

# Decision of the FIBAA Accreditation Committee for Institutional Procedures



**14<sup>th</sup> Meeting on July 6<sup>th</sup>, 2015 in Bonn**

**Project Number:** 14/102

**Higher Education Institution:** FH Joanneum, Graz

**Institutional Procedure:** Institutional Strategic Management Accreditation

The FIBAA Accreditation Committee for Institutional Procedures has taken the following decision:

According to § 7 (2) in conjunction with § 10 (1) of the "Special Conditions for awarding the FIBAA Quality Seal for the Institutional Strategic Management Accreditation" the HEI is accredited.

Period of Accreditation: July 6<sup>th</sup>, 2015 until July 5<sup>th</sup>, 2021

The FIBAA Quality Seal is awarded.

**Institutional Strategic Management  
Accreditation**

**Department of Management  
of  
FH Joanneum Graz**

**Assessment report**



**FIBAA**

**Foundation for International Business Administration Accreditation (FIBAA)**

Berliner Freiheit 20-24  
53113 Bonn  
Deutschland

Tel. +49 (0) 228 – 280 356 0  
Fax: +49 (0) 228 – 280 356 0

[www.fibaa.org](http://www.fibaa.org)

## **Accreditation process**

The contract on Institutional Strategic Management Accreditation was agreed upon by FH Joanneum and FIBAA on November 7<sup>th</sup>, 2014. The self-evaluation report was submitted by FH Joanneum on March 12<sup>th</sup>, 2015. The report included a SWOT-Analysis for each area.

Meanwhile, FIBAA appointed a review panel. The panel members are:

**Prof. Dr. Reinhard Bachmann**

University of London

**Prof. Doina Frunzaverde**

University "Eftimie Murgu" Resita, Romania

**Prof. Dr. Uwe Koch**

University of Applied Sciences Lübeck

**Prof. Dr. Robert Pichler**

University of Applied Sciences Wiener Neustadt

**Karl-Peter Abt**

Management and Personnel Consultant

**Damien Jeske**

University of Bayreuth

**FIBAA project manager:**

Sabine Noe, M.A.

The panel's appraisal took into account the self-evaluation report, supplemented with further documents requested by the panel, and the results of the on-site visit. The on-site visit took place on FH Joanneum's premises in Graz from May 5<sup>th</sup> until May 8<sup>th</sup>, 2015. At the end of the visit, the panel gave a short feedback on its first impression to the representatives of FH Joanneum.

On June 12<sup>th</sup>, 2015 the assessment report, which contains recommendations for further development, was forwarded to FH Joanneum with the request to comment on its findings. The FIBAA panel received the comments of FH Joanneum on June 19<sup>th</sup>, 2015 and took it in account when finalising the assessment report.

## Summary:

***Based on the assessment report, the FIBAA Accreditation Committee for Institutional Procedures decided upon accreditation in its meeting on July 6<sup>th</sup>, 2015. FIBAA awards its Quality Seal for Institutional Strategic Management Accreditation.***

The Department of Management of FH Joanneum is accredited. The accreditation is valid for six years.

For the overall assessment, please refer to the quality profile at the end of this report.

The measures the HEI will take in order to implement the recommendations of the panel members are to be considered in the context of re-accreditation.

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## A. Current state of play and appraisal

### 0. Basic Data and information

Overview	
Name of university: Affiliation / organisational structure (institute, school, department)	FH JOANNEUM (FH JOANNEUM Gesellschaft mbH) Department of Management
Legal status of the university:	Public university, privately run (GmbH), state accredited (AQA). The company is a non-profit organisation within the meaning of the federal tax code (BAO). The shareholders are the Province of Styria (majority shareholder), JOANNEUM RESEARCH Forschungsgesellschaft mbH and Steirische Wirtschaftsförderungsgesellschaft mbH (SFG).
Year of foundation:	1995
Number of academic staff employed full-time	33 (Department of Management) / 159 (University) Professors: 6 / 36 Senior Lecturers: 14 / 73 Scientific Assistants/Researcher/Technical Staff: 13 / 50
Number of academic staff not employed full-time	34 (Department of Management) / 143 (University) Professors: 3 / 13 Senior Lecturers: 19 / 83 Scientific Assistants/Researcher/Technical Staff: 12 / 47
Number of non-academic staff... ...employed full-time ...not employed full-time	4 (Department of Management) / 141 (University) 10 (Department of Management) / 144 (University)
Number of external lecturers:	240 (Department of Management) / 895 (University)
Number of degree programmes offered:	14 (Department of Management) / 52 (University)
Number of degree-seeking students enrolled:	934 (Department of Management) / 3.960 (University)

The management of FH Joanneum University of Applied Sciences (FHJ) consists of two Managing Directors (“Geschäftsführer”), whose competences and duties are set out in the rules of procedure and the Austrian Act on Limited Liability Companies (GmbH-Gesetz). The managing directors act as the joint representatives of this non - profit company and are authorized to make legally binding agreements. The company’s central planning, administrative, controlling, and IT functions are directly assigned to the management.

In keeping with the status of the university as a limited liability company, the university has a Supervisory Board (“Aufsichtsrat”) and a General Assembly (“Generalversammlung”). In 2007, FHJ set up a Teaching Board (“Fachhochschulkollegium) pursuant to Sec 10 of the Federal Act on Programmes of Universities of Applied Sciences (FHStG), which is responsible for all procedural and organizational matters relating to teaching and examinations. The Teaching Board of FHJ consists of the Rector (FH) as chair, the Vice-Rector (FH) as vice-chair, and a total of 16 elected members: 6 heads of degree programmes, 6 representatives of the teaching and research staff and 4 student representatives. The Teaching Board meets at least four times per academic year in plenary sessions and has also established committees to deal with academic matters, such as examination rules and teaching evaluations. The Rector of FHJ is also one of the two Managing Directors of the limited liability company.

FH Joanneum University of Applied Sciences has six departments, one of which is the Department of Management. It consists of the following four institutes:

- Institute of Banking and Insurance Services
- Institute of Health and Tourism Management
- Institute of Industrial Management
- Institute of International Management

The Department and the institutes it houses offer the following degree programmes:

<b>Bachelor</b>	International Management	Global Business Programm	Industrial Management	Banking and Insurance Industry	Health Management in Tourism	
	European Project and Public Management	International Supply Management	Master of General Management	Health Care and Hospital Management	International Hospitality and Spa Management	
<b>Master*</b>	Emerging Markets		International Industrial Management	Banking and Insurance Management	Health Management in Tourism	
<b>R&amp;D Competences</b>	<ul style="list-style-type: none"> <li>▪ International Market Entry</li> <li>▪ Entrepreneurship</li> <li>▪ Employability</li> <li>▪ Quality at Universities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supply Management &amp; Logistics</li> <li>▪ Processes &amp; ERP</li> <li>▪ Industrial Engineering</li> <li>▪ Controlling &amp; BA</li> <li>▪ Service Engineering</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internationale Capital Markets</li> <li>▪ Asset &amp; Risk Management</li> <li>▪ Finance Instruments</li> <li>▪ Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public Health &amp; GBE</li> <li>▪ Health tourism</li> <li>▪ Sustainability</li> <li>▪ Movement and Training Sciences</li> <li>▪ MICE</li> </ul>		
	<b>International Business Management</b>		<b>Financial and Industrial Management (competitiveness)</b>		<b>Health and Tourism Management</b>	
<b>R&amp;D Focuses</b>	Development and optimisation of international strategies and business processes.		Increasing the competitiveness of industrial and financial business locations.		Development and evaluation of health promoting, touristic and health touristic programmes.	

\* Professional Masters or Master Courses, 90-120 ECTS

The Head of Department is elected by the heads of the institutes for a term of 2 years. The Head of Department serves as a communication link between the Managing Directors on the one hand and the heads of the Department's institutes on the other. The Head of the Department is also responsible for the strategic development and representation of the Department, and the cultivation of its networks.

Each institute has a chair. The chair of the institute is responsible for strategic planning concerning the institute, representation of the institute and cultivation of its networks, and most importantly for the management of its degree programmes. This includes curriculum development, budget, human resources, Research and Development (R&D) processes, quality of teaching, marketing and study slot utilisation. As each institute runs at least two degree programmes, there can be more than one degree programme head per institute. In this case, one of them is chair of the institute. Each institute within the Department of Management has an alumni organization, which enables an intensive dialogue between the Department of Management, its institutes and graduates. Through this dialogue, the Department of Management permanently reaches out to the labour market and monitors developments in the respective professional fields.

Concerning **higher education policy**, FHJ strives to promote intercultural competence by strengthening its regional and international foci in equal measure and aims to make an effective contribution to the European educational and research landscape. Therefore, the range of Bachelor and Master degree programmes is structured in line with the Bologna Process and includes many programmes on both a full-time and part-time basis. Growing from four degree programmes in 1995 to more than 40 in 2015 – with more than 4,000 students and 1,100 graduates in all its Bachelor and Master programmes and with about 570 employees on three campuses (Graz, Kapfenberg and Bad Gleichenberg), the university came to the conclusion that its initially very flat hierarchical structure, with no intermediary level between the central administration and the heads of degree programmes, had to be changed. After a long planning process, such an intermediary level was created in 2013. These new intermediary organizational structures are called “Departments” at FH Joanneum.

The “**Department of Management**” (**DoM**) is a cluster of interdisciplinary study programmes with a common focus on “Management” and “Internationalization”. It integrates teaching and research in the fields of international management, banking and insurance management, industrial engineering and management and health and tourism management. Both the university as a whole and the Department in particular actively cooperate with partner universities in Austria and abroad in doctoral and Master degree programmes (e.g. University of Udine/Italy). To meet the demands placed on society and business by the globalization process, the university, and especially the institutes of the Department of Management, have a strong focus on internationalization. Intensive cooperation with universities abroad facilitates a lively exchange of students, lecturers and staff.

Concerning the **societal issues** the departments of the FHJ carry out research and development projects in close cooperation with local/regional and international partners from education and industry. With its three campuses, the FHJ and the Department of Management are firmly established at the regional level and act as an interface between society, industry and science. Special emphasis is placed on strengthening inter- and transdisciplinary problem-solving capabilities. Thus, the university and the Department of Management assist the people and businesses in the whole region to be “Fit for Global Business”. Just one example among many of this commitment to addressing social issues was the Leonardo Project “Making Tourism Work”, the goal of which was to provide unemployed people with a basic background in spa tourism to facilitate their re-entry into the workforce. Additionally, FHJ aims to take the lead both nationally and internationally by aligning teaching activities to sustainability and the needs of society in combination with applied research and development.

Concerning **business relations**, both the university and the Department of Management aim to stimulate innovative developments at the local and international level. The practical results and solutions provided by applied research are made available to industry, public institutions and society as a whole. Staff and students work together with clients to develop comprehensive solutions meeting international quality criteria and examine to what extent the results can be generalised or applied in other fields. Research results are reflected in innovations, publications and patents.

The Department of Management faces the challenges of the global economy by conquering new markets, making companies and institutions more productive, making technical and economic processes more efficient and enhancing potential to develop new products and services. The Department manages regional and international projects in cooperation with companies and institutions from the field of industry, administration, banking and insurance, tourism and health and other service industries.

The context within which the Department of Management operates is characterized by the following strategic objectives:

- strong links with regional and international stakeholders (universities, organizations, research institutions, companies) to enable knowledge transfer and high quality in teaching and research;
- applied research with a strong focus on university-business relationships;
- internationalization through a large number of partnerships with foreign universities, intensive student and faculty exchange and English study programmes;
- intensive alumni relations to maintain durable links with graduates;
- strong lifelong learning orientation through specific programmes of executive education.

The Department of Management is strongly connected with stakeholders in the region and at the international level. On a regional level, the Department of Management cooperates with key institutions in the areas of logistics, supply chain management, public health, tourism, banking and insurance services as well as international management through activities such as the following:

- industry and subject-oriented networks with associations, such as:
  - with the largest platform for logistics and supply chain management in Austria „VNL – Verein Netzwerk Logistik“ (500 members, thereof 400 companies, [www.vnl.at](http://www.vnl.at)),
  - the ICV – „Internationaler Controller Verein“ (with over 6,000 members in 16 countries, [www.controllerverein.com](http://www.controllerverein.com)),
  - the Federation of the Austrian companies – „Industriellenvereinigung“ ([www.iv-net.at](http://www.iv-net.at)).
  - the clusters in and around Graz: Automotive Cluster Styria (ACS) [www.acstyria.com/](http://www.acstyria.com/) and the Human Technology Cluster [www.humantechnology.at/](http://www.humantechnology.at/).
  - The Internationalization Center Styria (ICS) [www.ic-steiermark.at/](http://www.ic-steiermark.at/);
- initiation of a workplace health promotion programme in the snack food production facility of Kelly GmbH in Feldbach, Austria (the county seat of the county in which the Bad Gleichenberg campus is located);
- the award-winning regional health promotion project for seniors, “Reifer Lebensgenuss”, which was designed in cooperation with the local population of Bad Gleichenberg and continues to operate years after the project funding for it ran out.

FH Joanneum currently offers 52 degree programmes in its six departments:

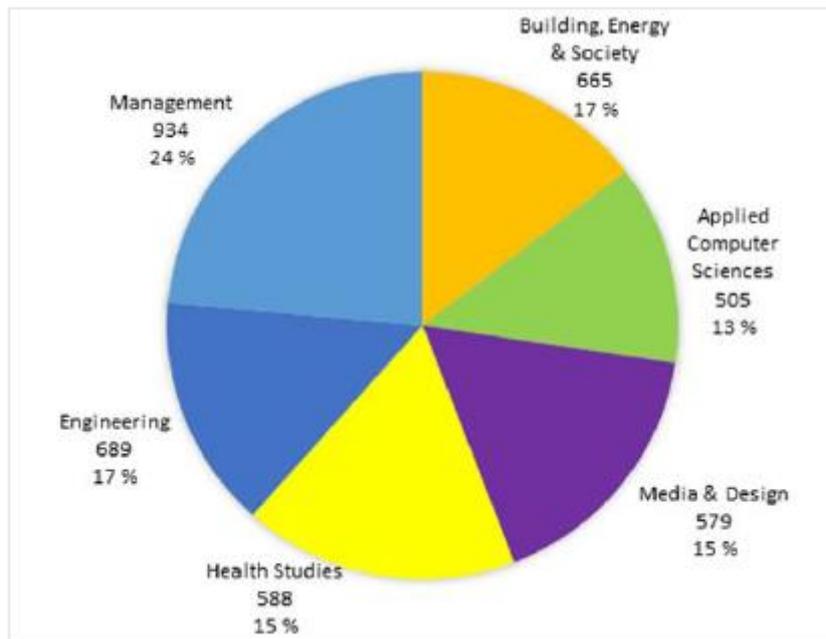
1. Applied Computer Sciences

2. Engineering
3. Health Studies
4. Building, Energy & Society
5. Media & Design
6. Management (DoM)

The main academic segments offered in all departments of the university are Bachelor degree programmes (180 ECTS), Master degree programmes (120 ECTS) and postgraduate programmes (usually 90 ECTS). The following graph shows the organizational structure of FHJ:



The following graph shows the number of students in the institutes of the DoM:



**Teaching is the core activity** of both FHJ and the Department of Management. The Department attracts both students from Austria and international students (for more detail, see below part II on international networks and part III.5 on international aspects). Excellence in teaching and learning is a main aim of both the University and the Department, which is achieved through the following measures:

- a transparent and professional student selection process to secure the best applicants;
- a sophisticated procedure of hiring the best lecturers and faculty members;
- a continuous quality management process for teaching and learning by which courses are systematically evaluated and improved;
- a mandatory 12 ECTS programme for lecturers on didactics;
- an annual Didactics Day to highlight best practices in teaching;
- regular courses for lecturers on innovative ways of teaching, including e-learning.

