contributed roughly equal amounts of funding to the foundation.

8.1.4 Further sources of funding

Further sources of funding, which currently play only a very minor role in WU's total budget and are not expected to increase significantly, include income from the exploitation of real estate. WU rents space to external tenants (on-campus restaurants), charges for the use of the garage and rooms for on-campus events, and sells merchandise in the WU Shop. Any surpluses from these areas contribute to the total balance sheet, as do surpluses from the WU Executive Academy.

8.2 WU'S FINANCE CONCEPT: ACTIVITIES AND FUNDING SOURCES

The WU finance concept described below covers the university's entire performance spectrum as described in this Strategic Plan. It is oriented towards the prioritization of the individual fields of activity and ensures transparency in all funding flowing into and within WU. The strategic orientation was selected autonomously by WU; public and private financiers have no influence on WU's strategic, subject-related, or operational decisions.

- › Regular degree programs (bachelor's, master's, doctoral/PhD) will continue to be funded mainly through public funding.
- › Continuing and further education programs outside of the regular degree programs are for the most part self-supporting through tuition and seminar fees.
- › Three main sources of funding are available for research: The main pillar is research funding negotiated in the Performance Agreement made between the universities and the respective federal ministry; this funding is supplemented by research funding provided by national and international funds (FWF, EU, ERC, etc.) and by public institutions and private companies.
- › WU is also commercially active on campus, especially with regard to renting property to hospitality providers on campus and space for on-campus events, as well as charging for parking (see section 7.2.4: Further sources of funding). Income from these sources is represented separately.

8.3 WU'S BUDGET: STATUS QUO AND OUTLOOK

For WU as a public university, a basic budget from public funding, the amount of which is negotiated as part of Performance Agreements with the federal ministry, is the prerequisite for the fulfillment of its basic responsibilities in research and teaching. However, to be able to implement more innovative projects in research, teaching, and third mission areas, supported by WU's digitalization strategy, additional sources of funding will be required

in the medium and long term. Due to WU's weak starting position compared to other Austrian and international institutions, sustainable and more far-reaching steps for further improving student-teacher ratios remain one of WU's key objectives. WU will therefore attempt to generate additional resources to maintain the status quo and daily operations, expand on the university's strengths, and address key strategic issues. The following measures will be implemented in this regard:

- › Allocation of adequate basic funding and additional funding from the public budget within the framework of the Performance Agreements with the federal ministry through special projects to establish new key areas of activity or to expand on existing strengths. This also includes claiming funds tendered as part of various profile building programs.
- › Allocation of additional public funding from special budgets during the Performance Agreement period due to improved performance with regard to the relevant competitive indicators.
- › Increasing the acquisition of third-party funding through research projects, fundraising, sponsoring, and foundation assets while upholding ethical standards (see e.g. the WU Advertising Policy, Code of Conduct). Open communication between the Rector's Council and the academic units ensures that overlaps and internal displacement effects are avoided.



9 ANNEX

SUBJECTS ASSIGNED TO WU PROFESSORSHIPS³¹

The following subjects are assigned to WU professorships that can be filled pursuant to § 98 of the Universities Act and that are currently filled pursuant to § 98 and § 99 (1) or (3) of the Universities Act, unless they are currently vacant:

FINANCE, ACCOUNTING AND STATISTICS		
Subject	Incumbent	Current legal status
Corporate Finance	Stefan Bogner	§ 98 UG
Finance	Christian Wagner	§ 98 UG
Betriebswirtschaftliche Steuerlehre (Tax Management)	Eva Eberhartinger	§ 98 UG
Mathematics and Finance	Rüdiger Frey	§ 98 UG
Applied Statistics and Econometrics	Sylvia Frühwirth-Schnatter	§ 98 UG
Statistik (Statistics)	Kurt Hornik	§ 98 UG
Finance and Corporate Risk Management	Christian Laux	§ 98 UG
Risk Management and Insurance	Alexander Mürmann	§ 98 UG
Banking and Finance	Stefan Pichler	§ 98 UG
Unternehmensrechnung und Controlling (Management Accounting and Control)	Christian Riegler	§ 98 UG
Endowment Management	Otto Randl ³²	§ 98 UG
Mathematics in Economics and Business	Birgit Rudloff	§ 98 UG
Finance and Investments	Josef Zechner	§ 98 UG
International Accounting	Zoltán Novotny-Farkas	§ 98 UG
Rechnungswesen und -prüfung (Accounting and Auditing)	Klaus Hirschler	§ 98 UG
Finance and Impact Investments	Margarethe Rammerstorfer ³³	§ 98 UG
Accounting and Reporting	Katrin Hummel	§ 98 UG
Credit Markets and Financial Intermediation	Rainer Jankowitsch	§ 98 UG
Unternehmensrechnung und Revision (Financial Accounting and Auditing)	Ewald Aschauer	§ 98 UG

³¹ This Annex lists WU's professorships as of March 1, 2023. Pursuant to the regulations specified in the Universities Act, the Annex defines the subjects assigned to the professorships that exist at WU. In this list, the positions are grouped by department. This is done purely for the sake of readability and is not part of the stipulations of the Strategic Plan, and neither are the names of the incumbent professors and the current legal status of the positions. Any footnotes added to the names of certain persons and departments are merely explanatory in nature.

³² Half-time employment

³³ The incumbent is on leave for the duration of her term of office as WU Vice-Rector for Academic Programs and Student Affairs until September 30, 2023.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Subject	Incumbent	Current legal status
Information Management and Control	Edward Bernroider	§ 98 UG
Operations Management	Gerald Reiner	§ 98 UG
Information Systems and Business Engineering	Reka Marta Sabou	§ 98 UG
Wirtschaftsinformatik, insbesondere Neue Medien (Information Systems and New Media) ³⁴	Gustaf Neumann	§ 98 UG
Data and Knowledge Engineering	Axel Polleres	§ 98 UG
Wirtschaftsinformatik und Gesellschaft (Management Information Systems and Society)	Sarah Spiekermann-Hoff	§ 98 UG
Betriebswirtschaftslehre und Wirtschaftsinformatik (Business Administration and Information Systems)	Alfred Taudes	§ 98 UG
Digital Ecosystems	Verena Dorner	§ 98 UG
Distributed Ledgers and Token Economy	Davor Svetinovic	§ 98 UG
Sustainable Supply Chain Management	Miriam M. Wilhelm	§ 98 UG
Data Ecosystems for Environmental Accountability	N. N.	

³⁴This professorship will expire once the incumbent professor retires.

MANAGEMENT

Subject	Incumbent	Current legal status
Wirtschaftspädagogik einschließlich der Didaktik der wirtschaftswissenschaftlichen Fächer (Business Education, including the didactics of business- and economics-related subjects)	Bettina Fuhrmann	§ 98 UG
Gender and Diversity in Organizations ³⁵	Marie-Therese Claes	§ 99 (1) UG
Gender and Diversity in Organizations	Edeltraud Hanappi-Egger ³⁶	§ 98 UG
Change Management	Giuseppe Delmestri	§ 98 UG
Betriebswirtschaftslehre mit besonderer Berücksichtigung der Wirtschafts- und Verwaltungsführung (Business Administration with a special focus on management in business and public administration)	Wolfgang Mayrhofer	§ 98 UG
Management von Nonprofit Organisationen (Nonprofit Management)	Michael Meyer	§ 98 UG
Human Resource Management	Michael Müller-Camen	§ 98 UG
Organization Studies	Renate Meyer	§ 98 UG
Public Management and Governance	Jurgen Willems	§ 98 UG
Ethics in Management	Martin Kornberger	§ 98 UG
Family Business	Reinhard Prügl ³⁷	§ 98 UG

