



PRIVATE UNIVERSITY VIENNA

DEVELOPMENT PLAN MODUL UNIVERSITY VIENNA

STUDY YEARS 2027/28-2036/37

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Main Glossary

Acronym	Meaning
AACSB	Association to Advance Collegiate Schools of Business
AAS	Academic Administration System
ACO	Academic Office
AND	AMBA Development Network
AI	Artificial Intelligence
ALMA	Cloud-based library management system from ExLibris
ALLEA	All European Academies
AMBA	Association of MBAs
AQ Austria	Agency for Quality Assurance and Accreditation Austria
ArbVG	Arbeitsverfassungsgesetz
AcProf	Associate Professor
AsProf	Assistant Professor
BA	Bachelor of Arts
BA IRS	BA International Relations and Sustainability
BBA	Bachelor of Business Administration
BBA THM	BBA Tourism and Hospitality Management
BBA THO	BBA Tourism, Hotel Management, and Operations
BGA	Business Graduate Association
BMK	Bundesministerium für Klimaschutz (Austrian Federal Ministry for Climate Action)
BSc	Bachelor of Science
BSc ADS	BSc Applied Data Science
BSc FBE	BSc Finance, Banking, and Economics
BSc HRM	BSc Human Resources Management
BSc IM	BSc International Management
BSc IMPE	BSc International Management and Professional Experience
BSc SP	BSc Social Psychology
CBDCs	Central Bank Digital Currencies
CBK	Common Body of Knowledge
CE	Continuing Education
CEOs	Chief Executive Officers
CityDNA	City Destinations Alliance
CProf	Clinical Professor
CRM	Customer Relationship Management
CV	Curriculum Vitae
DEE	Digital Entrepreneurship Ecosystem (Index)
DESI	Digital Economy and Society Index
DSG	Datenschutzgesetz (Austrian Data Protection Act)
EEA	European Economic Area
ERC	European Research Council
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EU	European Union
EUC	European University Consortium
FFG	Österreichische Forschungsförderungsgesellschaft (Austrian Research Promotion Agency)
FP	Foundation Program
FProf	Full Professor
FWF	Austrian Science Fund
G	Graduate

GAS	Graduate Assistantship Student
GDPR	General Data Protection Regulation
GEP	Gender Equality Plan
GPA	Grade Point Average
HEI	Higher Education Institution(s)
HR	Human Resources
IAEA	International Atomic Energy Agency
IAM	Identity and Access Management
IDEC	Inclusion, Diversity, and Equity Committee
IRB	Institutional Review Board
ISMS	Information Security Management System
ISO	International Organization for Standardization
ISS	Information Systems Services
ITIL	Information Technology Infrastructure Library
JobTeaser	MU's main career platform for internship and job opportunities
L	University Lecturer
LLMs	Large Language Models
MBA	Master of Business Administration (CE according to PUG)
MBA CE	Master of Business Administration (CE according to PrivHG)
MBC	Modul Business Championship
MCC	Mathias Corvinus Collegium
MGMT	Management (MSc in Management program)
MoUs	Memoranda of Understanding
MOC	Microeconomics of Competitiveness (Harvard Affiliate Network)
MSCA	Marie Skłodowska-Curie Actions
MSc CE LS	Master of Science in Leadership (CE according to PrivHG)
MSc DS4S	MSc Data Science for Sustainability
MSc EI	MSc Entrepreneurship and Innovation
MSc ITM	MSc International Tourism Management
MSc OBP	MSc Organizational and Business Psychology
MSc SDMP	MSc Sustainable Development, Management, and Policy
MU	Modul University Vienna
NGOs	Non-Governmental Organizations
NQF	National Qualifications Framework
OBP	Organizational and Business Psychology (MSc OBP)
OBVSG	Österreichische Bibliothekenverbund und Service GmbH
OeAD	Österreichischer Austauschdienst
ÖAWI	Austrian research-integrity agency
ÖH	Students Union
OPEC	Organization of the Petroleum Exporting Countries
OSAP	Oxford Study Abroad Program
OSCE	Organization for Security and Co-operation in Europe
PhD	Doctor of Philosophy
PhD BI	PhD Business (or Applied) Informatics
PhD BSS	PhD Business and Socioeconomic Sciences
PR	Public Relations
PrivH	Privathochschule
PrivHG	Privathochschulgesetz
PUG	Privatuniversitätengesetz
PURE	MU's research documentation system and database
QM	Quality and Accreditation Management
QS	QS Quacquarelli Symonds

R	Researcher
RL	Researcher and Lecturer
ROI	Return on Investment
SDGs	Sustainable Development Goals
SEC	Study and Examinations Committee
SL	Senior Lecturer
SPSS	Statistical Package for the Social Sciences
SR	Senior Researcher
SSC	Student Services Center
TedQual	UN Tourism quality certification system
THE	Times Higher Education
TNE	Transnational Education
TourMIS	Tourism Marketing Information System
UA	Universitätsgesetz (University Act)
UG	Undergraduate
UI GreenMetric	Global university sustainability ranking
UK	United Kingdom
UN	United Nations
USA	United States of America
VIGS	Vienna Institute for Global Studies
VNRI	Vienna Network for Research and Innovation
VP	Vice President
WKO	Wirtschaftskammer Österreich
WKW	Wirtschaftskammer Wien
WSHY	Weekly Semester Hours per Year
WU	Wirtschaftsuniversität Wien
WWTF	Wiener Wissenschafts-, Forschungs- und Technologiefonds (Vienna Science and Technology Fund)

Introduction

Modul University Vienna is an international private university accredited by the Agency for Quality Assurance and Accreditation Austria (AQ Austria), with a distinctive profile spanning tourism, business and economics, social sciences, data science, and emerging strengths in international relations and sustainability. Founded in 2007 as a specialist institution in tourism management, the University has since evolved over nearly two decades into an international business school with a broadening social science and data science portfolio. With students from over 100 nationalities, English as the sole language of instruction across all programs, and faculty recruited internationally, Modul University Vienna is in a distinctive position in Austrian higher education. It is a genuinely international, research-active institution of a smaller scale, where students benefit from research-led teaching and close faculty contact.

Institutional Development: The First Twenty Years

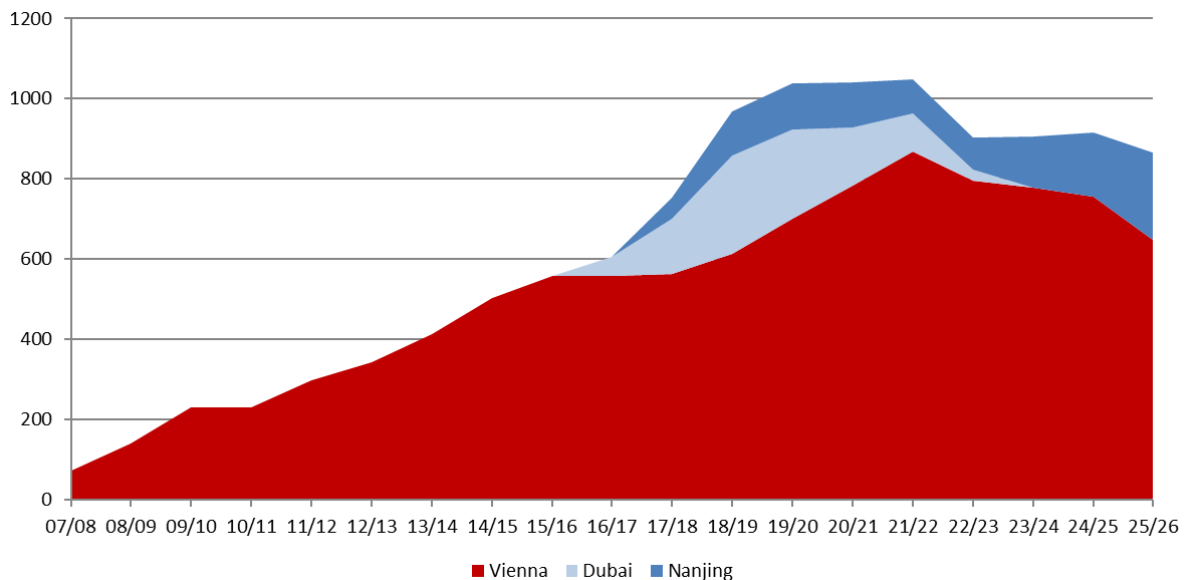


Figure 1: Total number of students¹ by study location

The University's location in Vienna, which is consistently ranked among the world's most livable cities, is a strategic asset. As the seat of major international organizations, including the United Nations, OSCE, IAEA, and OPEC, and home to one of Europe's densest concentrations of diplomatic missions and international NGOs, Vienna provides an exceptional environment for programs in tourism, international relations, governance, and international management. The city's position at the crossroads of Western and Central Europe, combined with its established reputation in tourism and hospitality, business services, and technology, gives the University's program portfolio strong advantages in attracting internationally mobile students.

In its first fifteen years, the University experienced rapid growth, reaching a record enrolment of more than 1,049 students across its campuses in Vienna, Dubai, and Nanjing in 2021/22. During this period, the University successfully accredited twelve degree programs, celebrated over 1,000 graduates in Vienna, and built a research track record that placed it in the top 25

¹ Including Foundation Programs and exchange students.

universities worldwide for top-cited publications in the U-Multirank ranking in both 2018 and 2020².

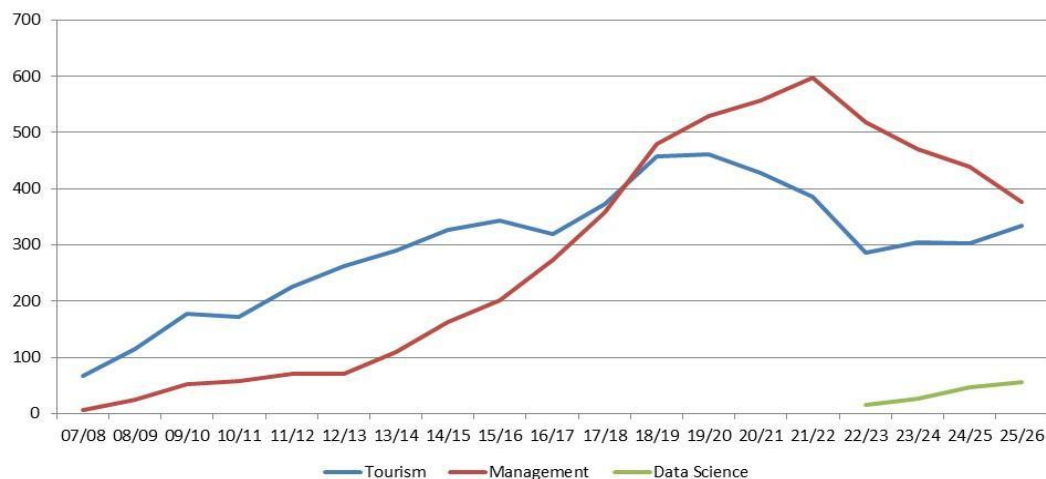


Figure 2: Number of students by study area (Vienna, Dubai, Nanjing; incl. exchange students)

The University's academic profile has evolved substantially over successive accreditation periods. In 2017, enrolment in management programs surpassed tourism for the first time, reflecting a deliberate broadening of the institutional portfolio (Figure 1). Since 2022, new degree programs in applied data science have been introduced. In 2025, the School of International Relations was established, and the first bachelor's degree program in international relations and sustainability was launched. A new partnership with The Oxford Study Abroad Program signals the University's ambition in this field.

Recent Challenges

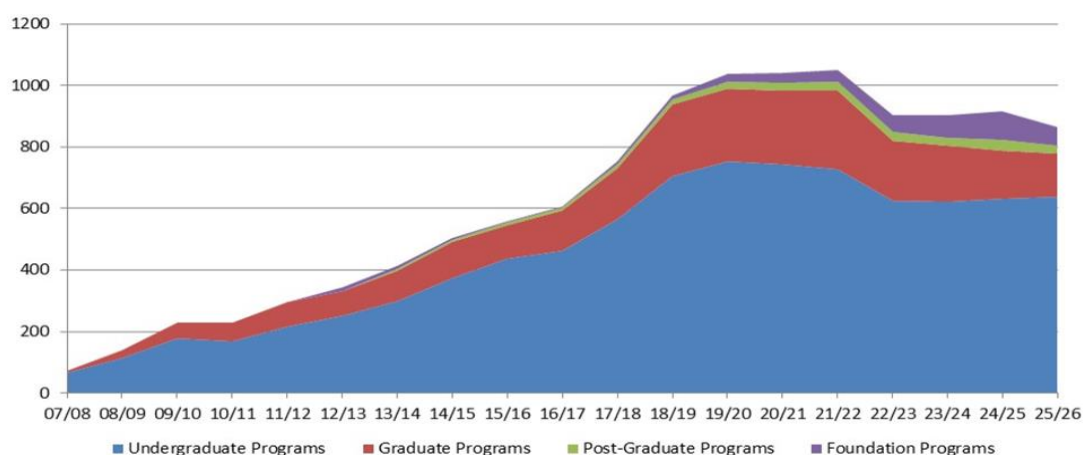


Figure 3: Total number of students by program level (Vienna, Dubai, Nanjing; incl. exchange students)

The period since 2021/22 has been marked by significant external headwinds. The pandemic, followed by an economically difficult period across Central Europe, the teach-out phase following the closure of the Dubai campus, and two changes in institutional ownership have interrupted the University's growth trajectory. Most consequentially, the exclusion of Modul

² "Renommiertes U-Multirank: MODUL University Vienna mit ihrer Forschungsexpertise unter den Top 25 Universitäten weltweit", [ÖPUK 2018](#); "Modul University Vienna erneut unter den besten 25 Universitäten der Welt", [APA-OTS 2020](#) and "U-Multirank 2020: Österreichische Hochschulen punkten im Bereich internationale Ausrichtung und regionales Engagement", [BMB 2020](#).

University Vienna from European framework funding programs, including Horizon Europe, Erasmus+, and related instruments, has affected both competitive research income and student mobility and has imposed reputational costs that the University is actively working to mitigate.

These factors have contributed to a 17% decline in total enrolment from the 2021/22 peak (Figure 3). In 2025/26, the University enrolled 866 students (588 in Vienna, 217 in Nanjing, and 61 in the Foundation Program), representing a year-on-year decrease of 5.4%. The decline has not been uniform: master's programs have been most affected (–44% from peak, partly attributable to the introduction of minimum academic performance requirements), while undergraduate enrolment has fallen by 13% and postgraduate programs by 10%. Foundation Program enrolments have increased by 69%, which signals continued demand from students requiring preparatory support before entering degree studies.

Study Degree Program	Started	Nanjing	Vienna	Vienna in %	Total	in %	cum. in %
BBA in Tourism and Hospitality Management	2007 ³	217	56	9.5%	273	33.9%	33.9%
BSc in International Management	2012		216	36.7%	216	26.8%	60.7%
MSc in Management	2016		55	9.4%	55	6.8%	67.6%
BSc in Applied Data Science	2021		49	8.3%	49	6.1%	73.7%
BSc in International Management with Professional Experience	2021		46	7.8%	46	5.7%	79.4%
BBA in Tourism, Hotel Management, and Operations	2012		41	7.0%	41	5.1%	84.5%
MBA Master of Business Administration	2007		30	5.1%	30	3.7%	88.2%
MSc in Sustainable Development, Management and Policy	2016		29	4.9%	29	3.6%	91.8%
PhD in Business and Socioeconomic Sciences	2012		27	4.6%	27	3.4%	95.2%
MSc in International Tourism Management	2010		20	3.4%	20	2.5%	97.6%
BA in International Relations and Sustainability	2025		12	2.0%	12	1.5%	99.1%
MSc in Data Science for Sustainability	2025		7	1.2%	7	0.9%	100.0%
		217	588	100.0%	805	100.0%	

Table 1: Number of students⁴ by a study degree program in 2025/26

In 2025/26, the most popular programs remain the BSc in International Management (37% of Vienna enrolment), the BBA in Tourism and Hospitality Management (10% Vienna, plus 217 students in Nanjing), and the BSc in Applied Data Science (8%, see Table 1). Three new degree programs received AQ Austria accreditation during 2025/26: the BA in International Relations and Sustainability, the MSc in Data Science for Sustainability, and the BSc in Human Resources Management.

Ownership and Governance

Since 2023, Modul University Vienna has been majority-owned (90%) by Mathias Corvinus Collegium (MCC), a Hungarian educational foundation, through its holding structure, with the remaining 10% held by the Vienna Chamber of Commerce (*Wirtschaftskammer Wien*), the University's founding sponsor. MCC brings substantial resources and a strategic commitment to the University's long-term development, including the financial capacity to sustain investment during the current period of institutional transformation and enrolment recovery.

The University is governed through a three-body structure: the University Board (*Universitätsleitung*), which serves as the executive body; the University Council (*Universitätsrat*), appointed by the owners and exercising strategic oversight; and the University Senate (*Senat*),

³ The year refers to the program offered in Vienna; The same program has been offered in Nanjing since 2017.

⁴ Without Foundation Program.

which governs academic affairs. This governance architecture is defined in the University Constitution (*Satzung*) and is compliant with the requirements of Austrian higher education law and AQ Austria accreditation standards.

Internationalization

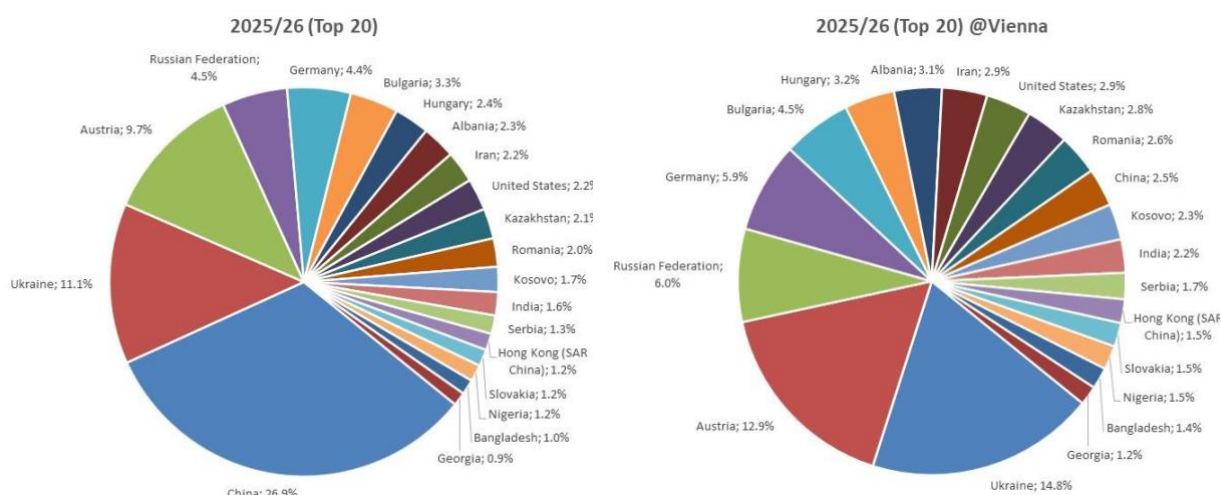


Figure 4: Citizenship of Students 2025/26 (Vienna, Dubai, Nanjing; incl. exchange students)

Modul is an international university with approximately 80% international students since its foundation. The University is among the most internationally oriented institutions in Austrian higher education. In 2025/26, students from 83 countries were enrolled, with the largest groups from Ukraine (15%), Austria (13%), and Russia (6%, see Figure 4). Since its founding, students from 133 countries, representing 69% of all nations, have studied at the University (Figure 5).

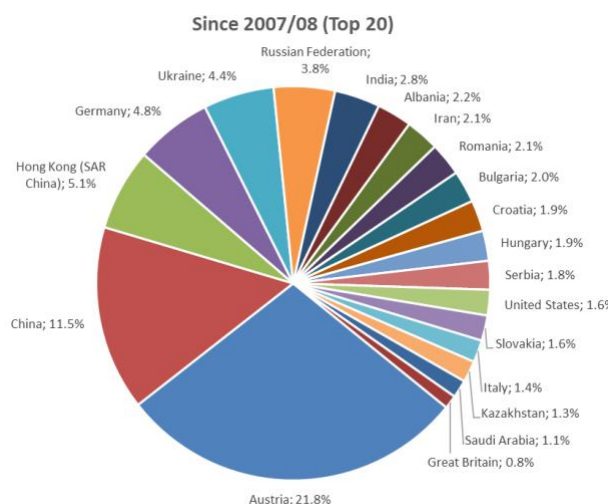


Figure 5: Citizenship of Students since 2007/08 (Vienna, Dubai, Nanjing; incl. exchange students)

The University's branch campus in Nanjing, China, operated in partnership with Nanjing Tech University Pujiang Institute, represents a significant transnational education (TNE) asset, providing access to one of the world's largest higher education markets. All students at the Nanjing campus are Chinese nationals, and the campus operates with its own faculty complement and adapted governance arrangements.

Student Success

The University's quality management system demonstrates that students complete their studies close to the minimum duration of study (Figure 6): undergraduate students exceed the norm by one to three months on average, master's students by two to six months, and doctoral students by eight to twelve months. The MBA, designed for working professionals with flexible scheduling, shows an average extension of approximately one year.