In addition, the Department of Management is also intensively engaged in **continuous education and lifelong learning**. Its target groups are not only students who enter the university immediately after graduation from high school, but also applicants who want to get an education while working. Therefore, some of the DoM's study programmes are offered part time – with tendency to rise.

Another focus of the Department of Management is to advise public or private companies and organizations. In these projects, the institutes within the Department of Management provide expertise and skills which allow companies to work effectively in their respective business environments. As an example, the Institute of Industrial Management has already successfully implemented 350 practical projects with industry. Moreover, the Department of Management considers international activities to be of major importance for the quality of university education. Mobility options in the form of study abroad, internship placements

abroad and excursions abroad are therefore integrated into all curricula with the aim of further promoting FHJ's international profile.

In terms of other universities that are used as a model for FHJ and the department, the process of benchmarking consists of four dimensions:

### **1. Regular informal benchmarking with other Universities of Applied Sciences**

The Department of Management follows developments and best practices in higher education at selected universities of applied sciences in Austria in the framework of current strategic processes.

### **2. Commitment to excellence**

Benchmarking and continuous improvement has always been a focus of the university, an example of which is its status since 2012 of "Committed to Excellence" (C2E) under the quality management benchmarking of EFQM (European Foundation for Quality Management). The Department of Management has also actively sought comparison with other similar institutions. Thus, the Institutes in the Department of Management have been certified through various benchmarking bodies, including:

- the Knowledge Economy Network (KEN) Award obtained in 2014;
- certification of the Bachelor programme in Health Management in Tourism by the National Wellness Institute (the main professional body certifying academic programmes in Workplace Wellness /Health Promotion);
- recognition of the Institute of Health and Tourism Management for excellence in sustainability education through the Austrian Umweltzeichen, the Sustainability Award of the Ministries of Science and Research and Agriculture and Forestry and the UNESCO Dekadenprojekt award.

### **3. Networks**

Furthermore, the institutes have been eager to take part in numerous international and national networks, academic institutions and activities to keep up with the developments in tertiary education. The examples below illustrate the well-established links between the Department of Management and global, regional and national players (for a more complete list of partnerships, see below, Section II.1):

- partnership in WACE (World Association of Cooperative Education);
- partnership in GEM (Global Entrepreneurship Monitor);
- partnership in ISBE (International Society of Business Education);
- MIT project serving as a model for 350 industrial projects to date that have been successfully concluded with Master and Bachelor students.

### **4. Higher education comparison & rankings**

There are only a limited number of rankings in Austria that compare individual academic programmes and they are of only limited applicability for some of the institutes in the Department. The Institute of Health and Tourism Management, for example, has never been considered for any ranking, because it is – according to the DoMs statement - the only programme of its type in Austria and one of a handful of similar programmes worldwide. When programmes in the Department have been ranked, however, they have generally done quite well:

- Industriemagazin (Industrial Management/Industriewirtschaft was ranked first in the FH-Ranking of Austria's business and mechanical engineering courses / technology other).

- Format (Industrial Management/Industriewirtschaft – Top 3 in the Austrian ranking in 2014).

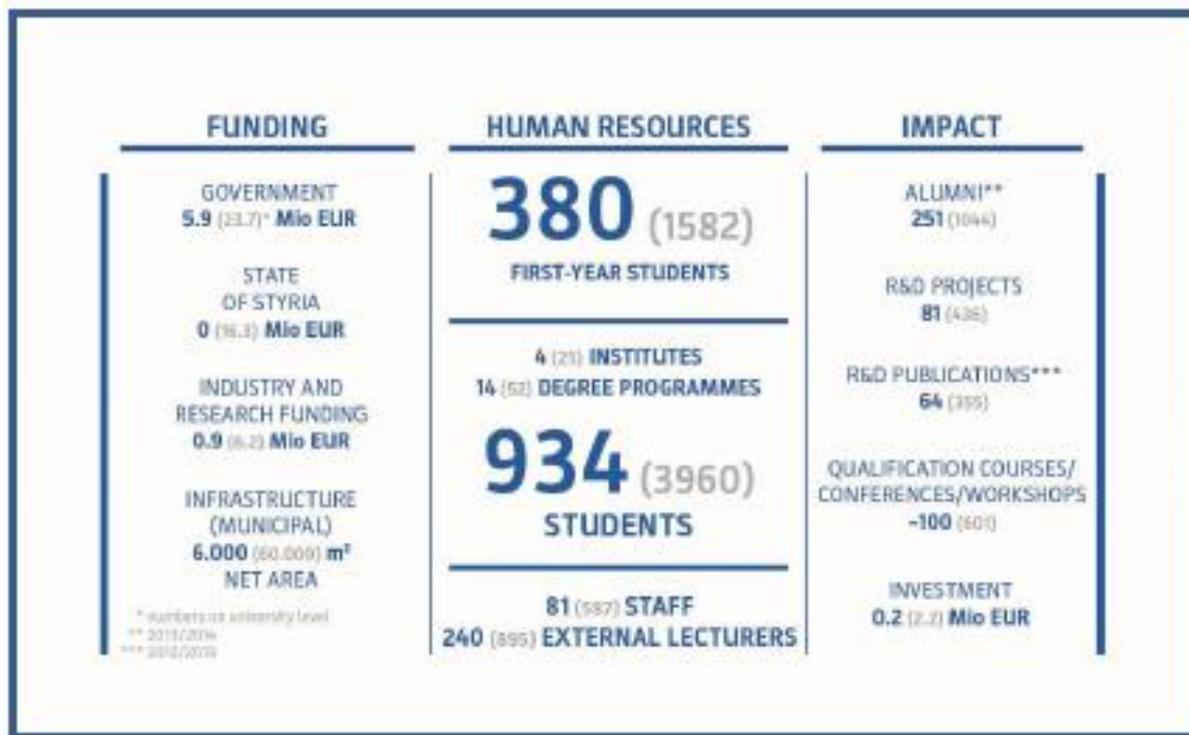
The activities are financed in the following way:

- **Financial resources provided by the federal government** are allocated according to the number of students in the respective study programmes. The federal government of Austria provides financial resources which are directly linked to the number of students educated in a specific study programme ('Studienplatz-Finanzierung'). With the Federal Ministry for Science and Research, the FH-wide applicable funding agreement (GZ 32.200 / 023-I / 12/2009) was established in December 2009, determines the total number of study slots, the standard duration and the amount of the annual rate of support per student for every study programme. This contract is adjusted annually to set the specific number of study slots. In this model the amount paid per student and year depends on the percentage of technical lessons within the curriculum of the study programme.

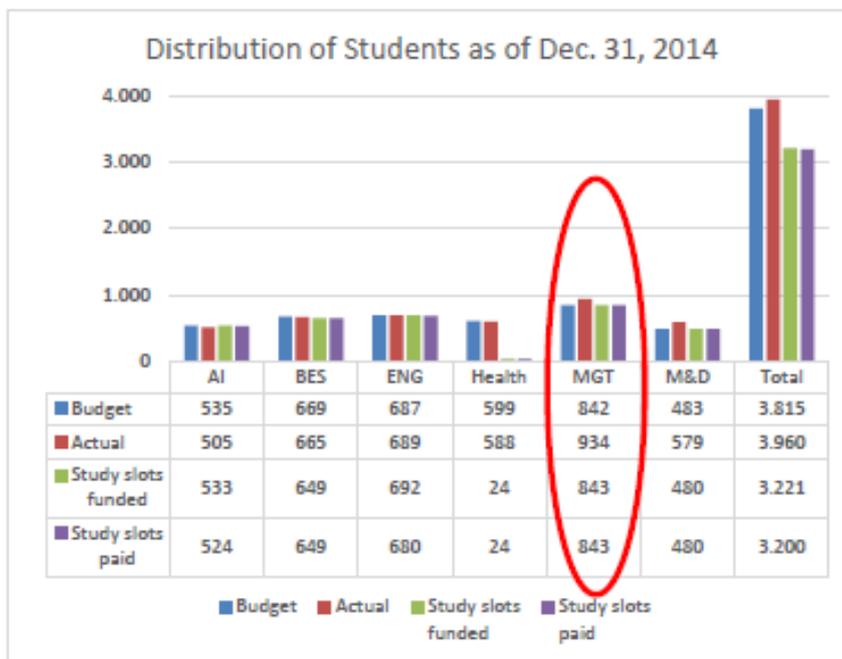
Percentage of technical lessons	€ per student per year
> 50 %	7,940
> 25 % < 50 %	6,990
< 25 %	6,510

- **Financial resources provided by Federal State of Styria (the university's owner).** The university has a contract with the Federal State of Styria for a lump sum payment allocated to the university. With the Federal State of Styria as principal owner, the financing contract specifies the maximum amount of the annual available funding, together with the conditions under which these funds are paid out. This contract must be regularly revised in accordance with the budgeting periods of the Federal State of Styria. For the current year 2015, this amounts to € 17,800,000.
- **Contributions of the municipalities.** The study programmes in the Department of Management are located at three different campuses, namely Bad Gleichenberg (Institute of Health and Tourism Management), Kapfenberg (Institute of Industrial Management) and Graz (Institute of Banking and Insurance Services and Institute of International Management). All three host municipalities put resources at the disposal of the university by providing buildings. With regard to the infrastructure, the following contracts with the corresponding communities exist, by which the provision of buildings is ensured:
  - Agreement with the Municipality of Kapfenberg, signed on August 11<sup>th</sup>, 1995, on infrastructure deployment
  - Agreement with FH Standort GmbH and the City of Graz, signed on September 22<sup>nd</sup>, 2005, on infrastructure deployment
  - Agreement with the Municipality of Bad Gleichenberg, signed on August 28<sup>th</sup>, 2001, on infrastructure deployment
- **Leasing contract** with the Grazer Bau- und Grünlandsicherungs GmbH signed on November 6<sup>th</sup>, 2007.
- **Financial resources from research foundations and private organizations.** The institutes in the Department of Management have been very successful over the last years in attracting financial resources from research foundations, organizations and companies for applied R&D projects.

The funding allows that the core competence holders of the Department are financed through funding of the teaching and research (Human Resources), which in turn have impact on teaching, R&D, training and consequently on the development of the Department:



The current values for the departments within the FH JOANNEUM University of Applied Sciences for the business year 2014/15 may be seen in the chart below:



AI  
BES  
ENG

- Applied Computer Sciences;  
- Building, Energy & Society;  
- Engineering;

Health    - Health Studies;  
MGT        - Management;  
M&D        - Media & Design.

Graph 6: Distribution of students at FH JOANNEUM

# **I. Management**

## **I.1 What is the orientation pursued by the university in its activities (mission, vision, objectives)?**

FH Joanneum has created a development strategy based on its mission and vision. Its mission involves a commitment to quality and an orientation towards the future which includes promotion of entrepreneurial thinking as well as a passion for creativity and innovation. Special emphasis is placed on strengthening interdisciplinary problem-solving capabilities. Another emphasis is put on lifelong learning and continuing professional development. All these commitments are based on ethical values. In all its actions the university strives for objectivity, openness, transparency, sustainability, scientific freedom and mutual respect where diversity is seen as an enriching experience. The principle of sustainability is integrated through commitment to corporate health promotion and the sustainable use of resources.

The university's vision strives towards a leading position both nationally and internationally by aligning teaching activities to sustainability and the needs of society in combination with applied research and development. Therefore, the university aims to act as an interface between society, industry and science where practice-oriented education provides the basis for innovative developments in the region. Intercultural competence is promoted by strengthening regional and international foci in equal measure, the aim of which is to make an effective contribution to the European education and research landscape.

The Department of Management has created a departmental strategy ("Zukunftsbild 2025"), based on the mission and vision of the university. This departmental strategy has been developed in a structured process. The priorities of the DoM have been defined by the Institute Chairs and subsequently all team members have been involved in the strategy process by providing expertise on the specific goals and measures to achieve departmental aims. The Department of Management is committed to high quality education. Therefore, the DoM follows a rigorous selection process when recruiting faculty and selecting students. The curricula of the study programmes are regularly monitored to ensure the employability of FH Joanneum's graduates. As regards the staff and faculty members, human resource development is considered as a top priority and support continuous education of all employees.

The Department of Management is strongly oriented towards applied research and development. It has been actively involved in numerous research projects, funded by research organizations, both national and EU, and private stakeholders. The R&D revenues in the Department of Management have been stable over the years.

## **I.2 How does the management of the university promote innovation in its different performance fields (administration, research and teaching)?**

The Department of Management is strongly oriented towards innovation in all areas. The DoM is convinced that only through permanent innovation can it secure competitiveness and market position. All staff and faculty members in the Department of Management actively contribute to these goals.

### **Innovation in Research**

The DoM aims to achieve knowledge transfer to partners in government, in other educational institutions and in business. Knowledge transfer in the Department of Management is primarily conducted via Transfer Centres, which are attached to each institute within the

Department. These Transfer Centres carry out applied Research and Development projects and executive education seminars. Furthermore, the Transfer Centre of the Institute of Industrial Management provides an educational seminar series called “knowledge factory”. These practical oriented seminars mainly address current topics such as leadership, IT-support or innovative industry solutions, etc. They are focused on an intensive exchange of experiences between the university and its partners.

### **Innovation in Teaching and Learning**

As regards teaching and executive education, the DoM aims to achieve employability of its graduates by consistent monitoring the labour market and adapting of its curricula accordingly. This aim is consistently pursued by systematic and structured contacts with graduate’s employers and alumni. New study programmes are launched if there is market demand and a market analysis reveals that an academic programme would meet this demand. For instance, in 2011, the previous Master degree programme “International Management” was changed into the Master degree programme “Business in Emerging Markets” with a new curriculum, thus meeting the demand for specialists who are familiar with the particular business models in emerging economies. Moreover, education is oriented towards innovative teaching methods. DoM makes extensive use of social media and e-learning and has begun to use new approaches in education, such as MOOCs (Massive Open Online Courses). In 2014, the Department of Management successfully offered an interdisciplinary MOOC on the topic of “Competences for Global Collaboration” in which more than 500 learners from more than 30 countries participated.

