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

Effective date: April 1, 2024
Performance Agreements for the periods 2025–2027 and 2028–2030 are based on this Strategic Plan pursuant to § 13 (1) of the Universities Act.

WU
WIRTSCHAFTS
UNIVERSITÄT
WIEN VIENNA
UNIVERSITY OF
ECONOMICS
AND BUSINESS

STRATEGIC PLAN

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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:

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1 Overall Strategic Goals and Positions in Higher Education Policy

Our purpose: WU has a positive impact on business, the economy, and society through excellence in research, its passion for research-led teaching, its commitment to lifelong learning, its strong role in knowledge transfer and science communication, its courageous, entrepreneurial spirit, and its high degree of social responsibility.

Our vision: WU stands as an innovative pacesetter in research and tertiary education in Europe, reaching far beyond the German-speaking region. It trains responsible leaders who shape the future course of society. WU is recognized worldwide for its faculty's outstanding achievements in research and teaching, and it is highly regarded for its positive impact on the community and the environment.

Our values: openness – integrity – appreciation.

1.1 INTRODUCTION

Based on a 125-year track record of successful academic work, this Strategic Plan describes how WU Vienna University of Economics and Business perceives its role and position, and it outlines WU's key priorities and areas of work for the coming two Performance Agreement periods (until 2030).

The Austrian Universities Act (Universitätsgesetz) defines the content that must be covered in a Strategic Plan and specifies the requirements for developing this document further on a continuous basis.

1.2 WU'S MISSION STATEMENT AND GUIDING PRINCIPLES

1.2.1 Mission statement

WU is the public university of economics and business[1] in Austria, and one of the leading universities of its kind in Europe. It is an agile organization of experts with the goal of promoting social prosperity, economic capability, and sustainability through its teaching, research, and third mission activities.

WU's faculty, staff, students, and alumni take their social responsibility seriously and are guided by the values of openness, integrity, and appreciation. WU creates meeting spaces that utilize, promote, and display the university's expertise to enhance its national and international reputation and appeal among its stakeholders.

WU aims to be a leading institution in research and tertiary education in the German-speaking region and in all of Europe, characterized by a future-oriented and innovative approach. It strives for excellence in research and sees it as part of its responsibility to deliver state-of-the-art teaching rooted in current academic knowledge. In this way, WU wants to prepare its students to become leaders of the future who will go on to shape the course of society. WU treats students and alumni with appreciation and respect, and it creates spaces for lifelong learning. Its expertise makes WU a valuable partner for businesses, academia, and the community at large. WU cooperates with excellent universities around the world, predominantly with institutions holding accreditations from EQUIS[2], AACSB[3], and AMBA[4]. WU delivers excellent research and teaching and upholds the highest standards of professionalism in its administrative services. With its location in one of the most livable European capital cities, its internationality, diversity of subjects, size, and excellent infrastructure, WU is one of the most attractive universities in the world. In the Austrian context, WU is the leading research and educational institution in the fields of business and economics and business law. It embraces and spreads the entrepreneurial spirit. With a view to its social responsibility, WU will give even more prominence and visibility to its third mission activities going forward.

WU's faculty and staff are distinguished by their strong expertise in research, teaching, and administration. Combined with a spirit of openness, this results in a high level of innovation and agility. It is important for WU to utilize this potential and develop it further.

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[1] WU operates in an in-between space that links a specialization in business and economics to the character of a classic university. As a specialist university, WU combines the standards of a traditional university with a comprehensive understanding of business and economics and a diversity of disciplines, perspectives, and methods.
[2] EQUIS (EFMD Quality Improvement System): the accreditation system for business schools offered by EFMD (European Foundation for Management Development)
[3] AACSB (Association to Advance Collegiate Schools of Business): a renowned US-based accreditation organization for academic programs
[4] AMBA (Association of MBAs): a UK-based accreditation agency that has accredited all the MBA and EMBA programs offered by the WU Executive Academy

1.2.2 Guiding principles

› WU is committed to the goal of research excellence and contributes to the further development of disciplines and cross-disciplinary research areas within a diverse range of research communities.
› WU is also committed to the principle of research-led teaching in all of its degree programs. In this way, WU prepares its students for their roles as future leaders in business and society.
› As a university, WU strives to provide an open-minded intellectual environment that encourages exploration, emphasizes critical reflection, and cherishes diversity.
› WU is committed to social responsibility. As a responsible university, WU lives up to its social responsibility in all areas of its activities and is continuously working to have a positive impact on society, the economy, and the business community. It contributes to a comprehensive understanding of how economic, social, ecological, and legal factors relate to each other, and in this way, it helps to make business and economics more sustainable. In everything it does, WU follows the principles of economy, sustainability, and barrier-free accessibility in a broad sense, and it is committed to anti-discrimination and inclusion.
› With a high degree of professionalism, WU maintains relations to a broad range of different stakeholders, living up to its social responsibility.
› WU is committed to the principle of equal opportunities.
› WU cultivates academic integrity and the freedom of research – with special emphasis given to the plurality of research topics and methods.
› WU propagates a broad-based 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 disciplines is one of WU's special hallmarks, because it allows the university to deal thoroughly with complex issues in its research and teaching activities, and because it provides a solid basis for developing sustainable and innovative solutions in business and economics.

› WU is proud of its expertise in research, teaching, and administration, and it plans to utilize this potential to an even greater degree going forward.
› Within the organization and in its external relations, WU is guided by the values of openness, integrity, and appreciation.

Openness towards new insights is one of the fundamental values or research and research-led teaching, and it is also one of the foundations of a publicly funded university. Another key factor is the expertise needed to take advantage of the insights gained and develop them further – this is what creates innovation. When collaborating with others, openness makes it possible to take advantage of synergies and encourages agile working. This allows WU to utilize the full potential offered by its diversity and its size. Openness also means providing the freedom needed to achieve shared goals. It is part of what makes WU an appealing place to study and includes a commitment to be courageous, to meet international standards, and to embrace diversity.

Integrity is all about accountability – for WU, this means assuming responsibility towards society and towards its students; for our management personnel, this means being responsible towards their team members; and for our staff, it means having a sense of responsibility for WU's purpose and overall goals. Integrity is also the cornerstone of our reputation. It thrives on openness and transparency. In research, integrity implies a commitment to quality and the academic rigor needed to produce robust research findings. These qualities, together with excellent research-led teaching, are what sets WU apart in a higher education landscape that is becoming increasingly competitive.

Appreciation creates a friendly, respectful, and motivational environment. It also promotes satisfaction and motivates our students and staff. Appreciation and openness strengthen WU's position in the competition for top talent.

1.3 DEVELOPMENTS RELEVANT TO WU

With currently around 22,000 students and 2,150 employees, WU is one of the largest and most highly regarded business and economics universities in Europe. In the coming years, WU plans to take an active role in shaping the following developments:

› The fast pace of developments such as climate change, the rise of artificial intelligence, and the digital transformation is both a challenge and a call to action for WU. Its expertise, the entrepreneurial spirit of its faculty, staff, students, and alumni, and the unique opportunities offered by its environment make WU a driver of innovation and progress. Through its research and teaching and its engagement with the pubic, WU contributes to building a sustainable future that respects the limits of our planet's systems and is based on social justice and economic resilience.

› WU is aware that other universities and employers are also looking to attract the best students and employees and that this competition for talent is intensifying rapidly due to demographic developments, both in the national and international contexts. WU provides ideal conditions for its employees and students to fully develop their potential. It strives to attract the world's top talent in a number of disciplines and aims to take advantage of synergies within the organization and with external partners to come up with solutions to the most pressing problems facing our societies today.

› WU wants its faculty, staff, students, and alumni to be proud of being part of the WU community. It sets high standards for itself and encourages all of its employees to support each other in their work, based on a spirit of mutual appreciation, to achieve the shared goals of the WU community.

› WU calls upon the government to make further adjustments regarding the student places and resources allocated by the Austrian Federal Ministry of Education, Science and Research, in order to bring student-teacher ratios closer to international standards.

› WU is aware that international rankings play an important role in making performance comparable around the world and in providing guidance and orientation to students and researchers. It will be necessary for WU to further strengthen its international profile and position to increase its visibility beyond the Austrian context.

› Austria's government and society rightfully expect public universities to deliver not only excellent achievements in research and teaching but also to step up their third mission activities. Seeing as WU is Austria's only university with a focus on business and economics, it has a special role to play in this context – and it will work hard to fill this role even better in the years to come.

› Fake news and antiscientific sentiments are putting academic research under growing pressure around the world. In some countries, even the freedom of research itself is under attack as a key democratic value. As a public university aiming to increase prosperity and social cohesion, it is WU's duty to take a firm stand against these developments.

1.4 OVERALL STRATEGIC GOALS IN WU'S AREAS OF RESPONSIBILITY AND POSITIONS IN HIGHER EDUCATION POLICY

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. Consequently, WU has an obligation towards society to live up to its responsibilities.

1.4.1 Academic programs and teaching

WU trains students to become responsible future leaders. By addressing topics such as artificial intelligence and sustainability (UN Sustainable Development Goals, SDGs) and by teaching 21st century skills (see chapter 2.4.5) and a global mindset (see chapter 2.3), WU accounts for the fact that its graduates go on to hold key positions in business, the economy, and society and will help to shape the world of tomorrow, in their professional careers as well as in their private lives. This commitment does not end when our students graduate from a WU degree program. Instead, it continues in the form of lifelong learning. Based on the skills they have learned at our university, WU alumni help to steer the development of the job market and the way we work.

Here is an overview of selected key areas of work for the next three or six years:
› Target-group-oriented communication with students and targeted marketing for WU's academic programs
› Improving the student experience by promoting student clubs
› Continuous further development of WU's offerings and services for people with impairments that hinder their academic progress
› Student recruiting specifically targeting people from educationally disadvantaged backgrounds and socially disadvantaged regions
› Stronger support services to help students master the transition from secondary school to university
› Continuous further development of and alignment with the skills specified in the qualification profiles of WU's curricula, including a focus on 21st century skills
› Further development of the online learning environment, particularly with respect to online exams, in accordance with the principle of seamless learning (see chapter 2.2.1)
› A global mindset initiative
› Lifelong learning offerings, also for novel target groups, to place even more emphasis on WU's responsibility towards society

In this way, WU contributes to the fulfillment of implementation objective 3a ("further development [and improvement] of the quality of academic teaching") of the Austrian National Development Plan for Public Universities for the 2025–2030 period (Gesamtösterreichischer Universitätsentwicklungsplan, GUEP).

1.4.2 Research
WU's researchers carry out excellent research that meets the highest standards of academic integrity, they participate in local and international networks, and they contribute to solving economic, social, ecological, and legal issues, based on a keen awareness of their social responsibility.

Here is an overview of selected key areas of work for the next three or six years:
› Boosting the visibility of WU's research activities, in Austria and internationally

› Strengthening the in-house, local, and international networks of WU's researchers to take advantage of synergies
› Providing support for world-class publications, the acquisition of highly competitive research grants, and participation in excellence programs
› Further development of WU's research profile
› Further development of WU's research infrastructure

In this way, WU contributes to the fulfillment of system objectives 2 ("strengthening academic research") and 4 ("supporting early-stage researchers and artists and promoting equal opportunities and social inclusion") of the GUEP. WU also contributes to the fulfillment of the Austrian government's FTI 2030 strategy for research, technology, and innovation, which includes a specific focus on excellence.

1.4.3 Third mission activities and impact
To fulfill its third mission as a university, WU carries out a wide range of activities based on excellent teaching and research. WU is also working to further strengthen its positive impact on the economy, business, and society.

Here is an overview of selected key areas of work for the next three or six years:
› Further development of a shared understanding of WU's third mission and impact within the university
› Boosting the visibility of WU's activities and expertise in this field, and strengthening partnerships and collaborations to take advantage of synergies
› Updating and expanding research and science communication formats
› Establishing a university newsroom as a central communication hub
› Strengthening transfer and collaboration between WU and the business community, political decision-makers, and society at large

In this way, WU addresses the social responsibility of universities mentioned in the GUEP and contributes to GUEP implementation objectives 5b ("intensifying knowledge and technology transfer and strengthening entrepreneurship") and 5c ("coordinated policies with an international profile for strengthening the business location").

1.4.4 Human resources

As an employer, WU wants to offer its employees a space where they can freely develop their potential, make them feel appreciated, and utilize and develop their expertise. The international experience of WU's employees, a good balance between family life and work, diversity, and inclusion are central aspects of WU's HR management approach. Overall, WU is working to align its HR strategy with its overarching goals as an organization.

Here is an overview of selected key areas of work for the next three or six years:
› Further increasing WU's attractiveness as an employer to retain employees and attract new talent
› Increasing the number of women in management positions
› Strengthening the inclusion of employees with disabilities
› Continuing WU's diversity strategy
› Further development of the WU career paths model

These activities focus, among other things, on GUEP implementation objectives 4a ("attractive career concepts for early-stage researchers and artists"), 4b ("continued quality development of doctoral education"), and 4c ("gender equality and inclusion").

1.4.5 Internationalization

WU's researchers and WU as an organization play an active role in excellent international networks, WU's students acquire a global mindset, and WU's faculty and staff contribute their international experience in their work.

Here is an overview of selected key areas of work for the next three or six years:
› Gaining valuable experience in building up international collaborations and partnerships in teaching, research, third mission activities, and administration through participation in ENGAGE.EU, a European University alliance
› Setting up an Africa Talent Pipeline[5] and intensifying WU's activities in emerging countries
› Further strengthening WU's international position through accreditations, strategic (research) networks, and (targeted) participation in rankings

With these activities, WU also pursues GUEP system objective 6 ("increasing internationalization and mobility").

1.4.6 Campus, digitalization, and finances

Regarding its campus, financial resources, and digital infrastructure, WU offers ideal conditions so that its faculty, staff, and students can optimally develop their potential.

Here is an overview of selected key areas of work for the next three or six years:
› Implementing comprehensive climate neutrality at WU
› Optimizing room resources and room usage, remodeling a specialist library into a lecture hall and event room
› Agile infrastructural responses to transformations in the work environment and further development of barrier-free accessibility
› Further professionalization of WU's event management activities to optimize the use of the campus
› Further development of WU's digitalization initiative
› Creating a framework for the productive and secure use of artificial intelligence in research, teaching, and administration
› Strengthening information security
› Ensuring a solid development of the financial resources with a view to enhancing student-teacher ratios

In these areas, too, WU's strategic goals are well aligned with the objectives of the GUEP.

1.5 WU AS AN ORGANIZATION

WU's By-Laws (Satzung) and Organizational Structure Plan create an organizational architecture that allows the university to respond flexibly to new developments in science and research and to react to society's needs as an institution. In its academic operations, WU is structured into departments, research institutes, competence centers, and the WU Executive Academy, as specified in the WU Organizational Structure Plan.

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[5] Through long-term partnerships, WU would like to attract high potential students from African countries to its degree programs.

2 Academic Programs and Teaching

2.1 BASIC PRINCIPLES AND STRATEGIC ORIENTATION

As a university-level educational institution, WU is committed to excellence in all of its activities, as confirmed by the three internationally renowned accreditations EQUIS, AACSB, and AMBA. In accordance with the Austrian National Development Plan for Public Universities (GUEP), WU believes that academic education should include a combination of research and teaching, the acquisition of top-level expertise, and the personal development of students to become responsible future leaders (GUEP implementation objective 3a). In view of WU's long tradition and reputation as an innovative international leader in the field of economics and business, the social sciences, and law, providing attractive academic programs at all degree levels and in the continuing education sector is key (GUEP implementation objectives 3a and 3c).

WU is committed to face-to-face teaching. Its degree programs meet the requirements of university-level and, consequently, research-led education, qualifying graduates to assume key roles in business and society in Austria and around the world, and enabling them to fulfill these roles responsibly and competently for the common good. As a responsible university, WU aims to help solve the world's economic, social, legal, and ecological challenges through the work of its graduates and to make a positive contribution to shaping society through its reflective approach (see GUEP, p. 11).