MARKETING

Subject	Incumbent	Current legal status
Marketing und Customer Analytics (Marketing and Customer Analytics)	Thomas Reutterer	§ 98 UG
Marketing Management	Martin Schreier	§ 98 UG
Betriebswirtschaftslehre mit besonderer Berücksichtigung des Marketing und des internationalen Managements (Business Administration with a special focus on marketing and international management) ³⁸	Bodo Schlegelmilch	§ 98 UG
Marketing in a Global Economy	Marius Lüdicke ³⁹	§ 98 UG
Marketing mit Fokus auf Consumer Behavior (Marketing with a focus on consumer behavior)	Bernadette Kamleitner	§ 98 UG
Marketing with focus on interactive marketing and social media	Nadia Abou Nabout	§ 98 UG
Digital Marketing and Behavioral Insights	Christina Patricia Schamp	§ 98 UG
Marketing	Siham El Kihal ⁴⁰	§ 98 UG

³⁵This professorship is filled until January 31, 2025, as a replacement for Edeltraud Hanappi-Egger.

³⁶The incumbent is on leave for the duration of her term of office as WU Rector until September 30, 2023.

³⁷Filled as of September 1, 2023.

³⁸This professorship will expire once the incumbent professor retires.

³⁹Filled as of September 1, 2023.

⁴⁰Filled as of February 1, 2024.

STRATEGY AND INNOVATION

Subject	Incumbent	Current legal status
Corporate Governance and Management Control	Anne d'Arcy	§ 98 UG
Entrepreneurship und Innovation (Entrepreneurship and Innovation)	Nikolaus Franke	§ 98 UG
Organization Design	Patricia Klarner	§ 98 UG
Strategie, Technologie und Organisation (Strategy, Technology, and Organization)	Christopher Lettl	§ 98 UG
Markets and Strategy	Ben Greiner	§ 98 UG
Betriebswirtschaftslehre mit besonderer Berücksichtigung der Unternehmensführung (Business Administration with a special focus on management)	Gerhard Speckbacher	§ 98 UG
Hochschulmanagement (University Management)	Barbara Schachermayer-Sporn	§ 98 UG
Strategic Management	Werner Hoffmann ⁴¹	§ 98 UG
Management Control and Strategy Implementation	Isabella Grabner	§ 98 UG
Business and Psychology	Susann Fiedler	§ 98 UG

GLOBAL BUSINESS AND TRADE

Subject	Incumbent	Current legal status
International Business	Jan Hendrik Fisch	§ 98 UG
International Business (focus on Central and Eastern Europe)	Desislava Dikova	§ 98 UG
International Business	Phillip Christopher Nell	§ 98 UG
Betriebswirtschaftslehre, insbesondere Logistik und Transportwirtschaft (Business Administration, in particular logistics and transport management)	Sebastian Kummer	§ 98 UG
International Business with special focus on SME internationalization	Florian Zapkau	§ 98 UG
International Business: Internationalization of Firms/International Marketing (BWL des Außenhandels)	Jonas Puck	§ 98 UG
International Marketing and Management	Günter Stahl	§ 98 UG
Management of Supply Chain Services and Networks	Tina Wakolbinger	§ 98 UG
Export Management & Internationalization Processes	Alexander Mohr	§ 98 UG
International Business and Corporate Social Responsibility	Wendy Chapple	§ 98 UG