### **Innovation processes through intensive collaboration in the Department**

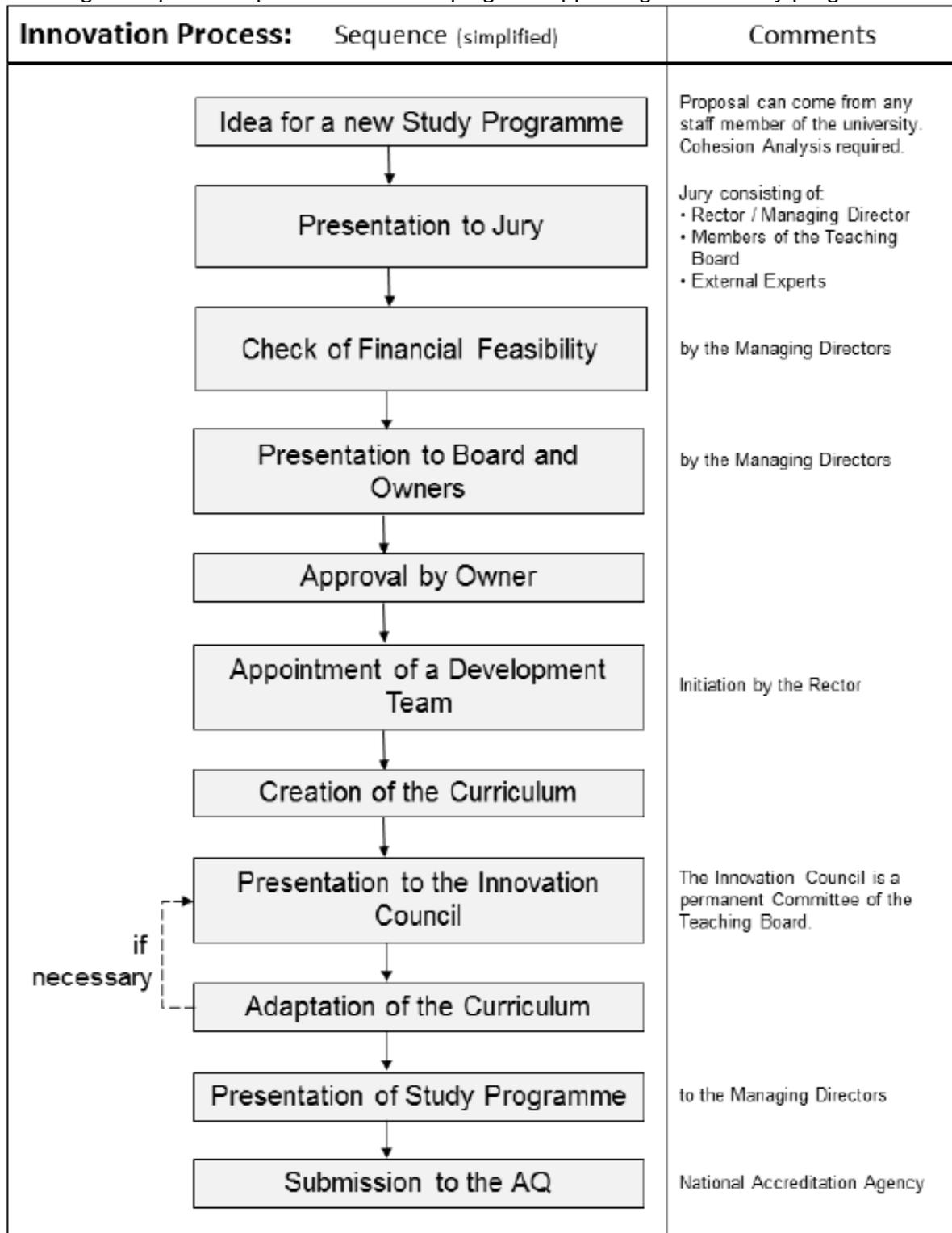
The DoM of FH Joanneum aims to strengthen the internal collaboration by permanent interaction between the members of its individual institutes. Strong collaboration within the Department of Management is achieved by the following activities:

- Weekly meetings of the chairs of the institutes in the Department of Management to discuss strategic issues, managerial strategies, budgeting, HR development, curriculum development, public relations, internationalization and other topics.
- Annual full-day retreats of all employees (staff and faculty) of the Department of Management to discuss strategic issues and opportunities for closer collaboration.
- “Cross selling” of faculty: Many faculty members teach in several institutes within the Department of Management, which leads to closer cooperation and to knowledge transfer regarding processes within the Department.
- Joint Research and Development projects: The researchers in the Department cooperate in applied R&D projects.
- Research seminar of the Department: A “Science Circle” has been initiated to enhance the competences of the faculty members in connection with scholarly publications.
- A common international programme: “Global Business Programme”: The Institutes within the Department jointly run a special English-taught programme in business education directed at international exchange students.

### **I.3 How are the university’s supervisory bodies (University Council, Senate) integrated into decision-making processes?**

The innovation process at the university and in the Department of Management follows a well-structured process, which integrates input from the autonomous academic committees (“Fachhochschul-Kollegium”), the bodies of the limited liability company and the owner of the university.

The way the university's decision-making processes work can be seen based on the following example – the process for developing and approving a new study programme:



**I.4 What importance is placed on entrepreneurial thought and activity in the management of the university, and how are these promoted?**

Knowledge about “how to start a business” is a focus of research and teaching at the Department of Management. In research, the Department of Management addresses the topic of entrepreneurship through various activities and projects. Especially the Institute of

International Management has been engaged for many years in the Global Entrepreneurship Monitor (GEM). This project is an annual assessment of the entrepreneurial activity, aspirations and attitudes of individuals across a wide range of countries. Initiated in 1999 as a partnership between the London Business School and Babson College, the first study covered 10 countries; since then over 100 'National Teams' from every corner of the globe have participated in the project, which continues to grow annually. The network of National Teams is home to over 500 experts in entrepreneurship research. GEM is the largest ongoing study of entrepreneurial dynamics in the world. In the context of a study for the Center of Internationalization in Styria, a country analysis and a method for market entry were developed.

In addition, courses offered in various Master's degree programmes in the Department focus on the creation of a business plan.

By using a combination of theoretical input and initial work experience, the students learn to develop a business plan including all key requirements. The areas of market intelligence (is there a market for my idea? who is my future customer? are there competitors? ...), legal questions (what is the proper legal form? ...), considerations of strategy and business model (should I produce myself or sell licenses? what is my core competence?) or financing issues are some aspects that are covered in these courses. The required basics to adequately address these questions, such as strategic management, controlling and corporate planning, are already acquired in various prerequisite courses at either the Bachelor or Master level. All these skills are essential cornerstones in the portfolio of competences of a graduate of the Department of Management.

In addition to building entrepreneurship directly into coursework, the Department of Management tries to establish awareness for the issues of entrepreneurship and business start-up by a series of lectures. For example, senior managers or specialists from well-known companies are regularly invited to present their experiences with business start-ups as part of the lecture series "Management in Practice" in the main auditoriums of the FHJ in Kapfenberg and Graz. They talk about their business experiences and often provide refreshing insights into the world of processes, economic relationships (e.g. controlling, business administration, marketing), operational IT systems or leadership.

In most cases, entrepreneurship starts with an idea. This initial idea is followed by a labour-intensive and complex foundation process. Two things are particularly important to support this phase, which is so critical to success: in-depth know-how about topics relevant to the founding of the business and the appropriate resources. To support students, graduates and staff of the FHJ with both of these prerequisites, cooperation with the Centre of Applied Technology at the University of Leoben has been going on for the past nine years. This centre supports academic start-ups and provides experts to accompany the preparation of business plan as well as the entire foundation process. In addition, the centre provides required resources (e.g. room and facilities) or supporting services (e.g. financial support).

### **I.5 What proportion of the services offered by the university is less than 3-5 years old?**

The Department of Management offers a range of services to its students that are continuously being developed and updated. These continuous improvements are assured by the Department's quality management process:

- **New study programmes** (5 study programmes have been (re-)launched in the past 3.5 years, one study programme (HR Management) is going to start in winter semester 2015/16).
- **Intensification of project courses within the Bachelor's and Master's programmes to enhance the employability of students** (adapted projects so that project teams include both Bachelor and Master students. Moreover, a special trainee programme was implemented in October 2013).

- **Mentoring and orientation programmes for new students were initiated within the last couple of years to increase student retention** (Mentors and mentees are assigned and get to know each other at the beginning of each academic year, which is organized by the institute's coordinators. The mentors, who are students from higher semesters, have the responsibility to answer newcomers' questions, explain procedures and check in with them in the course of the semester to make sure they are not encountering problems.).

## **I.6 What strategic steps have been taken to further advance the university?**

The Department of Management regards competitiveness and quality orientation as its main objectives. It has consistently improved its position by investments in the skills and qualifications of the faculty members, by increasing international exposure and by continuous quality management. Thus, the Department of Management has taken several strategic steps to further strengthen its position:

- Enhancing the research capacities of faculty through the research Seminar "Science Circle".
- Supporting the teaching skills of lecturers through university didactical continuing education: "Hochschuldidaktische Weiterbildung" – HdW. All full-time faculty participate in a 12 ECTS, 2-semester intensive training on teaching skills. This special programme shows lecturers how to plan their courses, how to design the teaching units based on learning outcomes, and how to provide course assessment so that it tests whether students have achieved the learning outcomes. In addition, the programme makes lecturers reflect on their role as professors, on the environment of their teaching activities, on the situation of students and on the significance of higher education in society.
- International networks: The Bachelor's and Master's programmes in the Department of Management cooperate intensively with international higher education institutions in three different ways:
  - by promoting and supporting the exchange of students around the world, in the form of a semester study, a double degree, internships abroad, participation in students international events or by offering the possibility to write the Master's thesis abroad and/or for an international company supervised in the form of co-tutoring with professors from partner universities;
  - by inviting guest professors and speakers from different cultures to hold lectures and workshops;
  - by stressing and continuously revising the international character of the curriculum content;
  - by teaching a large number of courses in English.
- Continuous expansion of research competence and publication activities of the Department for the purposes of research-led teaching. In this context activities have been set, particularly in the last years.
- Strategic relationships in support of know-how acquisition and new scopes for design.
- Expansion of the online teaching, e.g. by introduction of MOOCs and increase of e-learning components.

## **I.7 How do strategy/innovation contribute to the development of resources and staff so as to render the implementation of that strategy feasible?**

Just as is the case with all of higher education, FHJ has been involved in a process of dynamic development. In addition to the growth in programmes and student numbers in recent years, the institution as a whole has had to deal with several organizational issues. Both organizational development (structural and process organization) and strategic positioning have been on the University's agenda. As already indicated above, the university

has successfully completed a restructuring process that resulted in the creation of six new academic departments. The new structure has created new synergies and provided an injection of innovative spirit. The Department of Management, as a relatively new organizational unit resulting from this restructuring, has had to determine a strategic direction and develop a profile for itself. It seems to be among the most dynamic of the new units in identifying the potential for innovative collaboration across institutes.

#### **“Hands-On 2022 “**

The strategic planning process of the university includes development of specific goals and measures concerning both staff on the one hand and infrastructural and financial resources on the other. In both areas, several measures with affiliated performance indicators and target numbers are foreseen which will support the implementation of goals in the key business areas education, research and training from 2014 to 2022.

As a result, the university should have the following fully in place by 2022:

- a transparent total reward model in career and salary development schemes coupled with regular evaluation, resulting in the university becoming an even more attractive employer;
- more fully refined principles and guidelines as a base for professional leadership work;
- improved personnel planning supported by tailored online-planning tools, especially to permit a more unified system of adjustment of teaching loads when funding for research and development projects is approved.
- The strategy process of the Department of Management and the resulting portfolio management is pursued systematically through a multi-stage process.
- The strategies of the institutes are regularly fine-tuned to and adjusted to the strategies of other institutes in the Department and to the overarching strategy of FHJ. The Department's strategy process is often driven by that of the FHJ.
- Meetings on an annual basis of all Department personnel in order to facilitate communication, jointly brainstorm and share ideas as well as develop and launch initiatives.
- The process of international accreditation is being pursued in order to achieve the international "certification" necessary for some programmes to extend ongoing cooperation agreements. In addition, the international accreditation process provides information to all institutes on what is required of any international university of applied sciences. This will advance the strategic development in the coming years by providing a benchmark with competitors in the market.
- The Department Conference (the weekly meeting of the Department head with all the Department's institute heads) to address current trends and to address operational control issues.
- A Strategic Task Force, consisting of employees from different institutes of the Department, has been implemented as an outgrowth of the strategy process to further pursue a variety of substantive strategy-based issues.
- Workshops are held on the institute- and programme-head level to pursue process and content work (for example SWOT analysis) for the purpose of portfolio management.

#### **MuT**

One of the most important on-going initiatives of the university's central administration has been the MuT Project (Motivation and Transparency), which is designed to provide clearer career development paths and reward systems for the internal employees. Key to this initiative is creation of clear job families with defined profiles and criteria for advancement.

#### **HR Management: Hiring of staff and faculty members and career paths**

Whatever limitations the present system has, it nonetheless provides straightforward and fair hiring procedures, which will certainly be continued when MuT is implemented. All positions for staff and faculty (ranging from research assistants to lecturers, professors and heads of institutes) are filled in a highly transparent hiring process. In addition, the qualifications for faculty members who aspire to the position of FH-Professor are clearly defined, transparent and well implemented. These HR management processes ensure a high level of transparency and fairness. In addition, the process is competitive and leads to the best-qualified candidate being hired by the university. Since FHJ and the Department of Management are committed to excellence in teaching, research and administration, it has always paid close attention to selecting the best-qualified faculty and staff members and the best students.

## **Appraisal:**

FH Joanneum clearly outlines its mission and vision and breaks them down to the Department of Management's strategy and departmental goals and objectives regarding the future viability in a very convincing manner. The DoM focuses on problem-solving capabilities, entrepreneurial thinking, R&D and practice-oriented education. The panel forms the view that the Department of Management realistically positions itself in the market place, especially by concentrating on applied research and development, and that the measures taken by the DoM in terms of high quality education, student employability and staff human resource development are clear, goal-oriented and efficient. Overall, the panel assesses the commitment of the DoM regarding its activities above average.

The listed new approaches in education (for example MOOCs), the knowledge transfer via transfer centres and the various collaborations of the Department of Management on both internal as well as external level are characterised by permanent interaction and therefore clearly demonstrate continuous innovation. Furthermore, these approaches contribute to and are in line with the DoM's strategy. The Department of Management has several supervisory bodies (inter alia the autonomous academic committee, the Teaching Board and Innovation Council as permanent committee of the Teaching Board) that are well integrated in the processes. Based on the example of the process for developing and approving a new study programme and the interviews during the on-site visit, the panel was able to convince itself that all relevant stakeholders are integrated into the decision-making processes.

Moreover, the DoM places outstanding importance on entrepreneurial thought and action. Not only has the DoM anchored entrepreneurial thought and activity in its self-image, the Department of Management clearly puts emphasis on entrepreneurial thinking in both research and teaching in a very convincing manner by means of various activities such as the Global Entrepreneurship Monitor and lectures series like "Management in Practice". According to the panel, the implementation of entrepreneurial thoughts on the level of study programmes deserves special appreciation. The study programmes of the DoM are strongly characterised by a practical approach that is in line with the university's overall mission and vision. In this context, business plan development, course contents on financial issues and market intelligence as well as the cooperation with the Centre of Applied Technology of the University of Leoben demonstrate that the DoM provides all necessary resources and highly equips its students with the necessary key requirements and business skills.

With appreciation, the panel acknowledges the extensive development the department has experienced in the past two years. Besides a range of new study programmes, the intensification of project courses and the initiation of mentoring and orientation programmes, FH Joanneum revised its form of organization into a departmental structure and, in this context, established the Department of Management with its strong international orientation. In the view of the panel, this demonstrates both the university's and the DoM's overall forward-looking approach as well as its focus on impact, effectiveness and efficiency. The

panel appreciates that FHJ is being conscious of the need to consolidate the successfully implemented new departmental structure.