In the context of the third mission and university-level continuing education, WU also helps non-traditional students to actively benefit from contemporary business and economics knowledge through numerous lifelong learning programs as a way to further their education and their personal development (GUEP implementation objective 3c).

WU's students are provided with a comprehensive, multidisciplinary understanding of business and economics, along with the necessary ability to reflect, analyze, and solve problems in a complex economic and social context. Through student-focused, research-led, and problem-based academic teaching and learning, students are equipped with a broad range of skills to help swiftly establish themselves in a variety of academic and non-academic professions and to contribute to the further development of their respective fields. Students acquire the necessary set of skills and competences through a combination of curricular and extracurricular learning experiences (e.g. cross-cultural competence and social skills courses, "Lernen macht Schule" program).

Internationality is a fundamental principle in the design of the degree programs at WU (GUEP system objective 6). This international orientation is supported by WU's Global Mindset Initiative. The aim is to expand the range of study abroad opportunities so that students who have previously not been able to partake in this type of experience may also benefit from it. The initiative ensures that all students, through conscious engagement with an international and intercultural environment (whether through international mobility or other Global Mindset opportunities), acquire the intercultural competences and communication skills they need to act in a way that is responsible and oriented towards the future. As a multidimensional concept, a global mindset also includes the ability for self-reflection, an open and respectful approach to diversity, and appreciative interaction in an international context.

In keeping with its commitment to quality, WU is constantly evaluating and refining its teaching to best prepare its students for the changing demands placed on decision-makers in business and society (GUEP system objective 3).

FIG. 1 ACADEMIC PROGRAMS

WU WIRTSCHAFTS UNIVERSITÄT WIEN VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS		WU EXECUTIVE ACADEMY
Degree programs/ academic education		**Continuing education**
Bachelor's degree (BSc/LL.B.)	Academic degree/ professional title	Akad. Diplom Betriebswirt/in^{WU} (CBA) and other university certificate programs Continuing education bachelor's degree BSc (CE)^{WU}
Master's degree (MSc/LL.M.)		Continuing education master's degree in the form of MSc (CE)^{WU} programs, Executive MBA programs, and LL.M. programs
Doctorate/PhD (Dr. rer. soc. oec., Dr. jur., PhD)		
	Non-degree/ no academic title	Corporate programs Open programs

Given the wide range of educational programs now available, it is becoming increasingly important to selectively address young people interested in studying business, economics, social sciences, or law and to offer them the best possible conditions for their studies. In the competition for the best students, international accreditations and rankings are becoming more and more important. WU aims for a targeted recruiting strategy to attract qualified candidates while raising its national and international profile.

To remain attractive to students as a public university, WU must maintain its high standards of quality in teaching and, in the spirit of inclusion, offer support programs for diverse groups of students. Further efforts will be needed to improve student-teacher ratios, with the aim of reducing the drop-out rate in the bachelor's programs. This will require, for all degree programs, limiting the number of new students to match actual capacities and establishing transparent admission and selection procedures.

2.2 WU'S PROGRAM PORTFOLIO

As Austria's most important educational institution for business, economics, social sciences, and business law, WU has an obligation to provide a portfolio of bachelor's and master's degree programs that reflects its international orientation and diversity of disciplines. Both the regular degree programs (bachelor's, master's, and doctoral/PhD programs) as well as the certificate programs and continuing education programs offered by the WU Executive Academy correspond to the latest developments in academic research and accurately reflect the current discourse in the international scientific community. WU also has a large variety of programs aimed at school-age students to help improve the level of economics education in Austria in general and so live up to its responsibility to society.

WU's academic programs impart knowledge in the fields of business, economics, social sciences, and business law at an academic level with a focus on the integration of specialized and multidisciplinary competence. A particular emphasis is on the promotion of social skills and the personal development of students to become responsible members of society. WU takes a comprehensive view of university-level teaching as research-led. Accordingly, research-led teaching and research-based learning[6] are anchored in various ways in all curricula, taking into account the student's level in the program, the type of course, the learning objectives, and the examination/assessment methods applied. Starting from a foundation of basic academic skills, students hear about various research topics and findings, either from the researchers themselves or from one of their peers, are introduced to research methods and learn how to apply them, and finally demonstrate their academic competence through independent student research projects. Depending on the syllabi and teaching methods used in individual teaching and learning formats, research-led teaching can be focused more on reception and comprehension or on active, participative learning (GUEP system objective 3).

2.2.1 Degree programs

WU's bachelor's degree programs are designed to be multidisciplinary, providing broad access to business and economics research while imparting knowledge of social and practical relevance. Graduates of WU's various educational programs enjoy a high level of employability. The Global Mindset Initiative, along with courses and modules taught in English, contributes to the overall internationalization of students and graduates. WU has continued to optimize its online learning environment as a way to improve the effectiveness and efficiency of its teaching while also taking the students' individual needs into account. Using a seamless learning[7] approach, the teaching and learning infrastructure is closely interlinked to allow various platforms (seminar room, online environment) to be combined in the teaching process. This approach takes individual learning and teaching needs into account and helps to facilitate collaborative learning and teaching (GUEP implementation objective 3a).

WU offers three bachelor's programs: one in business, economics, and social sciences (BSc WU), with a large number of students and graduates, one in business law (LL.B. WU), and one in business and economics (BSc WU), taught in English and aimed primarily at international students.

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[6] This also includes problem-based learning.
[7] Seamless learning refers to the seamless integration of real and virtual learning environments and processes (also combining different locations) as well as the combination of digital and non-digital didactic elements and formats to create a coherent overall learning experience.

The German-taught Bachelor's Degree Program in Business, Economics and Social Sciences consists of a joint introductory and orientation phase, followed by the establishment of a common body of knowledge, before being split into what are currently five different majors: Business Administration, International Business Administration, Economics, Information Systems, and the Economy, Environment, Politics major. Specializations and complementary subjects allow students to define their own individual focus. The Bachelor's Degree Program in Business, Economics and Social Sciences qualifies students for a variety of occupations with national and international enterprises as well as in the public or NGO sector. Alternatively, students may go on to study for a master's degree and pursue an academic career.

Compared to other programs offered internationally, the Bachelor's Degree Program in Business Law is distinguished by a unique range of specializations with a combination of legal and business topics, qualifying graduates for a variety of different professions. Students who go on to complete the Master's Degree Program in Business Law are qualified to enter all the main legal professions or to pursue an academic career.

The English-taught Bachelor's Degree Program in Business and Economics, like the German-taught Bachelor's Degree in Business, Economics and Social Sciences, qualifies students for a variety of occupations with national and international enterprises as well as in the public or NGO sector. Alternatively, students may go on to study for a master's degree and pursue an academic career.

WU's portfolio of master's programs reflects the university's role as a leading Austrian and internationally competitive educational institution in business and economics, the social sciences, and business law. Based on WU's diversity of disciplines in business and economics and the excellence of its research, the master's programs help to prepare students to take on positions of responsibility and leadership or to pursue an international career in academia or the business world. Depending on the qualification profiles, the programs are offered in German or English as the language of instruction. Both specialized as well as interdisciplinary programs are available.

The following figure provides an overview of the bachelor's, master's, and doctoral/PhD programs at WU.

Transparent admission requirements, university places that are in line with actual capacities, and a well-designed program structure help students to complete their degrees in the prescribed period of time (see GUEP, p. 23). In the English-taught master's programs, admission numbers are determined by the available capacities. Applicants are chosen by means of a suitable selection procedure that also takes into account previous university-level study and extracurricular experience. The introductory courses offered in the German-taught master's programs are designed to bring students from different bachelor's backgrounds up to the same level. Due to the persistently high application numbers for the German-taught master's programs, WU continues to call for the number of admission slots for first-year students to be determined and admissions regulated by a selection procedure, as is the case for the English-taught programs.

FIG. 2 THE DEGREE PROGRAMS AVAILABLE AT WU

BACHELOR'S PROGRAMS	› **Business, Economics and Social Sciences** (BSc WU) five 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) › **International Management/CEMS** (MSc WU) › **Marketing** (MSc WU) › **Quantitative Finance** (MSc WU) › **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

[*] Taught in German with comprehensive English options available

WU's bachelor's programs and most of its master's programs are currently run as full-time programs. The Master's Degree Program in Business Education also offers a part-time track for working students. WU is committed to providing the necessary organizational measures to help students combine their studies with caregiving responsibilities, employment, or a career in professional sports.

The bachelor's and master's programs are subject to regular evaluations focusing on the conditions for academic success as well as the graduates' employability and involving various internal and external stakeholders. The evaluations serve to continuously improve the degree programs and to adapt the program portfolio to changing general conditions (GUEP implementation objective 3a).

The demands placed on graduates in social sciences, economics, and business law have increased significantly in recent years. In addition to the specialist skills developed in the chosen area of study, transversal skills – interdisciplinary competences that make it easier to move between professional fields – are becoming increasingly important on the labor market. These include problem-solving and analytical skills, innovative thinking, and social skills. WU's academic programs take these demands into account, preparing students for key positions on the national and international job market or for entrepreneurial activities such as launching a new business or taking over an existing one (GUEP implementation objective 3a). Students at WU are prepared for their transition to the professional world through regular networking events with potential employers, opportunities to establish contacts to businesses and organizations as part of their courses, and the counseling services offered by the WU ZBP Career Center.

WU's educational mission also includes training the next generation of junior researchers. To satisfy this commitment, WU offers first-rate (structured) doctoral and PhD programs that are aligned with the standards of the international scientific community (GUEP implementation objective 4a). WU is committed to offering competitive, externally funded, structured doctoral programs in the future as well.

WU offers two German-taught doctoral programs: the Doctoral Program in Social and Economic Sciences and the Doctoral Program in Business Law. Two fully funded PhD programs taught exclusively in English are also available: the PhD Program in Finance (VGSF) and the PhD Program in International Business Taxation (DIBT). PhD programs are also available: The PhD Program in Economic and Social Sciences is aimed primarily at students who are interested in pursuing an (international) academic career. Participants in this program are generally employed by WU and are actively involved in the academic discourse. The extensive range of compulsory core courses taught in English also gives international students the opportunity to pursue doctoral or PhD studies at WU. The PhD program can be completed with one of two "labels" indicating a specialization: "Economics" and "Mathematics in Economics and Business."

The three-year doctoral and PhD programs, available since 2007, were created to better address the international standards for the quality training of junior researchers. The focus of the programs is on the doctoral students' academic development, structured through a series of quality assurance measures at the curricular and non-curricular level. This includes research proposals, for example, which must be submitted during the students' first year in the program. These proposals are published in-house and are assessed and evaluated by an advisory team consisting of at least three persons holding a venia docendi. Students also conclude a dissertation agreement with their main supervisor, including a work schedule. The dissertation and key aspects of the research carried out must be presented and defended in a thesis defense presentation open to the public. Both the dissertations and the defense presentations are evaluated by a doctoral committee consisting of at least one member with no WU affiliation. WU also provides financial support to its doctoral candidates for attendance at conferences to help them connect within their research community. The doctoral and PhD program management teams are continuously working to improve the quality of the programs by evaluating suitable instruments for this purpose. Europe-wide partnerships are being pursued in particular through the ENGAGE.EU European University alliance.

2.2.2 Lifelong learning, executive education: certificate programs and other continuing education offerings

Lifelong learning (LLL) is the concept of continuous learning throughout a person's life. It includes the aim of providing greater educational opportunities to disadvantaged groups and eliminating inequalities in the long term (GUEP implementation objectives 3c and 4c). When it comes to lifelong learning, WU follows the definition proposed by the European Commission, which defines lifelong learning as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective."[8]

Certain third mission activities, such as the Market Day or the Children's University, are designed to give primary school students, especially those from at-risk schools, a taste of the university experience. WU's recruiting is also aimed specifically at young people whose parents do not have a university degree ("first-generation students") and who come from educationally disadvantaged backgrounds. One way in which WU does this is through partnerships and collaborations with secondary schools (GUEP implementation objective 3a).

As a responsible university, WU aspires to be an important institution for lifelong learning in Austria and strives to live up to this commitment with its regular degree programs and the continuing education offerings at the WU Executive Academy. WU's efforts in this regard are a way of meeting its responsibility to society, as economic and institutional knowledge is directly linked to a proper understanding of democracy and a greater acceptance of evidence-based knowledge (see GUEP, p. 10). In developing its LLL strategy and setting its priorities, WU orients itself to the "student life cycle"[9] (GUEP implementation objective 3a). It strives to develop and offer educational formats that are appropriate for the target group in order to contribute to the economic competitiveness of individuals and of Austria as a business location (GUEP system objective 5).

Organized through the WU Executive Academy, the university offers continuing education for working professionals (with or without prior university education). The program portfolio reflects a large part of the business administration and legal disciplines represented at WU. Many of the academic offerings are set up as certificate programs that award academic degrees or professional titles. The executive education portfolio also includes programs for individuals or for companies as part of their leadership development programs that do not award an academic degree upon completion (e.g. seminars, training programs). These are offered either as custom programs tailored to the specific needs of an individual company or institution or as executive training in general.

All programs adhere to the academic goal of research-led teaching. This is guaranteed in part by the active involvement of researchers from WU and from its international network. The quality of the programs is ensured not only through the academy's own accreditation by AMBA but also through the external quality assurance provided by the EQUIS and AACSB accreditations for the university as a whole. As in WU's regular degree programs, the programs at the WU Executive Academy also incorporate topics related to ethics, social responsibility, and sustainability as core elements in their curricula.

2.3 THE INTERNATIONAL DIMENSION IN TEACHING

WU's core values are defined in its mission statement: In addition to openness, integrity, and appreciation, WU is committed to fairness and equitable opportunities as well as the pursuit of excellence. The job market for people with a degree in business, economics, social sciences, or business law requires an open-minded attitude as well as the ability and willingness to work in an international environment. Students learn the necessary language and (inter)cultural skills during their studies. Internationality is a key element in the design of the teaching content, as the purpose of our teaching is to explain the international context and background and, in most subjects, to use international research findings as a basis. About half of WU's programs are taught in English. International aspects also play an important role in WU's learning environment, for example through guest lecturers or visiting professors from abroad, courses taught in a foreign language, intercultural courses, or international academic offerings on campus. The teaching at WU is subject to international and internationally recognized quality control standards.

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[8] Communication from the Commission, Making a European Area of Lifelong Learning a Reality, 2001, p. 9
[9] The student life cycle is the entire pathway a student takes at the university, from pre-enrolment information and guidance to selection and admission to the individual stages of the degree program to graduation and entry into professional life (see https://www.hrk.de/positionen/beschluss/detail/beratung-im-student-life-cycle-durch-die-hochschulen/, accessed: February 15, 2024).

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

In line with the fundamental principle of internationality, WU aims to promote a global mindset, i.e. a cosmopolitan, open-minded, international attitude, among all its students. An important means of achieving this goal is international mobility (GUEP system objective 6). Through cooperation agreements with around 240 partner universities, flexible degree programs ("mobility windows"), transparent credit transfer processes, and grant and scholarship programs, WU hopes to encourage as many students as possible to study abroad. The offerings also include international courses taught face-to-face or online (International Short Programs, collaborative online international learning, or COIL for short, and online courses). This great variety of international study opportunities is also intended to accommodate the diversity of WU's student body. In this way, WU lives up to its commitment of ensuring an inclusive access to internationality while also offering students from socioeconomically disadvantaged backgrounds the opportunity to gain international experience (GUEP implementation goal 3a).