⁴¹Half-time employment

PUBLIC LAW AND TAX LAW

Subject	Incumbent	Current legal status
Europarecht und Öffentliches Recht, Völkerrecht und Internationales Wirtschaftsrecht (European and Public Law, International Law, and International Economic Law)	Erich Vranes	§ 98 UG
Österreichisches und Europäisches Wirtschaftsstrafrecht (Austrian and European Economic Criminal Law)	Wolfgang Brandstetter	§ 98 UG
Öffentliches Recht, Wirtschaftsrecht und Völkerrecht (Public Law, Economic Law, and International Law)	Christoph Grabenwarter	§ 98 UG
Österreichisches und Europäisches Öffentliches Recht (Austrian and European Public Law)	Michael Holoubek	§ 98 UG
Steuerrecht, mit Schwerpunkt Internationales Steuerrecht (Tax Law, with a focus on international tax law)	Michael Lang	§ 98 UG
Österreichisches und Europäisches Öffentliches Recht (Austrian and European Public Law)	Georg Lienbacher	§ 98 UG
Öffentliches Recht (Public Law)	N.N.	
Steuerrecht (Tax Law)	Josef Schuch ⁴²	§ 98 UG
Steuerrecht (Tax Law)	Claus Staringer ⁴³	§ 98 UG
Öffentliches Recht, insbesondere öffentliches Wirtschaftsrecht ⁴⁴ (Public Law, in particular public economic law)	Harald Eberhard	§ 98 UG
International Taxation	Alexander Rust	§ 98 UG
Straf- und Strafprozessrecht (Criminal Law and Law of Criminal Procedure)	Robert Kert	§ 98 UG
Öffentliches Recht, Wirtschaftsrecht und Völkerrecht ⁴⁴ (Public Law, Economic Law, and International Law)	Katharina Pabel	§ 98 UG
Öffentliches Recht und Völkerrecht (Public Law and International Law)	Monika Polzin	§ 98 UG
Öffentliches Recht (Public Law)	N.N.	
Strafrecht und Strafprozessrecht ⁴⁵ (Criminal Law and Law of Criminal Procedure)	Hans-Valentin Schroll ⁴⁶	§ 99 (1) UG
Internationales Steuerrecht (International Taxation)	Georg Kofler ⁴⁷	§ 98 UG
Steuerrecht mit Schwerpunkt Umsatzsteuerrecht (Taxation with a focus on value added tax law)	Karoline Spies ⁴⁸	§ 98 UG

⁴²Half-time employment

⁴³Half-time employment

⁴⁴Three of the department's professors serve as judges at the Austrian Constitutional Court. This professorship was established to compensate for the time they have to spend on these obligations.

⁴⁵This professorship will expire as of September 30, 2023.

⁴⁶Half-time employment

⁴⁷Half-time employment

⁴⁸Half-time employment

PRIVATE LAW

Subject	Incumbent	Current legal status
Zivilrecht (Civil Law)	Peter Bydlinski ⁴⁹	§ 99 (1) UG
Zivil- und Unternehmensrecht (Civil and Business Law)	Susanne Kalss	§ 98 UG
Zivil-, Zivilverfahrens- und Unternehmensrecht (Civil Law, Law of Civil Procedure, and Business Law)	Georg E. Kodek ⁵⁰	§ 98 UG
Zivil- und Unternehmensrecht (Civil and Business Law)	Sebastian Mock	§ 98 UG
Arbeits- und Sozialrecht (Employment and Social Security Law)	Franz Marhold	§ 98 UG
Unternehmensrecht (Business Law)	Martin Winner	§ 98 UG
Zivil- und Zivilverfahrensrecht (Civil Law and Civil Procedure)	Martin Spitzer	§ 98 UG
Zivil- und Unternehmensrecht (Civil and Business Law)	Stefan Perner	§ 98 UG
Unternehmensrecht mit Schwerpunkt Kartellrecht (Business Law with a focus on competition law)	Georg Eckert ⁵¹	§ 98 UG
Unternehmensrecht, Kartellrecht und Digitalisierung (Business Law, Competition Law, and Digitalization)	Viktoria Robertson ⁵²	§ 98 UG
Arbeitsrecht und Sozialrecht mit Schwerpunkt Digitalisierung in der Arbeitswelt (Employment and Social Security Law with a focus on the digitalization of work)	Susanne Auer-Mayer	§ 98 UG