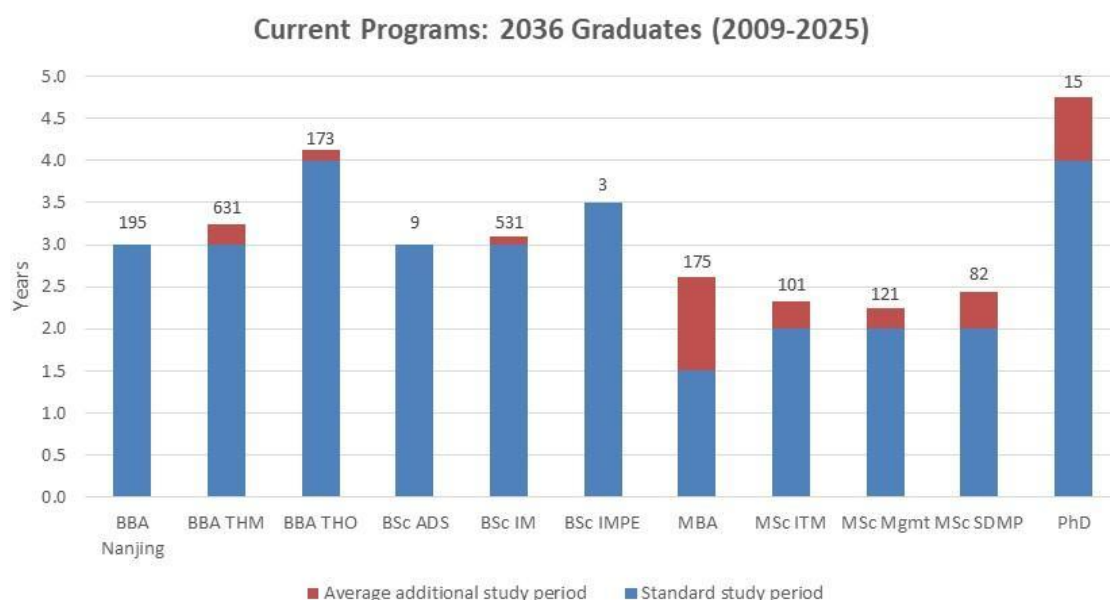


Figure 6: Standard and actual study period⁵

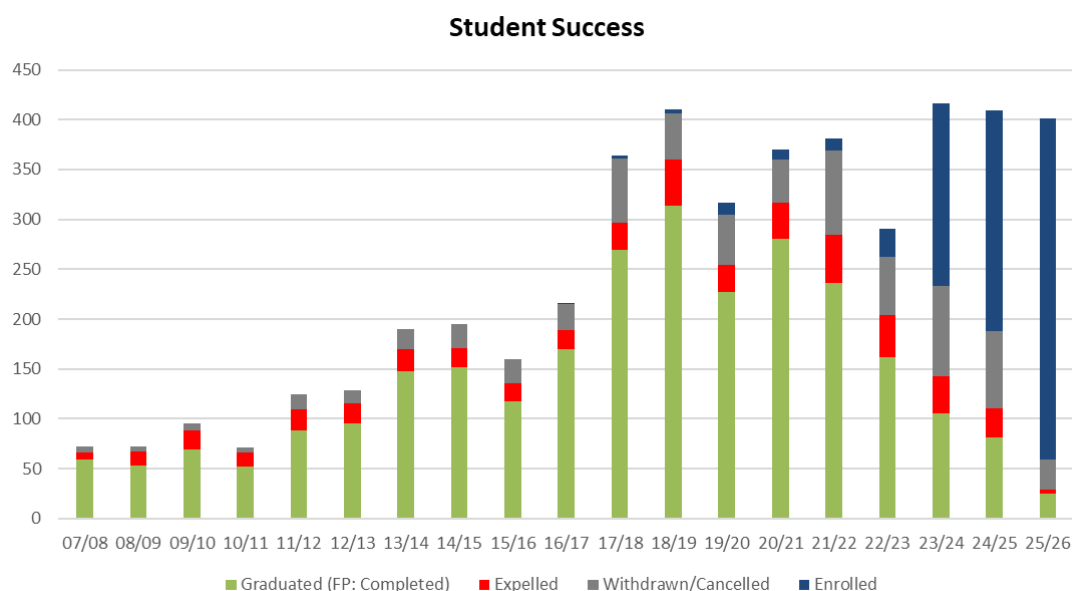


Figure 7: Intakes in all study programs

Completion rates have improved significantly over the University's history: the graduation rate rose from 86% in the first decade to 91% in the second. Withdrawal rates are primarily driven by financial pressures, changes in study plans, and personal circumstances, and expulsion rates for academic underperformance are monitored systematically, though the University

⁵ In the BSc ADS and the BSc IMPE programs, there is only a small sample due to the very short period of monitoring.

recognizes the need for more granular diagnostic analysis of attrition causes at the program level (see Figure 7 and Figure 8).

In 2019/2020, due to the pandemic, many students postponed their graduation, which resulted in a higher rate of graduations in 2020/21 and 2021/2022.

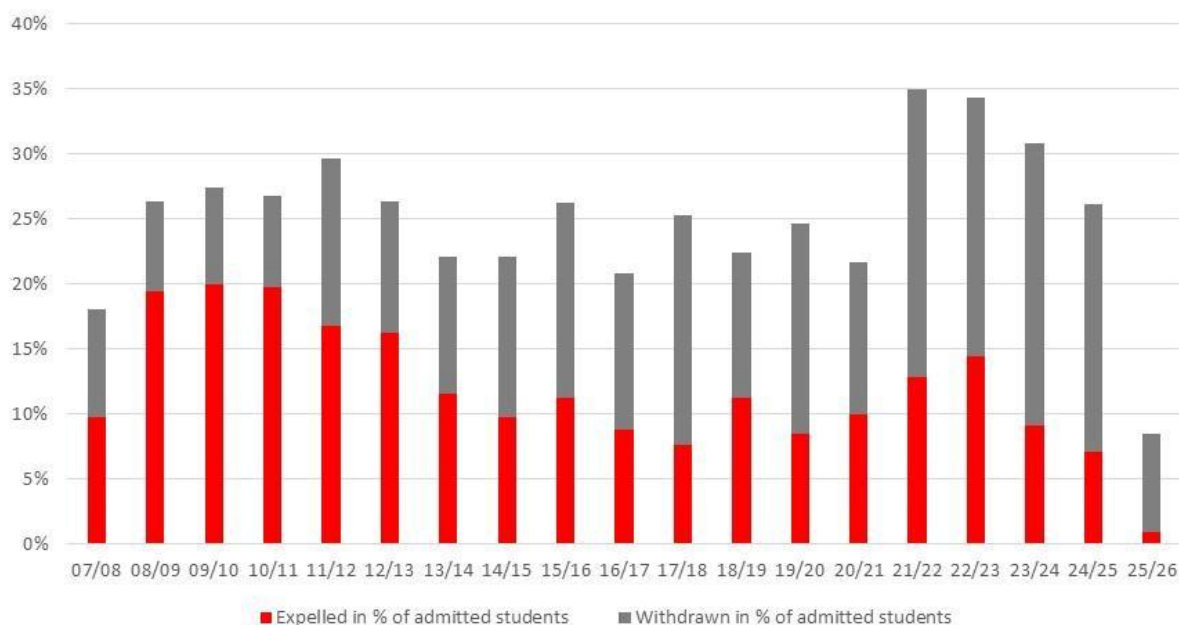


Figure 8: Attritions in % of admitted students

The age profile of students reflects the diversity of the program portfolio: undergraduates average 19–22 years at enrolment, master's students 26–29, doctoral students 33, and MBA students 35 (see Figure 9).

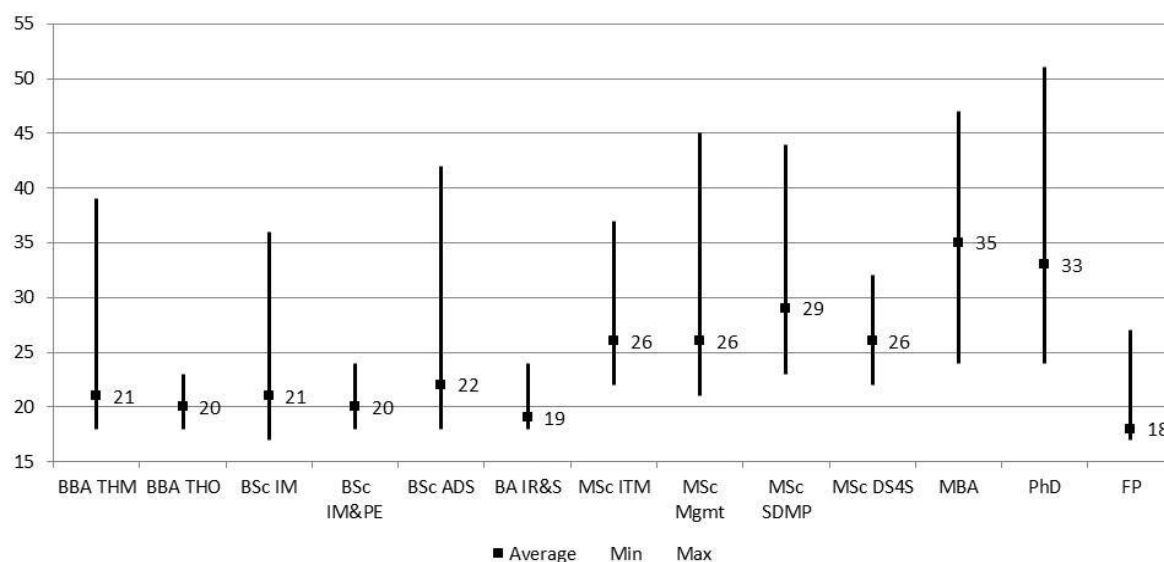


Figure 9: Age of all students (at the time of enrollment)

Strategic Direction

This Development Plan sets a **ten-year horizon (2027/28–2036/37)**, reflecting the University's institutional maturity and the scale of ambition appropriate to its next phase of development.

The extended horizon is consistent with the provision in §16 (2) PrivH-AkkVO 2024, which permits institutions with an uninterrupted accreditation period exceeding twelve years to apply for an extended accreditation period.

The Plan is built on several interconnected commitments:

Research concentration. The University's research activity is organized within five Research Focal Areas. This is designed to achieve critical mass in areas of demonstrated strength.

Program portfolio expansion. A number of new degree programs are planned over the Development Plan period, diversifying the University's revenue base in areas including social psychology, data science, and human resources management.

Financial sustainability. The University is currently loss-making and fully dependent on owner subsidy. The Development Plan seeks to chart a path toward financial break-even, driven by enrolment growth through new program launches and improved per-student margins. All development steps, before implementation, require a critical assessment of available resources, and the University Board must prioritize when commitments compete.

International accreditation. The University will seek to apply for AACSB accreditation as a medium-term strategic goal. This ambition is consistent with, and reinforces, the standards required by the AQ Austria institutional accreditation.

The Plan is based on assumptions regarding developments in both the internal and external environments. Intake projections and resource estimates draw on nearly two decades of institutional data and are based on the best available assumption, while recognizing that the external environment carries significant uncertainty, particularly in respect of European funding eligibility, geopolitical conditions affecting international recruitment, and the competitive dynamics of Austrian and European private higher education.

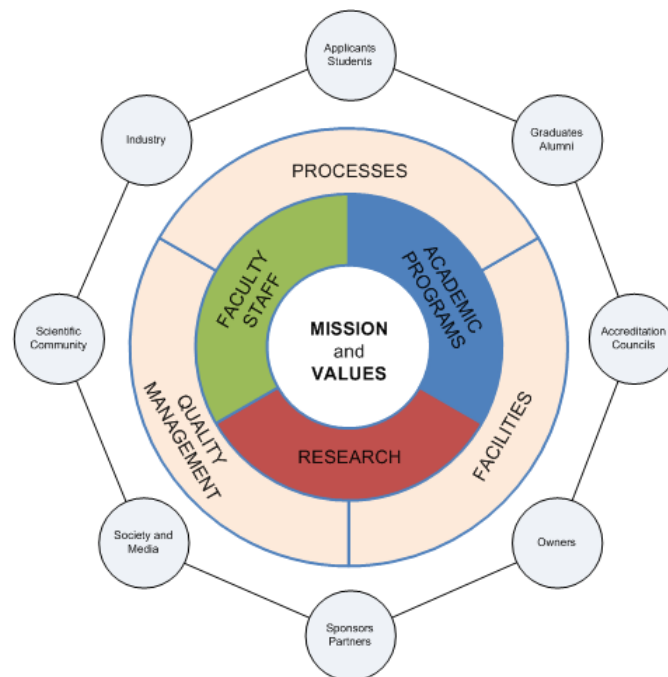


Figure 10: Stakeholders of Modul University Vienna

The University serves multiple stakeholders whose expectations must be anticipated, and where they conflict, managed transparently (Figure 10). The primary responsibility is to students and graduates whose educational experience and career outcomes are the ultimate measure of institutional quality. The University is equally accountable to its faculty and staff, whose working conditions and professional development are preconditions for institutional performance.

External stakeholders include: AQ Austria as the national quality assurance and accreditation body; additional accrediting organizations selected by the University for continuous external review (UN Tourism TedQual, AMBA, and prospectively AACSB); providers of university rankings that benchmark institutional performance (U-Multirank, THE University Impact Ranking); and the industry partners, international organizations, and public institutions with whom the University collaborates.

Strategic Orientation and Profile Development

Areas of Activity

Modul University Vienna is active in four central areas:

1. **Research:** The independent acquisition of knowledge and active participation in the relevant academic community are essential components of our core identity and indispensable prerequisites for research-based teaching.

2. **Teaching/Education:** All university activities aimed at fostering and expanding students' knowledge (e.g., by supporting lifelong learning) are a top priority among the university's stakeholders.
3. **Transfer services:** All activities aimed at solving social problems, particularly those of an economic nature but originating in fields other than research, and education are referred to as transfer services
4. **Sustainable development goals:** The activities of the University community should also contribute to achieving the University's sustainability goals.

Mission Statement and Vision

Institutional Identity

Modul University Vienna is a small, research-active, English-medium private university in Vienna offering degree programs at undergraduate, postgraduate, and doctoral levels in business and economics, social sciences, and data science. Established in 2007, the University currently enrolls approximately 660 students from more than 100 nationalities across its Vienna campus and a transnational education operation in Nanjing, China. It is accredited by AQ Austria and regulated under the Private University Act (*Privatuniversitätengesetz*). The majority shareholder is Mathias Corvinus Collegium (MCC, Hungary), which acquired its 90% stake in 2023. The remaining 10% is held by the Vienna Chamber of Commerce (WKW).

Review of the Previous Development Period

The previous development period produced a mixed record that this Plan engages with honestly. On the positive side: the University completed eleven accreditation processes without a single failure; its faculty published research that earned recognition in U-Multirank's listing of top-performing institutions in citation impact, among institutions with a comparable publication profile; it launched operations in Nanjing; and it graduated more than 2,200 students across fourteen accredited programs. In 2022, following a cost restructuring under previous ownership, the University achieved a positive operating result for the first time in its history.

Three goals from the previous Plan were not fully achieved and require direct acknowledgment. First, the enrolment growth trajectory has stalled. The total new intake has remained approximately flat at 290–306 new students per year across the past three academic years (2023/24–2025/26), and the Foundation Program intake has declined from 97 in 2023/24 to 64 in 2025/26. Recruitment from the Middle East and Asia has contracted sharply, down approximately 48% against the 2023/24 baseline, partially offset by growth in European markets. These trends are addressed directly in the internationalization and program strategies below. Second, the University has not yet achieved financial independence. Following the ownership transition in 2023 and the investment program that accompanied it, the University is operating at a deficit, with owner subsidy remaining essential. The path to financial sustainability is costed and set out in the Financial Plan annexed to this document. Third, the University's research funding position has been materially affected by the application of EU funding restrictions arising from Hungary's relationship with the European Commission. The University has initiated legal proceedings to challenge this restriction and is

pursuing alternative funding streams in parallel; the research strategy is designed to be robust under this constraint.

Mission and Values

Modul University Vienna's mission is to deliver research-informed, internationally oriented higher education that equips graduates to navigate complex, changing environments with analytical rigor, ethical awareness, and genuine intellectual curiosity. The University operates at the intersection of the quantitative and the humanistic: it takes seriously both the technical demands of a data-driven economy and the interpretive and normative questions that technical expertise alone cannot answer.

The University reaffirms its commitment to the four core educational values adopted by the University Senate and approved by the University Council in 2012, and adds a fifth value as of the new development period:

1. **Knowledge, Creativity, Innovation** - challenge what society takes for granted and embrace change.
2. **Personal Integrity** - support the principles of equality and justice.
3. **Mutual Respect** - value diversity and humanity.
4. **Responsibility and Stewardship** - serve as ambassadors of sustainable and responsible living.
5. **Intellectual Freedom and Rigor** – foster genuine viewpoint diversity, evidence-based inquiry, and the courage to engage with difficult questions openly and honestly.

Members of the University are encouraged to adhere to these values and convey them to the students through various methods inside and outside of the classroom.



Figure 11: Main entrance of Modul University Vienna

Sustainability – An Institutional Value

Modul University Vienna is committed to operating as a responsible institution whose activities contribute positively to society, the environment, and the communities it serves. This commitment is expressed through a broader institutional values framework that encompasses sustainability in its economic, social, and environmental dimensions; academic freedom and intellectual independence; responsible innovation, including the ethical governance of emerging technologies; and active civic engagement by staff and students. These values are not discrete initiatives but interconnected principles that inform the University's research, teaching, governance, and operations. Sustainability, as the longest-established and most structurally embedded of these commitments, occupies a central position within this framework and is supported by dedicated governance structures, staff responsibilities, and institutional programs.

The University adheres to an integrated sustainability approach and therefore aims to balance the economic, the social, and the environmental dimensions of sustainable development. Acknowledging and embracing the urgent need for development strategies that meet the needs of the present and improve the welfare of future generations, environmental and social sustainability are a priority for the University. As a key actor and role model in society, the University wants to promote sustainability at all possible levels by contributing to education and knowledge creation.

Strategic Priorities 2027/28–2036/37

The University's strategy for the coming development period is to organize around five interconnected priorities.

1. Academic breadth and program development. The University will expand its program portfolio. This structural change will be implemented progressively over the early part of the development period. Business and economics programs will remain the primary revenue base, but the social sciences, including Psychology, and the already established International Relations and Sustainability degree are expected to make a significant contribution to enrolment growth and institutional distinctiveness, particularly in Central and Eastern European recruitment markets where MU's positioning is currently underdeveloped. Program launches are subject to demonstrated demand, validated through the University's market research, and to AQ Austria accreditation.

2. Research excellence within constrained funding conditions. The University consolidated its research activities into a smaller number of internationally visible thematic clusters, replacing the previous model of distributed research areas. The five priority clusters were identified through an evidence-based review process and revisited for the forthcoming development period, drawing on current publication output, external funding track record, and alignment with the program portfolio. National Austrian research partnerships as well as bilateral agreements will be developed as primary alternative funding routes during the period in which EU funding access remains constrained. The University continues to maintain that its eligibility for European research funding should be assessed on its own regulatory standing as an AQ Austria-accredited institution under Austrian law, and its legal challenge to the current restrictions is ongoing.

3. Internationalization as a structural principle. The University's internationalization strategy will be reoriented around market diversification and structural depth rather than volume

dependency. The significant contraction in Middle East and Asian recruitment, a decline of approximately 48% in intake from these regions over two years, exposes a structural vulnerability that this Plan directly addresses through targeted expansion in Central and Eastern Europe and the Western Balkans, supported by strengthened agent channel management and improved pipeline data infrastructure (see marketing section). Prestigious study-abroad partnerships, including the recently established Oxford program for BA International Relations and Sustainability students and the ambition to partner with other leading institutions, will be developed as quality differentiators. The Nanjing operation will continue to be managed as both an asset and a regulatory risk, with compliance monitoring maintained at the institutional level.

4. Financial sustainability. The University seeks to pursue a credible, costed path to operational self-sufficiency through the combination of enrolment growth, program diversification, and cost discipline. Revenue is currently approximately 91% tuition-dependent, and the University is running an operating deficit, with the majority shareholder's support sustaining operations through the investment phase. The Financial Plan annexed to this document models the revenue and cost trajectory under a range of enrolment scenarios; break-even is targeted within the ten-year plan, with the achievable date depending on the pace of program development and the success of enrolment recovery. The University's management commits to transparent, regular reporting against the financial milestones set out in the Plan, with the University Council exercising oversight of progress against the financial sustainability trajectory at each of its formal meetings.

5. Quality, accreditation, and AI integration. Several formal accreditation milestones fall within the planning period. AACSB international accreditation is a strategic ambition: candidacy preparation will begin in the first half of the development period, with formal application targeted for the second half. TedQual certification for tourism and hospitality programs is scheduled for renewal. AMBA Development Network membership will be reviewed for progression toward full accreditation. Participation in international rankings, including U-Multirank, Times Higher Education, and QS by Subject, in business and management will be pursued as the University's program portfolio and publication volume reach the relevant thresholds. Separately, the University's approach to artificial intelligence reflects the structural reality that generative AI is already embedded in how students learn and work. MU's response centers on redesigning assessment methods to emphasize critical thinking, originality, and demonstrable reasoning; embedding AI literacy across curricula; and maintaining academic integrity through transparent, evidence-based policy rather than prohibition. Faculty development in AI-enhanced pedagogy is an explicit institutional investment within the planning period.

Summary of Principal Goals: 2027/28–2036/37

The principal goals for the ten-year period, against which the University expects to be held accountable, are:

- Grow total enrolment from approximately 660 students to 1,500–1,800 students through program diversification and targeted international recruitment, with validated demand underpinning each new program launch.
- Achieve AACSB accreditation or advanced candidacy by the end of the development period.

- Reach operational break-even within the ten-year planning horizon, as detailed in the annexed Financial Plan.
- Achieve consistent strong performance in U-Multirank and entry into the Times Higher Education World University Rankings and QS World University Rankings by Subject as publication volume and institutional data mature.
- Position Vienna as a recognized hub for English-medium, research-active higher education in Central Europe, building on the city's concentration of international organizations, its quality of life, and its geographic centrality within the expanded European Higher Education Area.