Joint and double-degree programs with renowned partner universities around the world help WU to sharpen its international profile and strengthen its reputation. The Master's in International Management, for example, is offered jointly with other member universities of the CEMS network, a global alliance of leading business schools, multinational companies, and NGOs. At the master's level, there are several double-degree programs offered in conjunction with European and non-European partner universities; at the bachelor's level, there is the double-degree program in Business and Economics. Within the Master's Program in Business Law, WU, as member of an association of top universities in this field, also offers an international certificate program called THEMIS.

The English-taught courses and degree programs are crucial for WU to position itself internationally and to attract the best students from other countries.

The programs offered by the WU Executive Academy are aimed at individuals and companies in Austria and the rest of the German-speaking region, while the English-taught programs are focused specifically at executives and high potentials who are from western, central, and eastern Europe or live there. Due to the high level of diversity with regard to national origin or academic and professional backgrounds, many of the WU Executive Academy's programs offer a realistic representation of global business and trade relations. In line with the international nature of teaching at WU, the WU Executive Academy intends to further internationalize its programs in the long term.

2.4 GOALS AND POTENTIAL FOR DEVELOPMENT
2.4.1 Student-teacher ratios, exam-taking rates, and graduation rates

Proper student-teacher ratios are vital for providing adequate support to students in their learning and development process. WU is one of several universities, however, that falls far short of reaching the student-teacher ratios as specified in the Austrian National Development Plan for Public Universities (see GUEP, p. 41). It is absolutely vital for WU to bring itself up to national and international standards in this regard. To ensure the appropriate quality of student-teacher interaction, particularly in the popular bachelor's programs, it is important to increase the number of faculty and to establish an admissions procedure with transparent selection criteria that is based on available capacity levels.

WU is committed to providing its students with the appropriate conditions to complete their studies within the prescribed time (GUEP implementation objective 3a). This includes reaching out to them in the various phases of their studies and, depending on their progress, referring them to the relevant support services or extracurricular programs. These kinds of support services help

to reduce drop-out rates while increasing exam-taking rates. Individual counseling and other measures to promote exam-taking rates are a way of supporting students during critical phases of their studies, taking into account their temporal resources and applying a holistic approach to avoid overworking them, especially if they have jobs and/or caregiving responsibilities.

To strengthen student satisfaction and encourage a sense of belonging and connectedness, WU aims to create the right conditions and a positive environment for student communities and a lively student club culture reflecting the university's core values.

WU places special importance on the continued development of a feedback culture that facilitates learning from and with one another. This applies not only to feedback from students to teachers and vice versa, but also within these groups.

WU is committed to making its degree programs more flexible in order to increase the exam-taking rates and encourage student progress. To achieve this goal, the university promotes suitable teaching and learning settings and uses technology-supported learning (see chapter 2.4.6). Attractive digital offerings complement the degree programs and provide students with key skills and abilities that they will need in an increasingly digital working world.

2.4.2 Barrier-free education, inter-university studies, inclusion, and diversity
As a responsible university, WU strives to make its educational programs accessible to interested and qualified individuals regardless of their social background or other potential barriers. In accordance with its strategy of considering the social dimension of higher education (GUEP implementation goals 3a and 4c), the university is committed to ensuring the inclusion of disadvantaged persons and underrepresented groups. WU designs its degree programs to reflect the challenges presented by today's diverse lifestyles, striving to keep higher education as compatible as possible with students' potential caregiving responsibilities, working commitments, or participation in competitive sports.

Specific forms of teaching and learning support are needed especially for the inclusion of students with disabilities or impairments that make it more difficult for them to regularly pursue their studies. WU offers appropriate support services and contacts (BeAble team) to students with physical or mental disabilities, chronic illnesses, dyslexia, learning disorders, or diagnosed neurodiversity conditions to help them study with as few barriers as possible (see GUEP, p. 23 f.; GUEP implementation objectives 3a and 4c).

A wide range of counseling and support options are available at WU to meet the different needs of its students. These types of services are regularly evaluated, adapted, and expanded to the extent that the budget allows.

WU sees diversity as an asset to society. Under the guiding principle of inclusion, WU is committed to ensuring an inclusive access to the university and to increasing its efforts in reaching out to young people from educationally or socioeconomically disadvantaged backgrounds. This requires information and counseling offerings aimed specifically at schools and teachers in educationally or socially disadvantaged regions (e.g. as part of WU@School and in WU's recruiting activities), as well as support measures specifically targeting young people who will be the first in their family to attend university.

In addition to eliminating general barriers to university access, it is also important to remove any social or often personal obstacles to pursuing and completing a degree in higher education (GUEP implementation objective 3a). Helpful measures include differentiated teaching and learning settings with continuous assessment of student performance, various opportunities to repeat courses staggered over the course of the academic year, the combination of classroom teaching and e-learning phases, and differentiated study acceleration programs. As part of the increasing digitalization of the teaching landscape, WU is working to provide easy, barrier-free access to data, information, and knowledge. As it does with regard to student mobility, WU also provides appropriate support measures here as a way to take social barriers into account.

In this context, the inter-institutional credit transfer and recognition of qualifications is of particular importance in order to increase the permeability not only between the various sectors of higher education but also among other recognized educational fields. WU strives to promote both horizontal and vertical permeability between different tertiary educational institutions through fair and transparent admissions requirements and credit transfer processes. In the coming years, WU will therefore increase its focus on flexible learning pathways, specifically on micro-credentials and the joint learning offerings of ENGAGE.EU (GUEP implementation objective 3c).

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

How the transition from school to university is managed has a considerable impact on an individual's choice of studies and on their academic success.

WU has educational offerings for all levels from primary school to the final year of secondary school whose goal it is to introduce school-age students to business and economic topics in an age-appropriate way, to illustrate the wide range of topics that exist in the field, and to spark an interest in the subject at an early age. A variety of different formats are used to address topics such as financial literacy or the responsible use of natural resources. A special focus is on groups that are less strongly represented at WU, such as so-called "first-generation students."

Several communication and information measures have been adopted by WU to help prospective students make the best possible decisions during their transfer to the university (GUEP implementation objective 3a). The aim is to prepare school-age students, in collaboration with their schools and teachers, for the rigors of university studies, in part by introducing them to the basics of business, economics, social sciences, and law. In addition to providing consulting and counseling services at educational fairs, in schools, and on its own campus, WU also strives to create a welcoming culture that focuses on first-year students but also offers highly committed individuals a personal space to develop and unfold their potential.

The courses taught at the beginning of the degree program serve to impart basic academic skills in addition to subject-specific content and to support students in their further orientation and decision-making.

The goal is to familiarize first-semester students with the program content and organization, learning strategies, and academic behavior and values right from the start in order to help them complete their studies independently and responsibly. This information is provided to students as part of a comprehensive onboarding program. It starts with the Welcome Days, which focus on social networking and are a chance for first-year students to familiarize themselves with WU. A wide range of additional services and activities during the first year of study helps new students with their social and academic integration at WU as a way to facilitate their transition to university and to prevent them from dropping out.

Partnerships with educational institutions at the secondary and possibly even primary school levels are to be expanded in the interest of all involved. With these kinds of collaborations, WU endeavors to build a bridge between different levels of education and to promote financial, economic, legal, and AI literacy skills. The idea is to introduce future students to attractive educational opportunities at WU while also preparing them for the high standards required in a WU degree program. Accordingly, the guidance function of the introductory and orientation phase is to be further developed in the future (GUEP implementation objective 3a).

2.4.4 Continuous quality development in teaching

Innovation is increasingly seen as an indicator of quality in higher education, and new methods of teaching and learning are constantly being explored and implemented to help students learn even more effectively. Aside from the quality of a university's research, this sort of innovation is a key factor in the international competition. WU has a long tradition of quality in teaching, which will be adapted in line with present circumstances and new requirements in the years to come (GUEP implementation objective 3a). The continuous process of quality

development includes the comprehensive integration of research into the teaching and learning culture.

In the dialog between teachers, students, and external stakeholders (e.g. labor market representatives, other universities, academic communities, and civil society), WU's quality efforts are guided by a concept that includes the following parameters:

› Learning effectiveness: WU consistently aligns its degree programs with program goals and learning outcomes developed in collaboration with relevant internal and external stakeholders. Comprehensive program and quality management is undertaken at the individual program level to regularly evaluate goal attainment and define ways in which to increase learning effectiveness in the event that the goals are not being met.

› Teaching effectiveness: WU has high standards when it comes to the quality of its teaching. Measures to ensure and improve teaching quality are an important aspect of quality management at WU. The improvement of teaching skills forms part of the continuous professional development of the academic staff. As an integral part of the academic staff's job profile, teaching skills are among the factors taken into consideration when making hiring and career development decisions (see chapter 6). Teaching quality is evaluated on a regular basis and the members of the teaching staff are informed of the results. WU plans to encourage innovative teaching methods, especially student-centered approaches, more strongly in the future.

› Alignment with external expectations: In its quality development efforts, WU, as a leading academic institution, takes into account changes in national and European higher education policy while adhering to the standards specified by the international accreditation agencies (EQUIS, AACSB, AMBA). Naturally, the academic standards expected on the labor market also serve as a source of momentum for the further development of the degree programs at WU.

› Efficiency and resource adequacy: As a largely publicly financed university, WU is committed to ensuring the sufficient and adequate budget allocation for university places through Performance Agreements negotiated with the Federal Ministry of Education, Science and Research (BMBWF). Investments to improve teaching conditions are faced with the constant challenge of balancing quality and cost. WU strives to maintain an equilibrium between these two goals, investing its (limited) teaching resources economically and in line with its strategic objectives.

WU can draw on an extensive set of tools for quality analysis and quality development that are in line with these parameters. This includes course and program evaluations, longitudinal student and graduate monitoring, labor market and career analyses, evaluations of examinations and learning outcomes, and qualitative and quantitative impact analyses. The university is especially interested in expanding its machine learning and institutional analytics activities as well as multi-method evaluation projects focused on specific development goals, for example regarding student workload (GUEP implementation objective 3a).

2.4.5 Competence-oriented teaching and focus on learning outcomes

WU adopts a comprehensive understanding of competence as meaning the (cognitive and non-cognitive) skills and abilities necessary for responsible problem solving in diverse and changing situations. These competences can be specific to a certain subject or, in the case of methodological and social competences, interdisciplinary and thus transferable to a variety of different areas. The development of research skills is also an element of teaching and learning at the university level. All academic programs at WU are designed around qualification profiles and program objectives to give students a sense of transparency with regard to the skills that they will need to pursue a career in business and economics or academia. Existing competences are evaluated and new ones identified during the course of study through a dialog between teachers, students, graduates, and representatives from the respective professional sectors. The learning outcomes obtained in this way, along with suitable learning activities, workload levels, and forms of performance evaluation, are key elements of each of the academic programs and serve as essential factors for increasing learning effectiveness (GUEP implementation objective 3a).

As part of its focus on competence-oriented teaching, WU will be concentrating its efforts in the years to come on imparting "21st century skills" in order to prepare its students for the challenges facing our society and to give them the skills needed to help master these challenges (GUEP implementation objective 3a). Appropriate priorities are therefore being set in the development of teaching and learning activities. This also includes the extracurricular language learning opportunities provided by a dedicated WU competence center for business languages. As WU is convinced that active, self-guided learning processes make a positive contribution to learning success, the university will offer incentives for the development of innovative, student-centered teaching and learning projects. As the assessment of student performance as well as the methods of assessment are key element in quality teaching, WU intends to focus increasingly on matching the desired learning outcomes and competences to the assessment process.

2.4.6 Digital teaching and learning and innovative didactics

WU offers an extensive online learning environment that utilizes a variety of different systems and applications to support students in their studying and learning. This digital learning environment fulfills various essential functions for students and teachers, from the exchange of information to the production and management of learning media to the digital support of collaborative activities. A particular focus in the coming years will be on digital examination formats and on the question of how artificial intelligence (AI) can enrich the teaching and learning experience (GUEP implementation objective 3a).

In keeping with a seamless learning approach, digital infrastructure and digital processes are integrated into the physical teaching and learning infrastructure. The regular evaluation and ongoing optimization of the learning environment is a high priority for WU, including in its collaboration with national and international partners. WU is an international pioneer when it comes to creating virtual teaching and learning spaces. The university plans to consolidate this leading position in part through

its new WU Future Learning Experience Center for the high-quality and resource-efficient production of audiovisual learning media as well as experimentation with new technologies and teaching settings (GUEP implementation objective 3a). A similar focus is given to the use of artificial intelligence, on the one hand to make teaching and learning processes more effective and efficient – under consideration of the legal, technical, and budgetary constraints – and on the other hand to better prepare the graduates for the future.

The proper use of new technologies and digital tools is also essential for the development of competences among both students and the teaching staff. WU offers a comprehensive qualification program for its teaching staff and, with its freely accessible Teaching & Learning Academy, has a unique repository for instructional and educational recommendations and didactic content ideas. These activities are to be expanded on a continuous basis, especially with regard to new developments in teaching and instruction methods and new technologies (GUEP implementation objective 3a). In addition to providing instructional support for the teaching of 21st century skills, AI-compatible teaching methods will also play a greater role in the coming years.

Enabling broader sections of the population to benefit from an education is an essential obligation for a university, especially a public one. WU will therefore continue to develop technology-supported teaching resources and make them accessible to people (groups) outside of the university, for example as part of the WU4Juniors program, so that economic, social, and legal knowledge is also available to people who are not (yet) pursuing a university degree.

The goal is to maintain, improve, and fully exploit the excellent infrastructure currently available to students (e.g. auditorium technology, independent study areas, project rooms, PC labs, and the language resource center). The infrastructure described in chapter 7 is also of considerable benefit to students.

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[10] The term "21st century skills" covers a large set of competences that are commonly regarded as essential for life in the 21st century, including analytical and critical thinking, problem solving, communication and teamwork, information and ICT literacy, innovation and creativity, flexibility, self-management, social responsibility, and intercultural awareness (see https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/show=term/term=21st+century+skills, accessed February 19, 2024).

2.4.7 Increasing internationality in teaching

WU considers the international orientation of its teaching to be one of its most attractive features. WU therefore endeavors to keep abreast of in the European and international higher education landscape and to continue to establish innovative international programs at the module or degree program level. The international orientation of the degree programs is to be further strengthened in the coming years (GUEP system objective 6), with a focus on the following aspects:

› Global Mindset Initiative: With this initiative, WU strives to give all of its students the opportunity to gain international experience and develop a global mindset, adapting its degree programs to meet this objective.
› Increased mobility at the bachelor's level: Following the reform of the Bachelor's Program in Business, Economics and Social Sciences (2023), even greater emphasis is placed on the role of international mobility. The "mobility windows" provided for in the curriculum are intended to enable the uncomplicated credit transfer of courses completed abroad. Active communication and extensive student counseling services, along with a new application procedure, are designed to increase the percentage of students taking advantage of international mobility opportunities.
› Intensification of collaborative activities with partner universities through International Short Programs: The close collaboration with reputable partner universities outside of Europe makes it necessary to offer program formats that enable short-term mobility (International Short Programs), in addition to the traditional semester abroad. Working closely with its partners, WU plans to expand existing programs and establish new ones.
› Innovative program formats: WU collaborates with its partners in several different networks, most notably the European University alliance ENGAGE.EU, to develop novel program formats with a focus on creating an innovative teaching and learning environment. Building on the success of the first phase of ENGAGE.EU, the focus now is on continuing to improve the educational experience for students through joint degree programs, the recognition and integration of different educational offerings, opportunities for seamless physical and virtual mobility, and the development of joint educational resources and infrastructures (see chapter 5).
› Welcome and support services for international students: WU intends to further enhance its strong appeal for international students by expanding its student support services.
› Inclusion as a fundamental principle for all international activities: As a way of giving greater consideration to social inclusion in its international exchange relations, WU, in keeping with the principles of the Global Mindset Initiative, will make a special effort to promote the mobility and international experience of previously underrepresented groups.
› Sustainability: The aspect of sustainability in academic mobility is to be addressed through awareness-raising measures as well as through financial incentives (GUEP implementation objective 6a).