The described activities in order to enhance the Department of Management are in line with the department's strategy and objectives, and are led clearly by quality over quantity. The panel especially appreciates the supporting of the teaching skills of the lecturers as well as the extension of international cooperation as these strategic steps demonstrate that the DoM continues its activities well-considered and carefully in order to implement the above described goals and objectives that are clearly communicated to the department's staff and faculty.

In terms of the development of resources and staff, the panel considers the strategy "Hands-on 2022" being adequate for implementing innovation and for benefiting target groups. The DoM provides the required financial, material, and human resources to do so, and promotes these, for example by salary development schemes, career paths, and tailored online-planning tools. Overall, in terms of resources development, the department shows very good efforts within its framework. In the view of the panel, the restructuring process and the department's alignment enable it to acquire new resources in the future.

### Criteria Management

I.1 What is the orientation pursued by the university in its activities (mission, vision, objectives)?

I.2 How does the management of the university promote innovation in its different performance fields (administration, research and teaching)?

I.3 How are the university's supervisory bodies (University Council, Senate) integrated into decision-making processes?

I.4 What importance is placed on entrepreneurial thought and activity in the management of the university, and how are these promoted?

I.5 What proportion of the services offered by the university is less than 3-5 years old? Describe the most significant changes.

I.6 What strategic steps have been taken to further advance the university?

I.7 How do strategy/innovation contribute to the development of resources and staff so as to render the implementation of that strategy feasible? Describe the current situation and planned long-term development.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter I. 1		x			
Chapter I. 2			x		
Chapter I. 3			x		
Chapter I. 4		x			
Chapter I. 5		x			
Chapter I. 6		x			
Chapter I. 7			x		

## II. Networks

### II.1 What network development strategy does the university pursue in its relationship with other universities and academic institutions, businesses, and other organizations?

#### International Partnerships

International exchange is a top priority of the institutes housed in the Department of Management. Of the 233 university partnerships maintained by FHJ, 96 are with institutes in the Department of Management. Since the creation of the Department of Management two years ago, there has been an effort to coordinate the activities of the individual institutes in the maintenance and development of international partnerships, with the goal of substantially increasing the number of partnerships shared by several institutes in the Department (presently only 10% of these partnerships are shared), in order to develop synergies in the use of university partnerships.

In addition to international educational exchange, the Department is also very active in a great variety of international projects in such diverse areas as:

- empirical capital market research;
- workplace health management;
- internationalization and market entry.

The institutes of the department are also members of diverse international and national educational and research networks, including:

- Partnership in WACE (World Association of Cooperative Education)
- Partnership in GEM (Global Entrepreneurship Monitor)
- Partnership in ISBE (International Society of Business Education)
- Partnership in VISEGRAD University Association (with a focus on CEE countries and Eastern Europe)
- Partnership in the PILA network (Intellectual Property Research Network of Universities, in particular in Latin America)
- SAP University Alliance Programme ([www.sap.com/ua](http://www.sap.com/ua)), an international network of universities teaching SAP (Enterprise Resource Planning, Business Analytics, Data Warehousing).
- PRIME ([www.primenetworking.eu](http://www.primenetworking.eu)), “Professional Inter-university Management for Educational Networking”, an international non-profit association with the mission to develop and promote cross-cultural and interdisciplinary training, academic programmes and research and to facilitate co-operation among partner
- EUCLIDES ([www.euclidesnet.eu](http://www.euclidesnet.eu)) a network of European engineering and technology universities that collaborate in improvement of services offered by its members.
- Partnership in the International Group of Controlling ([www.igc-controlling.org](http://www.igc-controlling.org))
- A number of programme-specific networks:
  - ÖGAF ([www.oegaf.org](http://www.oegaf.org) – the Austrian Association for Applied Tourism Research)
  - WING ([www.wing-online.at](http://www.wing-online.at) -- the Austrian Association of Study Programmes in Industrial Engineering and Management)
  - ATLAS (Association for Tourism and Leisure Education and Research)
  - AIEST (International Association of Scientific Experts in Tourism).

The Department of Management also carries out various projects to support universities in non-EU countries under the EU Third Country programmes. Lebanon was one of these countries. The International Management Institute is involved in the IDEAL project for

Lebanese universities. The main goals of the project were to support research management and to establish networks between academia and industry in Lebanon.

### **Industry Partnership Networks**

Analogous to international educational partnerships, industry partnerships presently operate mainly at the institute level. Each institute maintains a very large number of partnerships that range from internship providers, cooperation partners for student projects and R&D partners. Attached to each institute in the Department is a transfer centre which pursues R&D projects in cooperation with these partners. Selected areas of emphasis for R&D in the Department of Management include: support for start-ups and entrepreneurship, creation of business intelligence concepts, development of balanced score-cards for industry, conceptual work in the area of product analysis and development, and innovation research for the tourism, health, banking, insurance and production industries, among many others.

The institutes in the Department are members of a large number of industry networks in their individual areas of specialty, including:

- LRA ([www.lra.at](http://www.lra.at)): Logistics Research Austria
- VNL – Verein Netzwerk Logistik ([www.vnl.at](http://www.vnl.at)), the largest logistics platform in Austria
- ICV – Internationaler Controllerverein ([www.controllerverein.com](http://www.controllerverein.com)), the largest international Controlling Association in Europe
- Schmalenbach Gesellschaft für Betriebswirtschaft
- Plattform Gesundheitswirtschaft Österreich
- Tourism Network Austria
- Österreichische Hoteliersvereinigung
- International Spa Association.

### **Alumni networks**

Each institute in the Department supports an active alumni network (currently a total of 1,100 members) which serves several functions. On the one hand, alumni serve as one of the best sources of information for the purpose of quality improvement. Whenever curricula are changed, the input of alumni is sought, since they represent one of the best sources of information about which portions of the curriculum do not reflect the current needs of the marketplace and which should be retained at all costs. In addition, alumni often serve as an excellent source of information about job openings of interest to current graduates. When this information is shared, it helps to increase employment of graduates and enhance the image of the educational programmes they have completed. The alumni associations in the Department maintain job-boards to which alumni have access. They also regularly offer continuing education programmes and field trips for their members, which helps them to keep in touch with one another while also continuing to enhance their marketability. Some examples of these activities:

- [www.im-clubpunkt.net](http://www.im-clubpunkt.net)
- [www.gmtalumni.at](http://www.gmtalumni.at)

## **II.2 How does the university cultivate its networks?**

The Styrian University Conference meets once a month with the exception of the summer and offers the opportunity for the rectors of member universities to exchange information and plan joint projects. Relationships with partner universities abroad is fostered by international weeks in which the staff and faculty of partner institutions are invited to spend a week jointly exploring issues in international education. Teaching and staff exchange of several days duration each outside of the framework of the international weeks also provides a very valuable opportunity for network maintenance and development. In addition, the Office of International Relations communicates regularly with partner institutions in the form of a newsletter published several times a semester.

Each institute in the Department of Management fosters its network of industry partners through a variety of mechanisms. Regular contact with partners through site visits and student internships is maintained by all institutes. The Institutes of Industrial Management and International Management have been particularly active in networking activities involving knowledge exchange with firms, particularly ones located in South-eastern Austria. In the context of programmes called the *knowledgefactory* (in the case of the Institute of Industrial Management) and the *International ManagementAcademy* (Institute of International Management), special workshops and seminars provide participants from partner firms with inputs that support professional improvement in the areas of management, social skills, applied computer science and technology, coaching and market research, among others.

As the Department is only two years old, cooperation at the department level in the cultivation and maintenance of industry partners is still in its infancy, but this will significantly increase when plans are realized to create a common database of partners accessible to all institutes in the Department. Furthermore, R&D projects are presently carried out across institutes in order to bundle the breadth of expertise that can be brought to bear in meeting clients' needs. To better communicate with partners, a special publication, the *Wirtschaftswunder Bulletin*, was created in 2014 and sent to all industry partners of the Department.

### **II.3 How does the university assess the outcome of its networking activities, and what outcomes does it aim to achieve in the future?**

FHJ has developed a catalogue of criteria for the selection of new partner universities as well as criteria for continuously evaluating existing partnerships. Cooperation agreements will only be signed or renewed when most of these criteria are met. In this ongoing evaluation process the feedback of returning students and staff will be as important as the partner university's international reputation as reflected in memberships in international organizations such as EUA and international accreditations.

The university has set the following goal for itself in the area of internationalization:

- Sending all of its students abroad by the year 2020, either for semester abroad or for an internship abroad.
- Development of 6-10 strategic partnerships within the existing network of partner universities. The cooperation with strategic partners will take place on the level of exchange activities (student and staff, short and long-term), research and teaching activities (new and further development of double and joint degrees) as well as in cooperation projects in key 2 and 3 actions in the new Erasmus+ program.
- Implementation of a quality assurance system for the network of partner universities (application of the criteria developed and continuous improvement).
- Increasing the level of intercultural competence gained by students through study/work abroad by means of structured preparation for and reflection on the intercultural experience (establish mandatory pre-departure and re-entry workshops).
- Development of short-term mobility opportunities for part time students and students in degree programmes where long-term mobility has not been possible so far for curricular reasons.
- Development of 3 additional joint/double degrees at the Master level (2<sup>nd</sup> cycle) with special emphasis on programmes taught in English.

### **II.4 What effect do the university's networks have on its internationality?**

Over 54% of all FHJ students going abroad in 2014/15 are in programmes of the Department of Management, although the Department's share of the total student body is only 23%. All of

the students in the Bachelor programme in International Management spend a semester abroad, and two-thirds of those who will complete their Bachelor in Health Management in Tourism in 2014/15 will have studied abroad for a semester. In addition, the FH Joanneum programme that accepts by far the largest number of incoming exchange students (the Global Business Programme) is housed in the Department of Management. Despite this fact, one problem confronting the Department is the imbalance between outgoing and incoming students — many more students from the Department go abroad for a semester than come from abroad to spend a semester at Graz, Kapfenberg or Bad Gleichenberg. In the end, this imbalance may threaten the department's ability to send such a large number of students abroad, as some partner universities are already expressing concerns over the imbalance. Consequently, the Department has set a goal of increasing the number of incomings.

Although a large number of Department faculty presently go abroad to teach at partner universities for a week or longer at a time, this is an area that could be expanded. The large number of university partnerships would make this relatively easy to achieve. One limiting factor, however, is the level of bureaucracy associated particularly with Erasmus+-funded teaching mobility. The statistics on international activity in general, however, make it clear how significantly the networks of the Department influence its internationality. In addition, a large number of courses in the Department are taught by foreign faculty (see below, section III.1-5).

## **II.5 What role does client/stakeholder orientation play with regard to the university's networks?**

Successful network development happens only when there is sufficient stakeholder orientation. At both the university and Department levels, this stakeholder orientation is expressed in the continuously ongoing communication with stakeholder about their needs, whether it be in connection with the skills required of graduates or research areas that need exploring.

National and international projects and corporate cooperation are indispensable for universities of applied sciences. Whether through internships, applied projects in conjunction with firms or an alumni club, the Department of Management places great value upon a focus on practice and continuous exchange between teaching, research and corporate partners. There are internships for each and every student, practical and R&D projects for all types and requirements of companies, as well as practically orientated diploma theses that are very frequently carried out for industry clients to address their specific needs. Such theses illustrate the Department's focus on client and shareholder needs very clearly, because they address the needs of two shareholder groups simultaneously. They represent an ideal opportunity for students to prove what they can do and increase their employability, while at the same time solving concrete problems facing industry.

Furthermore, it is essential to address the key target groups through a variety of communication channels. Examples include:

- The university's annual reports and intellectual capital reports inform stakeholders of relevant strategic developments.
- University officials meet regularly with federal and state ministry officials, social partnership representatives and other significant decision-makers for discussions in matters relating to the development of the higher education sector.
- University and Department officials regularly take part in national and international conferences relating to higher education (Austrian Rectors' Conference, the European Association for International Education, International Society for Business

Education, to name just a few), benefitting from the exchange of ideas that such platforms offer.

- Stakeholders are also regularly included in the process of curricular development and revision through the presence of industry representatives on curriculum development and revision committees and the regular communication with alumni about higher education issues in general and curricular issues in particular.

## **Appraisal:**

In terms of the network development strategy, the Department of Management shows above-average performance. The cooperation and network partnerships of the department clearly correspond with its strategic concept and the overall strategy of FH Joanneum to increase the number of partnerships substantially. Moreover, with 96 university partnerships, international projects in diverse areas such as internationalization and market entry, and plenty international and national research networks in the two years of its establishment, the DoM places a strong emphasis on establishing extensive strategic networks. In addition, worthy of note are the industry partnership networks. These partners provide internships, student projects, cooperate with the transfer centres attached to the institutes in the department, and are involved in Research and Development. Therefore, they demonstrate close relations to industry and reflect the department's overall practice-oriented profile and strategy in a very convincing manner. Furthermore, the networks obviously have a positive effect on both research and teaching.

In order to cultivate its networks, the Department of Management participates in the Styrian University Conference and invites staff and faculty of partner institutions to international weeks as well as to staff exchange. The panel especially appreciates that each institute of the DoM fosters its networks of industry partners through regular contact, site visits, and workshops. According to the panel, this demonstrates even more that the DoM nurtures actually close cooperation in the short amount of only two years after the department's establishment.

The panel acknowledges that FH Joanneum regularly monitors and assesses the effectiveness of its cooperation by means of a clear catalogue of criteria as it demonstrates that the department not only pursues a certain quantity of cooperation agreements, but also pays close attention to their quality. The fact that FHJ also considers the feedback of returning students and staff contributes to quality as well. FHJ and the Department of Management describe their future goals in terms of international cooperation and networks comprehensively. The panel finds these goals to be in line with the university's strategic direction. Furthermore, it appreciates the goal of implementing a quality assurance system for the network of partner universities, as this appears to be a logical conclusion of the above outlined and already existing continuous evaluation of partnerships.

The networks and partnerships have clear effect on the department's internationality, especially on programme level. A remarkable percentage of the students of the Department of Management go abroad and the department offers a Global Business Programme, which accepts a very large number of incoming students. The DoM can realistically assess its position in this context, so the panel appreciates the goals and efforts made by the department to balance the incoming-outgoing students' ratio in the future. The same applies to the department's faculty. Many faculty members go abroad in order to work at one of the partner universities. However, the DoM states that there was potential to expand such activities further. Again, the department identifies optimization potential, so the panel supports the department's goals, as these fit to the overall strategy and seem to be very goal-oriented.

Worthy of note is the department's strong client/stakeholder orientation that the panel could experience from interviews with stakeholder representatives on-site. There indeed is continuously ongoing communication between the department and these shareholders and the panel is convinced of its benefits for both the department and client's shareholders. One can see results in various fields and activities, such as internships, practical as well as research and development projects, and practically oriented theses. Moreover, the partners from industry are included in the processes of curricular development. According to the panel, these activities correspond really well with the department's profile and positioning as university of applied sciences and its strategy and objectives regarding a strong practical approach.

### Criteria Networking

II.1 What network development strategy does the university pursue in its relationship with other universities and academic institutions, businesses, and other organizations?

II.2 How does the university cultivate its networks?

II.3 How does the university assess the outcome of its networking activities, and what outcomes does it aim to achieve in the future?