ECONOMICS

Subject	Incumbent	Current legal status
International Economics	Harald Badinger	§ 98 UG
Analytische Volkswirtschaftslehre (Analytical Economics)	Ulrich Berger	§ 99 Abs 3 UG
Macroeconomics	Jesús Crespo Cuaresma	§ 98 UG
Applied Microeconomics	Klaus Gugler	§ 98 UG
Volkswirtschaftslehre und -politik mit besonderer Berücksichtigung der Außenwirtschaft (Economics and Economic Policy with a special focus on international economics)	Ingrid Kubin	§ 98 UG
Finanzwissenschaft und Öffentliche Wirtschaft (Finance and Public Economics)	Rupert Sausgruber	§ 98 UG
Volkswirtschaftspolitik und Industrieökonomik (Economic Policy and Industrial Economics)	Christoph Weiss	§ 98 UG
Empirical Economics	Harald Oberhofer ⁵³	§ 98 UG
Microeconomics and Digitalization	Gerlinde Fellner-Röhling	§ 98 UG
Macroeconomics and Digitalization	Klaus Prettnner	§ 98 UG
Wirtschaftspolitik (Economic Policy)	Gabriel Felbermayr	§ 99a
Economics of Health and Digitalization	N.N.	

⁴⁹Half-time employment

⁵⁰Half-time employment

⁵¹Half-time employment

⁵²Half-time employment

⁵³Half-time employment

SOCIOECONOMICS		
Subject	Incumbent	Current legal status
Wirtschafts- und Sozialgeschichte (Economic and Social History)	Markus Lampe	§ 98 UG
Wirtschaftsgeographie (Economic Geography)	Jürgen Essletzbichler	§ 98 UG
Wirtschafts- und Sozialpolitik (Economic and Social Policy)	Ulrike Schneider	§ 98 UG
Wirtschaftssoziologie (Economic Sociology)	Sabine Frerichs	§ 98 UG
Public Policy and Governance	Clive Spash	§ 98 UG
Environmental Economics and Policy (Sustainable Development)	Sigrid Stagl	§ 98 UG
Quantitative Social Research	Thomas Plümper	§ 98 UG
Öffentliches Recht, Umweltrecht, Public and Urban Governance (Public Law, Environmental Law, Public and Urban Governance)	Verena Madner	§ 98 UG
Social Sustainability	Ingolfur Blühdorn	§ 98 UG
Health Economics	Marcel Bilger	§ 98 UG
Sozioökonomie der Arbeit (Socioeconomics of Work)	Armon Rezai	§ 98 UG
International Political Economy	Jonas Bunte	§ 98 UG

BUSINESS COMMUNICATION

Subject	Incumbent	Current legal status
Englische Wirtschaftssprache (English Business Communication)	Gerlinde Mautner	§ 98 UG
Englische Wirtschaftssprache ⁵⁴ (English Business Communication)	Almut Koester	§ 98 UG
Romanische Wirtschaftssprachen ⁵⁵ (Romance Business Communication)	Franz Rainer	§ 98 UG
Slawische Wirtschaftssprachen (Slavic Business Communication)	Nadine Thielemann	§ 98 UG
Wirtschaftskommunikation mit Schwerpunkt Medien- und Kommunikationswissenschaft (Business Communication with a focus on media and communication studies)	Jens Seiffert-Brockmann	§ 98 UG
Wirtschaftskommunikation mit dem Schwerpunkt Internationale Organisationskommunikation (Business Communication with a focus on international organizational communication)	Franziska Weder ⁵⁶	§ 98 UG

POTENTIAL NEW SUBJECTS, DEPENDING ON THE AVAILABILITY OF FUNDING:

Subject to the availability of the required funding, new professorships for the following additional subjects (pursuant to § 98 or § 99 [1] of the Universities Act) can be established at WU at any time. In addition, it is also possible to establish new professorships pursuant to § 99 (1) of the Universities Act that are not included in this list.

- › Digital Entrepreneurship
- › Organizing Digital Transformation
- › Digital Business Education
- › International Tax Policy
- › Geldtheorie (Monetary Economics)

For these professorships, WU is seeking third-party co-financing for the professorship itself or the associated complementary positions and overheads.

Chair of the University Board:
Cattina Leitner

⁵⁴This professorship will expire once the incumbent professor retires.

⁵⁵This professorship will expire once the incumbent professor retires.

⁵⁶Filled as of August 1, 2023.

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