The University's progress against these goals will be monitored through a QM dashboard that is updated quarterly, with annual reporting to AQ Austria and a formal mid-period self-review at the midpoint of the accreditation cycle.

Research

Introduction

Research at Modul University Vienna is the foundation of the institution's academic identity and the primary driver of its educational quality. The University pursues a research-led teaching model: curricula are designed and continuously updated to reflect active scholarship, and students at all levels, from undergraduate to doctoral, and engage with faculty whose teaching is grounded in their own research programs. This is embedded in work contracts, monitored through the PURE research documentation system, and reinforced through multiple research-related guidelines (e.g., Performance Report Templates, Guidelines for Conducting Research Projects, KTH Guidelines) and promotion framework.

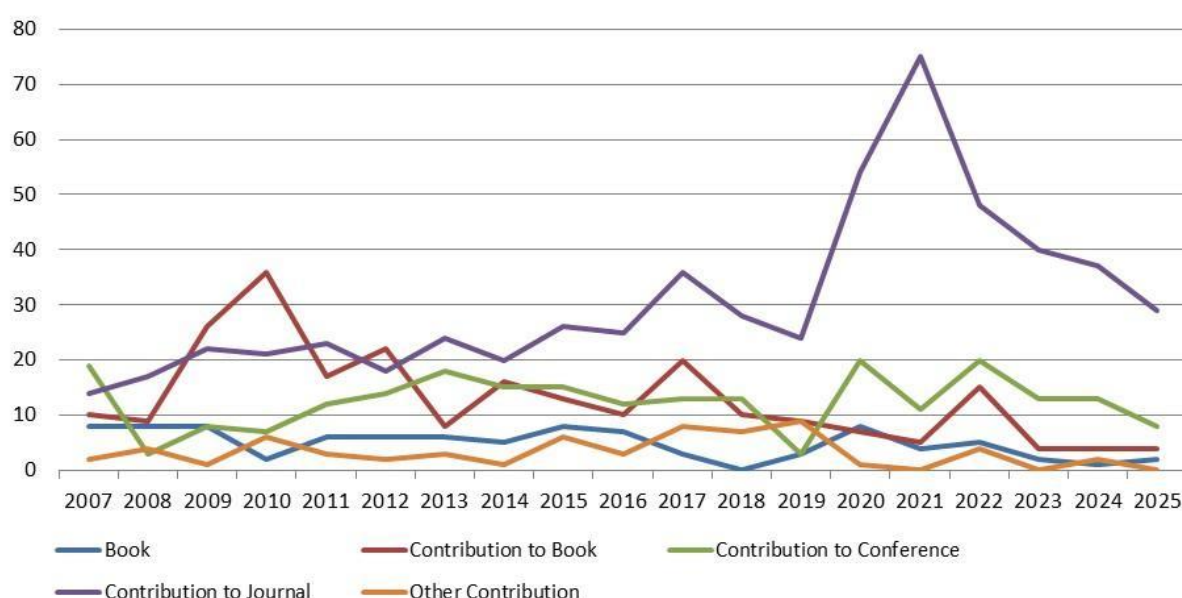


Figure 12: Publication output 2007/08-2021/22

The University's research capacity is concentrated in a faculty of approximately 40 academic staff in Vienna, of whom around 25–30 carry substantive research allocations (Full Professors and Associate Professors up to 40%, Assistant Professors up to 50%, and Researcher-Lecturers

at 50% of working time). This is a small faculty by European university standards, and the University's research strategy is designed accordingly: rather than attempting breadth across many loosely connected topics, the institution concentrates its expertise into a defined number of focal areas.

Over its first nineteen years of operation (2007/08–2025/26), this approach has produced a substantial body of work: approximately 2,250 publications (39% in peer-reviewed journals), 106 funded research projects (Figure 13), 465 conference contributions, and 407 presentations and invited lectures (Figure 12). The University's researchers have been recognized with awards, including the UN Tourism Ulysses Prize (2008) and the Blockchain Frontier Award (Blockchain Research Institute), and in both 2018 and 2020, the University was ranked in the top 25 worldwide for top-cited publications in the U-Multirank ranking. This is a notable achievement for an institution of this scale, though one that should be interpreted with appropriate caution given the small publication base from which the metric is derived.

Since 2016, all research output has been documented through the University's PURE research database, which provides a comprehensive and transparent record of publications, projects, and scholarly activity. Since 2025, a [web portal](#) has made the database content externally visible, serving the dual function of institutional documentation and research communication.

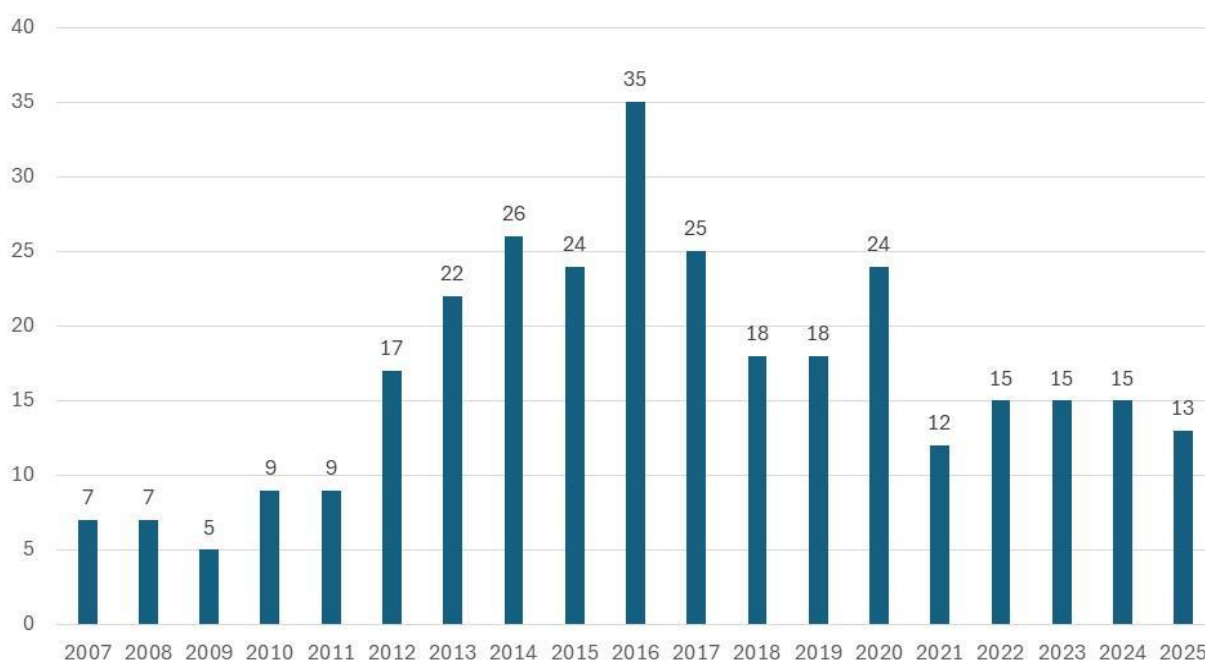


Figure 13: Ongoing research projects 2007-25⁶

Organizational Structure

Research is currently organized across five academic Schools:

The **School of International Management** encompasses expertise in international business, marketing, finance, entrepreneurship, and human resources management. Research addresses the dynamics of digitalization, innovation, and competitiveness in service-intensive

⁶ Research projects are assigned to each year of their duration.

and internationally oriented industries, including emerging work on cross-cultural career dynamics, organizational psychology, and monetary economics.

The **School of Tourism and Service Management** is the University's longest-established research unit, with strengths in tourism competitiveness and destination analysis, travel flow forecasting, customer experience, and service innovation. The School maintains TourMIS⁷, the largest European database of tourism statistics, developed in partnership with the Austrian National Tourist Office, the European Travel Commission, and the City Destinations Alliance, and recognized with the UN Tourism Ulysses Prize (2008). Research extends from the individual level, personal or firm level, to transformative destination eco-systems.

The **School of Sustainability, Governance, and Methods** focuses on developing interdisciplinary solutions to complex societal and environmental challenges by integrating innovative sustainability practices, effective governance mechanisms, and advanced research methodologies. The school addresses pressing socio-ecological challenges like climate change and socioeconomic inequality. Scholars with business and management interests investigate the role of companies and products in the transition to more sustainable and circular patterns of consumption and production, while scholars engaged in socioeconomic research are interested in how, for example, space and economic behavior influence each other.

The **School of International Relations**, established in 2025, addresses international security, geopolitics, the evolution of international order, and democratic resilience. Research examines great-power competition, transatlantic security architecture, and the contested foundations of the rules-based international system, alongside the study of political extremism, radicalization, information warfare, and the governance of digital threats to democratic societies. The School hopes to draw on Vienna's unique concentration of diplomatic and international institutions to connect scholarly analysis with policy-relevant engagement.

The **School of Applied Data Science** provides the methodological and technical backbone for data-driven research and teaching across the University. The School consolidated its position in 2026 through the absorption of the former Research Centre in New Media Technology, and its research program spans applied AI, natural language processing, knowledge extraction, information retrieval, machine learning, and the development of hybrid approaches combining lexical and deep-learning methods. The School serves all other Schools through collaborative projects and shared methodological infrastructure and is a key vehicle for interdisciplinary research funding acquisition.

Research Environment and Support

The University recognizes that a productive research environment requires more than allocated time. Professional research management and support, including proposal development assistance, seed funding for pilot studies, structured mentoring for early-career researchers, and administrative support for project management, are essential complements to individual scholarly effort. The University is investing in these capabilities during the current

⁷ www.tourmis.info

plan period, with the objective of improving both the volume and success rate of competitive funding applications.

Approximately one-third of the University's third-party research funding is generated through cross-school collaboration, reflecting the institution's genuinely interdisciplinary culture. Applied research and knowledge transfer are delivered through Modul Technology GmbH, the University's dedicated innovation transfer, non-profit company, which provides the contracting and delivery vehicle for industry-funded and commissioned research.

Career development for researchers, particularly doctoral candidates and early-career post-doctoral staff, is supported through the Research Expectations Policy, the publication premium scheme (€1,000 for A-rated journal publications, €500 for B-rated, adjusted for co-authorship), and structured integration into research projects and the University's Research Seminar series. The University also pursues collaborative doctoral training arrangements with partner institutions to extend its supervisory capacity beyond internal resources.

Main pillars of the research strategy

- **Strengthen interdisciplinary profiles**

Since Modul University Vienna is competing on a global scale with many large-scale research universities, it is of utmost importance to bundle the available expertise in a relatively small faculty. For this reason, Modul University Vienna will further strengthen its interdisciplinary research focus.

- **Freedom for excellence in research**

Academic freedom constitutes one of the fundamental principles of Modul University Vienna and represents a core prerequisite for research excellence. The University is committed to safeguarding the freedom of research in accordance with national legislation and international academic standards. Researchers are free to define research questions, choose methodologies, and publish results without undue external influence.

Modul University provides a working environment that is conducive to high-quality research by ensuring adequate time allocation for scholarly activities, transparent performance expectations, and institutional support structures. The recurrent success in international benchmarking exercises, such as U-Multirank (e.g., top-cited publications), reflects the strength and visibility of the University's research output. Sustaining and further developing this level of excellence requires the continuous protection of academic autonomy and intellectually open research environments.

Within its development strategy, the University therefore commits to:

- safeguarding independence in research agenda setting,
- maintaining transparent and merit-based evaluation procedures,
- ensuring fair and stable working conditions for academic staff,
- supporting interdisciplinary exploration and innovative research formats,
- and promoting open science and responsible research practices.

By combining structural support with institutional autonomy, Modul University ensures that academic freedom remains the foundation for creativity, critical inquiry, and internationally visible research excellence.

- **Knowledge and innovation transfer**

Knowledge and innovation transfer are central pillars in a research university's societal contribution and are increasingly recognized as indicators of regional and international impact. At Modul University Vienna, transfer activities are realized through interdisciplinary research projects, strategic partnerships, and the development of research-based tools addressing real-world challenges. Recent initiatives include projects funded by the European Commission, such as DEPLOYTOUR, which develops a secure European tourism data space enabling trusted data sharing across the sector, and GreenGLAM, which applies artificial intelligence to create immersive sustainability communication formats for cultural institutions. Projects such as KI.M, focusing on AI-supported decision-making for climate-neutral mobility, further illustrate the University's contribution to digital and sustainable transformation. Research results are systematically translated into application contexts through collaboration with public authorities, industry partners, media, and civil society organizations. This ensures that scientific knowledge contributes to evidence-based policy development, technological innovation, and sustainable regional development.

A key institutional instrument for structured innovation transfer is Modul Technology GmbH, the University's dedicated non-profit research and innovation transfer company. Modul Technology GmbH serves as a bridge between academic research and market implementation, enabling the commercialization and applied deployment of expertise in data analytics, media technologies, tourism intelligence, and sustainability solutions. Through contract research, applied development projects, and technology-driven services, the company facilitates knowledge valorization while maintaining strong integration with the University's academic Schools. This structure strengthens entrepreneurial capacity, supports third-mission activities, and enhances the socio-economic impact of research outcomes.

Through these coordinated measures, Modul University ensures that knowledge production is closely linked to innovation, application, and societal benefit, thereby reinforcing its profile as a research-driven and impact-oriented institution.

- **Supporting young academics**

Modul University Vienna is committed to fostering early-career researchers and sustainable academic career development. The 2012 accreditation of the PhD program in Business and Socioeconomic Sciences marked a significant milestone in strengthening the University's research profile and establishing a structured framework for doctoral training. Faculty members closely supervise and mentor PhD candidates, ensuring strong integration of doctoral research within the schools' research activities. Regular PhD workshops provide opportunities for candidates to present their work and receive structured feedback from senior faculty members. Supervisors support doctoral candidates in shaping their academic profiles, including publication strategies and conference participation.

Through the provision of Researcher & Lecturer positions, Modul University offers a structured career pathway from pre-doctoral to post-doctoral levels, combining research, teaching, and participation in externally funded projects.

In addition, Modul University contributes to national doctoral training initiatives within the network of private higher education institutions⁸. As part of this cooperation, the University co-organizes annual summer schools for PhD students together with partner institutions. These summer schools enhance methodological competencies, foster inter-institutional exchange, and strengthen networking among doctoral candidates within Austria's private university sector.

Through these combined measures, Modul University ensures structured doctoral training, transparent career development pathways, and active integration of young academics into the national and international research community.

- **Setting up a coordinated research support infrastructure**

As a research-oriented university, Modul University is further developing its research management structures. While research management has so far been organized in a decentralized manner at the school level, the increasing number and complexity of externally funded projects require a more coordinated institutional framework. To this end, a centralized Research Support Office, led by the VP for Research and a Research Support Manager, has been established. The office serves as the central coordination unit for research funding activities and ensures standardized procedures, institutional oversight, and efficient administrative processing.

The Research Support Office informs faculty members about relevant national and international funding opportunities and provides structured guidance in the preparation of competitive research proposals. This includes support in project design, budgeting, and financial calculation in coordination with the Finance Department and ensuring compliance with formal submission requirements. The service is being further expanded to provide systematic pre-award and post-award support. Pre-award support comprises funding identification, proposal development guidance, internal review processes, and coordination of institutional approvals. Post-award support includes assistance with project setup, reporting obligations, financial monitoring, and compliance requirements.

The establishment and gradual expansion of the Research Support Office strengthen institutional research governance, enhance efficiency and quality assurance in third-party funded projects, and contribute to the university's strategic objective of increasing externally funded research activities in a structured and sustainable manner.

- **Continued commitment to good research practice**

As part of its ongoing commitment to research integrity, Modul University Vienna will further strengthen its framework for good research practice by developing a comprehensive institutional strategy aligned with international standards such as the

⁸ Österreichische Privatuniversitätenkonferenz (ÖPUK)

[ALLEA Code of Conduct](#) and the [ÖAWI Guidelines](#). Building on existing structures, the Institutional Review Board (IRB) will continue to ensure the ethical review and approval of all research involving human subjects, safeguarding principles such as informed consent, data protection, and participant well-being. MU is committed to installing an Ombudsperson who can support and consult students and faculty on issues related to research integrity. In addition, MU will expand its guidelines to address emerging challenges, particularly the responsible use of artificial intelligence in research and teaching, ensuring transparency, accountability, and academic integrity in the use of digital tools. This integrated approach will support a consistent, university-wide culture of responsible research conduct and enhance the quality and credibility of MU's research activities

Research Focal Areas

The University's research is organized within five Research Focal Areas, consolidated from seventeen previously declared core research areas. Each Focal Area draws on multiple disciplinary perspectives and spans existing School boundaries.

The five Focal Areas are:

1. Applied Data Science and Artificial Intelligence
2. Digital Markets, Innovation, and Entrepreneurship
3. Sustainable Tourism and Destination Systems
4. Sustainability, Societal Transitions, and Governance
5. International Relations, Geopolitics, and Democratic Resilience

Each is described in detail in the following section.

1. Applied Data Science and Artificial Intelligence

This focal area encompasses the development and application of AI-driven methods for knowledge extraction, information retrieval, and decision support. Research addresses the full pipeline from data acquisition to actionable insight, with particular strengths in natural language processing, knowledge graphs, semantic search, and the integration of large language models into information access systems. Methodological contributions include hybrid approaches combining lexical and deep-learning techniques, multi-task learning frameworks, advanced statistical modeling, and network analysis. Applied work extends to the detection of misinformation and low-quality content, AI-based text analytics in education and marketing, and immersive media systems. The focal area also investigates the technical architecture and implications of blockchain and distributed ledger technologies, including energy consumption modeling and system design.

Faculty in this area have secured funding from the European Commission (including the TransMIXR and OMINO projects) and maintain active collaboration with international research networks.

2. Digital Markets, Innovation, and Entrepreneurship

Research in this focal area examines how digitalization, emerging technologies, and new business models reshape markets, consumer behavior, and entrepreneurial ecosystems. Core

themes include digital and experiential marketing, investigating consumer responses to technologies such as electronic shelf labels, digital signage, extended reality, and AI-enabled service encounters, alongside service design, customer journey mapping, and design thinking as frameworks for innovation. Research also addresses business applications of blockchain technology, including traceability systems, tokenization, and their implications for trust, supply chain management, and organizational design. This also includes topics such as Digital Identities, Digital Passports, and Digital Money (e.g., Central Bank Digital Currencies (CBDCs)).

A distinctive contribution is the Digital Entrepreneurship Ecosystem (DEE) Index, a composite indicator benchmarking digital entrepreneurship conditions across 173 countries, developed by the Vienna Institute for Global Studies (VIGS). The DEE framework incorporates AI as a systemic entrepreneurial agent and supports policy-relevant diagnostics through regular regional reports.

3. Sustainable Tourism and Destination Systems

Research at the School of Tourism and Service Management at Modul University Vienna is broadly interdisciplinary, combining tourism studies with economics, social sciences, and data-driven approaches. A central focus lies on understanding tourism systems and markets, covering topics such as destination marketing and image, pricing and economic analysis, tourism satellite accounts, and travel behavior. The school's research integrates quantitative methods such as econometrics, forecasting, and big data analytics with insights into consumer behavior, digital platforms, and decision-making processes in tourism contexts, aiming to produce both rigorous academic contributions and practically relevant insights for the industry.

Another major pillar of research is sustainability, innovation, and applied industry collaboration in tourism and service management. This includes work on environmental impacts (e.g., emissions), destination resilience, and the social dimensions of tourism, such as mobility and well-being, as well as the role of digital transformation in shaping smart destinations. Successful Projects include SmartCulTour as well as the Data Space for Tourism, both funded by the European Union. A further key example is TourMIS (Tourism Marketing Information System), a flagship project developed in partnership with the Austrian National Tourist Office, the European Travel Commission, and the City Destinations Alliance, recognized with the UN Tourism Ulysses Prize (2008). This highlights the school's strong orientation toward research with real-world relevance and global reach.

4. Sustainability, Societal Transitions, and Governance

This focal area is interdisciplinary in its nature and combines the institution's sustainability, governance, and methods competencies. The central challenge of governance is developing the institutional capacity to design, promote, gain agreement for, implement, and monitor effective strategies. Making progress in both sustainability and societal transitions requires steering individual behavioral and societal change at the intersections of the social, economic, and ecological realms and often involves managing and solving conflicts at multiple levels of government.

Research on how mechanisms of one governance regime influence and/or overwhelm the impacts of other communities is an important research initiative, where questions of co-existence, interaction, and co-evolution of different governance regimes are addressed. This

includes research on multistakeholder environments in the context of sustainability transformations, where the role of specific stakeholder groups in fostering transitions and their capacity to contribute to the resilience and carrying capacity of regions is of interest. In empirical investigations, different types of interactions between the regimes were detected and provide a good basis for future research, which should put more emphasis on the mechanisms through which one regime might influence another and how emerging governance regimes initiate and shape transition processes. Thus, social-ecological transition research follows an interdisciplinary and systemic approach where scholars accelerate solutions for complex societal and environmental challenges. Research in this domain helps to combat social-ecological challenges like climate change and socioeconomic inequalities at different spatial levels. The goal is to examine relationships between drivers, consequences, and solutions in many different contexts.

5. International Relations, Geopolitics, and Democratic Resilience

Research in this focal area examines the structural forces reshaping international order and the internal challenges facing liberal democracies. One strand of analysis is great-power competition, multipolarity, USA foreign policy, transatlantic security architecture, NATO adaptation, and European strategic autonomy. Drawing on realist, liberal, and constructivist traditions to assess shifts in material power, international legitimacy, and the durability of existing institutions.

A second strand addresses threats originating within democratic states: political extremism and radicalization (particularly right-wing movements and lone-actor violence), the transnational diffusion of extremist ideas through digital platforms, and information warfare. Research investigates how algorithmic environments are exploited to polarize the public and undermine trust, and what institutional and civic responses prove effective. A cross-cutting concern is the tension between technocratic governance and democratic legitimacy. This investigates how expert-led security policymaking can stabilize decision-making while simultaneously generating the anti-elite grievance narratives that fuel radicalization. The focal area is oriented towards both academic and policy audiences.