II.4 What effect do the university's networks have on its internationality?

II.5 What role does client/stakeholder orientation play with regard to the university's networks?

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter II 1		x			
Chapter II 2		x			
Chapter II 3		x			
Chapter II 4		x			
Chapter II 5		x			

### **III. Teaching and Learning (Contents/Didactics), Research**

#### **III.1 Teaching and Learning**

##### **III.1.1 How does the university implement its strategy in its curriculum, and what perspectives for the future result from this?**

The Department of Management offers 5 Bachelor degree programmes, 5 Master degree programmes and 5 post-graduate programmes leading to either an MBA or M.Sc. At present Austrian law does not permit universities of applied sciences to offer doctoral programmes, although a change in the law has been discussed. In the development of both the existing and new offers, the Department takes careful note of industry trends in order to offer educational products that meet current needs for specialized personnel. The executive MBA programme in International Hospitality and Spa Management, for example, which is scheduled to accept its first entering cohort in Winter Semester 2015, resulted directly from industry calls for such an educational opportunity.

Communication regarding industry needs in the curriculum is fostered by the large number of industry representatives who serve as adjunct faculty in the Department. Approximately half of the courses taught in the Department are taught by such adjunct faculty who either have their own firms or are employed as managers. These instructors bring their experience in the field into the classroom and benefit not only the students through their practical experience, but also the institutes in which they teach by serving directly as consultants in curricular matters. The institute heads are in constant communication with them about ways in which course offerings and contents can be better adapted to the needs of industry.

##### **III.1.2 How are the high-quality acquisition, selection, and guidance of students supported/ensured?**

Recruiting potential students is done by means of keynote speeches held by experts and peer groups at schools as well as Career and Education fairs. Furthermore, an open house is held annually at all three campuses of FH Joanneum. Here, interested potential candidates can inform themselves about the department's study programmes by talking to faculty, staff and students. Finally, potential students can find all the relevant information on the Department's website.

Because more people generally apply than there are study slots available at the Department of Management, an application and selection process is necessary. The admission process is conducted according to the clear and strict guidelines and regulations of FHJ. The process involves objective aptitude criteria, thereby ensuring that slots are distributed fairly. All applicants who fulfil the formal requirements are invited to participate in the admissions process.

The first stage of the admissions process for the Bachelor's programme is the written admission test. The test examines several crucial intellectual skills which are important in order to successfully complete a degree. This written test was specially developed for FHJ by an expert for placement tests (ITB Consulting GmbH). It is an objective diagnostic tool that tests the same criteria for all applicants. There is a new version of the test every year, though it has remained unchanged for years in terms of its basic structure and the types of tasks applicants must complete.

The test does not require applicants to have specialised knowledge in a given field, even though some of the questions are subject-specific (depending on the study programme). The

focus is neither on specialised knowledge nor on skills which are clearly represented in school grades. The questions test comprehension and interpretation of complex problems, which appear in either texts or diagrams. Furthermore, the test examines competence in dealing with abstract information and content in mathematical formulae. Hence, this stage of the admission process targets the intellectual capabilities of the applicants. Other important aspects of personality are not yet considered here; they are the main point of interest in the admission interview, which is required for admission to all programmes.

The admission process for Master's programmes consists either of an admission interview, a written problem solving assignment or test, or a combination of both. This depends on the individual study programme. Applicants must bring with them a copy of their diploma/Bachelor's thesis on the day of their admission process.

The interview should not assess those skills already examined in the test or ascertained by completion of all the formal requirements (Certificate of Secondary Education...). It should rather give applicants the opportunity to present other skills and knowledge, which may be significant to successfully completing a degree. Such criteria include motivation, aptitude and talent(s) for the desired degree course and further career options. An admissions board conducts the interviews and compiles a record of each interview, assessing all the criteria individually.

Besides the results of the test and interview, additional admission criteria (depending on the study programme) include the format of the application, past academic performance, clarity of career goals as expressed in the application letter, professional experience and further education; for Master's programmes, vocational qualifications are also taken into account. How the individual admission criteria are weighted largely depends on the application and admission guidelines of the individual degree programme(s) and whether the programme is full-time or part-time.

The head of study programme determines whether or not to accept a candidate based on:

- the individual's rank order in the admissions process
- the number of available study slots.

Equal opportunities for male and female applicants are also taken into account. The final result is published a few weeks after the last interviews; the applicants are informed in writing whether they have been accepted or not, or whether they are on a waiting list. Slots that are turned down by persons ranking higher are then filled by persons from the waiting list. In order to facilitate their new life at university, as already described above, there is a mentoring system for first year students. Senior students are assigned to freshmen as mentors at the beginning of each academic year. In addition to the mentoring, the orientation courses mentioned above (Section I.5) help new students adjust to university life.

### **III.1.3 In what way are corporate social responsibility, knowledge transfer, and extra-curricular contents taken into account by the university's teaching and strategically moved forward?**

CSR is an integral part of the education provided by the Department of Management. Specialized courses dedicated to the topic are taught in all institutes of the Department, such as Business Ethics, Ethics in Financial Markets, Change Management and Sustainability, Ethics in Procurement, Tourism Ethics, etc. These contents are taught at a very high level of didactical expertise not only in theory, but through practical application. One faculty member, for example, won the 2014 "Ars Docendi Award" bestowed by the Austrian Ministry of Science, Research and Economy for excellence in university-level teaching, largely on the merits of his innovative teaching in this area.

Knowledge transfer has an impact on curricular development through many avenues. Faculty teaching mobility facilitates knowledge transfer, because when faculty teach at foreign universities they are almost always confronted with new and innovative didactic approaches, but also to different emphases in matters of content. Every site visit to an industry partner brings with it new ideas about how to structure teaching or practical examples that can illustrate theoretical principles in the classroom. The numerous student projects built into all study programmes in the Department, many of which are carried out with external partners, also facilitate knowledge transfer. As already mentioned, the mix of fulltime and part-time faculty in all institutes also promotes the integration of theory and practice in the classroom.

#### **III.1.4 How (considering the university's strategic and outcome orientation) is the content-related and didactic quality of the curriculum supported/ensured, measured, and strategically moved forward?**

##### **Curriculum development at the launch of new study programmes**

Each study programme in the Department of Management was developed by a distinguished development team consisting of experts in the respective professional field and academics of universities ('Habilitation'). The development team based its work in preparation for the launch of the study programmes on market research related to a needs analysis of the labour market with respect to the estimated acceptance and absorption capacity of graduates of the study programmes by employers.

The quality of the curricula and the content-related and didactical concepts of the study programmes as shaped by the development team are subsequently screened and evaluated by a special subcommittee of the Teaching Board ("Innovation Council"), consisting of representatives of the institute chairs, teaching staff and students. The Innovation Council approves new study programmes based on the university's mission, vision and strategy to ensure the high quality of the university's academic offers.

One of the characteristics of programmes at Austrian universities of applied sciences is the rigid nature of the curricula. On the one hand this helps to ensure that students finish their studies in a timely fashion and facilitates a quite cost-efficient delivery of education, but the downside is that there is little flexibility in offering electives and topical courses on a one-time basis. Furthermore, the school-like structure may inhibit the development of students' self-organizational skills. However, this is compensated by the fact that the curriculum of FHJ programmes ensures that students are very actively engaged in project work, which helps to hone their skills of self-organization.

##### **Measuring and ensuring the content-related and didactic quality**

The high quality of teaching is ensured by hiring highly qualified lecturers with both extensive experience in the professional field and academic merits. The recruiting process for both full-time and part time lecturers follows a transparent and sophisticated procedure. Furthermore, the didactic quality is ensured and maintained by a mandatory two-semester programme on teaching methods which all full-time lecturers have to complete (12 ECTS). In addition, the university initiated annual teaching awards beginning in 2010 to reward outstanding teaching, showcase best practice models for others to follow and serve as an incentive to faculty to invest additional time and effort into their teaching. Students nominate teachers for the award, and the nominees then are asked to describe their didactical approach in a written application. The applications are then reviewed by a jury to determine who will receive the award, which is then presented at the university's annual Didactics Day. Because teaching loads at universities of applied sciences are generally rather high compared to traditional university, this recognition of good teaching is particularly valued by faculty.

To ensure the quality of teaching, each study programme in the Department of Management organizes a meeting of the full-time and part time lecturers at least once a year to discuss and determine quality standards and to address issues of content and didactical methods,

such as e-learning, library resources, student requests, examination procedures and related topics.

The content-related and didactical quality of the curricula is periodically measured and ensured by evaluations of the quality of teaching. Students evaluate the quality of teaching by filling in questionnaires at the end of each semester. These student evaluations take place electronically. There is a defined process in the quality assurance process when it comes to measuring and ensuring the quality of teaching. After the students have given feedback on the content-related and didactical quality of the courses, the aggregated data are forwarded to the lecturers. Students can also request an assessment meeting with the lecturer. In this event, the institute head organizes and chairs this meeting with student representatives and the respective lecturer. A protocol of measures to improve the quality of teaching is set up. In addition, the institute head may organize meetings with lecturers on their teaching evaluations, if appropriate.

### **Strategic moving forward of the study programmes**

The Department of Management places special emphasis on the dynamics of the labour market. Therefore, each study programme in the Department regularly conducts both alumni and employer satisfaction surveys to monitor whether the curriculum is adequate to satisfy the needs of the labour market. If deficiencies in the curriculum are identified, the institute heads consult with the development team (see above “Development of the curriculum”) and changes to the curriculum are discussed and implemented. In addition, the study programmes have been reaccredited every five years since their creation.

### **III.1.5 In what way are international aspects taken into account by the curriculum, and how for the students’ development; how are they further developed strategically?**

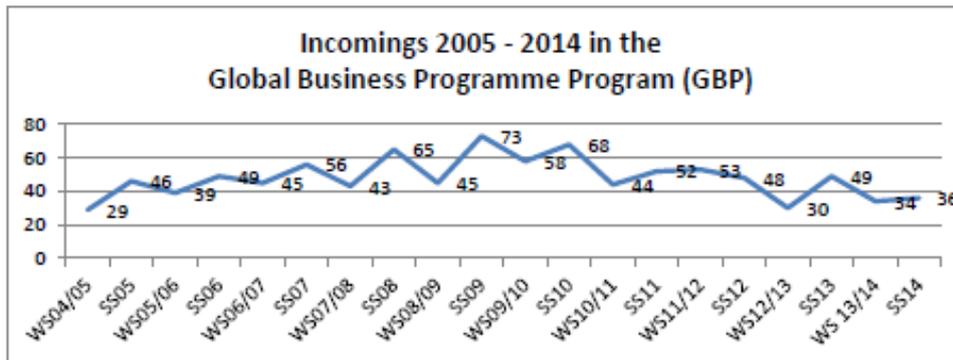
As already mentioned above, the Department of Management is very internationally oriented. This international orientation can be seen in various aspects:

- The institutes in the Department of Management have a very large number of partner universities world-wide.
- The Department of Management has an exceptionally high number of students who spend a semester abroad at a partner university during their studies. As an example, data for outgoing students in the Department by programme are shown for the last three years:

Number of outgoing students in the year	MIG	MEM	IWI	IIM	GMT	GTM
2011	54	17	15	3	24	5
2012	46	18	4	2	25	7
2013	63	15	6	10	23	9

- The institutes in the Department of Management prepare their students for study abroad by conducting seminars on intercultural differences before the start of the exchange semester. After the students return, reflection seminars take place to “debrief” the students with respect to their experience while studying abroad.
- The Department of Management has been running a special programme (“Global Business Programme”) targeted at international incoming students for more than 10 years to ensure the opportunity of “internationalization at home” for all students in the Department. All institutes in the Department have been actively involved in this programme by contributing lectures to the Global Business Programme.

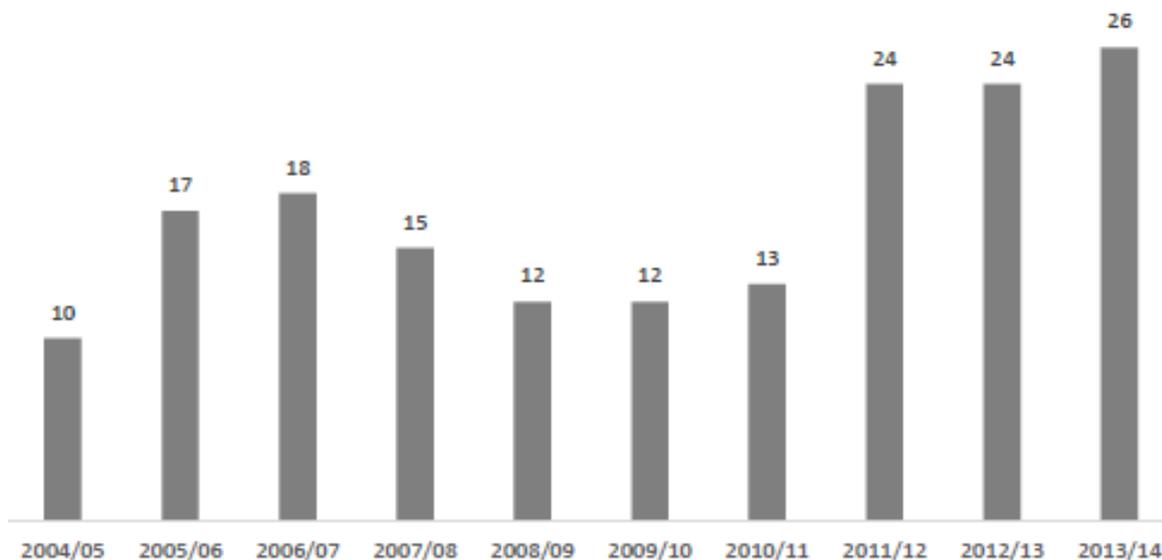
The number of incoming students in the Global Business Programme (GBP) which is housed in the Bachelor programme in International Management is as follows:



Some study programmes have double degree agreements with foreign universities (such as the agreement between:

- Voronezh State University in Russia and the Master's programme in Business in Emerging Markets;
  - Università di Udine in Italy and the Master's programme in International Industrial Management;
  - in progress: National Kaohsiung First University on Science and Technology in Taiwan and the Master's programme in International Industrial Management;
  - The Master's programme in Business in Emerging Markets is fully conducted in English and has a high proportion of regular students from abroad – during the years 2012 and 2013, the share of students from abroad was 55 % and 28 %; in the Master's programme in International Industrial Management approximately 30%; in the Bachelor's programme in Industrial Management/Industriewirtschaft approximately 15%;
- Many courses offered in the study programmes in the Department of Management are conducted in English to enhance the language skills of the students (in the Master's programme in International Industrial Management approximately 30%; in the Bachelor's programme in Industrial Management/Industriewirtschaft approximately 15%; in the Bachelor's and Master's programmes in Health Management in Tourism approximately 25%);
  - The university offers a special programme for lecturers ("Content Language Integrated Learning – CLIL") to maintain and increase the English language and didactical skills of the lecturers;
  - The research conducted in the Department of Management is internationally oriented which brings the opportunity of students to participate in international projects and write their Master's theses in connection with international research.
  - The Department of Management has a high number of adjunct faculty from abroad to "bring the world to the students" and make the students aware of international aspects:

## Incoming Adjunct Faculty - Department of Management



### III.1.6 How is the students' transition into professional life and their subsequent development supported/ensured?

The main goal of the Department is to guide the students through a practically oriented, professional, university-level education, within a limited period (6 semesters for a Bachelor's degree; 4 semesters for a Master's degree). The educational goal is to attain the ability to transfer theoretical knowledge into professional practice.