2.4.8 Innovations in continuing education

The following initiatives are planned at the WU Executive Academy for the coming years: As part of the continued further development of quality management activities, a focus will be on AMBA reaccreditation in March 2024 (GUEP implementation objective 3a).

To keep up to date not only in terms of course content but also in terms of teaching and learning formats, measures are being developed to increase the personalization of learning journeys (in terms of content, career development support, etc.). In this connection, possibilities for making the teaching and learning content more modular are also being developed and evaluated in order to provide better support for initiatives with regard to lifelong learning and transferring knowledge into practice (GUEP implementation objective 3c).

Another focus is on expanding networking activities such as mentoring. The measures taken so far have been very well received by the relevant target groups, and they have also revealed a wealth of development potential. Here, too, WU expects to see important contributions made to lifelong learning in the future.

3 Research

3.1 BASIC PRINCIPLES AND STRATEGIC ORIENTATION

WU is committed to excellence, autonomy, and integrity in research. As one of Europe's largest universities of economics and business, it views economics and business in a holistic way and represents a broad variety of disciplines related to business and economics. The university's diverse research portfolio is one of its crucial strengths, as it enables WU researchers to adequately deal with complex and interdisciplinary research questions and develop future-proof and innovative solutions for businesses and society at large. This strong position is based on the academic exchange of ideas and expertise both within and beyond WU, as well as research know-how at the highest international level (GUEP system objective 2).

The scientific communities that correspond to the various subjects and disciplines represented at WU determine which kind of expertise is needed, what excellence in research means, and how it can be identified. The structure and organization of WU's departments and its research institutes and competence centers reflect the university's focus areas in research. The departments also represent WU in the respective scientific communities, and they serve as points of contact for businesses and practitioners, and act as centers of research-led teaching at the bachelor's, master's, and doctoral/PhD levels.

To foster excellence (goal 2 of Austria's Research, Technology, and Innovation Strategy 2030 [FTI 2030]), WU continuously develops its research support activities and know-how and particularly supports its junior researchers (GUEP implementation objective 4a). This is, for instance, realized by recognizing outstanding achievements in research (bonuses for publications and third-party-funded projects), regularly updating WU's modern research infrastructure, and research grants. 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 provide a highly attractive environment for academic exchange for international guests.

WU regards integrity as a crucial factor for successful research and for the reputation of its researchers and research units. Acting responsibly in this field means living up to the trust that society places in WU in particular and in science and research in general. WU thus expects all of its researchers to observe and further develop the standards that apply in the respective scientific communities. 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 on Open Access to Knowledge in the Sciences and Humanities, 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 (GUEP implementation objective 5a).

WU is aware of its special social responsibility as a leading research institution in the fields of business and economics in Austria. It thus strives to make significant contributions to solving the economic, social, ecological, and legal problems of the day, both on the regional and global levels. WU aims to deliver research that has an impact. For this reason, research is an essential component of its third mission activities. WU engages in both basic and applied research, focusing on questions relevant to society. It contributes to the public discourse on topics related to business and the economy and highlights the relevance of research and science (GUEP implementation objective 5b; see chapter 4).

The international dimension and excellence of its research activities are of paramount importance to WU. It both collaborates and constructively competes with internationally leading research institutions in the various scientific communities. WU sees great benefit in the international exchange with other researchers, realized through outgoing and incoming faculty mobility and by participating in and contributing to national and international research networks, particularly ENGAGE.EU (GUEP implementation objectives 2b and 6a).

Finally, WU also recognizes the usefulness of evaluating research activities. Evaluation measures carried out on a regular basis enable the exchange between the various organizational units and the Rector's Council and provide relevant indicators for comparisons, both within the various scientific communities and regarding the goals of the university and society at large. These evaluation measures also make it possible to track developments over time, which provides important data for improvements.

3.2 STATUS QUO

3.2.1 Research profile

WU's research profile comprises key research areas and research highlights. Excellence, autonomy, and integrity play key roles in both areas, which, however, differ with regard to their respective roles. As one of Europe's largest universities of business and economics, WU's activities reflect the great diversity of research topics in the field. This can be seen in WU's key research areas, which are shaped by and reflect the research focuses of the various departments. WU's research highlights, on the other hand, are research areas which attract a lot of international attention and which are determined in a set process independent of the departments' input.

WU's departments are intimately familiar with the state of the art in their respective scientific communities; they ensure close links between research and teaching and in so doing represent the key research areas underlying WU's organizational structure as defined in the Organizational Structure Plan.

As part of target agreement talks, every department specifies its key research areas in a research development plan (Forschungsentwicklungsplan). This includes selecting quantitative indicators to track each unit's research performance. On the basis of these key research areas and the agreed-upon targets, it is the primary organizational responsibility of the individual departments to implement and organize WU's research activities. 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.

Research activities in larger, interdisciplinary research areas are organized outside of WU's departments and located at the university's research institutes and competence centers. They also make important contributions to WU's national and international research profile and consolidate the university's diverse competences. Usually, a large part of the work done at WU's research institutes is funded by third parties. Competence centers coordinate research activities in specific interdisciplinary

fields that are particularly important for WU's research infrastructure and third-mission activities.

What is more, WU has developed a cross-departmental collaboration in the field of the digital economy in the past years. Activities in this area have mostly been financed through additional funds provided on the basis of the Performance Agreement with the Austrian Federal Ministry of Education, Science and Research.

WU strives for excellence in all of its key research areas. To this end, the university management aims to create conditions for researchers that enable them to carry out outstanding research, reaching even world-class levels of excellence. Such efforts require sufficient funding and time.

The visibility of WU's research activities has a direct impact on its reputation and thus the appeal of its degree programs. It is also important with regard to the university's success in international recruitment procedures and the international perception of its impact on the business community, the economy, and society.

Currently, there are many sub-fields in WU's key 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 thought-out methodology, to underline WU's strong performance in several specific fields[11]:

An evaluation of the methodology by external assessors found that the methodology used is suitable for identifying which research areas produce internationally leading, outstanding research at WU. In a standardized way, it indicates development steps for WU and its various units, supporting the university on its way to international excellence.

3.2.2 Research support

At WU, several bodies support researchers. As a strategic interface unit for supporting excellent research at WU,

[11] The current methodology is based on two criteria: 1) The citation impact of a research area in the Scopus citation database indicates a position of leadership in the past four years. 2) 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]). WU's current research highlights are: 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 Research Service Center plays a central role. It offers the following services:
› Coordination and administration of in-house research funding programs
› Advisory services on internal and external research funding opportunities focusing on grant applications ("pre-award")
› Research documentation and evaluation

In-house research funding seeks to support researchers in networking with other members of their scientific community (e.g. through travel allowances for research stays at renowned international research institutions and financial support for caregiving-related costs during business travel) and strengthening their research activities (seed funding for large-scale project applications, financial support for copyediting and proofreading services, publication bonuses, etc.). Offering support for junior researchers and promoting research quality are central aspects in this regard. This also forms the foundation for attracting competitive research projects and third-party funding. The Research Service Center also offers comprehensive advisory services in a one-on-one setting for researchers applying for national or international research grants. It collects information on relevant programs and shares it via various channels (a research funding database with information on over 200 funding opportunities, a newsletter, and events with funding bodies that are organized on a regular basis, etc.). The Research Service Center team also advises and supports WU researchers in managing their projects (GUEP implementation objectives 2a and 2b).

At WU, a research management system is used to document the university's research output (publications, conference presentations, awards, etc.). This software system is also used for managing WU's internal third-party funding processes. This makes the research management system a cornerstone of research evaluation and reporting at WU. The Research Service Center and the University Library jointly manage this comprehensive system, coordinate quality-assurance measures, and offer support and training courses on its use.

Research is a multifaceted field and requires a broad array of support services. Further examples for general research support services include financial control 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 Event Management team in the organization of academic meetings and conferences.

In addition to its central service units, WU's seven competence centers support researchers in various ways. Particularly important among them are the Competence Center for Empirical Research Methods, which supports all of WU's researchers regarding methodological questions and in this way contributes to achieving and maintaining excellence and integrity in all research activities, and the Competence Center for Experimental Research, which runs and manages WU's two labs and their infrastructure (e.g. eye trackers) and particularly fosters excellence in the field of experimental research by connecting WU's experts in the field. Other competence centers help researchers collaborate on joint topics across disciplinary borders (e.g. the Center for Sustainability Transformation and Responsibility) and/or facilitate the transfer of expertise gained in research to business practice (e.g. the WU Entrepreneurship Center). The 14 research institutes also make important contributions to these transfer activities.

The Senate has set up the interdisciplinary WU Research Ethics Board to foster robust research characterized by a high degree of integrity. The Research Ethics Board is available to assist all WU researchers. Upon request, it reviews the ethicality of empirical research designs. And finally, the Senate's Research Committee handles organizational matters, advises and supports the Rector's Council, and ensures that the university's relevant experts are consulted whenever further developments are to be carried out.

3.2.3 Research infrastructure

Compared to other similar universities in the international context, WU's research infrastructure has a very high standard (specialist libraries, labs for experimental research, etc.), which needs to be maintained and constantly adjusted to new developments. There is general infrastructure used by almost all departments and specialized infrastructure tailored to the requirements of individual key research areas or their sub-fields (GUEP implementation objective 2c).

The wide range of media available from the Central Library comprises specialized literature and various databases that researchers use to carry out empirical research. This broad-based offerings reflect WU's status as one of Europe's largest universities of economics and business and, as far as the budget permits, is constantly expanded and updated to do justice to the wide variety of research topics and disciplines at WU. In this process, researchers' needs are considered paramount. All members of the WU community can use digital resources both on and off WU's premises, and staff members have access to the library's print media at all times.

The University Library's special collections, which include valuable or unique items, can for the most part be accessed online, which is an important contribution to creating a digital archive of the scientific heritage of the economic and social sciences. Digital materials of the University Library and the University Archives are stored in long-term archives. The University Archives team furthermore conducts research on WU's history and the provenance of its collections (expropriated books).

The University Library also plays a central role in disseminating research output, particularly through the open access publishing. Based on agreements with publishers, a special publication fund, and an open-access repository as part of its research management system, WU is able to ensure that the findings of its researchers are also made available to enterprises and society at large.

WU's IT Services unit provides key infrastructure at the university. In addition to offering high-performance workplace IT infrastructure, including a wide range of software solutions enabling users to work digitally, exchange data, collaborate, and conduct video conferences regardless of time and location, the following special offerings are also available, aimed in particular at supporting digital research methods in the economic, social, and legal sciences:
› FIRM cluster: high-performance (HPC) and parallel computing based on specially optimized software packages for research in fields such as economics and statistics
› FIRM cloud: cloud-based resources, partly equipped with graphics processing units (GPUs), most recently focusing on deep learning, for use in fields such as marketing analytics

› Data storage: storage solutions for large structured and unstructured data volumes generated in research projects and processed, e.g., using the FIRM cluster and FIRM cloud
› Network access: 100 Gbps access to the academic research network ACOnet
› 5G infrastructure: high-performance 5G mobile connection on parts of the premises

These research infrastructure services are operated by the data centers located on Campus WU. The systems are secured against outages and certified according to the international DIN EN 50600 standard related to operational safety and security and the European Code of Conduct for Energy Efficiency in Data Centres (EU DC CoC), which is mainly concerned with sustainability and energy efficiency.

There are also two labs where experimental research can be conducted in group settings, booths for individual tests, and a room with an observer's booth for observational studies and research designs including focus groups. The Competence Center for Experimental Research manages this infrastructure along with other specialized hard- and software solutions (e.g. eye trackers).

3.2.4 Evaluation and feedback loops
All departments, competence centers, 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. Research output is evaluated against the standards of the respective – in most cases international – scientific community. This means that an external perspective is adopted. WU itself does not set the standards applied.

The research performance of the 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 academic discourse (e.g. through conferences, research seminars, and cooperations)
› Relevance of the research findings produced (e.g. publication output and the scientific and social impact of the publications)

› Third-party funds acquired as an advance indicator for future research insights and impact
› Dissemination of research findings (e.g. presence in the media, events involving practitioners, collaborations with practitioners, relevance of the research for courses taught at WU)
› Training of early-stage researchers (e.g. type and intensity of activities for supporting early-stage researchers, alumni career trajectories after graduation)

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 feedback loops provide essential information for further development. Upon request by an 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-governance. 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.

3.3 GOALS AND PERSPECTIVES FOR DEVELOPMENT
3.3.1 Increasing visibility and promoting knowledge transfer
WU is committed to intensifying its third-mission activities and recognizes that excellent research is a productive foundation for engaging with and giving back to the community. WU strives to increase its national

and international visibility, expand its role as the leading point of contact for all questions related to business and economics, and to strengthen the transfer of research insights to business, the economy, and society (GUEP implementation objective 5b). All of these efforts are based on the conviction that relevance follows from dialog. Based on an analysis of all stakeholders, central and decentralized communication processes, support measures, and networks, strategies are developed for improving the dissemination and visibility of the expertise of WU's researchers. Such an analysis can entail a reevaluation and, where necessary, an adaptation of organizational structures related to PR, steps to ensure that it is easy for everyone interested to find and get in touch with WU's experts on specific topics, and reviews of WU's communication and dissemination formats.

The involvement of WU researchers in various networks is a crucial aspect in this regard. In particular, WU will strengthen existing national research networks (collaborations with the City of Vienna, the WWTF, partnerships with other universities, etc.) and international research networks (particularly ENGAGE.EU) to keep making an impact in the generation and transfer of knowledge. In the framework of ENGAGE.EU, for instance, WU researchers are involved in various international think tanks and research platforms (GUEP implementation objective 5c; see chapter 5).

To ensure that WU's commitment to excellence and integrity in research is also reflected in research communication, well-established forms of science communication (e.g. public events, media relations activities, projects with school-age children and secondary school students) are supplemented with further steps taken to foster the public understanding of science. In doing so, modern communication formats are used. Within the scope of its possibilities, WU also intends to expand its activities in the field of citizen science.

The aim is to make the research output more visible both within and outside of WU to promote networking among WU researchers and a lively research culture. In the years to come, WU will develop processes to support all researchers (from teaching and research associates to full professors) in their networking activities and foster synergies among them to benefit research and third-mission activities.

For WU, knowledge transfer from the university to businesses and the economy is particularly important. In the next few years, the university's varied activities in this field will be recorded more systematically and publicized more clearly to boost their effectiveness. New processes (e.g. expertise mapping[12]) are intended to help stakeholders from business, the economy, politics, and society work with WU as a partner more quickly and in a more targeted way.

3.3.2 Supporting research excellence and integrity

Research excellence is identified by the respective scientific community in the course of peer review processes (publications and applications for third-party funding), requires a high level of research expertise, thrives on freedom, and benefits from free spaces for conducting research (e.g. sabbaticals). By supporting (international) networking activities, applications to competitive third-party funding opportunities, sabbaticals, bonuses for excellent research, etc., WU recognizes the importance of research excellence, which manifests itself in many different ways (e.g. "star publications," i.e. publications in a journal from the Star Journal List, or FWF or ERC grants) and backs WU's international standing. These measures are subject to continuous further development. Particularly important aspects of these efforts include steps for encouraging researchers to submit papers to top journals and supporting them in this process, assisting them in the acquisition of third-party funding in highly competitive calls, participating in excellence programs, and ensuring that research activities are based on the state of the art, particularly with regard to open science (GUEP implementation objectives 2a and 2b).

To promote the further development and broadening of its key research areas, WU will strengthen its research support services and internal research grants. This involves, to the extent that the budget permits, intensifying knowledge transfer based on new (interdisciplinary) networking opportunities for researchers who are considering research grant applications, taking advantage of regional and international cooperations (WU Anniversary Fund of the City of Vienna, ENGAGE.EU partner universities, etc.), and continuously evaluating and further developing in-house support initiatives and programs with a view to promoting excellence and assisting early-stage-researchers through well-targeted measures.