Research and Development Co-operations

Modul University Vienna pursues its research strategy through a structured network of co-operations with higher education institutions and non-HEI partners in Austria and abroad. These co-operations are designed to extend the University's research capacity and visibility while integrating MU's scholarship into broader national and international research communities.

Cooperation with higher education institutions

The University is committed to building and sustaining co-operations with Austrian higher education institutions as a structural pillar of its research and doctoral training strategy, recognizing that formal institutional partnerships extend supervisory capacity, broaden methodological access, and integrate MU's doctoral candidates into wider scholarly communities. In line with this strategy, MU doctoral candidates may take courses at partner institutions within the doctoral training network of Austrian private universities. Building on this inter-institutional framework, MU co-organizes the annual PhD Summer School together with its partner universities. This recurring initiative provides candidates with advanced

methodological training, structured peer review, and direct integration into the wider national research community. Expanding collaborative doctoral training arrangements with both private and public Austrian universities remains a forward-looking commitment for the forthcoming plan period.

At the international level, MU's strategy is to maintain and strengthen research co-operations with higher education institutions across a range of thematic and geographic contexts. This strategy is pursued under the structural constraint of restricted access to European Union funding programs, which has accelerated a proactive reorientation toward national Austrian and bilateral international funding channels while legal proceedings to restore full EU access are ongoing. To safeguard active scientific exchange and preserve the strategic positioning necessary for full re-entry into EU programs, MU maintains its network integration through alternative collaborative models within project consortia and the establishment of the Vienna Network for Research and Innovation (VNRI). During the plan period, the University will further reinforce this resilience by intensifying bilateral research agreements, expanding applications to research councils and foundation-based funding schemes, and sustaining its active incoming visiting scholar program with institutions across Europe and Asia-Pacific.

Cooperation with non-HEI partners

The University's strategy for non-HEI research co-operation in Austria is directed toward consolidating its established partnerships with public-sector, sectoral, and industry organizations, deepening applied research engagements that connect MU's expertise to concrete societal and economic challenges while sustaining a diversified base of externally funded collaborative activity. A concrete and enduring expression of this strategy is TourMIS, the largest international database of regional tourism statistics, developed and maintained in sustained collaboration with the Austrian National Tourist Office (Österreich Werbung) and international partners, including the European Travel Commission and the City Destinations Alliance. Recognized with the UN Tourism Ulysses Prize (2008), TourMIS constitutes a permanent institutional research infrastructure whose sustained development and extension to new sectoral partners remains a forward-looking commitment for the plan period. Complementing this, Modul Technology GmbH serves as the contracting and delivery vehicle for applied and contract research with Austrian industry and public-sector partners, including funded collaborations with the FFG, BMK, WWTF, and private industry clients, with a strategic objective of growing this portfolio during the plan period.

Internationally, MU's non-HEI co-operation strategy is oriented toward sustaining engagement with international organizations, policymakers, and innovation networks, while expanding the geographic reach of its contract research portfolio. The TourMIS infrastructure extends MU's non-HEI research engagement to the international level through the partnerships described above, and continued deepening of these relationships remains a strategic objective for the plan period. Modul Technology GmbH provides the vehicle for the international expansion of contract research engagement, in line with the funding diversification strategy described in the Research Funding section. The Vienna Institute for Global Studies (VIGS) provided a further vehicle for institutionally anchored non-HEI co-operation abroad, through sustained engagement with policymakers, innovation forums, and international organizations across Central and Eastern Europe, anchored in the Digital Entrepreneurship Ecosystem (DEE) Index and its associated regional reporting partnerships. Building on this foundation, the DEE Index remains an active component of the University's

research and partnership strategy. The non-HEI dimension of international research consortia, encompassing international organizations, public agencies, and professional bodies, will continue to be developed through competitive project participation, building on the established track record of the preceding accreditation period.

Research Funding

Modul University Vienna's research is funded through a combination of institutional resources, competitively won grants, and contract research. In 2022/23, the University held twelve active externally funded research projects with a combined value exceeding €2.5 million⁹, drawing on funding from the European Commission (Horizon Europe, DIGITAL, MSCA), the Austrian Federal Ministry for Climate Action (BMK/ICT of the Future), the Vienna Science and Technology Fund (WWTF), the Austrian Research Promotion Agency (FFG), and industry partners. Knowledge transfer is delivered by faculty and researchers of Modul University and Modul Technology GmbH, the University's dedicated non-profit innovation transfer company.

All faculty with research allocations are expected to contribute to funded research activity. Research output expectations are differentiated by rank and employment fraction, monitored annually through the PURE research documentation system, and linked to career progression and performance assessment through the University's Knowledge Transfer Services Guidelines and the regular performance reports.

Funding Resilience Strategy

Current restrictions on the University's eligibility for certain European Union funding programs have accelerated a strategic diversification of the funding base that was already underway. The University has demonstrated that this diversification is viable: of the twelve projects active in 2022/23, five were funded by non-EU sources (FFG, WWTF, BMK, industry), and the contract research portfolio managed through Modul Technology has grown steadily.

The funding strategy for the Development Plan period rests on three pillars:

Broadening the national and international funding portfolio. The University will intensify applications to Austrian funding bodies (FWF, FFG, WWTF, OeAD, and other relevant schemes where eligible) and expand participation in EU¹⁰, and non-EU programs, including bilateral research agreements, foundation-based funding, and research council schemes in strategically aligned countries. Targeted engagement with international organizations will build on existing relationships (e.g., City Destinations Alliance (CityDNA), TourMIS platform and network, and the ongoing policy advisory work of faculty) to position the University as a knowledge partner in sustainability, governance, tourism, and digital transformation.

Expanding contract research and industry partnerships. Through Modul Technology GmbH, the University will extend its research collaborations with industry and public-sector partners. Current projects (e.g., AI-Centive with FFG funding, GENTIO with BMK funding) demonstrate an established model for translating research expertise in data analytics, digital technologies,

⁹ Modul University Vienna and Modul Technology GmbH

¹⁰ Until the ban on EU funding is lifted, the research projects will be carried out by the "[Vienna Network for Research and Innovation](#)," an association founded by MU faculty members to circumvent the exclusion from EU funding (PIC #869008354).

tourism intelligence, and sustainability into commissioned work. The target is to grow contract research revenue by 50% over the plan period.

Maintaining international research network integration. To preserve visibility and collaboration continuity during the period of restricted EU eligibility, the University will continue participating in international consortia through associated partnerships, advisory roles, and subcontracting models. This approach safeguards scientific exchange, preserves strategic positioning, and ensures the University can re-enter EU programs at full eligibility without loss of network capital.

Development Steps

Already in Place

The following instruments and structures are operational:

- The University maintains a differentiated research expectations framework specifying output obligations by academic rank, monitored annually through the PURE documentation system and linked to the publication premium scheme (€1,000 for A-rated journal publications, €500 for B-rated, adjusted for co-authorship). In 2022/23, 43 premiums were awarded for 19 A-rated and 24 B-rated publications.
- Modul Technology GmbH is operational as the University's innovation transfer vehicle, with an established pipeline of contract research and applied development projects.
- TourMIS, the largest European database of tourism statistics, continues in active operation in partnership with the Austrian National Tourist Office, the European Travel Commission, and the City Destinations Alliance — a sustained infrastructure recognized with the UN Tourism Ulysses Prize (2008).
- The Digital Entrepreneurship Ecosystem (DEE) Index, maintained by the Vienna Institute for Global Studies, covers 173 countries (2017–2024 data) and has produced three major reports (Danube Region, Global, Latin America).
- The Research Seminar series provides a regular forum for faculty presentation and external engagement, and the University participates annually in public science communication events, including the Lange Nacht der Forschung.

In Progress (2025/26–2026/27)

- The consolidation of seventeen previously declared research areas into five Research Focal Areas (see p. 26) is designed to concentrate the University's limited faculty capacity into areas of demonstrable critical mass and interdisciplinary strength.
- A guideline on good scientific practice, including an institutional position on the use of AI in research, is in development.
- Internal seed funding and proposal development support instruments are being designed to improve bid quality and support early-career researchers in developing competitive applications.

Planned (2027/28 onward)

- Development of an institutional Open Access Strategy, in coordination with the University library, to increase the visibility and accessibility of research output.
- Collaborations with other universities to leverage PhD training opportunities.

- Strengthen domestic and international research co-operations across HEI and non-HEI sectors through diversified funding channels and targeted contract research, sustaining key institutional infrastructures and the strategic positioning required for full re-entry into EU programs.
- Growth of contract research revenue, with a target of 50% increase over the planned period, which is supported by dedicated business development for applied research partnerships. The expected development of research funding at the University is outlined in the table “Development of Research Funding” (see Annex, p. 120).
- Enhancement of research communication, including a revised social media strategy for research dissemination and expanded participation in science-to-public initiatives.

Teaching

Modul University Vienna offers study programs in subject areas with outstanding job opportunities, both nationally and internationally. The integrated educational concept prepares its graduates for leadership positions.

The strong link between research and teaching is one of the strongest assets of the University, which differentiates it from other tertiary educational institutions. The content of what is taught reflects the current conditions and themes of the respective international scientific communities. The teaching processes emphasize the acquisition of reflection and learning capabilities, the transfer of knowledge, and the mediation of fact-based knowledge. The appropriate balance for the integration of the research-oriented fundamental educational goals of the University is determined in each study program and depends on the course of studies and level of education.

The development of Artificial Intelligence (AI) raises serious questions in higher education. Modul University Vienna understands AI as a groundbreaking development in teaching and learning that needs to be actively managed. We see AI as a tool that must be guided responsibly to ensure and improve educational quality, encourage innovation, and protect our core values of higher education. To acknowledge the rapid progression of the field, our AI strategy is designed to be flexible and will be revised on an ongoing basis to proactively consider current developments. We also monitor current pedagogical developments and review our approach regularly so that our policies, teaching practices, and support systems will meet the future needs of the students.

To provide clear directions for faculty and students, the Deans define roles and responsibilities for the introduction, coordination, and oversight of AI in teaching. They are supported by the Studies and Examinations Committee (SEC), which provides clear guidelines on the use and misuse of AI. To acknowledge the needs of the industry, the faculty is encouraged to integrate AI into teaching and assessment in ways that add academic value and support student learning. This is accompanied by specific staff development activities to help faculty use AI confidently, critically, and responsibly. Special attention is given to the risks of students' misuse, including plagiarism, bias, excessive reliance on automated tools, and questions of data protection. This helps people at Modul University Vienna to foster a culture in which AI

is used transparently and responsibly in teaching to support students and faculty without compromising the University's standards.

The University is active in teaching on various levels, offering undergraduate, graduate, and post-graduate degree programs. In 2026, the University offered eighteen study programs on five different levels on its home campus in Vienna, Austria:

Undergraduate Study Programs

1. Bachelor of Business Administration (BBA) in Tourism and Hospitality Management (6 Semesters, 180 ECTS) – Maximum intake per year: 90 (THM, accredited since 2007)
2. Bachelor of Business Administration (BBA) in Tourism, Hotel Management, and Operations (8 Semesters, 240 ECTS) – Maximum intake per year: 40 (THO, accredited since 2012)
3. Bachelor of Science (BSc) in International Management (6 Semesters, 180 ECTS) – Maximum intake per year: 120 (IM, accredited since 2012)
4. Bachelor of Science (BSc) in International Management with Professional Experience (7 Semesters, 210 ECTS) – Maximum intake per year: 30 (IMPE, accredited since 2021)
5. Bachelor of Science (BSc) in Applied Data Science (6 Semesters, 180 ECTS) – Maximum intake per year: 60 (ADS, accredited since 2021)
6. Bachelor of Arts in International Relations and Sustainability (6 Semesters, 180 ECTS) – Maximum intake per year: 60 (IRS, accredited since 2025)
7. Bachelor of Science (BSc) in Human Resources Management (6 Semesters, 180 ECTS) – Maximum intake per year: 60 (HRM, accredited since 2026)

Graduate Study Programs

8. Master of Science (MSc) in International Tourism Management (4 Semesters, 120 ECTS) – Maximum intake per year: 30 (ITM, accredited since 2010)
9. Master of Science (MSc) in Sustainable Development, Management, and Policy (4 Semesters, 120 ECTS) – Maximum intake per year: 30 (SDMP, accredited since 2010)
10. Master of Science (MSc) in Management (4 Semesters, 120 ECTS) – Maximum intake per year: 30 (MGMT, accredited since 2016)
11. Master of Science (MSc) in Data Science for Sustainability (4 Semesters, 120 ECTS) – Maximum intake per year: 30 (DS4S, accredited since 2025)

Professional Study Programs¹¹

12. Master of Business Administration (3 Semesters, 90 ECTS) – Maximum intake per year: 40 (MBA, accredited since 2012; discontinued 2024; teach out until 2027)
13. Master of Business Administration (3 Semesters, 90 ECTS, MBA, registered in 2024)
14. Bachelor of Science CE in Business Informatics (6 Semesters, 180 ECTS, registered in 2024, but not started yet)

Post-Graduate Study Programs

15. Doctor of Philosophy (PhD) in Business and Socioeconomic Sciences (8 Semesters, 240 ECTS) – Maximum intake per year: 10 (BSS, accredited since 2012)

Foundation Programs

16. Foundation Program Business Studies (1 Semester, since 2008)

¹¹ *Universitätslehrgänge nach Privaturuniversitätengesetz (PUG) bzw. Privathochschulgesetz (PrivHG).*

17. Foundation Program Technology Studies (1 Semester, since 2021)

In collaboration with **Nanjing Tech University Pujiang Institute** in **Nanjing, China**:

18. Bachelor of Business Administration (BBA) in Tourism and Hospitality Management (double degree program, 6 Semesters, 180 ECTS) – Maximum intake per year: 120 (THM, accredited since 2017)

Study Program Development Strategy

Strategic Rationale

Modul University Vienna has developed from a tourism-focused institution into an internationally recognized business school, with established strengths in international management, data science, sustainability, and, from 2025, international relations. The next phase of program development aims to consolidate the University as a comprehensive institution with sufficient academic breadth, portfolio diversity, and organizational capacity to support enrolment growth, financial sustainability, and international standing across the full accreditation period. Two considerations drive the strategy:

Revenue diversification. Approximately 63% of Vienna enrolment is currently concentrated in two programs, the BSc in International Management and the BBA in Tourism and Hospitality Management. This concentration creates revenue fragility and a ceiling on total student numbers within the existing portfolio. New program launches are the primary mechanism for growth beyond the capacity of the current offer. They are not, in themselves, a solution to the University's present financial position; they are a necessary component of a medium-term path to break-even that also requires cost discipline, continued development of the Nanjing operation, and active program review.

Market opportunity. The evidence set out in this section identifies subject fields where the University has existing or readily developable faculty capacity and where the competitive landscape in Austria, and in English-medium provision in particular, is thin.¹² Psychology, International Relations, interdisciplinary social science, and selected business disciplines all present opportunities substantiated by Statistics Austria data on the Austrian market and by reference to comparable European markets.¹³

Governance and Quality Assurance

All planned new programs and program modifications are subject to the University's established governance processes, including AQ Austria accreditation procedures (PrivH-AkkVO 2024, §§16 and 21; ESG 1.2).

¹² Statistics Austria, Graduations from Universities. <https://www.statistik.at/en/statistics/population-and-society/education/graduations-from-universities>. "Statistics Austria." 2023. Statistics Austria. 2023. <https://www.statistik.at/en/statistics/population-and-society/education/education-in-figures>.

¹³ Higher Education Statistics Agency, Higher Education Student Statistics: UK 2023/24 (SB271), 20 March 2025. <https://www.hesa.ac.uk/news/20-03-2025/sb271-higher-education-student-statistics> European Commission, Austria in the Digital Economy and Society Index (DESI). <https://digital-strategy.ec.europa.eu/en/policies/desi-austria>.

Each new program is developed and assessed under the University's Market Validation Framework, which operates in four stages:

1. Competitor and supply analysis in Austria, the Central European region, and relevant comparable markets (the United Kingdom, the Netherlands, Switzerland, and Ireland).
2. Demand evidence drawn from enrolment data, application data, and, where appropriate, direct testing of prospective demand through targeted recruitment campaigns and marketing pilots.
3. Employer and practitioner consultation, with particular reference to Vienna's concentration of international organizations and multinational employer base.
4. Financial modeling, including cohort break-even analysis, cost per student, marginal contribution to institutional overheads, and sensitivity to recruitment volatility.

Program development is sequenced across two phases over the accreditation period, with a formal evaluation and reassessment after the first five years.

Phase One: Near-Term Developments (2027/28 – 2030/31)

BSc in Social Psychology

The University plans to develop a BSc in Social Psychology as a non-clinical social science degree with applied pathways in organizational behavior, consumer decision-making, and behavioral economics. The program does not require medical or clinical accreditation and sits within the social sciences portfolio, with substantial cross-teaching potential in marketing, management, and behavioral analytics. Social psychology remains in high demand across Europe. The University's existing BSc in Human Resources Management, with its business psychology focus, will be developed to help support this direction in terms of interdisciplinary teaching to help support a dedicated social psychology degree. Vienna's concentration of multinational headquarters, UN agencies, and international NGOs creates direct employer demand for graduates in this area (human resources in particular).

BSc in Finance, Banking, and Economics

Vienna hosts several major Central European banking groups and has developed an active fintech sector. The University has strengthened its faculty capacity in monetary economics, banking systems, financial architecture, and macroeconomic stability, complementing existing research in sustainable finance, energy finance, and asset pricing.

A BSc in Finance, Banking and Economics would build on this capacity and sit within the business disciplines. Development is conditional on a substantive market validation exercise. WU Vienna remains the dominant domestic benchmark, with established English-medium programs at the bachelor's and the master's levels. Modul's positioning must demonstrate clear differentiation, whether by applied orientation, international cohort composition, smaller scale and higher faculty contact, or by integration with existing sustainability and energy-finance expertise.

MSc in Organizational and Business Psychology

Building on the BSc in Human Resources Management and on the proposed BSc in Social Psychology, the University intends to develop an MSc in Organizational and Business Psychology addressing demand in HR analytics, organizational development, executive coaching, and workplace wellbeing.

Vienna's concentration of multinational headquarters, UN agencies, and shared service centers creates direct local demand for graduates with advanced expertise in how organizations function at the human level. The program would draw on faculty from both the business and social science disciplines and would be positioned as a professionally oriented, research-informed master's degree, distinct from clinical psychology provision. Development is contingent on the successful launch and intake performance of the undergraduate psychology program, which could feed into this MSc.

Phase Two: Medium-Term Developments (2031/32 – 2036/37)

The following programs represent strategic opportunities that the University intends to develop during the second half of the accreditation period, subject to the successful execution of Phase One and the availability of appropriate faculty.

MSc in Entrepreneurship and Innovation

Central Europe's venture capital activity and start-up ecosystem have grown substantially over the past decade, with Vienna emerging as a regional hub. Cross-teaching with the international management programs enables efficient faculty deployment. The program would also contribute to the requirements supporting AACSB accreditation eligibility. Quantified market sizing will be provided in the formal business case, drawing on the most recent data from the Austrian Startup Monitor, Invest Europe, and Austria Wirtschaftsservice (aws).

MSc (CE) in Leadership

The planned 120 ECTS MSc (CE) program in Leadership will be designed as a continuing education program and will be jointly delivered by the University and potentially a strategic partner. It is envisaged as a four-semester program with its first year taking place in a different location than Vienna. The MSc (CE) program will combine academic study on leadership and adjacent areas with practical leadership training. It will include core courses in strategy, organizational management, and AI, along with leadership development modules and a public affairs specialization. Strong emphasis is placed on experiential learning through projects, study trips, and consulting activities. Students will also complete a master's thesis, an internship, and an individual strategic project to ensure real-world applicability of the acquired theoretical knowledge.

PhD in Business (or Applied) Informatics

Austria faces a documented gap in advanced digital competencies (see the European Commission's [DESI](#) index). A doctoral program in business or applied informatics would serve three institutional purposes: generating advanced research output in AI and data-driven

decision-making; attracting international research talent to strengthen the School of Applied Data Science; and expanding the University's doctoral training capacity in a field with strong external funding potential. The program would build on the School's existing research infrastructure and its collaborative relationships with industry partners through Modul Technology GmbH.

Program Development Principles

Across all phases, the following principles govern program development decisions:

Demand validation before commitment. No program proceeds to formal AQ Austria accreditation without completion of relevant market research to ascertain likely markets, including competitor mapping, prospective student demand testing, employer consultation, and financial modeling.

Faculty-readiness. Programs are launched only when the necessary core faculty are in post or under confirmed recruitment.

Margin discipline. New programs must demonstrate a credible contribution to the University's path to financial break-even. Undergraduate programs are prioritized in part because of their inherently favorable cost structures.

Cross-teaching efficiency. Program design maximizes the use of shared modules across related programs to achieve efficient faculty deployment without compromising academic coherence.

Undergraduate Programs

Modul University Vienna currently offers seven bachelor's degree programs; all programs are offered in Vienna, and one of them is also offered in Nanjing, China. In all programs, Modul University Vienna's faculty expertise is successfully transferred to the students. Each undergraduate program conveys domain-specific knowledge, skills, and competencies at the NQF-level 6.

Pedagogical Approach to Undergraduate Programs

The pedagogical approach upon which the undergraduate study programs at Modul University Vienna are based consists of three pillars: research, employability, and student-centered learning.

Research. All undergraduate programs at Modul University Vienna are embedded in its research-active academic culture. Throughout their studies, students are exposed to the scientific approach of problem-solving and the development of the theories of their field. Students are taught a wide range of research methods and tools to tackle eminent problems of industry and society at large.