The educational model includes an internship, which has the purpose of introducing the students to their prospective professional fields of work, based on the theoretical knowledge they have acquired thus far. The internship programme enables them to combine this knowledge with the right structure and communication skills they need to solve the complex problems they will face in their future workplaces. The students may complete their internships either at home or abroad. FHJ's students should be able to apply methods, tools and processes they have learned at university in the workplace. They should also become familiar with the professional working environment and culture of management from the perspective of a trained graduate and be able to reflect on their own actions. Personal engagement in at least one project in an enterprise outside the university should help students to complete tasks which are expected of a trained university graduate.

The Bachelor's degree curriculum prescribes an internship over the course of a semester for a minimum of 12 weeks. A seminar complements the internship, which has been methodically devised and scheduled enabling students to attend during their work experience, even if they are away from their regular place of study. Each student has a designated supervisor in order to maintain continuous contact with the degree programme. Students have to submit a monthly report describing what they have done during the internship, plus a paper reflecting on the content they have learned thus far. They also have to submit a final report upon completion of the internship. The supervisors are there to support students in personal and professional issues concerning their placement. The students profit greatly from this intense level of support and the professional experience of their supervisors, hence facilitating a successful completion of their internships with the best possible results. Feedback from the companies comes via a standardised questionnaire; this provides continuous and consistent comparisons and enables the DoM to detect certain trends and tendencies.

The students receive the best possible preparation for a career in management with project work due to the fact that there is a strong focus on combining theory with the practical reality of the modern workplace. This occurs, on the one hand, by means of vocational projects, in which real-life problems have to be solved. This may also happen by working on case studies under the supervision of faculty. Over a period ranging from two to nine months in the context of this project work, students have to analyse and solve problems, find, conceptualise, plan and even (partially) implement solutions. Alternatively, students are integrated into research projects during the course of writing their Bachelor's and Master's theses. Bachelor's and Master's theses are also aligned with the key research topics of the Department and potentially with PhD work currently being conducted by faculty members. Furthermore, students have the opportunity to write one of their two Bachelor's theses as practical work in conjunction with a national or international enterprise, at home or abroad.

The Department's lecturers and professors have been or still are either in management positions or specialists in industry, services, administration or non – profit organisations.. They are able to communicate their professional experience and combine it with specialised theoretical knowledge in the classroom. This not only includes factual knowledge but also entails professional orientation and experience; moreover, they can provide students with valuable contacts. Theoretical concepts taught in class are complemented with assignments done outside of class (i.e. practically relevant presentations, case studies and project work). Furthermore, some classes include field trips and excursions to companies, during which those industrial partners can showcase current challenges and successes.

The Department of Management provides students with professional training in how to successfully apply for a job, both as part of the mandatory curriculum and in extra-curricular activities, giving students the best possible preparation for their start in a career. This individual coaching allows the students to structure and reflect upon their future plans with professional support. They are then able to make their own personal decisions systematically according to a set of criteria. Special coursework prepares the students for assessment centres and job interviews, focussing on details such as body language, rhetorical skills and self-awareness. The alumni clubs officially affiliated with the Department proactively serve to network alumni, students, faculty members and corporate partners. This network facilitates mutual access to projects, internship placements and jobs. The main focus is on professional and private networking among members who have successfully connected in various sectors across the globe. The alumni clubs organize keynote speeches, excursions, activities, projects with fellow alumni and students, mutual exchange of information, expertise and services, as well as information concerning job opportunities. Students can gain a valuable insight into best-practice examples in industry through a series of keynote speeches, which are held on a regular basis at the Department of Management. Senior managers, captains of industry and academics from around the world are invited to share their knowledge and experience with students and all who are interested, also to expand their professional networks.

### **III.1.7 Advice and support currently provided to the students**

The Department of Management includes four thematically connected institutes. These institutes include again several degree programmes, which are connected in terms of content. The heads of these institutes are full-time employed lecturers, who manage the scientific and research staff and plan, decide and implement on a decentralized institute-/course-level. Their scope of activities includes teaching and research, coordination and mentoring, project and event management, depending on their specific function. All these activities are carried out in a close interaction with the students, in an open way and based on an open-door policy.

A total of approximately 75 employees support these four heads of institutes. The Department's faculty members and scientific assistants are the students' first and most direct contacts during their years of study. Service-orientation and customer-friendliness are the guiding principles for the entire staff of the Department, whether faculty, secretaries, or other supporting staff. The degree programme administration at each institute takes care of all concerns of the students, such as semester planning, exam administration, grade administration, scheduling, teaching material, room organization, correspondence, etc. Student representatives regularly provide institute heads with feedback both about courses and about student services to facilitate an ongoing quality improvement process.

The university information system aCTIons provides the administrative software needed to keep track of applicants, active students, courses, examinations, evaluations etc. Furthermore, the system also provides important documentation such as semester reports, degree certificates, transcripts of record and examination protocols, as well as diverse reports and analyses. While aCTIons is at the core of student data management, Moodle, a communication tool, is used as a central platform for teaching materials and e-learning management. It enables students to dig into profound scientific content on their own or in groups. Timetable- and room administration is posted on SAP and is available online for students.

At all campuses where the Department's institutes are housed, a modern infrastructure, including EDP systems, electrical engineering laboratories, seminar-, project- and group-study rooms, is available for students 24 hours a day. Students enjoy working and research facilities as well as spacious recreational areas and can use libraries and canteens at each of the three campuses. In addition, the institutes offer individual support for students such as refresher and revision courses to prepare them soundly for the upcoming lectures. Welcome Days at the beginning of the first semester, take place at the university and institute levels to facilitate student on boarding.

## **Appraisal:**

In terms of contents and didactics, the study programmes of the DoM clearly reflect the departmental strategy. The Department of Management has a strong practical approach with distinctive graduate employability as a result, and an international focus (not least because of the strong international networks and partnerships, see chapter above). Therefore, the panel appreciates that the DoM takes careful note of industry calls and includes a large number of industry representatives as adjunct faculty. The strong personal contact and constant communication of the institute heads with business representatives and part-time lecturers contribute to the plausible, international, and practice-oriented portfolio of courses offered. Therefore, the panel formed the view that the overall conditions for study and the quality of teaching ensure a high quality, internationally oriented education and a high employability rate.

Moreover, the very transparent admission process with its guidelines and criteria (some of the test parts even were developed by experts for placement tests) convinced the panel of the most careful selection of students for the study programmes at the DoM. The admission test parts are designed individually (e.g. interview, written test etc.) according to the profile of the respective programmes and appear to be very reasonably chosen.

The DoM integrates Corporate Social Responsibility into the programme's courses. In addition, knowledge transfer takes place adequately by faculty teaching mobility, the industry partnerships, and various student projects. Although the panel could not identify an overall concept regarding the support of content-related and didactic quality, the DoM by no means does have structured approaches in terms of curriculum development and the launch of new study programmes. In its statement from June 19<sup>th</sup>, 2015, FH Joanneum describes its process of curriculum development. Thus, there is a regular quality assurance of existing

study programmes and a process of launching new study programmes. The panel, however, adheres to the statement that there is no overall concept as the functioning and responsibilities are not clearly described in regulations. Notwithstanding the above, the curriculum development and the launch of new study programmes definitely meet the standards.

The panel especially appreciates that the DoM uses development teams, conducts substantiated market analyses, and integrates employer's feedbacks into the curricula development as this demonstrates the careful development of programmes according to the requirements of the vocational fields and the consistent alignment to the DoM's strategy. Moreover, by means of the Innovation Council, the department ensures that all relevant interest groups such as students and teaching staff are included in the further development of the curricula regarding contents and didactical concepts. According to the panel, this approach guarantees the promotion of innovation in teaching and learning and assures sustainable quality of the study offer.

Worthy of note is the mandatory two-semester programme on teaching methods for full-time lecturers. There is no doubt that the department places strong emphasis on didactical quality and enhancement of didactical approaches. Furthermore, by means of an annual teaching award, the DoM facilitates innovation in didactics by acknowledging best practice. Student evaluations of the quality of teaching complete the picture of the successful monitoring of the didactical quality of the department's study programmes.

The DoM considers international aspects in an outstanding manner. As assessed in the chapter above, both the large number of partner universities worldwide and the high number of students who spend a semester abroad, prove this clearly international focus. Moreover, double-degree programmes, the Global Business Programme and incoming adjunct faculty further contribute to the international environment at the DoM.

The panel assesses the students' transition into professional life as very easy due to the programmes' strong practical orientation. Via internships, career coaching, the teaching of soft-skills, project work, and through lecturers from business and management, the DoM provides its students with comprehensive employability skills. The panel assesses the advice and support the department provides to its students as above average, too. In interviews with students and graduates on site, they confirmed the department's open door policy and were pleased with the support from staff and faculty.

### **Criteria Teaching and Learning**

III.1.1 How does the university implement its strategy in its curriculum, and what perspectives for the future result from this? Indicate the various programme types (BA, MA, Doctorate, professional training) and forms of study (full-time, part-time, dual academic/practical programme) on offer.

III.1.2 How are the high-quality acquisition, selection, and guidance of students supported/ensured?

III.1.3 In what way are corporate social responsibility, knowledge transfer, and extra-curricular contents taken into account by the university's teaching and strategically moved forward?

III.1.4 How (considering the university's strategic and outcome orientation) is the content-related and didactic quality of the curriculum supported/ensured, measured, and strategically moved forward?

III.1.5 In what way are international aspects taken into account by the curriculum, and how for the students' development; how are they further developed strategically?

III.1.6 How is the students' transition into professional life and their subsequent development supported/ensured?

III.1.7 Describe the advice and support currently provided to your students.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter III.1.1			x		
Chapter III.1.2		x			
Chapter III.1.3			x		
Chapter III.1.4			x		
Chapter III.1.5		x			
Chapter III.1.6		x			
Chapter III.1.7		x			

## III.2 Research

### III.2.1 What form does the university's research strategy take, and which key performance indicators are used to validate its successful implementation?

Instead of the traditional acronym R&D, "Research, Development and Innovation" (RDI for short) is a more appropriate term for the activities of the Department of Management in this area, also already reflecting the positioning of the department within the research landscape. As a University of Applied Sciences the emphasis at FHJ is put on applied research, development and innovation activities most often in cooperation with regional and international partners. This ensures a close link between research and teaching and a high relevance for practical application.

FHJ has been following a Research Strategy "2010 +", which was implemented at the end of 2009. At the moment, there is an ongoing process introducing a new (partly adapted) research strategy as a part of an overall strategy of the whole institution. The strategy formulation should be finalized in June 2015 and implemented with the business year 2015/16 beginning in July 2015 (valid to 2022). The current strategy work is implemented as an organizational project "HANDS ON 2022" and is part of an overall improvement programme pursuing a "Recognized for Excellence"-Certificate within the European Foundation for Quality Management Excellence Model in 2016.

As an overall orientation, the Strategy 2010 + promotes ecologically, socially and economically sustainable concepts. It is also focused on benefiting society as a whole and the living space of individuals and groups. Being tightly linked to the regional demand and the practical education and training of students to serve the needs of the (regional) economy and society, the following strategic goals in RDI have been pursued during the last strategy period:

- Positioning of the Department of Management as a national key player in its key research areas. Beyond the national positioning the Department also conducts research at a European level and seeks to consolidate its position in the international research landscape and to contribute its R&D expertise in cross-border network projects. The participation of the Department's staff in international RDI activities also serves as a way to assure of the quality of teaching, since it helps teachers to keep abreast of the most current knowledge within their single thematic areas.
- Being an innovative driving force for Styria with an international focus to strengthen the competitiveness of the region.
- Small and medium-sized enterprises are especially encouraged to make use of the innovative dynamics and expertise of the Department of Management through cooperation and partnerships.
- Close cooperation between the Styrian universities, research institutions and science networks should help consolidate the position of Styria as a centre for international research. The Department of Management aims to achieve this objective by actively pursuing innovative cooperation models within the tertiary education sector and beyond.
- The development of adequate organizational structures and career paths for RDI personnel will be pursued to support the success of the other strategic goals.

Concerning the research topics, 3-4 comprehensive key research areas are defined on the Departmental level, which are well aligned with the Department's specific thematic

orientation, regional economic and RDI strategies, regional areas of strengths, the interests of key economic actors and overall technological and societal trends within the European Research Area. The formulation of key research areas is done within the Department in cooperation with the central research coordination office, the implementation and selection and elaboration of projects following this overall orientation is accomplished within the single institutes.

The following KPIs and target values were set by the university in December 2011 for the period 2012-2014:

- Total revenue from RDI-activities on the university level (€ 4.5 million < total RDI revenue < € 5 million).
- Suitable RDI-Portfolio within the departments and overall, valid for the whole university, regarding the type of financing from private sources versus public funding programmes (percentage of total RDI-revenues from private and public sources should not exceed or go below a limit of 60% and 40% respectively).
- Percentage of total revenues from international programmes (2012-2014: >10%, from 2014 onwards > 15%).

In addition to these KPIs, some more indicators for RDI are pursued annually and used for strategic decisions, benchmarking and communication. Most of them are published within the annual Intellectual Capital Report of the FH Joanneum.

## **II.2.2 How does the university implement its strategy in its research activities, and what perspectives for the future result from this?**

The research activities at the Department of Management are implemented within so-called „transfer centres“. These are research (and cost) centres organizationally attached to the single degree programmes (at the level of the institutes). Based on the overall RDI strategy, each Department sets up its own midterm strategic goals in RDI (including a budget forecast over 3 years). The operationalization is finally done within the individual institutes and operative RDI work is also accomplished within the transfer centres at the Institute level as well.

The operationalization of the RDI strategy is also supported by a specific internal funding mechanism. Within this model, which was first set up in 2005, researchers can apply for small internal funds (€ 5,000-€ 8,000 per project) to foster the development of research activities. The categories, which can be applied for, are tightly linked to the overall RDI strategy and foster international proposal and cooperation activities, the identification of new research areas together with other partner organizations, the coordination of comprehensive topics, and so on. Overall, the Department of Management receives app. € 50,000 from internal acquisition financing which yields just short of € 1 million in project volume. The participation of the single institutes as well as the overall success of the model is closely monitored and the annual participation rate of the institutes also serves as an RDI indicator for the activity level in a “pre-research” state.

## **III.2.3 How are research findings included in the university’s teaching and in the knowledge transfer to third parties, and what strategy is this based on?**

One of the central roles of RDI is seen in a quality assurance function for teaching. The integration of teaching staff into RDI activities supports their competence development and guarantees an in-depth examination and further development of their corresponding fields of expertise. This is accomplished within all institutes of the Department of Management. The integration of staff members is also a necessary prerequisite for the coverage of potential in-kind contributions within several (only partially) funded RDI-programmes. Furthermore, the

cooperation with many partners from the world of work within RDI activities supports the practically oriented education of students and the acquisition of basic skills in project and scientifically-oriented work.