As WU seeks to ensure the relevance and integrity of its research, it will focus particularly on research data management and open science in the years to come, join the Austrian Social Science Data Archive (AUSSDA) as a full member, and, as far as its budget permits, offer additional support for drafting data management plans and advisory services regarding the storage of research data, subsequent uses, and open data sharing (GUEP implementation objective 5a).

3.3.3 Further development of the research profile

As indicated in chapter 3.1, WU is committed to continuously developing its research profile. In doing so, it is particularly important to WU to take into account changes in the sciences, society, and political realities, research expertise and collaborations generated in a bottom-up approach, national and international networks of the relevant scientific communities, and the overall conditions of international – particularly European – research policy (e.g. framework programs).

In all of its key research areas, WU strives for research performance that can be regarded as outstanding based on the standards of the relevant scientific communities. The academic orientation of WU's key research areas is determined by the departments. Currently, the key research areas are further developed based on the academic and procedural requirements laid down in the target agreements with the departments. Key research areas may only be changed through the processes specified for amendments to the Organizational Structure Plan and upon consultation with the Rector's Council, the Senate, and the University Board. Initiatives for potential changes in the research profiles within the key 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. 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 the annex).

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[12] Expertise mapping is the visual presentation of an organization's various fields of expert knowledge on a map.

As described in chapter 3.2.1, WU would like to particularly emphasize several sub-areas of research ("highlights") that have been identified based on a simple methodology. In this way, WU intends to track its progress towards the goal of international excellence in research in a standardized manner. Against the backdrop of interdisciplinary research trends, cross-departmental research interests (e.g. sustainability and digitalization), and additional key areas addressed by the research institutes and competence centers, WU plans to evaluate this approach in the next three years together with its research community and consider all options that may be found necessary to better utilize the potential of the research highlights to increase WU's visibility and appeal as a university (GUEP implementation objective 1b).

3.3.4 Further development of the research infrastructure

WU's goal of delivering excellent performance by international standards in all of its key research areas requires a sophisticated technological and organizational infrastructure. This is why the operation and further development of the respective services and infrastructure are considered essential aspects (GUEP implementation objective 2c).

WU's range of literature and specialist information resources is systematically expanded and updated. Changes in the publishing industry have led to more cooperative approaches in acquiring new resources, with growing emphasis on purchases of package solutions. Based on an e-first strategy, digital information offerings are expanded continuously, ensuring the dependable availability of information, which is indispensable in research and teaching.

As the various academic fields are getting more and more specialized, they also require an extended range of personalized information and advisory services. Particularly with regard to information literacy, services will be more specifically tailored to the respective target groups. WU also plans to offer additional publication support and advisory services for systematic literature reviews.

The dynamic pace of technological progress and digitalization has opened up new opportunities. The potential of AI tools is analyzed on a regular basis to assess ways of using these systems productively.

Priorities for further developments in this area include:
› Information literacy: expanding personalized advisory services, specialized support for students in master's and doctoral/PhD programs, advisory services on how to deal with AI-generated content, and launching advisory services related to academic writing
› Technological developments: evaluation and integration of AI tools based on appropriate investments, expansion of long-term archiving activities
› Improved access to resources, e.g. based on new technological solutions
› Research-related services: development of services related to systematic literature reviews and publication support services, including open access support
› Publication metadata: standardization and quality enhancement to increase the visibility of WU's research output

To the extent that the available budget permits, WU will expand its use of information technologies as a key factor for guaranteeing efficiency and security in the university's operations and for supporting its goal of strengthening its profile and its key research areas. In particular, a new IT architecture is to be introduced to support excellent research. In the interest of research efficiency (FTI-Strategie 2030), WU furthermore strives to invest in state-of-the-art infrastructure and national and international collaborations in this field. WU is working to continuously improve 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 increasingly mobile and international users.

To the extent that budgetary means allow, WU will focus on the following priorities:
› Further increasing the computing capacities for high-performance computing and cloud-based resources
› Investments in the development and expansion of in-house collaborative IT infrastructures related to artificial intelligence, deep learning, and digital research methods in the economic, social, and legal sciences
› Further expansion of data storage for the administration of research data and broadband access to national and international research networks
› Introduction of further state-of-the-art, cloud-based services for research cooperation and opportunities for online collaboration
› Increasing information security to ensure the confidentiality, integrity, and availability of research data and results

4 Third mission and impact

4.1 BASIC PRINCIPLES AND STRATEGIC ORIENTATION

WU strives for excellence in all three pillars of academic work: teaching, research, and the third mission. The university assesses the effectiveness of this work from the perspective of relevant stakeholders and in terms of the overarching goal of creating a positive impact, understood as making a contribution to the prosperous development of academia, science, and research, business and the economy, and society as a whole.

As a public university, WU has a responsibility to society, and at the same time it helps to shape society. A responsible university like WU defines "third mission" as extending the role of universities to encompass a broader range of activities within their surrounding communities. The aim of third mission activities is to make a positive contribution to the development of society on many different levels. WU acknowledges and encourages the idea that all areas of university activity can make an impact by supporting the university's third mission goals. While teaching and research activities can have an added effect on the third mission, the purpose of additional third mission activities is explicitly to have an impact on non-university stakeholders in business, the economy, and society. WU's third mission activities highlight (and promote) the impact of teaching and research for society, but they should also have an additional positive impact on society apart from that.

WU's strategic orientation is based on the values of openness, integrity, and appreciation. To help make a positive impact on society, these values also inform the university's third mission activities. Moreover, WU endeavors to communicate its multifaceted impact on academia, business, the economy, society, and politics to the public at large.

WU is the only university for business and economics in the country, making it a key driving force of innovation on economic and business matters. Nearly all of humanity's burning issues have an economic component. The primary task of WU's third mission is therefore to develop and communicate economic, social, and legal competences and approaches with the aim of finding solutions to social problems while contributing to the positive development of society.

4.2 STATUS QUO

Thanks to its size, its close involvement with tomorrow's leaders, and its large pool of experts, WU can make both direct and indirect contributions to society. Its current situation with regard to third mission and impact arises from its roles as:
› A highly visible role model as a responsible university
› An educational institution
› A research institution
› A hub for third mission activities

All four areas are outlined further below. The first, impact by example, relates primarily to what is understood as social responsibility in the Austrian National Development Plan for Public Universities (GUEP) and is presented in chapter 1 in the form of an introduction as well as in the evidence-based chapters 6 and 7. The other three areas correspond to the three pillars of academic work. WU prepares annual impact reports on these fields. The underlying impact monitoring uses various qualitative and quantitative methods to make WU's impact accessible to everyone that it, as a public university, has an obligation to serve.

4.2.1 Impact by example – WU as a responsible university and an open space for interaction

WU provides employment to around 2,150 people and is a place of education for some 22,000 students. Through these factors alone, the university has a significant economic and social impact and contributes to regional value creation. Recognizing its exemplary role as an institution of higher learning, WU assumes responsibility for its actions with regard to all dimensions of social impact as defined by the Austrian National Development Plan for Public Universities (GUEP). It subjects itself to accreditation procedures and seeks certification for its compliance with environmental standards and sustainability efforts (see chapter 7). It adopts measures to ensure the inclusion of disadvantaged groups (e.g. socially disadvantaged students or persons with disabilities; see chapters 2 and 6), pledges to uphold ethical standards in research, and is committed to diversity management and anti-discrimination. It strives for a balanced gender ratio and offers professional development opportunities to its employees (GUEP implementation objective 4c).

Its size, the number of people who come into contact with it every day, the wide range of activities and offerings, and its distinctive campus make WU an open space for interaction with, but also for, the surrounding community and society at large. Being aware of this fact, WU strives to make this space as open and inclusive as possible. The Library & Learning Center, for example, contains various reading spaces and learning zones, including areas for quiet work, designated talk zones, and barrier-free workstations for all kinds of different working needs. As a place of learning and interaction, the Library & Learning Center is valued not only by students of WU, but also by many external users.

A university is a place of knowledge. The library at WU offers a comprehensive range of services that are also available to external persons and, in some respects, are unique on an international level. Through its open access activities, the WU library offers unrestricted digital access to its collections, including the special collections, wherever legally and financially possible. Library cards are available to external persons as well, allowing them to use the extensive range of media available. The offerings in the field of information literacy, a key competence in the university environment, are also available to the general public. This includes information on professional literature and data research, literature management, the evaluation of sources, and the information life cycle[13]. The University Library offers courses, workshops, and e-learning modules where participants can further develop their information literacy. Although the library's services are primarily aimed at members of the WU community, its e-learning offerings are freely accessible via the library's website as part of the university's third mission. The same applies to the information and support provided by the Research Service Center. WU's research funding database is also open to the public and is often used by researchers from other institutions.

4.2.2 Impact of teaching and learning

As a formative institution, WU is aware of the lasting impact it has on society through its graduates. WU's degree programs and extracurricular offerings leave students with a comprehensive, academically grounded understanding of business, economics, and law, a science-oriented mindset, and a wide range of social and communication skills. Students are trained to develop forward-looking solutions and to take on responsible tasks in business, society, and academia (see chapter 2). Various practice-focused collaborations help to keep the university's teaching up-to-date and relevant, while also making an important contribution to its third mission.

Today's WU graduates are tomorrow's leaders, people who distinguish themselves through their expertise, cosmopolitan outlook, and creative drive. They contribute to shaping the course of the economy, advocating the responsible use of resources and an evidence-based approach to decision-making.

To learn more about the career paths of the university's graduates, WU's impact monitoring analyzes their journey from career entry and onwards as they progress to more senior positions of responsibility and leadership. WU's executive tracking examines how its graduates' careers develop and in which sectors their impact is particularly high. The next step will be to extend the analysis to other countries besides Austria. In the future, WU's impact monitoring will track which universities its graduates go on to study at, as well as in which countries they start their careers, equipped with the skills and networks acquired in Vienna.

With its holistic approach and focus on inclusion, WU is making an important contribution to the qualification of students and leaders above and beyond its regular degree programs. As envisaged in its lifelong learning (LLL) strategy, the university also provides non-traditional students with access to up-to-date business and economics knowledge through numerous (continuing) education programs (GUEP implementation objective 3c; see chapter 2.2.2).

4.2.3 Impact of research

With its fundamental and applied research activities, WU is helping to address today's most pressing economic, social, environmental, and legal concerns, both in a local and in a global context. It generates new knowledge and

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[13] This term refers to all the phases that pieces of information undergo in the process of their use, typically proceeding from the creation or collection of information to its processing, distribution, utilization, storage, and possibly its destruction or deletion.

makes that knowledge widely accessible. As a responsible university, WU participates in social discourse and contributes to solving the challenges of our time.

WU generates knowledge in the fields of economics, business, the social sciences, and law and makes it widely accessible. This is done by communicating with the research communities and with stakeholders in business, society, and politics, in part supported by science and research communication activities (see chapter 4.2.4). Key questions of our time, for example with regard to the UN sustainable development goals, the economic and social management of global crises, or the digital economy, are discussed by members of the WU community in a large number of public lectures and other events as well as in public discourse in the media (GUEP implementation objective 5b). WU is committed to academic integrity, compliance with ethical standards in research, open access (GUEP implementation objective 5a), and the promotion of early-career researchers (see chapter 3).

The university measures the impact of its research achievements using established indicators that are constantly being refined. The results are published in WU's Intellectual Capital Report (Wissensbilanz). As these indicators only show part of the picture, however, additional analyses are included in the impact monitoring activities. This includes, among other things, determining which research achievements are relevant to the UN's Sustainable Development Goals (SDGs).

4.2.4 Impact of additional third-mission activities

Additional third-mission activities aim primarily to increase the social impact of research and teaching but also set other priorities. These include WU's publicly accessible research portal as well as its science and research communication activities, which present the results of scholarly research to the general public, sometimes in multimedia formats, while reflecting the thematic and methodological breadth of the research conducted at WU. The university's impact on practice and society is also reflected in its presence in the media, with WU researchers often interviewed as experts on current topics. This media presence is monitored through specific analyses carried out on a regular basis.

The social impact of WU's research goes far beyond information and education. The university also makes significant contributions to resolving legal matters (e.g. by participating in legislative processes, by providing evidence-based legal advice, or through the presence of WU professors on Austria's supreme courts of law). Similar ties between academics and stakeholders that are in the public interest exist in many other areas (e.g. The Changemaker Market Day, memberships in advisory councils or boards, or the "WU matters. WU talks." event series).

WU also engages in several other forms of exchange with various non-university groups. It organizes citizen science projects, for example, and is traditionally highly active in the transfer of knowledge through networks and collaborative ventures. WU makes a very direct impact on many areas of society through many centrally supported initiatives, e.g. WU4Juniors, Volunteering@WU, BeAble, Scholars at Risk, or the memorial project for the victims of National Socialism 1938–1945), through collaborations with businesses, public institutions, and NPOs/NGOs, and through university institutions that specialize in such collaborations (e.g. the Entrepreneurship Center, the WU ZBP Career Center, the Competence Center for Nonprofit Organizations and Social Entrepreneurship, or the Tax Practice Advisory Council) or make thematically relevant contributions (e.g. the Research Institute for the Economics of Inequality or the Competence Center for Sustainability Transformation and Responsibility). One example worth mentioning is WU's particularly fruitful cooperation with public and private institutions and foundations, for example in health economics and urban management, where the university is engaged in an exchange between fundamental research and relevant stakeholders (GUEP implementation objective 5b).

With its international character and attractive campus, WU also has a positive impact on the city of Vienna and Austria as a whole. Moreover, the university's many local cooperative activities with Vienna, its institutions, and its business community ensure that the city benefits from WU's expertise. Due to its size and the scope of its activities, WU also has a lasting positive impact on Austria as a place for business and innovation. Numerous

international events with the participation of decision-makers from business, politics, and society demonstrate WU's importance and its role in developments of national and international significance (GUEP implementation objective 5c).

4.3 GOALS AND PERSPECTIVES FOR DEVELOPMENT

As a public university for business and economics, WU is committed to maintaining and strengthening its responsibility to society now and in the future. The establishment of a Vice-Rector position for research and third mission highlights the importance of the third mission for WU. Building on its profile as a responsible university, WU intends to become a pioneer in this regard.

The university will take further steps to make a visible and lasting contribution to the prosperous development of society from the perspective of academia and business. This overarching objective is to be achieved through four interlinked goals:
› Continued development of a common understanding of the third mission and impact
› Identification of synergies and ways of increasing visibility
› Strengthening research and science communication
› Strengthening knowledge transfer and collaborative activities

The first two objectives are about looking within, which is necessary for a sustained strategic focus. These objectives are key to determining the course for the future. The last two objectives relate to areas of action prioritized by WU in line with both the GUEP and Austria's 2030 strategy for research, technology, and innovation (FTI-Strategie 2030).

4.3.1 Common understanding of the third mission and impact

The third mission and impact are broad concepts that leave room for strategic interpretation. WU is taking the establishment of a Vice-Rector position for research and third mission as an opportunity to re-evaluate its understanding of the third mission. This is being done in consultation with in-house experts and scholars with the aim of initiating the transition to a stakeholder logic. The question is what WU can and wants to achieve, and for whom. Building on its extensive subject matter expertise and its notable achievements to date (see the Impact Reports[14]), the university wants to think holistically about its third mission activities in all areas in the future.

As a consequence, the presentation of impact will probably have to be done differently as well in order to adequately reflect the diversity of third mission activities and the underlying understanding in the monitoring or reporting structures used.