Employability. The entire study program places a strong emphasis on the professionalization of students. After acquiring in-depth theoretical knowledge, students can put it into practice during an internship or capstone project.

Student-centered learning. Various methods ensure high-quality teaching. Regular assessments of students' learning progress via assignments, informal discussions at the beginning of each class, presentations, quizzes, self-reflections, essays, and exams allow for the continuous monitoring of students' learning achievements. Additionally, focus will be placed on fostering communication and interaction among students. Group work not only offers a comfortable learning environment for students but also promotes the soft skills required for their subsequent careers.

Undergraduate Enrolment

Approximately three-quarters of all students are enrolled in the undergraduate programs; thus, in terms of finance, the most important business stream of the University. During the first decade of operations, the undergraduate programs were facing a few challenges. In 2012/13, when the 4-year BBA THO and the BSc in International Management were introduced, the University experienced a significant decline in the number of 3-year BBA THM students (Figure 14). This was caused by cannibalization effects between the different programs and by a general decline in applicants interested in studying tourism management.

When the Austrian government introduced stricter immigration laws in 2017, this once again led to enormous difficulties in recruiting students from Asia, which had been one of the most important international markets for bachelor's degree programs until the pandemic. After the pandemic and with the start of the war in Ukraine, the international diversity of the student body continued to grow, with the focus shifting increasingly toward Eastern European countries, particularly Ukraine and Russia. The radical cost-cutting measures implemented by the British majority shareholder in 2021 led to a significant decline in enrollment figures in the academic year 2022/23.

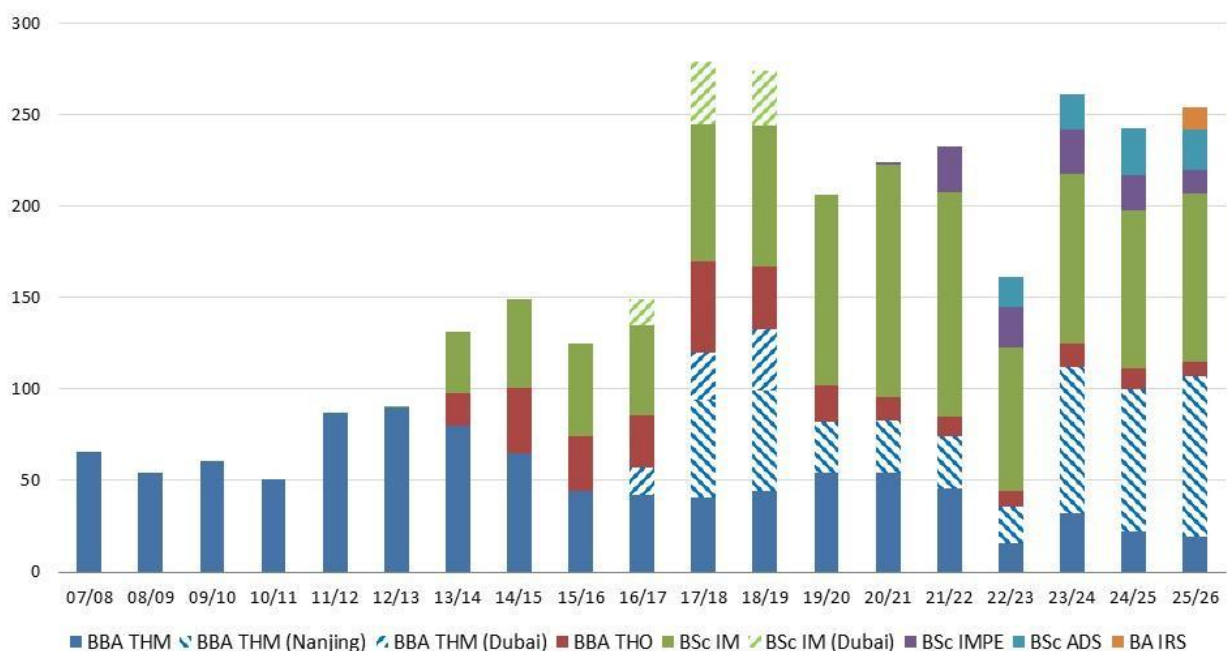


Figure 14: Undergraduate programs: Intake 2007/08 – 2025/26

All undergraduate programs offered by Modul University Vienna are oriented primarily toward the demands of the job market. For the vocational training year in the BBA THO

program, the University is collaborating with the [Modul College](#)¹⁴ and the [New York City College of Technology](#), where students can take culinary art courses in dedicated facilities.

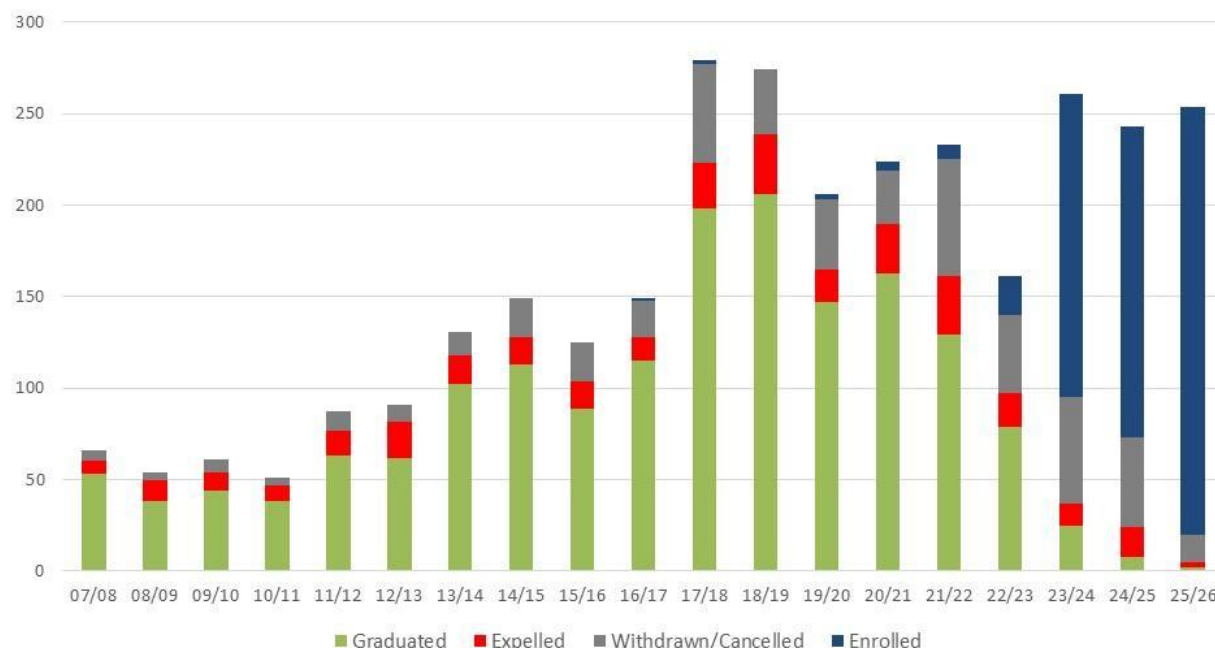


Figure 15: Student performance in the undergraduate programs from 2007/08 – 2025/26

In response to current demand and by following the general University strategy to extend its research and teaching profile in related fields and in linewith the University’s overall objective to transfer faculty’s knowledge and expertise to students, a new study program in the field of Data Science was developed and began operating in Fall 2022. Recently, the portfolio has expanded further with two new study programs in the fields of International Relations and Sustainability and Human Resources Management.

The BA in International Relations and Sustainability was launched in fall 2025 and represents the University’s first major step beyond its traditional business and tourism portfolio into the social sciences. The program was developed in response to strong student demand and Vienna’s unique positioning as one of the four headquarters cities of the United Nations, and the seat of the OSCE, OPEC, the IAEA, and numerous other international organizations.

Figure 15 shows the student performance by academic year. Most undergraduate students can complete their studies within the standard study duration. 32.8% drop out early, with two-thirds of them transferring to another university with lower or no tuition fees, mostly for financial reasons. During the pandemic, the percentage of students who dropped out was slightly higher. The post-pandemic period was marked by high inflation and economic difficulties, during which the dropout rate rose slightly.

Modul University Vienna will continue its overall strategic plan of developing new undergraduate programs that will meet the future needs of the job market and complement the University’s existing expertise and teaching profile. Undergraduate programs related to

¹⁴ Modul Tourismsschulen der Wirtschaftskammer Wien.

Sustainable Development and Banking & Finance have also been identified as new areas of opportunity.

Foundation Program



Figure 16: Student performance in the Foundation program from 2007/08 – 2025/26¹⁵

Modul University Vienna’s Foundation Program is a one-semester, non-degree program designed to fulfill missing qualifications required for admittance to any of the undergraduate programs offered at Modul University Vienna (Figure 16).

Intensive Business and Academic English classes advance students’ language proficiency to a level that meets the entry requirements of the respective undergraduate study program. “Foundation Program Tech,” with courses in Mathematics, Calculus, and Programming, serves students planning to enroll in the BSc in Applied Data Sciences Program, while the “Foundation Program Business” features courses in Mathematics, Business Administration, and Geography & Economics, and prepares students for all of the other undergraduate programs currently offered at Modul University Vienna.

The Foundation Program is offered every semester. From 2022 to 2024, the program attracted significant interest from developing countries. However, students from these countries were unable to meet the requirements and had to withdraw from the program early. The university has taken steps to better assess students’ suitability at an earlier stage. Given the positive results of the preparatory program, the university plans to expand it during the upcoming accreditation period.

Dual-degree Bachelor’s program in Tourism and Hospitality Management in Nanjing

The dual-degree bachelor program in Tourism and Hospitality Management in collaboration with Nanjing Tech University Pujiang Institute is celebrating its 10-year anniversary in 2027.

¹⁵ The schedule for the 2026 summer semester had not yet been finalized at the time this figure was created. Students enrolled in this course this semester is marked as ‘Enrolled’.

Apart from the period during the COVID-19 pandemic, the number of students has risen steadily over the first nine years of this partnership, though it has not yet reached the approved maximum enrollment limit (Figure 18).

On its Global Campus in China, Modul University Vienna plans to further integrate the double degree study program into the quality management system at the home campus. Building on the framework of the *Milestone Agreement* and the *Guideline of Academic Collaboration*, which govern the collaboration between the Parties to operate the University's Bachelor of Business Administration in Tourism and Hospitality Management as a Double Degree Program offered at Nanjing Tech University Pujiang Institute's Campus in Nanjing, both parties have agreed to further strengthen the program by adhering to a number of additional conditions in line with the accreditation requirements set forth by AQ Austria.

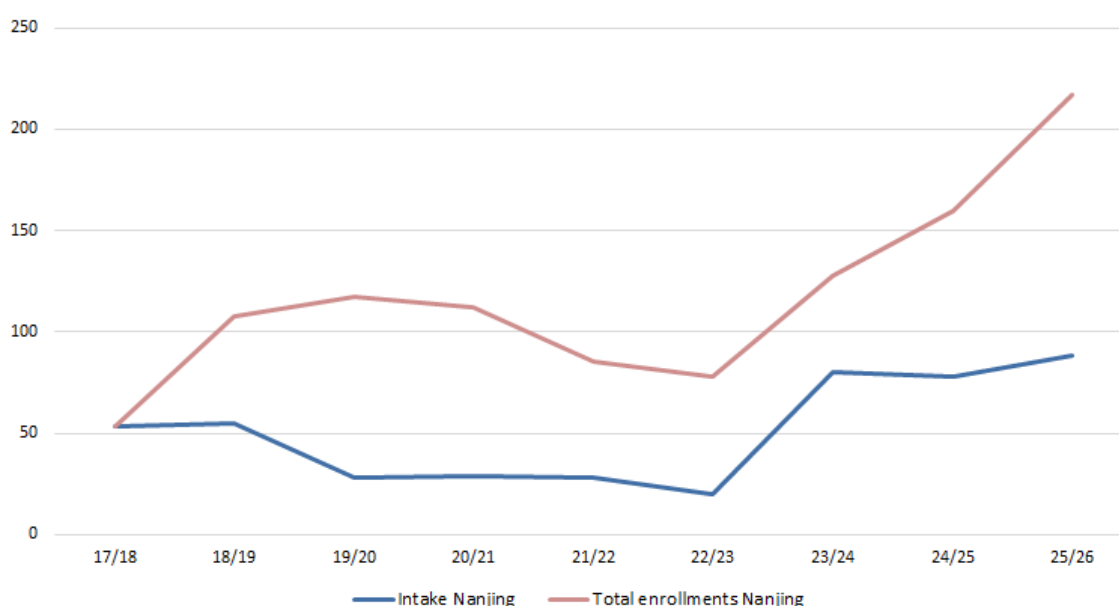


Figure 17: Enrollments in the dual-degree THM program in Nanjing 2017/08 – 2025/26

Development Steps

- Provide training on ethical AI use to lecturers and students based on university policies provided by the Vice-President of Teaching and AI. Identify opportunities of blended learning to enhance the didactics and support the achievement of the learning outcomes.
- Improve the accessibility of non-curricular course German language courses so that MU students have better access to the local Vienna job market and internship opportunities.
- Expand upon corporate partnerships and foster additional internship opportunities for undergraduate and graduate students by strengthening the alumni network.
- More intensively market the programs that offer 4-year BBA students the option to complete two semesters consuming education in the field of culinary art and gaining international experience at new MU partner New York City College of Technology.
- More intensively market the double-degree collaboration with Hong Kong Polytechnic University, a high-profile international partner university of Modul University Vienna.
- Renew the TedQual United Nations World Tourism certification in June 2028.
- Continue implementing the QM audit process for the double- degree study program the University is offering in partnership with Nanjing Tech University Pujiang Institute, China.

Programmatic plans

- As the portfolio of undergraduate degrees offered at Modul University Vienna changes, the courses offered to Foundation Program students will also be adjusted to ensure alignment with the respective undergraduate degree program.
- Develop new enrichment courses and specializations based on current trends and demands (e.g., Finance and Banking) and if the progression of student numbers requires it (i.e., extend the offer of specializations when existing specializations are 80% full or replace existing specializations if demand goes below 40% of available seats in courses).
- Develop two new undergraduate programs in Vienna: BSc in Finance, Banking and Economics, and BSc in Social Psychology.
- Evaluating the opportunities to develop a second undergraduate degree program in collaboration with the Nanjing Tech University Pujiang Institute in China (e.g. BSc in International Management).

In addition to these major expansions of the undergraduate portfolio, minor activities will guide the future development of undergraduate study programs:

- Ensure high-quality teaching by offering more faculty training opportunities (e.g., a compulsory training program for all new faculty and regular external lecturers).
- Continuously increase the quality and the number of applicants through increased market knowledge and cooperation with institutions/persons who have access to high-potential applicants.
- Encourage students to actively participate in student competitions, student awards, and conferences in their field of study. Encourage faculty to participate in the Ars Docendi competition.
- Investigate and implement blended learning opportunities to enhance the student study experience. Implement innovative tools to increase the interactivity of courses (e.g., real-time quizzes).
- Increase the flexibility of the curriculum by offering the same courses in different semesters, while offering a great variety of enrichment courses.
- Collaborate more closely with the forthcoming Industry Advisory Board of the International Management School to develop a reputation in a specific field of research and teaching and to strengthen the practical orientation of the BSc in International Management and of the BSc in International Management with Professional Experience.

Graduate Programs

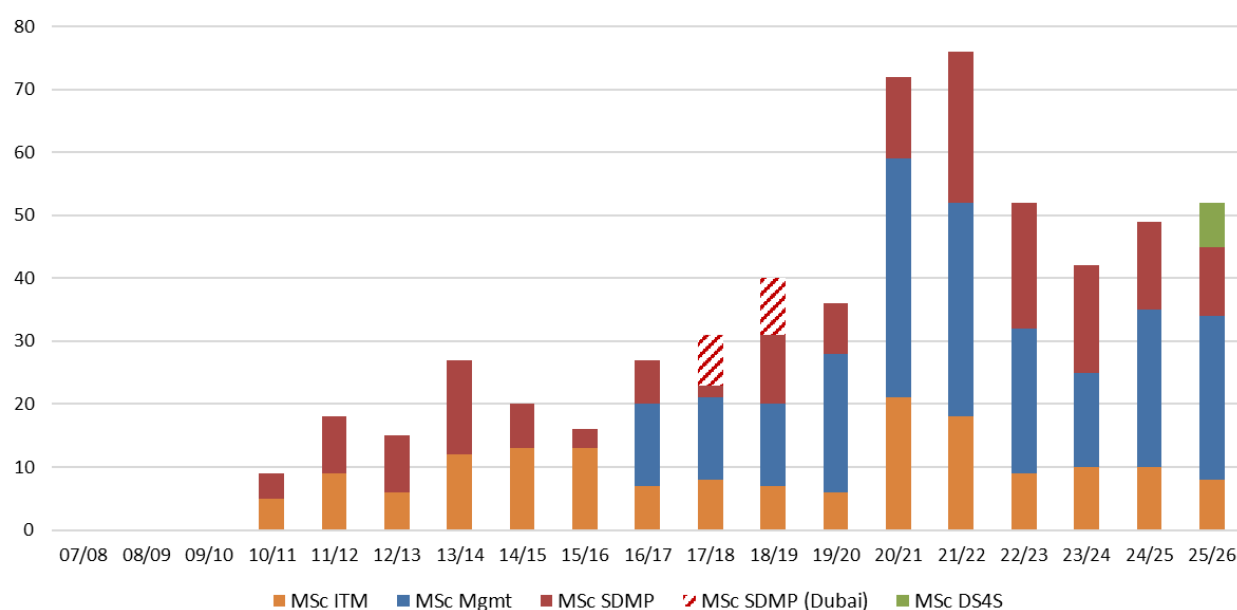


Figure 18: Graduate programs¹⁶: Intake 2007/08 – 2025/26

The Dean of the graduate programs oversees the content, quality, and organization of all master programs at Modul University Vienna (four MSc programs and one MBA program). These graduate studies are an attractive offer for students who want to pursue further education after finishing a relevant undergraduate degree. The courses in the current MSc programs are taught in substantially smaller groups than in the undergraduate programs. The courses are offered in seminar-style settings; accordingly, typical group sizes do not exceed 25 students¹⁷. The selection of the applicants is based on their prior academic qualifications, motivation, and diversity. The target groups are primarily students from related programs, but the MSc programs are also open to graduates with other backgrounds, and the university offers a wide range of bridge courses for this purpose. Furthermore, a careful screening of transcripts and recommendation letters by academic mentors and former Professors of the students is essential.

The latest addition to the university's graduate program portfolio is the MSc in Data Science for Sustainability, which welcomed its first cohort in fall 2025 after successful accreditation by AQ Austria. This program bridges two of the University's established strengths – sustainability research and applied data science – in a combination that responds to growing labor market demand for professionals who can apply quantitative methods to environmental, social, and governance (ESG) challenges. The program shares faculty resources with the existing BSc in Applied Data Science and existing sustainability teaching, achieving cost efficiency through cross-listing while offering a distinctive graduate-level proposition.

Currently, 111 students are enrolled in the four Master of Science programs, which share a common body of knowledge and specializations with 30 students in the MBA study program. The Master programs experienced a decline of demand for the MSc in International Tourism and the MSc in Sustainable Development, Management and Policy, but an increase in applications for the MSc in Management (Figure 18). The ratio of students who withdrew or

¹⁶ All consecutive master degree programs excluding MBA; including exchange students.

¹⁷ The maximum group size in seminars is 30.

have been expelled for academic misconduct from their studies has increased over the past few years (Figure 20).

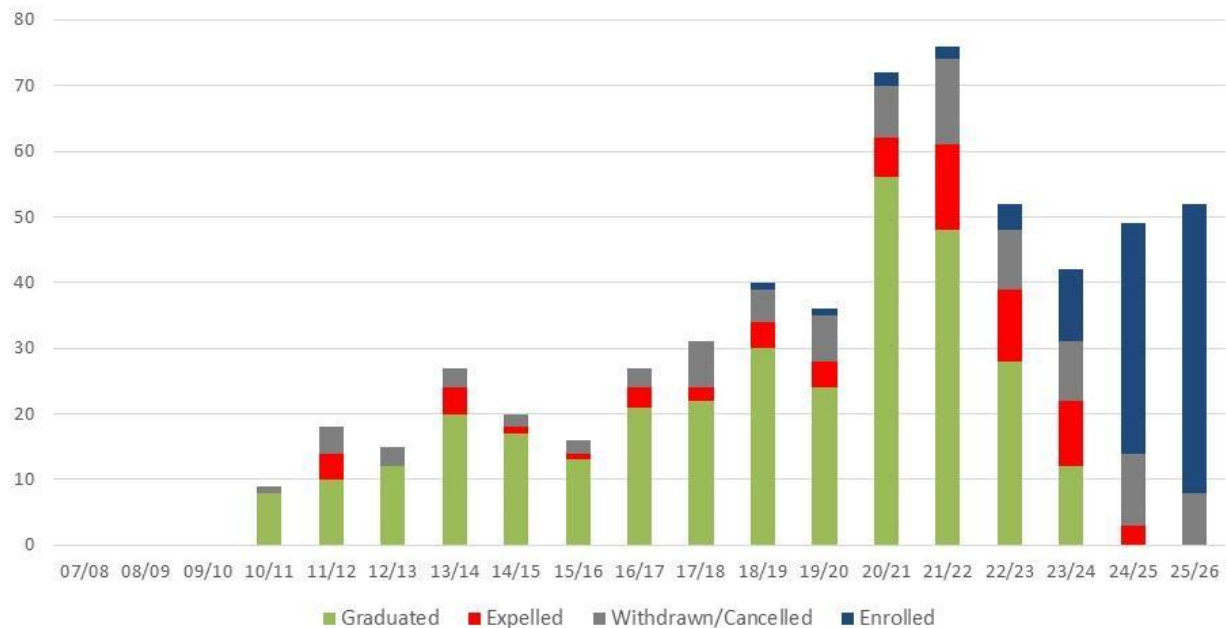


Figure 19: Student performance in the graduate programs from 2007/08 – 2025/26

During the current accreditation phase, more flexible and condensed forms of content delivery will be tested, and the opportunity for offering blended learning in certain MSc courses will be planned. The acceptance of the University in the MOC Affiliate Network of Harvard Business School in 2022 and the subsequent introduction of the MOC courses in the MSc in International Tourism Management and the MSc in Management from Fall 2023 onwards is an example of this. Thanks to the recommendations gathered through our quality management procedures during the last development phase, the content of all MSc programs has been continuously updated and revised. Therefore, there will be only incremental changes instead of major revisions.