There are manifold linkages between teaching and RDI work. Some of these mechanisms have, for example, been analysed and used as good practice examples for organizational learning in the course of an earlier EFQM-improvement project in 2012. The challenge of explicating and communicating RDI results for potential use in teaching was investigated by 5 institutes. Several explication methods (e.g. conferences, jour fixe-meetings, newsletters, info sessions, awards) were tested in connection with different groups of stakeholders (including staff members, students, alumni, external lecturers). Successful formats were identified and implemented within the participating degree programmes.

A specific good practice example combining the business areas of education, research and training are the so called “qualification networks”. Within these (state-funded) projects, training programmes for economic partners are established within a thematic network of several higher educational institutions and implemented with the business partners. They aim at the development of competences in research on highly innovative topics crucial for the further technological and organizational development of the companies involved. The Department of Management has been engaged in three of these multi-partner qualification networks actively contributing to the fields of human technology and health issues, IT and energy. Beyond the scope of training programmes, new cooperation and research activities have been stimulated from these networks in the meantime.

Theoretical and practical contents in teaching are linked also through the applied research projects of the students of the Department, often with participation by students at the partner universities. Theoretical and practical contents in study programmes are linked with research also through students’ applied Master theses. Almost all Master theses are applied in character, and many of them are company-specific.

Furthermore, students are directly involved in RDI projects within the Department in various ways:

- through research work in their project classes under supervision of the instructor;
- as hired student support staff, part time staff (Master’s level students) or full-time staff (recent graduates) for varying periods of time in the transfer centres;
- As research assistants writing their Bachelor’s or Master’s thesis within a specific project / on a certain research topic at the institute level.

### **III.2.4 How is the relevance of the university’s research ensured, and what direction will strategic development in this field take in the future?**

To act as a driver of innovation for the economy and society implies the early identification of trends and sustainable areas of potential growth. This is accomplished by an active monitoring and integration of staff members into many networks, clusters, board functions and other forms of managed cooperative formats at the different level of the organization. The university has active cooperation agreements with several research competence centres on site, is part of regional cluster initiatives (e.g. automotive engineering, human technology, green technologies) and its staff regularly participates in discussions related to these initiatives and contributes to the strategic development of these fields. More than 230 contracts with universities globally and as many contracts with companies support the participation in the most recent RDI activities and trends on an international level.

The alignment with international strategies, trends and developments will be kept in the future, and the role of FH Joanneum as a key player in RDI within the applied sector will even improve over time. The future strategy foresees the university playing a leading role

among the national institutions of higher learning especially through its excellent quality in teaching and research. Therefore – among other objectives – bigger, favourably interdisciplinary lighthouse research projects will be implemented within the university. Their supercritical mass, high innovative potential and long-term orientation will be an advantageous base for the attraction of further partners from economy and research and support a sustainable development of RDI at FHJ.

FH Joanneum is also a member of Science Park, an academic start-up support organization. This allows potential entrepreneurs to receive support in their research commercialization activities. From a SWOT analysis of R&D, the following strategies have been derived for the Department:

- Regular exchange of ideas and calls once per semester.
- R&D preparatory work systematically performed (for applications, empirical studies, etc.).
- Encouragement of applications from Departmental staff at the dissertation stage.
- Visualization of research results (especially by publishing proceedings) as an objective in as many R&D projects as possible.
- Start and continuous implementation of a research seminar for employees of the department (Science Circle).

### **III.2.5 How is the quality of the university's research measured and ensured?**

The planning, implementation and further commercialization of RDI activities is a core competence of FH Joanneum. All affiliated processes are explicated within the process landscape. The documentation and quality assurance methods of all RDI processes and activities are depicted on an overall integrative level within the quality management handbook of the university and on a more detailed level within accompanying process descriptions and specific instructions and checklists and templates. All of them are available for all staff members on an intranet platform.

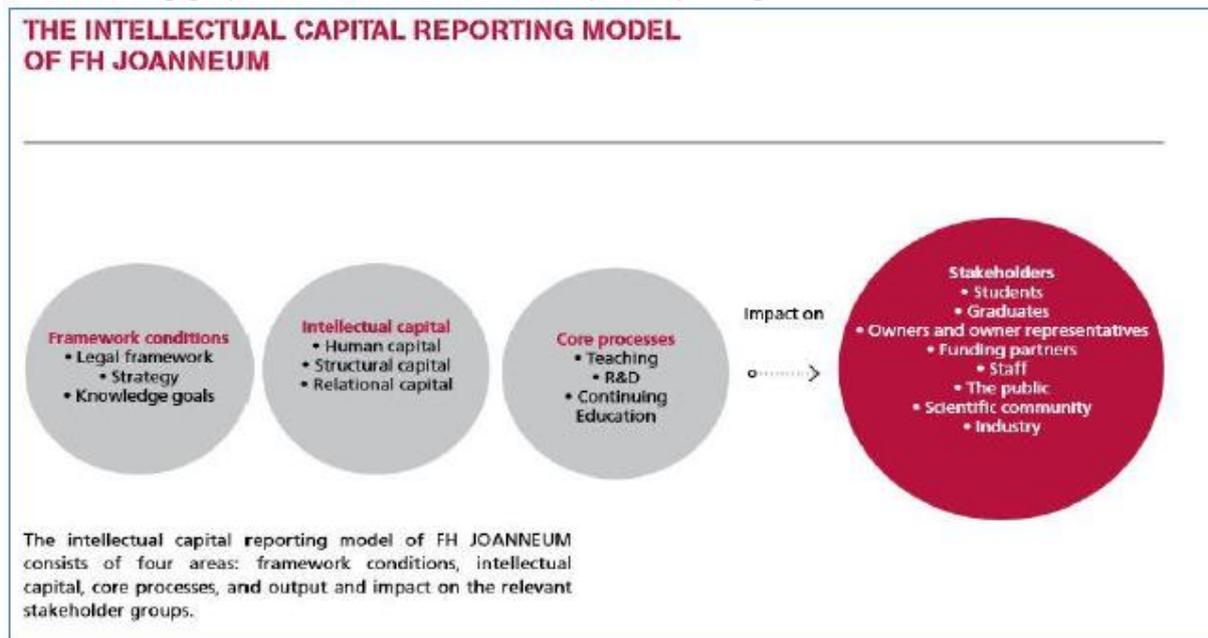
Concerning the quality of the RDI work itself, the faculty of the Department of Management publish a large number of articles in peer-reviewed journals and books each year. Satisfied repeat customers from the private as well as the public sector and long-term research relationships and partner agreements on the regional, national and international levels serve as indicators of the high quality of the department's research work.

At the level of the individual employee, an annual performance review includes RDI activities over the past 12 months and goal setting for the future. It is a structured conversation between the institute head and the employee that is used for planning future cooperation agreements, the determination of common objectives, and agreeing on continuing education activities to support future research projects. Ultimately, such RDI initiatives can then be used as leverage for promotion. The annual performance review is a valuable tool in ensuring the continuing quality and success of the university's research agenda.

At the level of the institution as a whole, the FH Joanneum's annual Intellectual Capital Report (Wissensbilanz) provides a way of measuring the quality of its RDI. Data required for the Intellectual Capital Report are collected from all staff, so it provides a comprehensive overview of intellectual assets and performance in the core processes of teaching, research and development, and continuing education. The Report is structured around the human, structural and relationship capital of the university and presents data on how this capital is invested through the core processes to yield positive impacts for shareholders. Relationship capital shows the degree to which FHJ is networked with external partners and how it is perceived by interested parties. Networking refers to the collaborations with research institutions and universities or commercial entities. The benefit of the university's RDI efforts

is ultimately reflected in the results and their impact, measured in terms of the number and size of RDI projects and the resulting benefits to stakeholders.

The following graph shows the intellectual capital reporting model of FH Joanneum:



## Appraisal:

The panel concluded that the Department of Management is positioned comprehensively in the field of applied research. The panel appreciates that the DoM has defined key research areas that take the department's thematic orientation, regional areas of strength as well as technological and societal trends into account and uses them for strategic decisions.

The department has successfully anchored its research strategy into both the departmental and the university's strategies, not only by transfer centres, but also via midterm strategic goals in Research, Development and Innovation and specific internal funding mechanism. The panel especially appreciates that the DoM successfully closely monitors its funding model as this shows the department's attentiveness towards its research activities. Overall, the panel formed the view that the department does by no means want to maintain its status quo and therefore developed an outstanding programme development capability that the panel appreciates.

As part of a university of applied sciences, the DoM places reasonable emphasis on putting theory into practice. As outlined in the chapter above, the department systematically transfers its findings from research into teaching, for example via project work. Moreover, the department sees Research, Development and Innovation as a quality assurance function for teaching. The panel appreciates that the DoM integrates teaching staff into RDI activities and includes cooperation partners from business as it corresponds to the profile and strategy of the university and contributes to both the high level of practically oriented teaching and the student's acquisition of scientific skills. Likewise worthy of note are the further linkages between RDI and teaching that the department identifies and uses as good practice examples (for instance, the panel wants to highlight the "qualification networks" in this regard). Often, the department engages its students into RDI projects as well.

The Department of Management ensures the relevance of its research by an active monitoring, cooperation agreements and the integration of staff members into network and research clusters. Particularly positive is the fact that the DoM participates in regional cluster

initiatives on the one hand and is planning to implement interdisciplinary lighthouse research projects. According to the panel, this will ensure the development of more partners and hence be beneficial for the overall strategy “Hands-On 2022”. Furthermore, the Science Park membership contributes to the extension of entrepreneurial thoughts (see chapter 1). Overall, the panel assesses the department’s strategies, which were derived from a SWOT analysis, being plausible and in line with the university’s profile and positioning.

In order to measure and ensure the quality of the department’s research, the DoM has defined a range of processes that are depicted in its quality management handbook, which the panel was given access to on-site. Worthy of note are the publications. The department places emphasis on publishing a large number of articles in peer-reviewed journals. The panel appreciates the long-term research relationships and partner agreements on the regional, national and international level in this regards, as these also are indications of the department’s research work. Whereas the above-mentioned activities mainly take place on the departmental level, the panel positively highlights the department’s research quality assurance on an individual level as well. Therefore, the DoM conducts an annual performance review that includes RDI activities and goal setting for the future by means of a structured conversation. The panel agrees with the DoM that this measure helps ensuring the continuing quality and success of the department’s and the university’s research quality and strategy. Lastly, the panel holds the view that FH Joanneum’s annual Capital Report positively rounds out the university’s overall efforts in terms of quality assurance in research.

### Criteria Research

III.2.1 What form does the university’s research strategy take, and which key performance indicators are used to validate its successful implementation?

II.2.2 How does the university implement its strategy in its research activities, and what perspectives for the future result from this?

III.2.3 How are research findings included in the university’s teaching and in the knowledge transfer to third parties, and what strategy is this based on?

III.2.4 How is the relevance of the university’s research ensured, and what direction will strategic development in this field take in the future?

III.2.5 How is the quality of the university’s research measured and ensured?

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter III.2.1			x		
Chapter III.2.2		x			
Chapter III.2.3			x		
Chapter III.2.4			x		
Chapter III.2.5			x		

## **IV University Dynamics**

### **IV.1 What approach does the university pursue in order to actively or reactively deal with changes within its environment or to pro-actively shape its environment?**

The environment the Department of Management operates in is increasingly competitive; the department's ability to attract students, staff and funding depends on the degree to which they are customer-focused. In this context, the 'customer' refers both to internal customers (i.e. other students, departments, faculty, administration, staff, and colleagues) and external customers (i.e. suppliers, partners and external bodies – regional, national and international). Being customer-focused means fully understanding customer needs in order to develop and deliver appropriate services.

This approach shows the necessary determination and tenacity to do high quality work as well as raising performance levels over the short, medium and long-term. An important part of this approach is monitoring performance against pre-determined objectives and measurement tools, and dealing promptly and effectively with performance issues. The entire university takes initiative to improve performance by introducing new strategies (e.g. Wissensbilanz, MuT project).

Effective communication internally and externally is crucial to being able to conveying the Department's key messages in ways that are appropriate to the target audience. Also, key in this connection is the ability to work co-operatively across the Department of Management to achieve FHJ goals in a respectful manner. The Department fosters a collegial environment. It understands and is tolerant of differing needs and viewpoints.

The Department of Management prides itself on being a pioneering and entrepreneurial department. It is important to deliver services that are creative, innovative and appropriate. Individuals that demonstrate this competency have the ability to act creatively and be forward thinking. Within the Department, this attitude leads to changes that increase the effectiveness of their work. Externally, it helps to increase the sphere of influence and impact by creating an environment that leads to positive responses to change and encourages an understanding that everyone can make a difference.

As an organization the Department of Management strives to excel in its field. The value of Human Resources and HR Management in contributing to the achievement of the organization's strategic goals is promoted within and across all business areas. By ensuring that there is a culture of continuous development, employees can be encouraged to reach their full potential. Examples of actions in this area:

- Regular contacts with key stakeholders;
- market research on absorption capacity of the labour market and employment of graduates;
- innovation process in the development of curricula;
- new study programmes launched regularly.

### **IV.2 Does the university initiate change processes on its own initiative?**

Since 2011 FH Joanneum has been on a comprehensive reform course that includes not only growth, but also concrete measures for change and quality improvement:

- The FHJ's restructuring process began in 2013. The result is 6 departments through which the university can better leverage their core competencies externally and which help focus the strategic work necessary to further develop thematic emphases. The

PR and Marketing-plans were renewed, the website of the FHJ is being re-launched in 2014/2015 in keeping with Keyword Content Strategy.

- Budgeting and controlling have been modernized. For individual responsibility-areas of the Department of Management, a system with clear multiannual financial targets was developed in which the department defines where it wants to be measured. The savings targets of the biannual budget 2013/2014 were met without compromising quality and performance.
- The high quality of teaching is a key success factor at the Department of Management. Measures to ensure that this high quality is maintained and even improved include for example the mandatory didactical continuous learning in cooperation with the Styrian University Conference, the presentation of teaching awards during the annual Teaching day or the continuous updating and optimization of teaching. The FHJ was certified in project EFQM (quality management system) on the level "C2E" (Committed to excellence).
- The transition to a new student and examination administration system "Students.net" is in the process of being implemented. This is the biggest organizational conversion project in the history of the FHJ.
- MuT: A new career and salary model for the employee is being developed.
- There is an increasing emphasis in Lifelong-Learning and education.
- In the area of HR development a research seminar ("Science Circle") has been created by the Department to enhance the competences of the faculty members in connection with scholarly publication.
- There is increasing support for faculty members pursuing their PhDs.
- Best practices in services are now being shared across the Department through regular meetings of administrative staff.
- Since 2013 a joint PR strategy has been in place in the Department.

### **IV.3 How does the university's quality management system ensure the continuous and systematic development of the university?**

The quality system in the Department of Management contributes to:

- achieving the targets for educational activities and the teaching environment;
- assuring and further developing work on quality and the culture of quality at all levels and areas of activity;
- developing the university as a teaching and research organization by sharing experience as the basis for organizing core activities.
- Furthermore, the quality work in the university is based on:
  - the National Qualifications Framework's requirements for learning outcomes for subjects and academic programmes;
  - the ministry's controls, through budget, legislation and ministerial control meetings;
  - the university's own operational management, based on the strategic plan, annual plans, quality report, budget work and operational reporting.