4.3.2 Increasing visibility, promoting collaboration

Another key objective is to better communicate what the university does and to make greater use of synergies. The aim in the coming years is to highlight ongoing activities and projects more often. The goal is to help identify synergies between old and new activities while encouraging greater collaboration for a positive impact. These objectives are to be achieved by reviewing and strengthening the structures underlying WU's science communication and knowledge transfer activities. The university plays an important role in the development of its social environment, and partnerships with public and private stakeholders are particularly important as a result.

In the coming years, the focus will be on more systematically mapping and developing existing relationships and projects (see chapter 4.2) and identifying synergies and opportunities for collaboration. Involving all three pillars of its activities and working with a number of different partners, WU aims to address current social challenges and to translate the knowledge generated at and with WU even more effectively into added value for society. This also means reflecting on and strengthening WU's own role in regional, national, and international networks. WU wants to position itself even more clearly as a primary point of contact for economic, social, and legal issues and to promote understanding of the social relevance of academic research in this area.

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[14]WU Vienna University of Economics and Business, Third Mission Impact Report, 2022.

One instrument that could be used for this purpose is the planned university newsroom, which is intended to serve as a central platform for communication with the most important stakeholder groups. With this in mind, the organization of all activities with an external impact will be reviewed and, if necessary, restructured as far as financially possible.

4.3.3 Strengthening research and science communication

What role do WU's findings play in overcoming societal challenges? How does research at WU work across disciplines and what can it achieve? What is the economy and how does it relate to the reality of individual people's lives, politics, and other aspects? These are key questions facing Austria as a business and research location – and WU makes significant contributions to answering these questions. As the only Austrian university with a focus on business and economics, WU plays a particularly important role in this context.

Over the next few years, WU will have to make its expertise available to the public to an even greater extent, as it continues to fulfill its educational mission outside of its degree programs. To achieve this goal, the traditional formats of science and research communication (e.g. public events, media relations work, and projects with students) will be modernized and improved, and steps will be taken to promote a better understanding of science and research. New formats will be tested, and the research portal revised.

The establishment of a university newsroom is intended to support this process, showing where communication takes place outside the designated service units and thus promoting a holistic understanding of research communication. WU units whose content-related contributions have not yet been taken into account in the university's central communications are to be included in these considerations as well. As an example, research findings are to be increasingly published in open access formats. In this way, WU aims to strengthen evidence-based discourse, in Austria and beyond.

4.3.4 Transfer to business and society

A central element and a traditional strength of WU's third mission activities is the transfer of knowledge to and cooperation with the business community, politics, and society. WU has many links into these areas, ranging from research and teaching partnerships and consultations to endowed professorships, sponsoring partnerships, and career services. The university cooperates with Austrian and international companies, start-ups, government ministries, NGOs, and public institutions, and in the coming years, WU intends to systematically pursue these kinds of partnerships even further.

As an innovator, the university will continue to expand its knowledge of economic and social transformation processes with a focus on new markets, further strengthening its role as a knowledge hub and knowledge partner. IT is particularly important to WU to promote an "innopreneurial mindset," which is aimed at innovative entrepreneurship and intrapreneurship. WU is a pioneer in supporting entrepreneurship and intends to intensify its activities in this area. In addition to further developing and intensifying the successful activities of the WU Entrepreneurship Center, even stronger, additional emphasis will also be placed on start-ups (GUEP implementation objective 5b).

WU has an impact on the economy, politics, and society through the role its graduates play in the labor market. WU also exerts influence by generating and imparting knowledge in its regular degree programs, in the WU Executive Academy's programs, which are tailored specifically to the business world, and in public events. In the future, the university will take on an even stronger role as a driving force for innovation as it further develops formats for the collaborative generation of knowledge, for example for citizen science or open learning (GUEP implementation objective 5a).

ENGAGE.EU plays a special role in this context. In this network of nine European universities and their partners from politics, business, and society (for Austria, e.g. the City of Vienna and Caritas), initiatives are being developed to increase the transfer of knowledge to business and society, taking advantage of the universities' teaching and research expertise.

5 Internationality and Mobility, Partnerships and Networks

5.1 WU AS AN INTERNATIONAL UNIVERSITY

Since its founding over 125 years ago, internationality and mobility, along with international networks, have been a driving force in WU's development. Only one percent of business schools worldwide hold a triple accreditation by EQUIS, AACSB, and AMBA – and WU is one of them. This is testimony to the recognition that WU enjoys outside of Austria as well.

WU's internationality is reflected in the following activities, among others:

› It participates in international academic discourse, and it engages in dialog with the various academic communities and contributes to their development.
› It recruits researchers and staff with international experience and internationally recognized expertise.
› It systematically integrates international guest researchers and lecturers, for example through internationally established research seminars.
› It maintains a network of around 240 partner universities and uses these contacts to support the mobility of its students, lecturers, and administrative staff.
› It offers degree programs taught in English as a way to attract international students.
› It gives all of its students the opportunity to develop a global mindset.
› It establishes joint degree programs with selected partner universities (e.g. as part of the European University alliance ENGAGE.EU, the CEMS network, and the Erasmus Mundus consortium EPOG+, or in the form of double degree programs, COIL courses, and International Short Programs).

› Through the European Universities initiative and its membership in the ENGAGE.EU alliance, WU contributes to the development of the European Higher Education Area and the establishment of an international strategy to increase Europe's competitiveness in research, teaching, and the third mission.
› It is an active partner in numerous international networks (e.g. PIM[15], THEMIS[16], and SIGMA[17]), which facilitates the exchange of experience and the planning of joint activities in tertiary business and economics education.
› As a responsible university, it maintains a network of internationally renowned universities that position themselves globally as responsible innovators (e.g. in the GBSN[18] and PRME[19] networks).
› It works closely with international experts to discuss strategic matters.
› It sends experts to serve on international panels and boards (e.g. accreditation teams, international organizations)
› It offers onboarding, information, and advisory services to the international members of its community and is expressly committed to the principle of inclusion.
› It provides English-language versions of key documents and announcements from WU's internal communications.

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[15] PIM: Partnership in International Management
[16] THEMIS: The International Legal Network of Excellence
[17] SIGMA: Societal Impact & Global Management Alliance
[18] GBSN: Global Business School Network
[19] PRME: Principles for Responsible Management Education

WU is engaged in a large number of international research collaborations, as reflected in the many co-authored publications and joint project proposals. Its researchers respond to international calls for papers together with top partner universities (see chapter 3). WU also strengthens its international networks through in-house initiatives such as the WU International Research Fellow program or through competitive research contracts, which usually involve international exchange. The university also communicates its research excellence both nationally and internationally.

5.2 WU AS A COOPERATION PARTNER IN THE VIENNA REGION

As a university for economics and business, WU plays a special role in the local community and for the greater Vienna region, performing an important function as a builder of bridges. It cooperates not only with international organizations such as the OECD, UN, UNESCO, and UNIDO, but also with public authorities and national organizations such as the City of Vienna, Teach For Austria, and Caritas.

Regional networks serve to strengthen the contextualization of research and teaching while also fulfilling the university's third mission. WU cooperates with other Austrian universities and institutions of higher education through its membership in the Alliance of Sustainable Universities in Austria and the Austrian Network for Dual Career, for example, or through the WU ZBP Career Center. Through

various research institutes, the WU Anniversary Fund of the City of Vienna, and the Vienna Science and Technology Fund (WWTF), WU is involved in important collaborations in the Austrian capital. The university also plays a leading role in the Entrepreneurship Center Network (ECN), an association of 27 Austrian institutions of higher education that was established in 2013 and is supported by the European Universities initiative.

In a number of ongoing projects, WU collaborates with local partner institutions – e.g. universities, the Institute for Advanced Studies (IHS), the Austrian Institute of Economic Research (WIFO), or the City of Vienna – and is involved in furthering Vienna's standing as a business location.

As Austria's only economic sciences university, WU is an important partner in matters related to business and economics, both as an institution (e.g. sponsoring agreements) or through one of its units (e.g. partnerships of individual institutes with actors from the business world and civil society).

In research projects funded by the Austrian Research Promotion Agency (FFG), WU coordinates the collaboration of stakeholders from the worlds of research and business or is itself actively involved in the projects as a partner. These projects are not only of academic importance but also contribute significantly to the transfer of knowledge to the industry and to start-ups.

5.3 PRIORITIES FOR THE FUTURE

WU regularly undergoes reviews and evaluation by accreditation agencies and certification bodies. The university works to maintain the required standards, which are constantly evolving and to further increase its international visibility, partly also through rankings and participation in strategic networks focusing on research, teaching, and the third mission.

As a founding member of the European University alliance ENGAGE.EU, WU makes significant contributions to the continued growth of the alliance and to achieving the goals it has set for itself. These include internationally competitive joint course offerings from the bachelor's to the doctoral level, coordinated processes and strategies to facilitate the seamless transfer of students between the universities within the alliance, joint research projects, and transnational work on solutions to social challenges, involving collaboration with external partners from business, politics, and society. One focus of the second funding phase is on supporting early-career academics. The primary goal of the European Universities initiative is to increase the competitiveness of the European Higher Education Area and its institutions.

The university aims to bolster its international profile and recruitment of top students and faculty with the development of an Africa Talent Pipeline (see chapter 1.4.5), more multilingual offerings aimed at the public, for example via Learn Public, the establishment of a new Welcome/Support Center for international students, and increased international work focusing on WU's alumni community, including career tracking activities.

WU also intends to strengthen its long-standing collaboration with a strong global network of partner universities by promoting student mobility through additional "mobility windows" and new application procedures, innovative formats for international learning experiences, the deepening of existing partnerships (especially with selected prime partners), and new collaborations (especially with universities in emerging economies). These efforts for establishing new collaborations will benefit in particular from the expertise of WU's Competence Center for Emerging Markets and CEE.

With regard to the topics of these 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. With regard to start-ups, for example, the university wants to continue to expand its role as hub of the Entrepreneurship Center Network. WU is also looking to pool its existing expertise in the fields of social entrepreneurship and social impact and expand it together with international partners.

6 Human Resources

6.1 HUMAN RESOURCE STRATEGY

6.1.1 General principles

WU's key strategic goal, i.e. making contributions to help solve economic, ecological, social, and legal problems through excellent research and teaching, can only be achieved with an appropriate human resource strategy. Personnel structure management is at the heart of this strategy.

Ever since gaining legal autonomy as a university, and particularly during the successful last few years, WU has found custom-tailored answers to fundamental questions regarding its human resource strategy (as described in the WU Personnel Development Plan), which are adapted and further refined on a continuous basis. This also includes fundamental goals with regard to balancing different staff groups: For 20 years, WU has been working towards the goal of a balanced ratio between tenured and non-tenured positions among the academic staff. By now, the university has come quite close to realizing this goal, which – due to restrictions resulting from previous legal requirements – can only be achieved through long-term efforts. WU also strives achieve an ideal ratio of academic to administrative staff. WU's academic staff contributes the essential know-how needed for the university's core processes of research and teaching. The members of the administrative staff, with their specific expertise, handle a wide variety of tasks that allow researchers to focus more on their core duties in research, teaching, third mission activities, and community services.

WU is an international, innovative, and future-proof university that makes a significant contribution to shaping the course of 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. As an employer, WU is committed to offering open spaces that allow for creative freedom and supporting a culture where all staff members are appreciated, motivated, empowered, and supported. This naturally includes creating productive working conditions and implementing a number of initiatives aimed at encouraging diversity and inclusion at the workplace (see chapter 6.1.3).

6.1.2 Internationality in human resource management

To reach the goal of further improving WU's reputation, it will be necessary to implement strategic human resource management measures that are in line with WU's international strategy (see chapter 5). One key issue is recruiting and retaining researchers with international experience gained in other university, research, teaching, and network systems; another priority is the organization's consistent adherence to its internationality 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 professorships and other tenure track positions. In addition, WU has made use of double affiliation arrangements and in this way attracted several 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 the Austrian Network for Dual Career, which provides opportunities for dual career couples. Once hired, employees can choose from a selection of measures and programs available to them to support international mobility and further their academic careers: Academic staff, for example, can take advantage of funding programs that support presentations at international conferences and are very well endowed compared to other international universities. There are support schemes for short, medium, and long-term stays abroad, and WU also offers highly differentiated support and training programs for improving English skills, which are available to all WU employees. There are also in-house and external training programs and courses for improving German skills available to WU's international staff.

The international strategy applies to all topics, areas, and fields of work at WU. This means that the administrative staff is also faced with challenges regarding intercultural and language skills. This is why in addition to language

courses and other support offerings, there is a staff exchange program in place to give WU's administrative staff valuable opportunities to improve their language skills and to effectively develop international networks during stays at European partner universities.

6.1.3 Work-life balance, diversity, and inclusion goals

As a public university and employer, WU bears responsibility towards society in a number of ways and is a positive role model in promoting diversity and equitable opportunities for disadvantaged members of society. For example, WU's Plan for the Advancement of Women, Equal Opportunities Plan, and Guidelines for the Inclusion of Employees with Disabilities illustrate this commitment. WU strives to live up to these responsibilities on all levels, particularly when it comes to management positions. To WU, diversity encompasses social categories as much as features related to the individual and the organization. WU does not stop at safeguarding against discrimination based on age, disability, ethnicity, gender, religion or ideology, or sexual orientation as stipulated by law, but above and beyond that, it also strives to overcome stereotypes related to these dimensions. This is why WU's programs for the advancement of diversity and inclusion are focusing increasingly on biographical contexts and the disadvantages associated with them. This approach has already been applied in assessing the performance of professors as well as in programs intended to help employees reconcile private and family life more easily with their professional responsibilities. With these activities, WU acknowledges that balancing family life and work is a major challenge for many people in its workforce. 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 (GUEP implementation goal 4a).

This is why 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 identify potential for improvement 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 measures 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. Work can help employees gain more self-confidence, encourage social contacts, instill a sense of purpose, and helps staff structure their days. Against the backdrop of digitalization and the increasingly fast-paced way we work, all of these components are crucial for maintaining and fostering a healthful working environment. WU wants to continue on this successful path and aims for long-term participation in the audit. This will be the framework for the years to come within which WU will continue to improve the conditions for employees (and students) based on the trends of the time, so that members of the WU community will have an easier time finding a good balancing between the various spheres in their lives, while ensuring that WU will remain an attractive place to work in the future.

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 the statutory retirement age, if certain requirements are fulfilled and in predefined areas custom-tailored to the person's qualifications. Faculty members past the retirement age who hold a venia docendi can, for example, continue working as a "senior professor," subject to available funding. Key members of the administrative or academic staff have the opportunity to continue to share their expertise with the younger generations as "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 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 balanced gender ratio within the different employee groups. The number of women appointed as full professors has risen in recent years but is still not satisfactory. With this in mind, many of WU's efforts focus on increasing the number of women in senior faculty and academic management positions. A further priority is supporting high-performing young female researchers. The objective is to start support measures

early in researchers' careers, laying the groundwork for achieving a balanced gender ratio in the long term, both at WU and beyond. In these two 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. In addition to these efforts, WU also plans to devise some novel measures (GUEP implementation goal 4c).

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 activities. 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 duly appreciate and use the wide spectrum of skills and talents of all our employees. To this end, WU develops measures providing barrier-free accessibility in the work environment and aiming to increase the share of employees with disabilities. WU also works to increase awareness, 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 measures that are put into daily practice at WU.

6.2 PERSONNEL DEVELOPMENT AND CAREER MODELS

6.2.1 Quality goals for positions at all academic career levels, especially the early-stage researcher level

In principle, WU makes use of all personnel categories defined in the relevant university and employment regulations and the Collective Bargaining Agreement for University Staff, and it 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 include the following main categories for academic staff and the associated position quality standards:

› 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 UG. They are responsible for research and teaching as stipulated by law, as well as for organizational and administrative tasks (including third mission responsibilities) in their field. Positions can be permanent or fixed-term, 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 comprising 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 teaching and research, as well as organizational and administrative tasks (including third mission responsibilities).