For instance, to reflect the rapidly increasing importance of AI, the IT-related course in the MSc in Management and International Tourism Management program was refocused to *Artificial Intelligence and Information Management Strategies*. Furthermore, the course *Environmental Management and Sustainability* was introduced in the MSc in International Tourism Management curriculum to reflect the ever-growing importance of destination sustainability and resilience concerns. The main purpose of past and future revisions is to better accommodate the interests of the students, advances in the respective study area, technological changes, and, most importantly, the needs of the labor market. Currently, the following seven specializations are offered in the MSc study programs:

- Digital Marketing
- Sustainable Management and Policy
- Innovation and Experience Design for Tourism
- Entrepreneurship, Innovation and Leadership
- Tourism and Service Management (not available for MSc in International Tourism Management)
- Data Science (not available for MSc in Data Science for Sustainability students)

Master of Business Administration (MBA)

For admission to the MBA program, at least three years of work experience in a responsible position are required, as well as sufficient academic qualifications, i.e., an undergraduate university degree with a minimum duration of three years. The duration of the studies is 18 months (full-time). The MBA program, established under the previous Private University Act (PUG) and accredited by AQ Austria, was transformed into a continuing education program in 2024 to reflect the changes in Austria legislation. Due to the more demanding admissions criteria required for MBA studies in Austria and the removal of scholarship opportunities during the time when Talents Squared Limited was the majority owner of Modul University Vienna, the number of admitted students has continuously decreased over time (see Figure 20 and Figure 21).

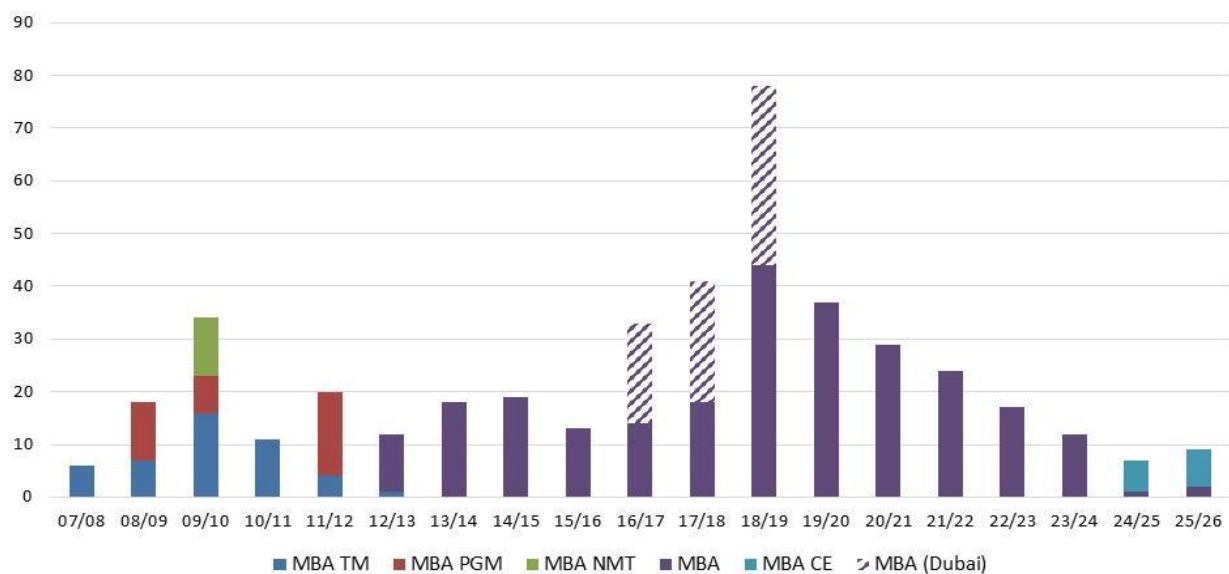


Figure 20: MBA program: Intake 2007/08 – 2025/26¹⁸

To ensure a clear positioning and an adequate concentration of resources, this program consists of core subjects in business administration (Common Body of Knowledge or CBK) that are marketed together with various specializations that can be selected by the students as a major area during their studies. The decision to offer only one general MBA program with the possibility to choose from various specializations provides flexibility towards potential changes in industry needs and future student demand. Currently, the following five specializations are offered in the MBA study program:

- Digital Marketing
- Sustainable Management and Policy
- Innovation and Experience Design for Tourism
- Entrepreneurship, Innovation and Leadership

In 2017, the MBA study program became part of the AMBA Development Network (ADN), thereby fulfilling the first set of entry requirements for becoming fully accredited by the Association of MBAs (AMBA). Recently, the name of ADN has changed to Business Graduate Association (BGA).

¹⁸ MBA = Program (*Universitätslehrgang*) accredited according to *Privatuniversitätengesetz* (PUG); MBA CE = Continuing education program (*Universitätslehrgang*) registered at the Ministry of Women, Science, and Research according to §10b (1) lit. 3 PrivHG.

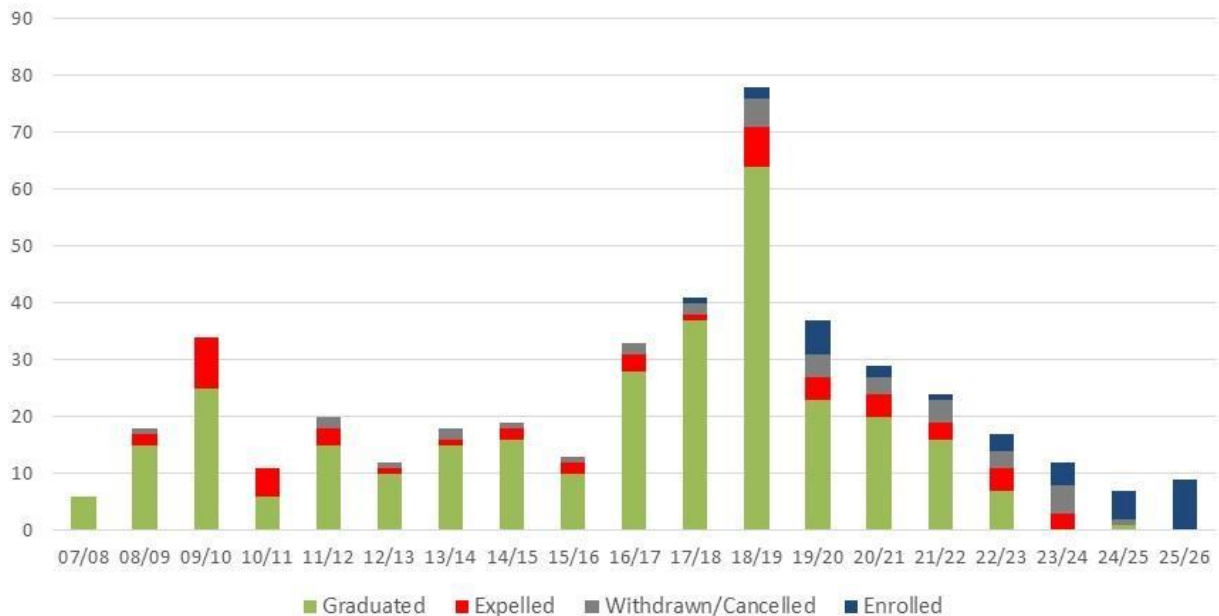


Figure 21: Student performance in the MBA program from 2007/08 – 2025/26

Development Steps

- Further improve the existing system of full and partial scholarships (such as the MCC Scholarship or the Graduate Academic Excellence Scholarship) to attract excellent students but also increase the revenues generated by the MSc.
- Continuously improve the quality of applicants for the MBA and increase their number.
- Explore offering short courses, certificates, and corporate training provisions, leveraging the faculty's expertise and Vienna's base in corporate and international organizations.
- Renew the TedQual United Nations World Tourism certification in June 2028.
- Engage with industry partners where participants can attain certificates of specialization.
- Following international standards and national requirements, further develop the guidelines for recognizing non-formally acquired skills for admissions as well as for recognizing credits in the MBA program.
- By increasing flexibility for students while maintaining the same learning objectives as in the full-time studies format, investigate and implement blended learning opportunities to create more flexible curricula that allow part-time studies for young working professionals.
- As per student's demand, the opportunities for exchange semesters increase.
- Evaluate and improve the content and procedures of the pre-requisite (make-up) courses.
- To open avenues for professional development of students at companies already during their education, extend relationships with industry partners to further support our Industry Excellence Program.

Programmatic plans

- Depending on developments in the industry and the labor market, extend the offer of specializations when existing specializations are 80% full or replace existing specializations if demand goes below 40% of available seats in courses. Potential fields include, but are not limited to, Human Resources Management, International Relations, Project Management, and Agile Transformation.

- Extend the current 90 ECTS MBA into a 120 ECTS MBA program to welcome students without an undergraduate degree but with extensive senior working experience.
- Develop a second continuing education program in leadership
- Building on the knowledge of the BSc in International Management, the BSc in Applied Data Science, and the BSc in Human Resources Management, develop corresponding graduate programs (e.g. MSc in Organizational and Business Psychology and MSc in Entrepreneurship and Innovation). These offers should become available once the first students graduate from the respective undergraduate programs.

Post-Graduate Programs

The PhD program at Modul University Vienna has existed since Fall 2013/14. Initially, it was mainly designed for the education of its own staff (Researchers and Lecturers), but regular students have gained an important share by now (Figure 22). In Spring 2023, there were 28 active students enrolled (four of them Researchers and Lecturers, three of them Researchers). As of Spring 2026, 27 active students are enrolled, including a small number of Researchers and Lecturers. Graduates of the program have consistently secured positions in academia, underlining the program's academic rigor and relevance.

The program currently offers between 16 and 20 ECTS per semester, with elective reading courses aligned to students' specialization needs. In fall semester 2025 students provided their course needs and fields of interest in a standardized questionnaire which led to a revision of the provided courses. Student progress is systematically monitored through annual development presentations at the end of the summer semester. These are carried out on two days as open for a for discussion with all supervisors and active students taking part. Teaching quality is regularly evaluated through standardized questionnaires with consistently positive feedback.

Based on experiences, the scholarship system was redesigned, and the *Next Generation Scholarship* was introduced, which provides the option of substantial deductions in student fees in case the students choose to contribute to research topics of central interest to the University (six of the active students have taken that offer). At the same time, it remains evident that pursuing a PhD without institutional employment presents challenges for many candidates, highlighting the importance of structured support and integration into research environments.

To improve accessibility, the program has been offered in a hybrid format since Fall 2022, combining online elements with one mandatory on-campus week per semester. These attendance weeks foster academic exchange, community building, and research development through workshops, presentations, and networking activities.

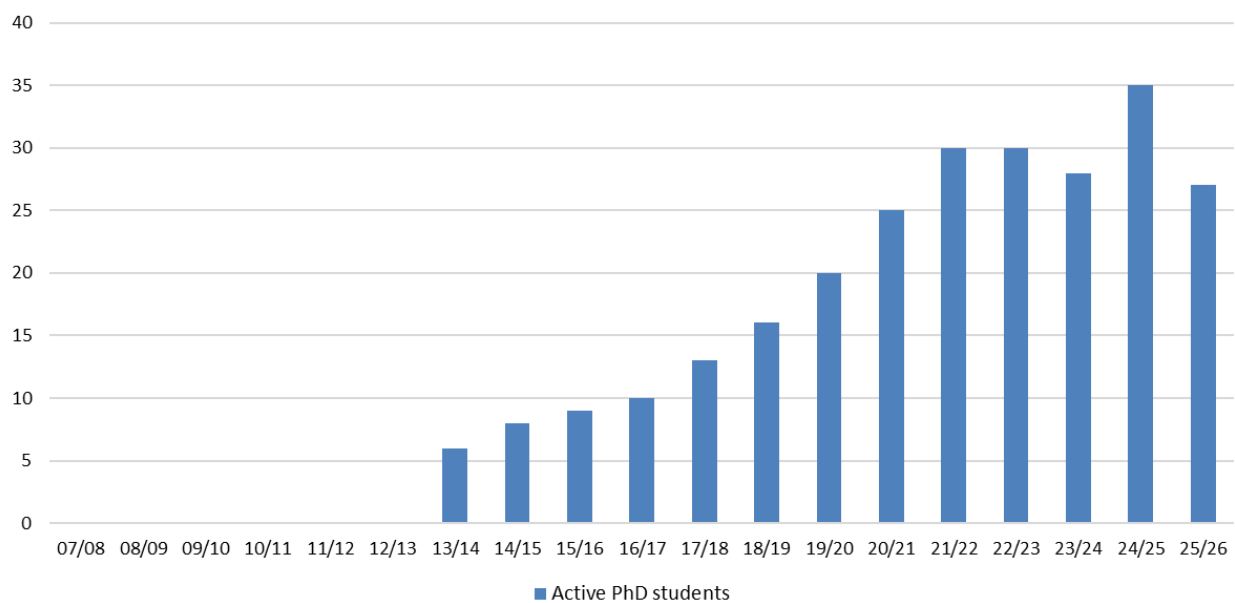


Figure 22: PhD program: Active students 2007/08 – 2025/26

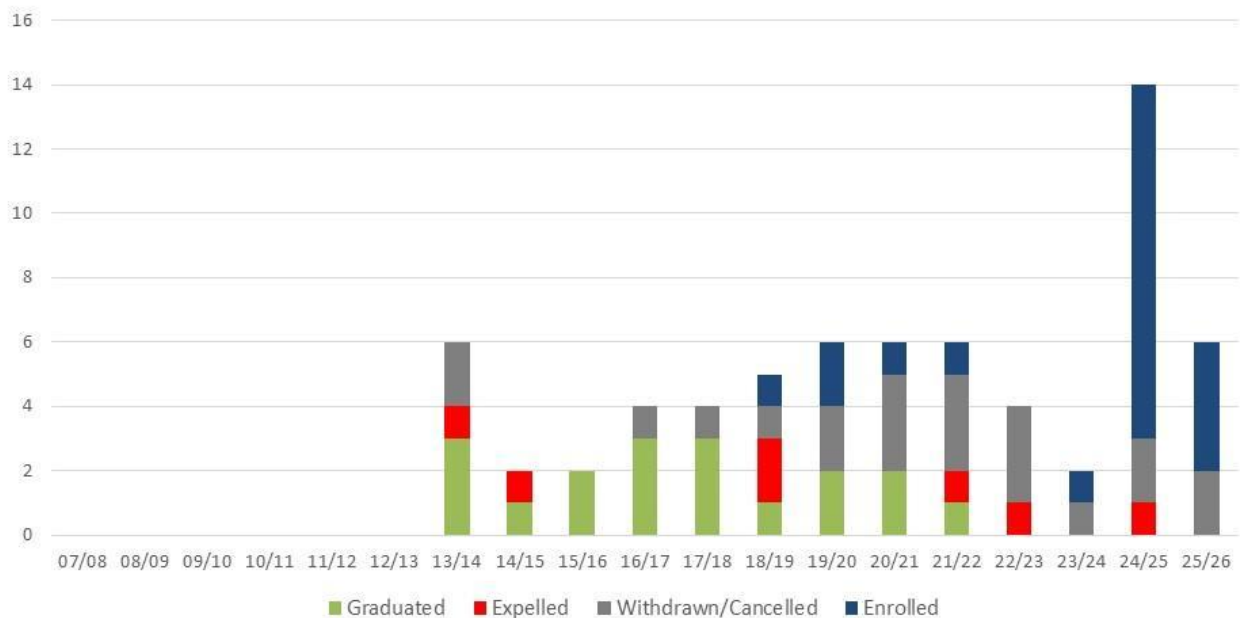


Figure 23: PhD program: Intake and student performance 2007/08 – 2025/26

The recurring PhD Summer School, jointly organized with several Austrian private universities, represents a key element in enhancing the academic experience and development of our doctoral candidates. Hosting the Summer School at Modul University Vienna again in 2026 provides our students with direct access to an intensive, high-quality learning environment. The program brings together high-profile international faculty who offer advanced seminars, methodological insights, and feedback on ongoing research. A central component is the paper clinic, where PhD candidates receive structured, in-depth feedback on their work, supporting publication readiness and academic positioning. Beyond formal teaching, the Summer School fosters peer exchange, networking, and integration into a broader academic community, thereby strengthening both the research capabilities and the professional development of our doctoral students.

In 2025 we introduced the tool of the semester conference also for the PhD program. In the semester conference the faculty teaching in the respective program (all Full and Associate Professors of MU) take part and evaluate students that either failed to accumulate 16 ECTS in the past year or who failed two or more courses. Since this procedure has not been implemented for the PhD program so far, several legacy candidates, not making any progress or years were identified and after communicating with them and their supervisors the semester conference decided to expel them from the program. This explains the temporary increase in withdrawal and expulsion rates observed in the data and should be interpreted as a quality-enhancing measure that ensures the active engagement and progression of enrolled candidates (Figure 23).

The strategic objective for the coming years is to establish a continuous and stable annual intake of 5–10 PhD students, ensuring both program sustainability and high supervision quality. This intake level reflects the available supervisory capacity and aims at maintaining a strong, research-oriented cohort.

In the medium term, the PhD program will position itself as a selective, research-driven doctoral program with strong academic support structures. By combining stable intake numbers, enhanced training formats, and rigorous progress monitoring, the program aims to increase completion rates, strengthen research output, and further improve graduates' academic career prospects.

In the second phase of the upcoming accreditation period, the University considers introducing a second PhD program either in the field of applied informatics in order to better facilitate the needs of junior researchers at the Applied Data Science School and for scoping with the digitalization of society and the opportunities and threats of Artificial Intelligence.

Development Steps

- According to the available positions in the Development Plan or to successful fundraising (third-party funded research projects) involving PhD positions, continue to hire promising candidates as Researchers and Lecturers.
- Review and appropriately reconsider the tuition fee and scholarship system, including the cooperation options regarding staff of businesses and other educational institutions. In addition, new marketing options related to business cooperations should be investigated.
- Achieving a more balanced distribution of supervision across faculty members.
- Strengthening collaborations with national and international partner universities, particularly to expand course offerings and transferable skills training.
- Increasing participation in joint teaching and mobility initiatives with other Austrian private universities.
- Enhancing the integration of PhD candidates into third-party funded research projects.
- Further developing flexible course formats, including reading courses tailored to individual research specialization.
- Collaborating with other Austrian universities to offer MU PhD students access to a greater variety of trainings relevant for an academic career (e.g. presentations on conferences, research project proposal writing).
- Evaluating the opportunity for introducing a second PhD program either in the field of Applied or Business Informatics to better facilitate the needs of junior researchers at the

Applied Data Science School and for scoping with the digitalization of society and the opportunities and threats of Artificial Intelligence.

Distribution of Workload and Knowledge Transfer Services

Modul University Vienna considers itself as a research oriented educational institution in accordance with Humboldt's educational ideals. In its profile, the University should be primarily defined as an institution with an outstanding reputation in research in its areas of studies and one that makes innovative, future-oriented learning possible.

In the sense of the inseparability of research and teaching, target agreements with the academic staff ensure both a minimum teaching and research obligation. Other responsibilities of faculty include knowledge transfer services, administration, as well as contributions that aim to achieve the University's SDGs. The expectations in various academic positions are outlined in Table 2. Taking strengths of individuals into consideration, the University Board may, by mutual agreements, decide on deviations from this plan.

Knowledge Transfer Services

Knowledge transfer, understood broadly as the University's "third mission" alongside teaching and research, is a central element of Modul University Vienna's institutional identity and a core expectation of its academic staff. Consistent with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and AQ Austria's accreditation standards, the University recognizes that the societal value of research is realized not only through publication but through the systematic translation of knowledge into practice, policy, and public discourse.

	Research	Teaching Responsibility ¹	Transfer Services ²	Administration and SDGs ³
Faculty⁴				
Full Professor (FProf) Habilitation or equivalently qualified	20-40%	30-60% (10-20 WSHY)	10%	10-20%
Associate Professor (AcProf) Habilitation or equivalently qualified	20-40%	30-60% (10-20 WSHY)	10%	10-20%
Clinical Professor (CProf) Post-Doc	0%	60% (20 WSHY)	10-30%	10-30%
Assistant Professor (AsProf) Post-Doc	20-50%	30-60% (10-20 WSHY)	10%	10%
Researcher and Lecturer (RL) Pre-Doc, studying at MU's PhD program	50%	25% (1 st /2 nd yr: 2/6 WSHY)	0%	25%
Senior Lecturer (SL) Post-Doc	0%	50-100%	0-50%	0-50%
University Lecturer (L) Pre-Doc	0%	50-100%	0-50%	0-50%
Other Scientific Employees⁴				
Senior Researcher (SR) Post-Doc	0-100%	0%	0-100%	0%
Researcher (R) Pre-Doc	0-100%	0%	0-100%	0%
Scholarship Students				
Graduate Assistantship Student (GAS)	0-10 hours/week			

¹ WSHY = standard weekly semester hours per year for full-time employment; the actual WSHY is specified in the employment contract; the percentage of teaching responsibilities includes preparation time for classes.