The quality system consists of a general system description, a description of various evaluation tools and a description of processes and routines which will ensure the quality of the qualifications. Roles, responsibilities and contributions are highlighted and procedures for documentation, analysis, assessment and reporting of quality are also included in the system. Responsibility for quality work is located at all levels at the university. The individual student, the student government, the faculty, the heads of study programmes, institute heads, the department heads, management at various levels, the Managing Director, the Rector and the Board all have their different roles and responsibilities within the quality system. The aim of analysis, assessment and reporting regarding the quality of education is

to find any causes for failures in quality, to identify good quality and to provide a good basis for taking decisions which are significant for the university's future development. Quality management initiatives undertaken in the past few years have come at a price, however because administrative processes have become more complex and time consuming.

#### **IV.4 What measures does the university use to promote the continuous development of its employees and organization within the framework of the university's strategy?**

Staff excellence is a critical component in virtually all of the university's academic and non-academic activities. From management, teachers, to supervisors to administrative assistants and the custodians, staff members are essential to achieving the central mission of the university. Many staff members, in fact, have daily contact with students and contribute significantly to the overall educational experience of students (e.g. in career, counselling, and advising services). The Department of Management's core values suggest the creation and maintenance of a workplace that provides respect, dignity, and fairness to all employees across all job classifications and units. Moreover, the Department of Management has a history of constructive relations with its academic and non-academic staff, as reflected in its commitment to being a fair and humane workplace.

Continuous development of employees has been built into the mission by:

- Fostering further education in science with an emphasis on lifelong learning and continuing professional development.
- Actively fostering the technical, didactical and social skills of the department's employees to ensure high quality and interdisciplinary cooperation.

One of the core competencies of the Department of Management is the high quality of their teaching, research & development and continuing education and the commitment to scientific excellence.

Concrete examples of actions in this area are the following:

- Yearly appraisal interviews with all employees;
- Continuing education for all employees, not just academic staff: Conferences, Summer Business School;
- Didactical training for lecturers ("Hochschuldidaktische Weiterbildung");
- Erasmus faculty and staff mobility, other specific measures for continuous education;
- Teaching evaluations every semester to receive student feedback on the quality of teaching and take measures to improve it based on that feedback;
- HR development process: the new project to define career paths and HR development options for academic staff (MuT). This has been one of the most work-intensive projects of recent years, requiring careful weighing of interests and goals. The project's goal is to create job families which permit clearer career paths, reward systems and development opportunities for all staff. Decisions concerning the final version of this new system are now in the process of being taking.
- This strategic planning process includes development of specific goals and measures concerning both staff on the one hand and infrastructural and financial resources on the other. In both areas several measures with affiliated performance indicators and target numbers are foreseen which will support the implementation of goals in the key business areas education, research and training from 2014 to 2022 Hands-On 2022.

Financial planning makes it possible to implement measures and achieve targets. It is based on long-term planning and perspectives and supports potential further growth and infrastructural developments. Performance-based and transparent financial planning and adequate monitoring and controlling enhance corporate efficiency and productivity. The

infrastructure of the university at all of its campuses is of high quality, is routinely improved. Synergies are being sought with regional actors especially concerning ICT and libraries, for example.

As can be seen from this list of activities, both the university and the Department of Management invest a great deal in human capital. The Department of Management has, in addition, established a permanent task force on “lifelong learning and executive education” to promote educational offers for persons outside the university. This task force coordinates the marketing activities in this area and serves as an interface to central services in the area of lifelong learning and executive education. Meeting on a quarterly basis, the members of the task force practice a regular knowledge transfer and cooperate closely in screening the market in order to design competitive new products.

#### **IV.5 What is the role of diversity within the framework of the university’s strategy?**

Diversity and gender mainstreaming play a very important role in the Department of Management. The strategy of the department places a high priority on diversity, as do the policies defined and implemented at the university level. FH Joanneum has a special unit within the management where diversity and gender mainstreaming policies are prepared, where regular lectures for students and faculty on these issues are conducted and where all persons belonging to the university – students, faculty and staff – can turn to for advice, support and academic dialogue. The unit is both responsible for hands-on support on topics related to diversity and gender mainstreaming and, in addition, the unit actively participates in research and teaching.

#### **IV.6 What proportion of the university’s profile (strategy, infrastructure, services offered and networks) is less than 3-5 years old?**

Many of the most important changes in strategy, infrastructure, services, etc. have already been described in detail above, so here they will only be listed briefly. They include:

- The restructuring of the university beginning in 2013
- The renewal of the university’s PR and Marketing plans
- Re-launch of the FHJ’s website subject to Keyword Content Strategy to be implemented this year
- Introduction of a new HR development process (MuT), which is projected to be implemented at the end of this year
- Introduction of a new student administration system (in process)

This has been a very ambitious agenda of organizational change, especially given the relatively short timeframe in which it has been implemented.

### **Appraisal:**

The department’s described customer focus has been made visible to the panel on-site via interviews with faculty, staff, students, and partners from industry. All the mentioned shareholders confirmed the department’s strong service-orientation as well. Together with the measurement tools in order to monitor and raise the department’s performance, the DoM is able to effectively deal with performance issues, which leads to the department being dynamic and achievement-oriented. This also leads to the department helping to increase its impact. As a result, activities like MuT (the new career and salary model for employees, (see chapter 1) developed, which demonstrate the department’s well-implemented approach to shape the environment pro-actively, though cautiously. The panel appreciates that the DoM works co-operatively and therefore is able to foster a collegial environment with different viewpoints. Worthy of note is the department’s Human Resource Management. According to

the panel, it ensures that the employees are innovation-driven and develop their full potential by measures like regular contacts with stakeholders or the involvement in the development of enhanced curricula or even new study programmes. The panel also considers the other campuses despite Graz (Kapfenberg and Bad Gleichenberg) of utter importance for FH Joanneum's and the department's role in the shaping of the environment as the department thus becomes an economic factor in these regions.

With its restructuring process, the Department of Management convincingly demonstrates its ability to initiate change processes. Moreover, by means of a modernised budgeting and controlling, teaching awards, the transition to a new student and examination regulation system, MuT, the research seminar "Science Circle", a joint PR strategy, and the identification of best practices in services, the Department of Management shows above-average performance in pro-actively promoting the further development of the university on its own initiative.

FH Joanneum's quality management system has overall proven comprehensible and suitable for achieving the intended goals and for assuring and further developing the quality of the various departmental areas based on its strategic plan. However, because several department members occupy different positions that also include positions within both the management and the quality management, the panel identified optimisation potential regarding the independency of the quality management from the departmental management. Therefore, it recommends the DoM to implement more boards or committees within the quality management system in order to ensure more independency of the quality management officer. Hence, the panel also recommends creating separate identities between occupations in the quality management and occupations in the departmental management. The university could aim for a further development of its quality management system that includes regulatory cycles and risk management. In its statement from June 19<sup>th</sup>, 2015, FHJ states that the DoM has separate entities, which are responsible for quality management (the central QM unit and the Academic Council). The panel, however, adheres to its statement because the Heads of the Institutes perform tasks in the range of quality management and quality assurance that make malfunctions at least possible. Overall, the panel concludes that all core processes are defined and FHJ has described its further implementation in the medium term convincingly. The panel is positive that FHJ will apply its quality management system as an accepted leadership instrument in the near future. Moreover, it appreciates that the quality system is well described and accessible via Intranet. Furthermore, all relevant stakeholders such as student representatives, the faculty, the Board etc. are involved in the quality management system.

As mentioned above, human capital and therefore Human Resource Management of faculty and staff are an important aspect for the Department and the whole FH Joanneum and is evident from its strategy. The panel concluded that the DoM offers an elaborate range of continuous development measures and activities such as conference participation, MuT, didactical training for lecturers, and faculty and staff mobility options. Because the university places emphasis on a decent financial long-term planning, the panel is convinced it is able to ensure the endurance of these measures and activities in the future.

The panel is convinced that diversity and gender mainstreaming play an important role in the department. Moreover, it appreciates that FH Joanneum has a special unit within the management where diversity and gender mainstreaming policies are prepared. The panel considers the big restructuring process and the establishment of the departments to be the most significant recent change. Yet, FH Joanneum and the Department of Management demonstrate by means of various other recent changes such as a new marketing and PR strategy, and the re-launch of the website that they are dynamic and that their energetic efforts benefit their profile and strategy in an overall convincing manner.

### Criteria University Dynamics

IV.1 What approach does the university pursue in order to actively or reactively deal with changes within its environment or to pro-actively shape its environment?

IV.2 Does the university initiate change processes on its own initiative?

IV.3 How does the university's quality management system ensure the continuous and systematic development of the university?

IV.4 What measures does the university use to promote the continuous development of its employees and organization within the framework of the university's strategy?

IV.5 What is the role of diversity within the framework of the university's strategy?

IV.6 What proportion of the university's profile (strategy, infrastructure, services offered and networks) is less than 3-5 years old? Describe the most significant changes.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter IV. 1		x			
Chapter IV. 2		x			
Chapter IV. 3			x		
Chapter IV. 4			x		
Chapter IV. 5			x		
Chapter IV. 6		x			

## **B. Evaluation of the SWOT-Analyses**

The Department of Management of FH Joanneum carried out SWOT-Analyses for the five areas (1) Management, (2) Networking, (3) Teaching/Learning, (4) Research and (5) Dynamic Development. The analyses contain sensible data. Therefore, they are not depicted in the accreditation report.

Overall, the panel appreciates the department's most realistic self-evaluation. According to the panel, the DoM has been very successful especially in pointing out its strengths and weaknesses and has dealt with the SWOT-Analyses very carefully and self-reflecting. Worthy of note is that the department conducts own SWOT-analyses independently from this institutional accreditation procedure that are even more detailed and very thoroughly. The panel was granted insight to these analyses on-site. They demonstrate that the department's strategic management is well-developed and functioning properly. Therefore, the panel is confident that the department's goals and strategies, especially those of Hands-on 2022, will be of success and that the Department of Management will achieve its self-chosen goals and objectives.

In terms of the SWOT-analysis for the area of Management, the panel considers it comprehensible, plausible, and consistent. The panel has had the chance to carry out several interviews with the management of the DoM. The interviews demonstrated that the management intensively dealt with these described strengths, weaknesses, opportunities and threats. The statements during the interviews were congruent with the findings of the SWOT-analysis. However, the panel would like to give the following recommendation: The management could make the prioritisation of the single bullet points in their analysis more visible. As already mentioned, the department's internal SWOT-analyses were more detailed and contained prioritised aspects. The panel especially agrees on the threat regarding the increasing urbanisation that creates difficulties for the satellite campuses Bad Gleichenberg and Kapfenberg. However, the panel also sees an opportunity in these campuses as the university becomes an economic factor in these regions. The panel encourages the DoM to transfer and implement the knowledge and findings of the Department of Management on the overall university level on a short-term basis.

Regarding its networks, the panel was impressed by the indeed very high degree of internationalization in terms of number and intensity of the department's partnerships. The panel learned from the interview on-site, that parts of these networks are based on long-standing contacts with representatives from business that the panel agrees on being a huge strength. Therefore, these contacts benefit both the further development of the study programmes and the internships and research that the students are involved in. The panel sees this as a great further opportunity for the department to develop according to its profile and strategy. Moreover, the department realistically assesses their threats and weaknesses concerning the networks. However, it is confident that the DoM will find solutions and strategies in order to address them. Especially balancing the imbalance of outgoing and incoming international students might be a challenge in the future. With the further development of the department according to its "Hands-On 2022" strategy, the panel is confident that the campuses will increase their attractiveness. In its statement from June 19<sup>th</sup>, FH Joanneum additionally explained that it has taken several measures such as the establishment of Double Degree agreements, applied summer schools, and internship opportunities for incoming students in order to tackle the balancing of outgoing and incoming students. Moreover, FHJ explains that it continues to provide excellent quality for the students in order to receive more incoming students from the partner universities. The panel appreciates these measures and is convinced of the success.

The SWOT-analysis with respect to teaching and learning convinced the panel due to its critical evaluation. The panel especially appreciates that the Department evaluated itself

realistically and transparently as to referring to “MuT” as a threat. The panel agrees that MuT might put emphasis on Research and Development as the main path to professional advancement on the one hand and therefore might create disincentives for efforts in teaching and internationalization on the other hand. However, due to the Department’s strong focus on didactics (for example by means of continuing education offers for faculty in didactics, and the teaching award), the panel is sure that this threat will be eliminated. Moreover, MuT might even create the chance of balancing the strong teaching efforts and the department’s strategic plan for the future to increase RD activities.

The panel agrees with the findings of the SWOT-analysis regarding the research area. Particularly by increasing the cooperation between Styrian Institutions in higher education and more potential resources through additional research assistants, the panel sees high potential in achieving the department’s intended goals. The possible threat that there might be no recognition in the scientific community available could be eliminated by the department’s strength to be involved in both national and international research networks. FH Joanneum additionally explains in its statement from June 19<sup>th</sup>, that it puts special emphasis on visibility in the international scientific community through publications and active participation in conferences. FHJ also has been part of many research networks for several years. The panel appreciates this additional explanation and the publication list that FHJ enclosed.

Lastly, the SWOT-analysis on the area of university dynamics is likewise very realistically and self-critically elaborated. The panel especially agrees with the department’s strengths in terms of the highly skilled and motivated faculty and staff that act as innovation drivers. During the interviews on-site, the panel spoke to lecturers, administrative staff, students and stakeholders and formed the view that all of the participants were very dedicated and incorporated the department’s strategy and dynamic environment. According to the panel, the threat of unclear priorities at university level could be overcome by the department’s leading role. Although the department has transparently assessed its structural changes as too many in a short amount of time, the panel highlights and appreciates these changes so far as they demonstrate the department’s ability to dynamically develop and improve.

Overall, the Department of Management did a great job in assessing their strengths, weaknesses, opportunities, and threats and has a clear strategic concept at their command in order to develop in an efficient, effective and innovative way. The panel is very positive about the future prospects of both the DoM and the FH Joanneum.

**C. Quality profile Institutional Strategic Management Accreditation of the Department of Management of FH Joanneum:**

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>Chapter I Management</b>					
Chapter I. 1		x			
Chapter I. 2			x		
Chapter I. 3			x		
Chapter I. 4		x			
Chapter I. 5		x			
Chapter I. 6		x			
Chapter I. 7			x		
<b>Chapter II Networking</b>					
Chapter II 1		x			
Chapter II 2		x			
Chapter II 3		x			
Chapter II 4		x			
Chapter II 5		x			
<b>Chapter III Teaching and Learning (Contents/Didactics), Research</b>					
<b>III.1 Teaching and Learning</b>					
Chapter III.1.1			x		
Chapter III.1.2		x			
Chapter III.1.3			x		
Chapter III.1.4			x		
Chapter III.1.5		x			
Chapter III.1.6		x			
Chapter III.1.7		x			
<b>Chapter III Teaching and learning (Contents/Didactics), Research</b>					
<b>III.2 Research</b>					
Chapter III.2.1			x		
Chapter III.2.2		x			
Chapter III.2.3			x		
Chapter III.2.4			x		
Chapter III.2.5			x		
<b>Chapter IV Dynamics</b>					
Chapter IV. 1		x			
Chapter IV. 2		x			
Chapter IV. 3			x		
Chapter IV. 4			x		
Chapter IV. 5			x		
Chapter IV. 6		x			