› Senior assistant professor (Assistenzprofessor*in) (pursuant to § 27 of the Collective Bargaining Agreement for University Staff): A senior assistant professor achieves 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, in this process also becoming more deeply integrated into the scientific community. The three target areas included in a QA at WU are research, teaching, and responsibilities related to organizational and administrative tasks or third mission activities. Senior assistant professors are entitled to set aside time for pursuing their own research work and for working to fulfill the requirements of their QA. After successful completion of the QA, senior assistant professors automatically advance to the rank of associate professor.

› Assistant professor (tenure track or non-tenure track) (Postdoc-Universitätsassistent*in [Tenure-Track und Non-Tenure-Track]): The main responsibilities of these positions include advancing and expanding the employee's 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 contracts in this category: tenure track and non-tenure track. Which type of position is available to be filled is indicated in the WU human resource structure plan system, which is, in turn, based on the WU Strategic Plan and on the WU Personnel Development Plan, where the specifications are described in more detail: Tenure track positions can be advertised only if it is possible to maintain a balanced personnel structure within the academic 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 (Praedoc-Universitätsassistent*in): Teaching and research associate positions are traditionally entry-level positions for an academic career. They are intended to allow the employees to advance and expand their academic education (including the goal of completing a doctorate/PhD in a relevant subject) and to prepare them 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 programs to develop their 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 they are typically defined as 30 hour/week positions according to the WU Personnel Development Plan. Teaching and research associates are entitled to receive support from their supervisors in research and teaching and can use up to one third of their working hours for their own research.

› 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 WU's teaching activities. Senior lecturers of both sub-categories are initially employed for limited 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.

› Senior scientists: This category comprises academic staff members hired to complete research tasks on a long-term basis. At WU, these are mainly employees with permanent employment contracts working in third-party-funded research projects. Depending on their field of work, they can be hired as post-doc staff or staff without a doctoral/PhD degree. Their main responsibilities include tasks related to research, administration, and organizational matters at the respective organizational unit or in a given project. As senior scientists are usually paid through third-party funding secured for research projects, they usually do not have teaching duties.

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 it is already clearly indicated in the position advertisement whether or not permanent employment is an option for the advertised position. Non-tenure track positions serve mainly to help early-stage researchers advance and expand their academic 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.

WU continuously further develops its career model and adapts it to developments within and outside of the university. In the near future, WU plans to implement new adjustments intended to make the models more uniform as far as possible.

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.

Against this backdrop, 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) (see the corresponding policy 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 qualification agreement (QA) and the development agreement (DA) are two instruments that differ on all personnel policy levels, including the conditions and contents of the job advertisements, 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 individual departments to apply both or only one of these instruments.

To offer an additional career path to associate professors (assoziierte*r Professor*in) 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. Full professors appointed in this way may use this title within and outside of WU. They can also enter into salary negotiations already during the appointment process, based on the rules generally applicable to the appointment of regular full professors at WU. If the department in question so desires, and if this can be accomplished in a budget-neutral manner by reallocating existing resources within the department, it is possible to allocate staff to faculty members holding full professor rank. Moreover, full-professor-rank faculty members enjoy all the rights associated with their staff category as specified by § 99 (6) of the Universities Act. In particular, this includes that they are considered scientific and artistic staff pursuant to § 94 (2) item 1 of the Universities Act.

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. Their work is key in helping WU reach its strategic 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 core duties and in this way make the greatest possible contribution to WU's success.

The administrative staff members working 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-oriented approach when providing the 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.

6.2.4 Training and professional 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 on a continuous basis. For this reason, continuing education, further training, and development are one of the main focal areas of WU's human resource work. This comprises a wide variety of programs for all WU target groups, including, for example, an onboarding program for new employees, an in-house training program with workshops and seminars for all target groups, a range of personnel development programs for management staff in academic and administrative units, and career development programs for post-doc and pre-doc researchers with the aim of ensuring the best possible placement for these faculty members after their fixed-term employment at WU

ends (GUEP implementation goal 4b). As mentioned in chapter 6.1.2, 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 custom-tailored programs for individual departments, institutes, or service units. Individual units may need special services including, for example, internal workshops on specific topics related to teaching, research, and collaboration at the workplace, special team building activities, or support and mediation for preventing and solving conflicts. 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 at WU is the annual performance review conversation, which is used to structure and further develop work relations and employees' perspectives. The performance review provides an opportunity 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 possible. The performance review conversation is a key instrument for strengthening mutual communication and supervisory work, and it is heavily promoted by WU's human resource management activities.

6.3 RECRUITMENT MANAGEMENT AND MANAGEMENT SUPPORT

6.3.1 Basic recruiting principles

Professional, targeted recruiting is a central responsibility 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. Recruitment can provide significant opportunities to help WU reach its strategic goals. In the advertising, selection, and hiring processes, WU makes sure to take into account considerations of work-life balance, gender equity, internationality, and the inclusion of people with disabilities.

In many recruiting procedures for academic staff, the question of selection criteria plays a key role. Basing a hiring decision 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 different dimensions and the candidates' life contexts into account. Research performance is viewed in relation to the applicant's academic age, meaning that biographical factors like caregiving responsibilities, parental leaves, part-time employment, or other interruptions in the applicant's academic career can be taken into consideration. In this way, WU strives to provide equitable opportunities for researchers with different life and career paths and take a further step towards increasing diversity at the university. This approach also allows for better estimations of the future performance potential of candidates and in this way helps to identify the researchers with the greatest potential.

WU considers professional employer branding an important part of a successful recruiting strategy and strives to be perceived as an attractive employer. To this end, WU uses various communication channels to address potential employees and also existing employees to strengthen their sense of connection with the university.

High-quality recruitment processes are a prerequisite for WU to have a strong reputation as an attractive employer. This requires 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 and all senior faculty recruitment procedures helps to ensure that all activities are aligned with WU's strategic goals and international standards. The relevant 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, by default, they are also 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 decisions, are left to the management personnel of the respective organizational unit, as far as legally possible, The Personnel Office is involved in the various stages of the selection and hiring process and provides guidance and assistance. This includes providing support and consulting services to the individual organizational units on all questions 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 a very time-intensive process. To reduce the burden on management staff, the Personnel Office not only helps with organizing the recruitment procedure but also offers specific support. This support can encompass the entire recruiting process from start to finish (drafting the job description, preselection, conducting job interviews and tests, shortlisting candidates, and writing the final recruiting report) or only selected steps. The individual steps in the recruiting process can be adapted according to the needs of the individual supervisors. The recruiting procedures then transition into the onboarding process. To ensure that the onboarding phase goes smoothly, a set of guidelines on new employee integration is 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. International researchers who join WU can rely on the support of the Welcome Services team, in addition to the services provided by the Personnel Office. Advice on questions related to, for example, moving to Austria, finding a place to live,

and visas is available to make it easier for international employees to get off to a good start in Austria. The Welcome Services office also supports dual career couples (see chapter 6.1.2).

6.3.3 Management work and leadership 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 personnel in the academic staff have key responsibilities. By providing support and leading their teams to successfully complete their goals, promoting team members' professional development, and creating a productive working environment, management staff make a significant contribution to WU's success. They also support the international mobility and career development of early-stage researchers. Particularly by serving as role models, management personnel contribute to WU's high quality standards. To help maintain and strengthen performance-oriented work, WU has established custom-tailored incentive programs to reward outstanding performance in teaching, research, and services. Management duties are taken into consideration in evaluation procedures and often play a very important role in the decision-making process when it comes to renewing fixed-term contracts for academic positions. In service units, evaluations are usually carried out when hiring replacements for management staff – especially for positions that report directly to a member of the Rector's Council. 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.

Management staff need well-developed management skills, so WU provides a wide range of professional development services in this area. Special personnel development programs give participants the opportunity to get feedback and learn from peers and external experts,

e.g. in one-on-one coaching sessions and group 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 like a special collection of resources on management-related topics (Wissenswertes für Führungskräfte) is available on the intranet pages of the Personnel Office to provide support to supervisors in their day-to-day work. These materials contain valuable information on key personnel management questions and contact data for help with further questions.

6.4 SUPPORT FOR EARLY-STAGE RESEARCHERS
6.4.1 Training and support for early-stage researchers
The most important training and support activities for junior researchers happen at the department and institute level. Junior faculty members develop and grow into their teaching and research roles with the tutelage and support of the unit heads and more experienced peers. As part of this process, they gradually take on more and more responsibility.

To ensure that this crucial process goes smoothly, there is an operational agreement that lays down the number of semesters during which teaching and research associates are not expected to teach independently when they first start out in this position, for example. This operational agreement also states that this group can use one third of their weekly working hours for their own research work. A variety of research-related support programs and continuing education opportunities is also available specifically for early-stage researchers, and WU's Onboarding Program places particular emphasis on teaching and research as well.

Many institutes and departments also have decentralized, internal mentoring systems where senior faculty members introduce younger, less experienced colleagues to further academic activities and networks in the field, providing them with continuous training on all aspects of the job. Early-stage researchers 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 far as the budget allows.

6.4.2 Supporting early-stage researchers in different career phases

Support for researchers in different phases of their careers begins at the level of student employees, for whom a considerable number of student tutor jobs are available at WU. These tutors provide support to the teaching staff, and this gives them the opportunity to gain insights into the way the individual institutes work and into their networks. Student tutors also get to demonstrate their skills and potential, significantly improving their chances should they choose to embark on an academic career after graduation.

Teaching and research associates, as mentioned in chapter 6.2.1, have access to a diversity of support options for their career development. Custom-tailored career development programs are available for teaching and research associates and assistant professors to help them improve their development and career options, either at WU or elsewhere. In this way, WU lives up to its responsibility to support researchers with fixed-term employment contracts. They receive help and advice in their job search (through training for successful job applications, career coaching services, the opportunity to discuss potential career trajectories with renowned researchers, etc.).

For researchers who have concluded a qualification or development agreement with WU and who are expected to fulfill a series of qualitative goals over a period of several years to be eligible to advance to a permanent senior faculty position, a special monitoring and support system is in place. Through regularly scheduled review and feedback loops with the candidate's supervisor (and the Vice-Rector responsible for human resources, where appropriate), WU ensures that the time and resources these researchers need are made available to them. If any problems come to light during this process, appropriate measures are taken in cooperation with the candidate.

After successful completion of the stated goals, the new senior faculty members – along with more experienced faculty members – in turn support the next generation of early-stage researchers in their unit (see chapter 6.4.1). This ensures the long-term stability of these decentralized support structures.

6.5 PERSONNEL PLANNING

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

Currently, a total of 123 full professors are appointed for a minimum of three years under the terms of § 98 and § 99 of the Universities Act (UG).[20] 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) of the UG, subject to budgetary coverage. 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. Provisions have been added to the By-Laws of WU to ensure that WU's faculty is involved in the selection procedures in such cases. A total of six positions are eligible for these hiring procedures. Five of these positions have already been filled, which means that one further position is still 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 UG is set at a total of 48. If one or more of the 54 existing positions that have been filled pursuant to § 27 (1) of the Collective Bargaining Agreement should become vacant, these positions can be filled with new personnel.

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[20]As of January 1, 2024

7 Infrastructure and Financial Affairs (Campus, Digitalization, Finances)

7.1 INTRODUCTION

WU must create optimal conditions for teaching and research to unlock the full potential and expertise of its university community. That requires internationally competitive resources in terms of infrastructure, technology, and finances.

As described in the previous chapters, WU follows the highest standards for modern, ecologically and economically efficient work practices in its campus management, digital infrastructure, library services, and financial affairs. The specific priorities and goals, both individually and together with those in other areas, serve to create an agile, open, and appreciative working culture that enables all employees to contribute and develop their expertise in research, teaching, third mission, and administration to the best of their abilities.

With our commitment to the traditional brick-and-mortar university, this primarily happens on WU's distinctive campus, at times supplemented by remote work as a way to increase accessibility and equal opportunities, improve the balance between family life and work, promote inclusion, and facilitate the maintenance of international contacts. An important requirement here is to ensure data security and personal safety in the workplace at all times.

The need to continuously develop the university's structural, technical, and technological resources reflects the constant modernization taking place in research, teaching, the third mission, and administration. This transformation and the changes to the structural situation interact with the new ideas that arise through the testing of modern methods, technologies, infrastructures, and possible uses.

Against this backdrop, the professional management of the university's finances, informed by an advanced level of financial expertise, is indispensable for the fulfillment and ongoing development of WU's tasks, services, and projects, as well as for a stable and reliable working environment that makes it possible to plan ahead.

7.2 CAMPUS MANAGEMENT

7.2.1 The campus as part of WU's identity

The WU campus, which celebrated its tenth anniversary in the fall of 2023, has more than fulfilled the initial hopes and expectations. Its power to bring people together and its striking architectural design have brought WU national and international acclaim. As a result, the campus has become a cornerstone of WU's identity, enhancing the profile of its research, teaching, and third mission activities. The university intends to further cultivate both the internal and external association of WU with its campus in the future.

The campus has strong ties to the community and is of great economic and social importance both for the surrounding area and for the city of Vienna. WU is not only an important educational institution but also provides employment for more than 2,500 people and, as part of its third mission, hosts a large and growing number of academic conferences and high-profile events. This is another way in which the campus contributes to raising WU's level of recognition and visibility. The increasing demands that this entails are to be met by further professionalizing the university's event management activities.

The conversion of a specialist library into an auditorium and event room with a capacity of 250 people will help to relieve the pressure on the existing facilities. Providing the necessary spatial resources for teaching and other events remains a challenge, however, which is being met by the expansion of capacities and a more efficient use of the available space.

In the years to come, the university plans to continue its collaboration with local and regional partners, notably with the nearby Messe Wien Exhibition and Congress Center. To help create a more inclusive campus atmosphere for all members of the WU community, ways are being sought to reintegrate the staff from the Administration and Research (AR) building into the campus in the medium to long term. The AR building, located at a rental

property on Perspektivstraße, is a university-financed property as defined by the Ordinance on Universities Real Estate (Uni-ImmoV) that is being rented to accommodate the additional (primarily academic) staff agreed upon in the 2019–2021 Performance Agreement. Both a new building on the WU campus and the rental of an immediately adjacent building are possible options for achieving this goal.

7.2.2 University meeting spaces and work environment

Teaching, research, and academic events require appropriate spaces where people can come together to exchange ideas and to network. WU's facilities must cover the entire spectrum, from rooms for specific purposes (as is the case with standard offices) to multifunctional, hybrid teaching and event spaces with flexible equipment for layout changes during events (as is planned for Conference Room 1). The more intensive use of space that this requires and the associated increase in space efficiency are, for reasons of economic efficiency and sustainability, desirable to create a modern, economically and ecologically more efficient campus.

Workplaces and work environments are undergoing processes of transformation, with changes that are not uniform in their pace or in their nature. To strengthen WU's attractiveness as an employer and to ensure a successful employer branding strategy, it is essential to provide agile infrastructure support for the transformation of the working world – even if the direction of the change remains unclear – while maintaining a high workplace quality. The goal is to create an optimal work environment that is adapted to everyone's individual needs.

7.2.3 Sustainability and barrier-free accessibility

Sustainability and barrier-free accessibility are integral to the mission of a responsible university. These principles already informed the design and construction of WU's campus and have been central to the university's infrastructure development since its move the current campus in October 2013.

The university was certified to EMAS and ISO 14001 in 2016 and has since undergone a continuous improvement process that must be verified annually through annual audits. An active environmental management system, supported by dedicated members of the WU community who act as so-called Green Buddies to promote sustainability within the organization, has facilitated the extensive optimization of university operations.

WU has committed itself to the ambitious goal of becoming a climate-neutral organization (GUEP implementation objective 1a). Unavoidable greenhouse gas emissions, following their reduction to a minimum, are to be compensated for within budgetary means. A roadmap will show the emissions reduction path that has been pursued since Campus WU was built, while also outlining further projects for the future.