² including time for applied (industry) research.

³ e.g. participation in committees of academic self-administration, marketing events, and projects for further developing the University; tasks that are considered a contribution to sustainable development are, for instance, participation in projects by the Sustainability Committee.

⁴ Researchers are scientific employees without teaching obligations who are primarily financed by third-party funds.

Table 2: Expectations in academic positions (approximate % of total hours of employment)

At Modul University Vienna, knowledge transfer encompasses four interconnected domains:

Contract research and industry partnerships. Faculty engage in applied research commissioned by industry, public-sector, and international organization partners, delivered through the University and its dedicated innovation transfer company, Modul Technology GmbH. Current and recent projects span data analytics, digital technologies, tourism intelligence, and sustainability solutions, including collaborations funded by the FFG, BMK, WWTF, and industry partners. Modul Technology serves as the non-profit oriented contracting and delivery vehicle, translating academic expertise into formats accessible and actionable for external partners.

Public intellectual engagement and policy advisory. The University actively contributes to public and policy debates through faculty participation in media commentary, advisory roles with governmental and intergovernmental bodies, and authorship of policy-oriented reports and briefings. This engagement positions the University as an independent analytical voice on issues within its areas of research strength.

Science communication and public outreach. Faculty contributes to broader public understanding of science through participation in events such as the [Lange Nacht der Forschung](#), the University's Research Seminar series (which is open to external audiences), and targeted initiatives including the children's university program. The University's research communication strategy aims to make its work visible and accessible across digital and traditional channels.

Continuing education and professional development. Faculty deliver non-degree courses, executive education, and specialist workshops for professional audiences, drawing on their research and applied expertise to serve the lifelong learning needs of practitioners in relevant fields.

Governance and Expectations

Knowledge transfer obligations are embedded in three governance instruments: individual work contracts, the annual Performance Report and Objectives process (development talks), and the Guidelines for Promotion to Associate Professor and Full Professor. Full Professors, Associate Professors, and Assistant Professors are expected to dedicate approximately 10% of their working time to transfer activities; Assistant Professors on Senior Lecturer tracks may allocate up to 30%, depending on individual agreements regarding the balance of teaching, research, and service. An overview of the duties of Full, Associate, Assistant Professors, and Assistant Professors is provided in Table 2. These allocations are agreed through annual development talks and monitored by the Vice-President of Research through the Knowledge Transfer Hours Recording Sheet, with formal approval by September 30th each year.

For promotion purposes, the University's guidelines adopt a deliberately broad interpretation of knowledge transfer, encompassing both paid and non-paid, scholarly and non-scholarly activities — including editorial board service, peer review, conference organization, expert advisory roles, media engagement, and contributions to public policy processes. Faculty engagement with external media, policy institutes, and international organizations is supported institutionally and is also recognized as a legitimate and valued form of knowledge transfer. Modul Technology GmbH serves to translate the University's research into formats that are accessible and relevant for industry partners, while also developing practical solutions to challenges faced by businesses and society. This breadth reflects the University's commitment to recognizing the full spectrum of ways in which academic expertise creates societal value and ensures that faculty with strong public engagement or policy advisory profiles are not disadvantaged relative to those whose transfer activity is primarily commercial.

The Knowledge Transfer Services Guidelines, approved by the University Board in July 2024, provide the detailed operational framework, including documentation requirements, carry-over provisions, conversion rates for additional teaching, and consequence mechanisms for sustained non-fulfillment.

Promotion Scheme for faculty

Modul University Vienna will further formalize and expand its faculty promotion scheme to ensure transparent, merit-based, and internationally competitive academic career development. The promotion framework is aligned with common practices in European higher education and leading international universities, incorporating clearly defined criteria across research performance, acquisition of third-party funding, teaching quality, supervision, and service to the university and wider community. Assistant Professors are typically appointed on a five-year contract with the expectation of applying for promotion within this period; a one-year extension may be granted in justified cases. Faculty members who do not apply for promotion may transition to a Senior Lecturer position with an open-ended contract, ensuring continuity in teaching excellence. Successful candidates are promoted to Associate Professor, with salary adjustments implemented in incremental steps over a three-year period. Regular performance evaluations and structured career development processes support faculty progression, while the scheme also recognizes diverse academic contributions, including interdisciplinary work, knowledge transfer, and industry engagement. This structured approach strengthens academic excellence, enhances transparency, and supports long-term staff retention at MU.

Development Steps

- Further elaborate on the addition of a Clinical Professor to the framework of academic positions.
- Develop a strategy for career progression for faculty.
- Develop guidelines for external reviewers in promotion committees.
- The University will develop a more systematic approach to tracking and communicating the impact of its knowledge transfer activities, including a consolidated annual record of media appearances, policy contributions, advisory mandates, and contract research outputs. This will support both internal performance assessment and external reporting to AQ Austria and other stakeholders.

Principal Organization

The University Constitution defines the principal decision-making bodies and the organization of the University. The composition of the University Board has been updated through the most recent revision of the University Constitution. This reflects the expanded scope of institutional development activity and the importance of integrating academic planning, financial strategy, and operational management within the Board's deliberations. The main organizational body within Modul University Vienna is the University Board, which consists of the President, the Executive Vice-President, and the University Director. The University Board is supported by two non-executive Vice Presidents with significant areas of responsibility (Figure 24).

The President is responsible for directing all academic affairs, and is supported by the Executive Vice-President of Teaching, the Vice-President of Research, and the Vice-President of Institutional Development. The University Director is responsible for all economic, financial, and administrative matters, but some administrative matters are shared with the President.

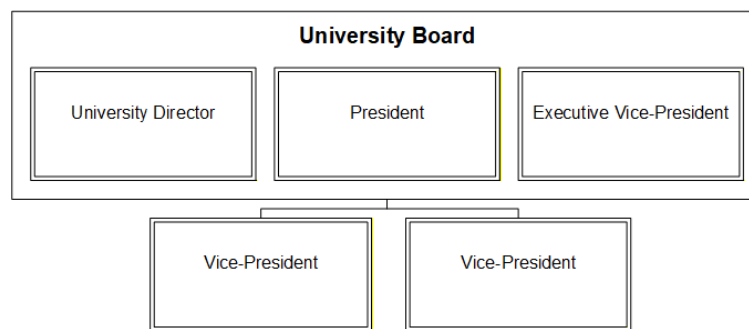


Figure 24: The University Board Office

Organization of Research and Teaching

In the current accreditation period, the University will maintain its five academic **Schools** (Figure 25):

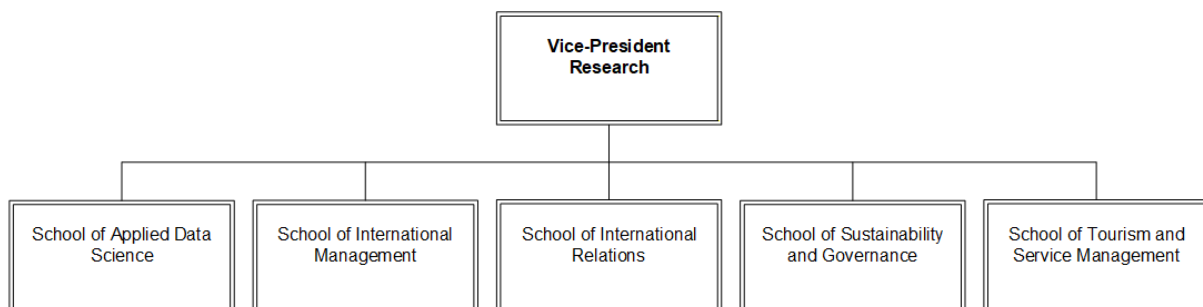


Figure 25: The organization of research

After the new **School of Applied Data Science** was successfully founded, the University decided to dissolve the Research Center New Media Technology. This new School accommodates various data science-related disciplines like advanced statistics and calculus, database management, programming, modeling, and Artificial Intelligence. The School of Applied Data Science supports teaching not only in the Applied Data Science undergraduate program, but also in other study programs that require quantitative methods, data analytics, and programming skills.

Given the establishment of the School of International Relations in 2025, and ongoing strength in international management, the university also took the strategic decision to discontinue the Vienna Institute for Global Studies (VIGS) in 2026, and instead concentrate research, teaching, and outreach activities in business and international relations within Modul itself.

The Heads of the Schools regularly meet and report to the Vice President of Research, who is also in charge of the Library and Research Documentation. All academic units share an interdisciplinary character and a high degree of innovation. Research projects jointly pursued by faculty and researchers from different academic units document how effectively these disciplines can complement each other.

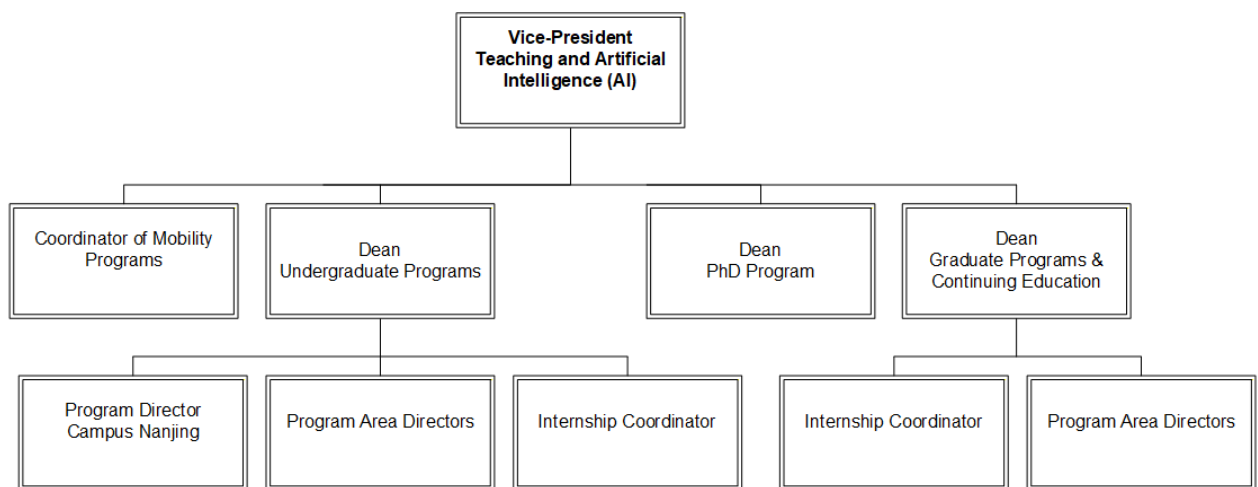


Figure 26: The organization of teaching

The organization of teaching (the management of the study programs) is led by the Vice-President of Teaching and Artificial Intelligence (AI) and Deans, who are elected by the University Senate (Figure 26). Deans can nominate various Program Area Directors who support the Deans in further developing the curricula. Deans and Program Area Directors are supported by the respective Program Managers of the Academic Office in administrative tasks. The Deans regularly meet and report to the Vice-President of Teaching and AI.

As the program portfolio expands and enrolment grows, the University's organizational structure will need to be adjusted. These changes are planned carefully and will be implemented in compliance with the University Constitution and the governance requirements of AQ Austria.

Employing qualified people in the international scientific community strengthens internationalization and networking and substantially advances the University's research output. The promotion of young academics is an essential task of the University. The target audiences are people oriented towards a long-term academic career. The success of these efforts is particularly reflected in the following achievements:

- The academic quality of the publications (as judged by the scientific community)
- The number of acquired research funds, as well as the quantity and quality of the contributions to the implementation of research projects
- The quality of independent teaching

- The contribution to the promotion of young, talented academics
- The number of knowledge transfer achievements (e.g., the number of research projects financed by businesses, presentations at business events)
- The incorporation in academic and other relevant, non-academic networks
- Awards and distinctions
- The contributions to the University's SDGs

Since the future need for research is difficult to predict and because research topics and methods are always dependent on the core competencies of the academic staff at the time, adequate space needs to be made to allow for some freedom in research. It is, however, the task of the University Board to create conditions for the possibility of prioritizing topics.

State-of-the-art knowledge on the latest methods is essential for research and education at the University. To make sure that the organizational structure of the academic Schools reflects the core fields of research and education of the University, emphasis is given within the broad areas of research and education.

Development Steps

- Further integrate the organizational structure and quality management procedures in Nanjing into the organizational structure and quality management system at the University
- Further develop the Campus Net and the AAS management information systems to support the heads with even more efficient decision support tools and reports.

Organization of Administrative Services

With the growth of the University, adjustments in the administrative organization became necessary. The new organizational plan is visualized in Figure 27 and is accompanied by a number of additional initiatives (regular meetings of supervisors of different academic and administrative units) to further improve the communication flow within the University.

The University Director and the Vice President of Institutional Development lead Admissions and Student Accounts, Career Services and Corporate Relations, Marketing and PR, Student Recruitment, Information Systems Services, Student Services, Strategic Project and Process Management, Facility, F&B, and Event Management, Finance, and HR related to administrative and third-party funded staff. In addition, the University Director represents the owner of Modul Technology GmbH, 100% subsidiaries of Modul University GmbH.

The Vice-President of Teaching and AI leads the Academic Office, including the study abroad management. The Vice-President of Research heads the Library and Research Documentation, and the Research and Knowledge Transfer Support unit. The President is coordinating the work of Quality and Accreditation Management, International Studies development, in consultation with the Vice-President of Teaching and AI concerning student mobilities, and HR related to faculty (in consultation with the University Director). The Vice-President of Institutional Development supports the University Director in their tasks, coordinates strategic projects decided by the University Board, and makes suggestions for improving the workflows in the organization.

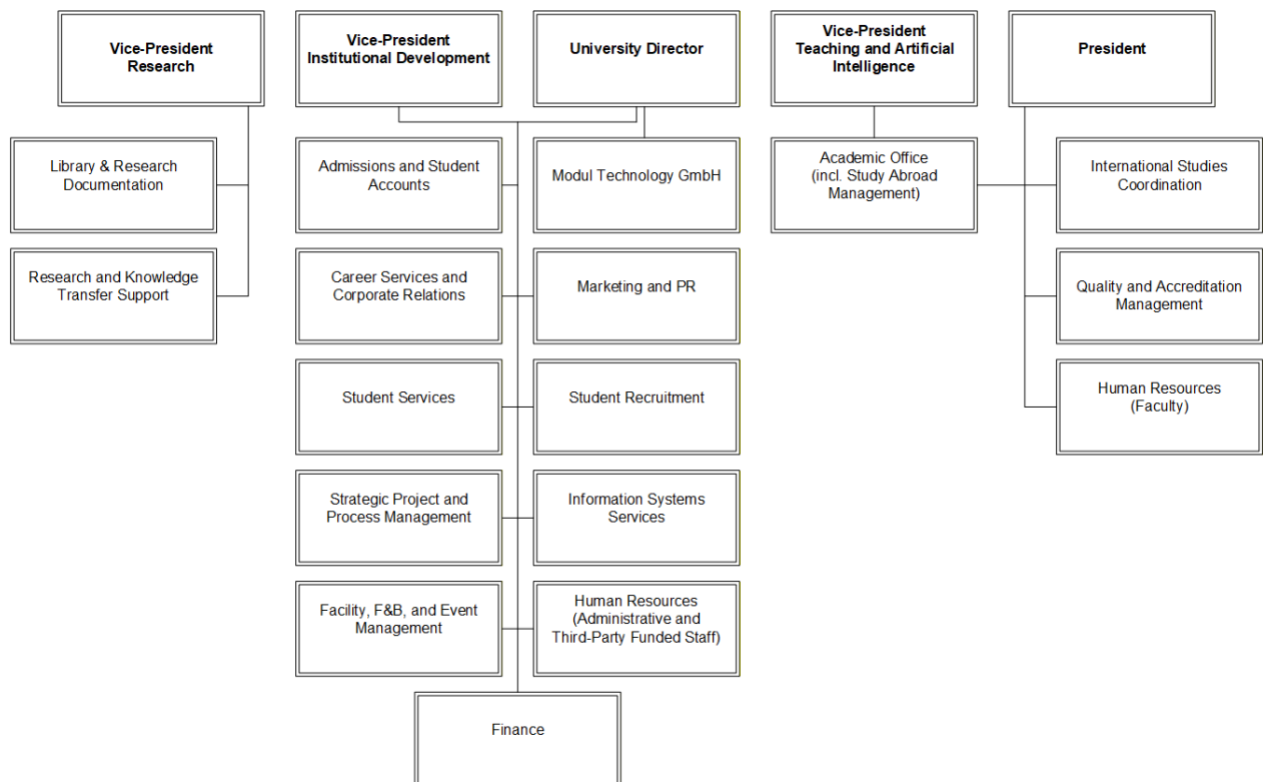


Figure 27: Organization of administrative services

The University Board newsletter has a pivotal role within the University. It communicates the University Board's decisions to all employees and informs them about ongoing work within other bodies, departments, and University committees.

Academic Office and Student Mobility

In Modul University Vienna's organizational structure, the Academic Office is an administrative unit responsible for registrar and academic support services. The unit is headed by the university Registrar and reports to the Executive Vice President for Teaching AI. The Academic Office constitutes the centerpiece of many university academic operations related to study program management, providing a platform of services that enables the university to successfully deliver its study programs. Members of the Academic Office are professionals trained in the fields of higher education law and politics, instructional design, quality assurance, science management, and business administration. The central objectives of this unit are to provide outstanding service to all its stakeholders (faculty members, students, and external partners), to ensure the smooth running of all study programs, and to implement a quality management system with regard to teaching and learning experience.

Several study program managers support students and faculty to allow the successful delivery of all study programs, certificate programs, and non-degree programs. The management of study programs covers a wide array of tasks, such as:

- Developing the semester schedule in cooperation with the Deans and faculty members
- Planning and implementing the registration process for classes
- Providing accurate information about institutional policies, procedures, resources, and programs to students and faculty members

- Sending regular newsletters and channeling communication with internal and external faculty members, including onboarding new external faculty members
- Academic onboarding of new students and channeling communication with students, including informing students of new developments or changes to rules and policies
- Organizing MBA course days and tailoring services to different student cohorts, including performance monitoring and follow-up with Foundation students, ensuring the well-being of MBA students
- Organizing meetings of the study programs and with the Deans, and taking appropriate follow-up measures
- Making suggestions for amendments and/or drafting new regulations for administrative procedures in academia.
- Drafting forms, guidelines, manuals, and handbooks for student and faculty use
- Maintaining academic records of all students (Vienna and Nanjing).
- Resolving issues related to individual academic records, such as credit attribution, grades, academic misconduct, appeals, special needs, leaves, and withdrawal
- Helping students resolve issues with lecturers, including receiving, handling, and redirecting complaints
- Processing grades, compiling performance analysis reports of students, and organizing Semester Conferences
- Scheduling theses defenses and assisting with administrative tasks for thesis tutorials
- Running plagiarism checks and/or training faculty and external lecturers on how to use plagiarism software
- Determining students' graduation eligibility and auditing degrees
- Planning commencement activities
- Preparing information such as honor lists, certificates, and transcripts
- Issuing graduation documents and duplicates. Handling document requests and related payments. Recommending useful technological updates and implementations to create a more efficient work environment
- Helping with and organizing training for e-learning and other technical solutions to facilitate blended learning
- Consulting on requirements when developing new study programs and amending existing study programs
- Managing the University's Language Program
- Providing Program Management Services for Continuing Education and Professional Development offers
- Coordinating travel arrangements, reimbursements, and invoices for external lecturers
- Administering the Study Abroad exchanges

The Academic Office, in collaboration with the Coordinator of Mobility Programs, facilitates the student exchange program, which not only complements the curriculum but also provides the students with new international experiences. Academic exchange is available in different locations worldwide to cultivate international education. The partner universities have an excellent international reputation to complement the University programs and curricula. All students, particularly locals, are encouraged to participate in academic exchange for their intercultural and personal development.

Cooperation with other Higher Education Institutions

During the previous accreditation period, the university established and maintained a portfolio of twenty-four active inter-institutional agreements with partner universities across nine countries, spanning the UK, Europe, North America, and Asia-Pacific. This portfolio includes partnerships with institutions of significant international standing, and several agreements go well beyond conventional student exchange.

Two mobility partnerships deliver structured dual-institution pathways. The BBA/BSc Mobility Agreement with the School of Hotel and Tourism Management at Hong Kong Polytechnic University, the world's top-ranked tourism school, enables students to complete part of their studies in Hong Kong, gaining two internationally recognized qualifications in four years. The BBA in Tourism, Hotel Management and Operations includes an integrated year at New York City College of Technology (City University of New York), combining Modul's academic framework with practical experience in one of the world's most competitive hospitality markets. Both programs, while currently structured around tourism and hospitality, provide operational templates for similar structured mobility arrangements in other subject areas as the university's programs portfolio expands.

Another significant partnership development of the period is the Oxford Study Abroad Program (OSAP). Through this arrangement, high-achieving third-year BA International Relations students are offered Associate Membership at an Oxford college (New College, Trinity College, or Oriel College) and the opportunity to complete their bachelor's thesis under the supervision of Oxford tutors within the university's renowned tutorial system. The program is competitive, merit-based, and represents a level of partnership with a world-leading institution that is exceptional for a university of Modul's size. Oxford currently ranks in the top five globally in the QS World University Rankings. Full details of the program, including eligibility, application process, and college allocation, are published on the university's website.

While the OSAP pathway was established for International Relations and Sustainability students, the tutorial model on which it is based is not discipline-specific. Oxford offers undergraduate and graduate programs in several fields that align directly with Modul's current and planned portfolio, including Experimental Psychology and Economics and Management. The university will explore extending OSAP access to students in these programs as the relevant degree programs reach maturity and a sufficient pool of qualified candidates exists. Conversely, certain Modul programs have no direct Oxford equivalent: Tourism and Hospitality Management are not taught at Oxford, and students on these programs would not be eligible for the tutorial-based pathway. The OSAP expansion will therefore track the university's evolving academic profile rather than attempt universal coverage.