To a large extent, the campus infrastructure already ensures barrier-free accessibility in accordance with the latest standards. Nevertheless, improvements are constantly being made. In regular meetings with the BeAble team and WU's Disability Commissioners, WU identifies potential ad hoc requirements and also takes a close look at in everyday situations on Campus from an accessibility perspective to develop appropriate measures if required.

7.3 DIGITALIZATION

7.3.1 Comprehensive digitalization strategy

The digital transformation is affecting everything from research and teaching to the way students study to the universities' services and management activities, accelerated by a number of internal and external factors. A particular focus is on artificial intelligence (AI) and the opportunities and challenges it presents.

Digitalization and artificial intelligence have the potential to give WU an edge in the international higher education landscape with regard to research, teaching, and the third mission and to strengthen its competitiveness. AI can also help to increase the efficiency and productivity of university processes and, through digital tools, may provide better support for the university's management. In administration, artificial intelligence could make processes more efficient through automation and data analysis. The focus, however, must be on the provision of quality services and the needs of all the various stakeholders within the WU community. The necessary changes may also require certain financial and human resources.

Universities play a key role in AI research, development, and teaching. Through appropriate teaching programs and research projects, they enable students to gain a sound understanding of the fundamentals and applications of AI and to critically reflect on them. Universities are also important players in AI research by driving innovative technologies and contributing to progress in the field.

WU must face this change with an open mind and be ready to deal with the associated challenges. With its focus on the digital economy, among other things, the university contributes to digitalization in research and in teaching. As the only university for business and economics in Austria, WU plays a pioneering role in the digital transformation of several fields. A university-wide digitalization strategy was rolled out some time ago and is currently in the process of implementation.

WU takes a holistic view of digitalization:
› Research: The aim is to provide, as best as possible, a constantly available infrastructure for high-quality research as a foundation for promoting the analysis and processing of large amounts of data, deep learning, and other approaches to digitalization in business, economics, and business law, as well as business-related research on artificial intelligence itself (see chapters 5.2.2 and 5.3.4).
› Teaching: The aim is to create a teaching and learning environment for faculty and students that is characterized by innovation and which promotes creativity while complementing WU's unique campus with equally attractive digital offerings.
› Service units: The aim is to provide a modern range of digital administrative processes that combine convenience, security, efficiency, and effectiveness in order to improve the daily routines for students and staff. WU strives to make its administrative processes paperless, anytime and anywhere. These processes should also be (partially) automated wherever efficient, expedient, and technically feasible.

With implementation of the digitalization strategy, WU intends to further develop its digital offerings from their already high level and the provide its community members with IT equipment that meets the latest research and

teaching requirements. Partnerships are to be explored for any significant challenges that can be tackled more efficiently by collaborating with other universities.

7.3.2 Implementation of digitalization initiatives

WU is actively shaping the transformations being triggered by the process of digitalization, along with the associated organizational changes, linking them to a strategic orientation for the university as a whole. Such major changes are accompanied by a change management strategy to ensure that new digital opportunities are accepted and to maximize the benefits for the university. WU offers opportunities for participation and a wide range of communication formats, as well as support and continuing education on this topic, as a way to create an innovation-friendly digitalization culture.

WU has established a set of professional management methods as well as clear roles and organizational structures for the implementation of its digitalization projects. Activities in this regard include WU's process and service management as well as project, portfolio, and program management. The degree and speed of the technological progress and the changing framework conditions, however, require agility and employee support to allow new possibilities and aspects of digitalization and the use of AI to be better investigated and tested.

This has already enabled the implementation of several major digitalization projects of strategic importance to WU, with some projects still ongoing. WU was the first university in Austria to transform its SAP landscape to S/4HANA, making it a role model for other universities. A new Online Learning Environment (OLE), a solution for research management, and an infrastructure for deep learning (pilot project) have also been implemented.

The digitalization program is to be continued and further developed in teaching, research, and administration. WU plans to digitalize and (partially) automate administrative processes in procurement, finance, and human resources, for example, while also broadening the management of administrative data and expanding OLE and research infrastructures, also in view of AI options. The basis for these changes is WU's digitalization strategy as well as an enterprise architecture enabling the university to consolidate its IT offerings and maintain high standards. WU is also evaluating the possibility of forging partnerships in the context of national and European initiatives for the digitalization of universities.

7.3.3 Infrastructures and services

Innovative and high-quality IT infrastructures and IT services are being made available for research, teaching, and administration, with a focus on those services that generate the greatest value for the university. In order to offer the right solutions, service providers must understand WU and its user profiles. This also includes the development of in-house software for use when no commercial solutions are available.

WU is committed to maintaining the high level of its IT infrastructure and IT services and to expanding them as needed for research, teaching, academic studies, and

administration. This requires stable and reliable operations, the maintenance of modern services at a high level of quality, and a centralized, customer-oriented approach with high standards of efficiency and compliance.

7.3.4 Information security

The digital transformation means that information and data are now more important than ever. Research, teaching, learning, and administration are only possible when the availability, integrity, and confidentiality of data can be guaranteed, a situation that is highlighted by the increasingly stringent legal requirements.

Information and IT security are a high priority at WU, and the university has already implemented several relevant organizational and technical measures in recent years. Due to the growing importance of information and the simultaneous increase in threats, however, further priorities are required:
› Organization and management: establishment and expansion of an information security management system
› Technology and infrastructure: implementation of technical security measures with the aim of reducing the risk of IT attacks and minimizing the time required to identify such attacks and to restore services

7.4 FINANCES
7.4.1 Sources of financing for WU

WU's financial foundation is very solid. Despite the unforeseen high inflation and the resulting increase in costs (e.g. for personnel, materials, or energy), with only partial compensation through government funding, WU has managed to achieve consistently balanced or positive financial results in recent years, thanks to the prudent use of financial resources, continuous efforts to increase efficiency, and the acquisition of third-party funding. This has helped to avoid staff cuts and to at least maintain the improved, albeit still unfavorable, student-teacher ratios as stipulated in the 2019–2021 Performance Agreement.

For the 2025–2027 Performance Agreement, the budget (2019–2021 Performance Agreement budget plus additional budget granted due to inflation) must at least remain stable if WU is to maintain the improved student-teacher ratios achieved in the 2019–2021 Performance Agreement period. To increase its international competitiveness, WU strives to further improve its student-teacher ratios in the 2025–2027 Performance Agreement through the establishment of additional academic positions.

The fact that the allocated public funds, at around 80 percent, represent by far the largest portion of WU's financial resources illustrates just how important the triennial Performance Agreement is. The current university funding model comprises three areas: teaching (depending on the number of academically active students), research (depending on the basic research output, i.e. the number of full-time equivalents among the academic staff), and infrastructure and strategic development. In the first two areas, part of the funding is awarded based on competitive indicators. Tuition fees are mainly charged to students from non-EU countries.

Third-party funding is an important tool for strengthening the university's financial basis. Thanks to innovative research projects, excellent corporate contacts, and extensive alumni work, WU has been able to tap into a wide range of third-party funding sources (project funding, sponsoring, donations, and fundraising).

WU's fundraising strategy is focused on medium-sized to large projects and includes endowed professorships in various fields, the sponsorship of WU Top League students, the establishment of WU4Juniors (a free interactive online learning program for young people), and social and integration packages such as WU4YOU (monthly scholarship for bachelor's students from low-income families). The strategy is aimed at important individual sponsors and supplements existing sponsorship activities (e.g. auditorium sponsoring), which are primarily aimed at companies and institutions.

In 2020, WU established a non-profit foundation whose purpose corresponds to the tasks as listed in § 1 and § 2 of the Universities Act (in relation to WU's activities). The foundation was established by WU as primary founder, with the WU Board of Trustees (since dissolved) serving as secondary founder. The Board of Trustees, an active supporter of academic research for more than 100 years, contributed the historically listed building of the former University of World Trade at Franz-Klein-Gasse in Vienna's 19th district to the new foundation. The foundation's executive and supervisory boards mirror the Rector's Council and the University Board of WU, which ensures the necessary close coordination between the foundation's bodies and the university. In the interest of transparency, there are plans to establish a budget and finance committee from within the Senate that would be identical to the corresponding WU Senate committee.

The foundation, whose assets, generated primarily from third-party funds and investment income, are to be preserved in their substance and increased through donations, enables WU to carry out activities that go beyond the basic tasks financed by the state. This increases WU's scope for action and at the same time makes the university more attractive for future donations. The first focus of the foundation's strategy, which has yet to be finalized, will be to place additional emphasis on strengthening start-up initiatives by WU students.

Further sources of funding, which play only a minor role in WU's total budget, include income from real estate property. Currently, this comprises rental income from third-party tenants (restaurants and coffee shops), garage management, room rental for events, and income from the WU Shop. Surpluses in these areas make a positive contribution to overall earnings, along with surpluses generated by the WU Executive Academy.

7.4.2 Use of funds and current projects regarding WU's finances

Around 70 percent of the allocated funds go towards human resource expenses related to the academic units and service units. To ensure that WU's 22,000 students

receive the support they need, the Federal Ministry of Education, Science, and Research provided further funding during the 2019–2021 academic year, helping to create some 90 academic positions over the past five years, including 15 professorships and 15 tenure-track positions.

In addition to expenses related to research and teaching activities (events, travel, scholarships, etc.), the majority of other operating expenses involve the ongoing maintenance of the campus and the building equipment (around 50 percent of operating expenses) as well as the expansion of the university's IT infrastructure (around 20 percent of operating expenses). As part of the digitalization strategy, WU's entire IT architecture was evaluated with a view to achieving a digital WU by 2030, and appropriate measures were derived as a result. The four platforms necessary for daily university processes – PURE for research management information, BACH for student life cycle management, OLE for digital learning, and SAP as an ERP system for HR, procurement, and financial processes – were analyzed and modernized for around seven million euros in the 2022–2024 Performance Agreement period. Massive investments were also made in expanding the operational infrastructure for hybrid events and mobile working, particularly since the Covid-19 pandemic.

The migration to S/4 HANA forms the basis for the comprehensive optimization of finance-related structures and processes in administration, particularly for resource conservation and transparency, which are key objectives of the Vice-Rector for Finance and Campus Management.

In the area of financial management and procurement, the entire procurement process is being restructured through the introduction of purchasing catalogs and a digital ordering and invoicing workflow, paving the way for a paperless university – with transparency, planning certainty, audit compliance, and sustainability as guiding principles along the way.

The introduction of SAP Analytics Cloud (SAC) will digitalize planning and reporting processes at WU, accelerating these processes and providing the Rector's Council with information relevant to financial decisions in a timely manner.

Additional priorities include the further development of the risk management and internal control (ICS) systems, the expansion of partially automated controls by promoting workflow-supported business processes, and the optimization of end-to-end processes in the Payroll Office (payroll and travel accounting) to speed up processing times and increase transparency. With the complete digitalization of travel management processes, applications will also become available to help university employees plan and assess sustainable travel options.

8 ANNEX

SUBJECTS ASSIGNED TO WU PROFESSORSHIPS[21]

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[22]	§ 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[23]	§ 98 UG
Mathematics in Economics and Business	Birgit Rudloff	§ 98 UG
Finance and Investments	N. N.[24]	§ 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[25]	§ 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

[21] Pursuant to the regulations specified in the Universities Act, this annex defines the subjects assigned to the professorships that exist at WU, as of January 1, 2024. 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 subject designations are merely explanatory in nature.
[22] As of October 1, 2024, this professorship is held by David Preinerstorfer
[23] Half-time employment
[24] The previous incumbent will continue working as a senior professor until September 30, 2026.
[25] 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, 2027.

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
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[26]	Davor Svetinovic	§ 98 UG
Sustainable Supply Chain Management	Miriam M. Wilhelm	§ 98 UG
Data Ecosystems for Environmental Accountability	Kavita Surana	§ 98 UG

[26] Upon replacement of the incumbent professor, the subject of this professorship will be changed to "Information Systems and Applied AI"

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[27]	Marie-Therese Claes	§ 99 (1) UG
Gender and Diversity in Organizations	Edeltraud Hanappi-Egger	§ 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	§ 98 UG

MARKETING

Subject	Incumbent	Current legal status
Marketing und Customer Analytics	Thomas Reutterer	§ 98 UG
Marketing Management	Martin Schreier	§ 98 UG
Marketing in a Global Economy	Marius Lüdicke	§ 98 UG
Marketing mit Fokus auf Retailing und Data Science (Marketing with a focus on retailing and data science)	Nils Wlömert	§ 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[28]	§ 98 UG

[27] This professorship is filled until January 31, 2025, as a replacement for Edeltraud Hanappi-Egger, who has served as WU Rector.
[28] Filled 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[29]	§ 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

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[29] Half-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)	Judit Jacsó	§ 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)	Claudia Fuchs	§ 98 UG
Steuerrecht (Tax Law)	Josef Schuch[30]	§ 98 UG
Steuerrecht (Tax Law)	Claus Staringer	§ 98 UG
Öffentliches Recht, insbesondere öffentliches Wirtschaftsrecht[31] (Public Law, in particular public economic law)	N. N.	
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 (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)	Thomas Kröll	
Internationales Steuerrecht (International Taxation)	Georg Kofler[32]	§ 98 UG
Steuerrecht mit Schwerpunkt Umsatzsteuerrecht (Tax Law with a focus on VAT law)	Karoline Spies[33]	§ 98 UG

[30] The incumbent is currently on leave, which is expected to last until February 28, 2034.
[31] Three 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.
[32] Half-time employment
[33] Half-time employment

PRIVATE LAW

Subject	Incumbent	Current legal status
Zivilrecht (Civil Law)	Peter Bydlinski[34]	§ 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[35]	§ 98 UG
Zivil- und Unternehmensrecht (Civil and Business Law)	Sebastian Mock	§ 98 UG
Arbeits- und Sozialrecht (Employment and Social Security Law)	Christoph Kietaibl	§ 98 UG
Intellectual Property Law[36]	Philipp Homar[37]	§ 99 (1) 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[38]	§ 98 UG
Unternehmensrecht, Kartellrecht und Digitalisierung (Business Law, Competition Law, and Digitalization)	Viktoria Robertson[39]	§ 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
Zivilrecht (Civil Law)	N. N.[40]	

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
Finanzwissenschaft und Öffentliche Wirtschaft (Finance and Public Economics)	Rupert Sausgruber[41]	§ 98 UG
Volkswirtschaftspolitik und Industrieökonomik (Economic Policy and Industrial Economics)	Christoph Weiss	§ 98 UG
Empirical Economics	Harald Oberhofer[42]	§ 98 UG
Microeconomics and Digitalization	Gerlinde Fellner-Röhling	§ 98 UG
Macroeconomics and Digitalization	Klaus Prettner	§ 98 UG
Wirtschaftspolitik (Economic Policy)	Gabriel Felbermayr	§ 99a UG 2002
Economics of Health and Digitalization	Martin Halla	§ 98 UG

[34] Half-time employment
[35] Half-time employment
[36] This professorship is filled until October 15, 2027, to compensate for Martin Winner's position as WU Vice-Rector for Human Resources and Digital Infrastructure.
[37] Half-time employment
[38] Half-time employment
[39] Half-time employment
[40] Half-time employment
[41] The incumbent is on leave for the duration of his term of office as WU Rector until September 30, 2027.
[42] Half-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
Romanische Wirtschaftssprachen[43] (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)	Franzisca Weder	§ 98 UG

[43] This professorship will expire once the incumbent professor retires.

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
› Monetary Economics (Geldtheorie)

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

WU Vienna University of Economics and Business
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Arriving by public transport:
Subway: U2 stations "Messe-Prater" or "Krieau"
Bus: 82A, "Südportalstraße" stop