Partners	Location	UG ¹	G ²	Subject Areas	Erasmus	Pannonia
Boğaziçi University	Turkey	✓	✓	Tourism	✓	
Buas (prev. NHTV Breda)	Netherlands	✓		Applied Data Science		
City University of Macau	Macau, SAR	✓	✓	Tourism, International Management		✓
Cologne Business School	Germany	✓	✓	Tourism, International Management	✓	✓
Technological University Dublin	Ireland	✓		Tourism	✓	

Partners	Location	UG ¹	G ²	Subject Areas	Erasmus	Pannonia
Hong Kong Polytechnic University, School of Hotel and Tourism Management	Hong Kong, SAR	✓		Tourism		✓
ISAG European Business School	Portugal	✓		International Management	✓	
IULM University - Milan	Italy		✓	Tourism	✓	✓
John von Neumann University	Hungary	✓		International Management		✓
Nanjing Tech University, Pujiang Institute	China	✓		Tourism		✓
New York City College of Technology, City University New York	United States	✓		Tourism		
University of Oxford (New College, Trinity College, Oriel College)	United Kingdom	✓		International Relations		
San Francisco State University	United States	✓		All programs		
Taylor's University	Malaysia	✓	✓	Tourism, International Management		✓
Temple University, School of Tourism and Hospitality Management	United States	✓	✓	Tourism, International Management		✓
Universidad Anahuac Mayab	Mexico	✓	✓	All programs		
Università della Svizzera Italiana	Switzerland		✓	Tourism		
La Rochelle Business School	La Rochelle			Tourism	✓	
Universite Libre de Bruxelles (ULB)	Belgium	✓		International Management	✓	
University of Central Florida	United States	✓		Tourism, International Management		✓
Universidade Europeia	Portugal	✓		Tourism		
University of Pannonia	Hungary	✓		Tourism, International Management, Applied Data Science	✓	✓
University of Southern Denmark	Denmark	✓	✓	All programs	✓	
University of Surrey	United Kingdom	✓		Tourism	✓	

¹Undergraduate mobility ²Graduate mobility

Table 3: Mobility agreements 2025/26

In the current academic year, in addition to establishing the OSAP agreement, a new exchange and Study Abroad arrangement with the School of Business at Hang Seng University in Hong Kong is in active negotiation, extending the university's Asian partnership base beyond tourism into business disciplines.

Conversations with the University of Cambridge and other institutions of comparable standing are planned, with the objective of creating a portfolio of elite study-abroad options across the program portfolio – not only in International Relations but also in business, social science, and humanities disciplines. These partnerships enhance the student experience, strengthen the University's international profile, and provide a powerful recruitment differentiator in competitive markets.

The University's objective is also to establish Articulation Agreements with renowned post-secondary schools to recognize prior learning of outstanding graduates.

Funding for Student & Staff Mobility

The Pannonia Scholarship Program, funded by the Hungarian Government and administered by the Tempus Public Foundation, has been identified as the University's primary alternative mechanism for funding student and researcher mobility.

The university has secured Pannonia Scholarship Program funding for the 2025/26 academic year (Project 23-MUV-PAN-2025, confirmed) with a total allocation of 32,883,493 HUF (approximately €84,000), providing nine outgoing study mobility places and eight professional practice (internship) mobility places.

A further application for the 2026/27 academic year (Project 43-MUV-PAN-2026) has been submitted, requesting 43,354,000 HUF (approximately €111,000) for an expanded program of 24 student mobilities (including, for the first time, short-term mobilities of 2–30 days) and two staff research mobilities.

Pannonia monthly grants of approximately €900–1,030 (with an enhanced Excellence Program offering €1,150–1,280 for mobility to institutions ranked in the top 250 by QS or THE) compare favorably with the Erasmus+ average of approximately €390 per month. Pannonia covers destinations worldwide, giving it a geographic reach that exceeds Erasmus+. Both grants are funded at 100% intensity by the Hungarian Ministry of Culture and Innovation through the Tempus Public Foundation, requiring no institutional co-financing.

The University will publish comprehensive student-facing guidance on Pannonia eligibility and application procedures, ensure bilateral inter-institutional agreements are in place with all priority partner institutions, and train the Mobility Manager and Student Services staff in Pannonia processes.

Pannonia funding also supports staff mobility and research-related activities, enabling academic and professional staff to undertake short-term teaching, training, and research visits abroad. The program aims to strengthen international collaboration, promote knowledge exchange, and support institutional development through staff engagement with partner universities, research institutions, and relevant organizations. Funded activities typically include guest teaching, curriculum development, research cooperation, and professional training, provided they contribute clearly to the university's strategic objectives and demonstrate added value at both the individual and the institutional level.

Staff Mobility

The university has also maintained an active program of incoming research mobility throughout the previous accreditation period, hosting visiting scholars and research fellows from institutions across Europe and Asia-Pacific. This activity spans all five Schools and draws on a range of external funding sources (EU Horizon Europe, the K.C. Wong Foundation, the Hungarian State Eötvös Scholarship, sabbatical funding from home institutions, and self-funded visits).

During the period under review, the university hosted visiting scholars from KU Leuven and the University of Venice (Prof Jan van der Borg, sabbatical semester, tourism and urban sustainability research), the University of Bologna (Dr Carla Inguaggiato, six-month research collaboration on policy networks, continuing work from an ERC-funded project hosted by Prof Dimitris Christopoulos), the Hong Kong Polytechnic University (Dr Jinyan Chen, research seminar on big data analytics in tourism, supported by the K.C. Wong Belt and Road Visiting

Fellowship), and the Budapest University of Technology and Economics (Beáta Lázár, higher education marketing research, supported by the Hungarian State Eötvös Scholarship).

The university also hosted staff secondments from the University of Wolverhampton under the EU Horizon Europe OMINO project (Dr. Anirban Chakraborty and Julius Odede, School of Applied Data Science), demonstrating Modul's capacity to participate in EU-funded staff exchange programs notwithstanding its broader exclusion from European funding frameworks. Further visiting researcher applications were received from Turkey (School of International Management) and other institutions.

As a private university operating without the structural mobility budgets available to public institutions, given its size, Modul's approach to outgoing staff mobility is grounded in external funding and individual initiative. Faculty and staff have access to a range of supported instruments, including paid and unpaid research leave, home-office abroad provisions, notification for additional occupation, professional development training at partner and external organizations, and financial support for participation in scientific conferences, which are in demand by faculty and enable meaningful engagement with partner institutions.

For the development period, externally funded outgoing mobility will be expanded through the Pannonia Scholarship Program application, which includes staff research mobility places for the first time, along with the university's anticipated re-entry into the Erasmus+ program, which will make an annual OeAD allocation for staff mobility available once full funding eligibility is successfully restored. At the same time, the university's established model of hosting visiting scholars and incoming staff from partner institutions represents a sustained and cost-effective form of institutional cooperation, drawing on external funding sources and covering all five Schools. During the development period, this incoming dimension will be further consolidated by embedding explicit provisions for staff exchange and visiting arrangements into new and renewed inter-institutional agreements, ensuring that staff mobility - incoming and outgoing - becomes a structural component of the university's cooperation framework.

Strategic Framework for Mobility: 2027-2036

The university's mobility strategy for the development period is governed by four principles, applied as a consistent evaluation framework for every mobility decision.

First, financial sustainability. No mobility activity should generate a net cost to the institution unless it delivers exceptional value against the other three principles. Exchange agreements will be managed to a target ratio of 1:1 incoming to outgoing students per partner, measured on a rolling three-year average. Where balance cannot be achieved, agreements will be restructured. A fee-paying incoming Study Abroad program will be established to ensure that the university's structural advantages (English-medium instruction, guaranteed housing, Vienna location) are fully capitalized upon in building its international network.

Second, recruitment. Every mobility partnership is a potential recruitment pipeline. Incoming visitors who experience the university for a semester become informed advocates in their home markets. Outgoing mobility to well-regarded partners provides the marketing material that differentiates the university when recruiting ambitious prospective students. The Oxford Study Abroad Program exemplifies this principle: the ability to offer students a pathway to

one of the world's top-five universities is a recruitment asset of extraordinary value. The university will seek to extend this model and to develop comparable flagship partnerships in other subject areas.

Third, reputation. Partnerships with ranked institutions contribute directly to the university's international profile. THE and QS rankings weight international outlook at approximately 5–10% of total score; active partnerships with ranked institutions measurably improve the university's own position. Partnership quality matters far more than quantity: five partnerships with QS-ranked institutions deliver greater reputational value than fifty partnerships with unranked institutions.

Fourth, research and collaboration. Mobility agreements should include provisions for faculty exchange, visiting scholar arrangements, joint research projects, and co-supervision of doctoral students. These activities build the intellectual networks essential to the doctoral programs planned in the later phases of this Development Plan. Partnerships should be aligned, where possible, with the university's five Research Focal Areas.

The university will adopt a quality-over-quantity approach to partnership development. Each inter-institutional agreement carries an administrative cost, and a large portfolio of inactive or low-value agreements is less effective than a smaller number of well-maintained partnerships that deliver across multiple strategic objectives.

New partnerships will be assessed against a standard set of criteria: alignment with the university's current and planned subject areas; English-medium instruction; guaranteed or facilitated student housing; ranking position in THE or QS (with top 250 institutions prioritized); and realistic prospects for reciprocal exchange balance.

Geographically, the United Kingdom is a high priority: proximity, full English-medium instruction, strong subject alignment, and active post-Brexit interest from UK universities in European partners. Russell Group institutions offer maximum reputational value; the existing Oxford arrangement is the flagship. European English-medium partners (the Netherlands, Germany, Scandinavia, Ireland, and selected Southern European institutions) represent the largest pool of viable partnerships, especially for short-term mobility opportunities. North American partnerships serve primarily as the source market for the incoming Study Abroad program. The Hang Seng University agreement currently in negotiation extends the Asia-Pacific portfolio beyond tourism for the first time.

The university will establish a structured incoming Study Abroad program, enabling fee-paying students from partner institutions to spend one semester (30 ECTS) or one full year (60 ECTS) at Modul, fully integrated into existing classes alongside degree-seeking students. The program builds on two structural advantages that are genuinely rare in continental Europe: fully English-medium instruction across the entire curriculum, and the institutional ability to guarantee student housing through block bookings with Vienna accommodation providers.

The program targets three markets: North American universities where students expect English-medium instruction and represent the world's largest source of outbound study-abroad students; Asian and Gulf institutions, where mandatory international semesters generate incoming students; and EU/EEA partners, where students from Southern and Eastern Europe seek English-medium semester experiences.

The institutional target is a measurable year-on-year increase in outgoing mobility numbers across the development period, with a medium-term ambition of reaching the European average for private universities of comparable size.

All inter-institutional agreements will be subject to a structured quality assurance process. The International Officer will conduct an annual audit of exchange flows for each partner institution, recording incoming and outgoing numbers, subject area coverage, student feedback, and any operational issues. Agreements where the incoming/outgoing ratio exceeds 2:1 on a rolling three-year average will be flagged for restructuring. Agreements with no active exchange in either direction for two consecutive years will be reviewed for termination or conversion.

Partner institutions will be assessed against the standard criteria at the point of renewal, not only at initial agreement. A partnership register, maintained by the International Officer and reported annually to the University Board, will provide a single institutional record of all active agreements, their status, and their contribution to the university's mobility objectives. This register will be available for inspection during the next accreditation cycle.

Development Steps

- Integrate additional study program managers based on anticipated demand related to an increasing number of students, additional study programs, the implementation of blended learning strategies, the involvement in projects, such as double-degree co-operations and teaching abroad programs, and contributing to projects related to quality management.
- Build knowledge and competence in education technology and instructional design as keys to success for the delivery of adequate learning offers.
- Invest in talent. Facilitate staff training and participation in conferences to keep up with ever-changing requirements, such as (inter)national policies and developments in higher education, and to cater to the demands of a quickly growing organization.
- Build a semi-public documentation and repository of credit transfers, as well as further develop expertise for evaluating and validating credit transfer requests.
- Collaborate with Career Services on internship management.
- Expand the study exchange program, resulting in a higher number of outgoing students.
- Leverage the university's anticipated re-entry into the Erasmus+ program and the Pannonia Scholarship Program to expand externally funded staff mobility opportunities and embed explicit provisions for staff exchange and visiting scholar arrangements into new and renewed inter-institutional agreements.
- Strengthen existing procedures for semesterly and yearly record audits to enhance data quality, improve planning and forecasting abilities with respect to semester planning, and provide insights useful to admissions, Open Office, and other administrative units.
- Renew and extend articulation agreements with post-secondary education institutions that have a high profile and similar programs, eligible for the Pannonia Scholarship Program.
- Continuously evaluate opportunities for co-operation with internationally recognized partner universities (e.g., mobility programs, joint- or double degree programs).
- Continuously evaluate joint- or double-degree co-operations with internationally recognized partner universities. Currently, talks with Temple University in the United States are underway.

The Student Services Centre (SSC) coordinates student life services and serves as the primary point of contact for non-academic student inquiries. It provides guidance and referrals to relevant units, such as counseling, mentoring, and academic support, and oversees induction, co-organized student-led activities and initiatives, and alumni engagement. Modul University Vienna has a predominantly international student body, with over 80% international students from more than 100 countries, which makes the design and prioritization of SSC services particularly important.

Induction and Transition Support

Induction is delivered through two Orientation Weeks per year (Fall and Spring intake), each of one week's duration. Participation typically ranges from 180–200 students in the Fall and 60–100 in the Spring. The program covers academic orientation, administrative processes, and practical information on living in Vienna. Transition support is complemented by a voluntary Buddy Program, which pairs incoming students with upper-year students; in Spring 2026, 30 buddy pairs were formed. These measures are designed to support early-stage integration and reduce transition barriers for a highly international cohort.

In March 2026, an interdepartmental initiative titled the “Transition and Retention Care Model” was presented to the University Board. The model introduces a more systematic and holistic approach to student transition and retention, aiming to better align existing support services through stronger collaboration and more targeted interventions. It focuses on improving student well-being, retention, and academic success; strengthening belonging and engagement; reducing disengagement during key transition phases; and enhancing MU's position in international recruitment and reputation.

Tutoring Program

During the upcoming accreditation period, the University wants to reintroduce its tutoring program, which was suspended since the Pandemic. A well-designed tutoring program can significantly improve student retention, especially in the first year and in quantitatively demanding subjects. The tutoring program is expected to improve retention and progression rates, student satisfaction, academic confidence, graduation rates, and institutional reputation. For an international university environment like Modul University Vienna, tutoring is particularly valuable because students often face language adaptation, different academic cultures, gaps in prior preparation, time-management challenges, or social adjustment issues.

A tutoring system works best when it is framed as academic support and success coaching — not remediation or “help for failing students.” The planned program will include a system for identifying students before they fail, consisting of early-warning indicators like low attendance, missed assignments, poor quiz scores, faculty concerns, and repeated requests for extensions. Peer tutoring by high-performing senior students will be considered particularly in the following areas of known challenging courses: mathematics, statistics, accounting, and economics. A structured tutor-training program will be implemented to improve outcomes.

Community and co-organized student-led activities

The SSC coordinates a structured program of co-organized student-led activities aimed at fostering student engagement and community integration. This includes student-led clubs (currently 17 active organizations), excursions, various community events, and events organized in cooperation with the Student Union (ÖH). A central annual activity is International Day (established in 2010), involving approximately 25 students from around 15 national backgrounds who host international food stands. These activities support peer interaction across programs and contribute to intercultural exchange within the student body.

Alumni Engagement

In 2025, MU had more than 2,200 alumni. Alumni engagement is structured through both events and mentoring activities. The annual Alumni Reunion provides a formal platform for graduate networking and institutional engagement, including the presentation of the Alumni of the Year Award. In parallel, the Alumni Mentorship Program connects final-year students with alumni in a structured one-to-one format, focusing on career transition, professional orientation, and employability. This extends student support beyond graduation and strengthens institutional links with the alumni network.

Our alumni database is managed through the Academic Administration System (AAS), covering graduates across all programs and providing a structured overview of our global community. Most alumni completed their studies in Vienna (1,932), alongside graduates from China (195) and Dubai (204), reflecting MU's international reach. The community also shows a balanced gender distribution.

To maintain data accuracy, we complement internal records with platforms such as LinkedIn, tracking career developments and engagement. These insights support both relationship-building and strategic decision-making. Our alumni LinkedIn group remains a key communication channel, with 731 members as of May 2026.

Student Success Hub

The Student Success Hub, operational since December 2025, functions as a central access point for student support services and brings together representatives from the Academic Office, Accounting, IT, the Student Services Centre, and the Internship and Corporate Relations Department. It provides a single point of access for administrative, academic, technical, and student life inquiries, including direct guidance and referral to the relevant unit. The Hub also coordinates communication on workshops, events, extracurricular activities, and volunteer opportunities. Demand is highest at key transition points, particularly at the beginning of the semester and during Buddy Program periods, when usage may reach up to 50 students per day. The hub's staff also provides information on who to contact in matters related to student well-being and offers various channels students can submit complaints.

Psychosocial Counseling and Student Wellness

Professional psychosocial counseling is available to students through an externally contracted counselor who provides regular on-campus support (2 hours per week) as well as additional appointments on demand, both on campus and online.

If a student presents with a serious well-being concern, the case is handled directly by the counselor through an initial assessment of needs and risk, followed by immediate support measures, including crisis intervention where required. In cases indicating acute risk or the need for specialized care, students are referred to appropriate external emergencies or specialist services, with follow-up provided.

Student Complaints Procedure

Student complaints at Modul University Vienna are currently addressed through two main routes: a formal academic appeals procedure and an informal support and resolution pathway.

The formal appeals procedure applies to academic decisions, including examination assessments, academic misconduct rulings, and certain termination-of-enrolment decisions. Students submit appeals via the Academic Office within defined timeframes (generally 7 days, or 14 days in specific termination cases). Appeals are reviewed by the Studies and Examination Committee, which issues a final decision. The procedure is formally regulated and accessible to students via the university website and associated documentation.

In addition, students may raise concerns related to discrimination, bullying, harassment, or general student life issues through designated university services, including Study Program Managers, the Open Office, and the Inclusion, Diversity, and Equity Committee. The university also offers a whistleblowing service on its website for revealing information about an activity within its organization that is deemed wrongful. The designated university service provides advice, mediation, and referral to appropriate support structures.

At present, this second pathway operates as a support and resolution mechanism. While cases are typically addressed directly at the service level, there is no consistent, institution-wide system for recording, tracking, or escalating such complaints, as this is in the discretion of the respective university services.

Nanjing Campus

Student support at the Nanjing campus is provided through the counselor-based student affairs system of Nanjing Tech University Pujiang Institute, similar to that used at other Chinese universities. It includes academic monitoring, administrative support, mental health screening and intervention, financial assistance, career guidance, safety management, international exchange, and student representation. Based on the information currently available, these structures indicate support provision comparable in scope to that available at the Vienna campus.

In addition, there are several flagship projects managed by the Student Services Center:

Modul Business Championship (MBC)

The Modul Business Championship (MBC) is an annual international case study competition organized by Modul University Vienna in cooperation with MCC and industry partners. It targets high-performing students from universities in Central and Eastern Europe and focuses on applied, case-based problem solving.

Teams of three students from the same institution participate in a two-stage competition, in the online qualification round, teams submit a presentation and a video pitch based on a business case; the top ten teams are selected by a jury. These teams advance to the final round in Vienna, where they analyze a new case within a 24-hour timeframe and present their solutions to a joint academic and industry jury. Mentors provide general guidance but do not contribute to case solutions.

The first finals took place in May 2024 with 8 teams; the second edition in April 2025 included 10 teams. The competition provides a structured format for applying academic knowledge to real-world challenges and facilitates interaction between students, academics, and industry representatives. It contributes to MU's regional engagement in the CEE area and supports practice-oriented learning.

Kahlenberg Lectures

In 2026, the university launched The Kahlenberg Lectures, a public lecture series bringing internationally prominent figures to campus for in-depth discussions. The first year was International Relations-based, but the ambition is to use the Lectures to showcase research and speak to themes across Modul University from all Schools.

The Kahlenberg Lectures serve multiple internationalization objectives simultaneously. They bring high-profile international voices to Vienna and create engagement opportunities and media and public attention that support the university's reputation as an institution engaged with the pressing questions of public policy across all Schools.

Innovation Nights

Innovation Nights is a recurring event series introduced to replace the former Startup Nights format. Each event focuses on a specific industry theme (e.g., finance, AI, sustainability) and is designed as a structured exchange between students, alumni, and external stakeholders.

Each edition consists of three components: a keynote by an industry expert, a moderated panel discussion with practitioners (e.g., founders, investors, corporate representatives), and a structured networking session. Participation is open but limited to ensure thematic relevance and quality of interaction.

The series provides students with exposure to current industry developments and creates regular interaction between the university and external partners. It also serves as a platform for engagement with Vienna's innovation ecosystem and supports the development of external partnerships.

Summer School

Modul University Vienna offers short-term summer school programs in intensive, interdisciplinary formats with an applied learning focus and the additional aim of promoting MU. Aimed at international participants, the programs combine academic input and practical project work with contributions from academic staff and external practitioners.

The GOGlobal Summer School (June–July 2026) focuses on international relations, geopolitical analysis, and global market strategies, combining analytical frameworks with applied case-based learning. A second format, the Creator Studio Summer School (planned), addresses

digital communication, platform-based business models, and personal branding, with a focus on applied project development.

These programs support international outreach and recruitment and provide an additional format for practice-oriented teaching outside regular degree programs for MU students.

MCC Scholarship Program

The MCC Scholarship is a merit-based funding scheme implemented in cooperation with Mathias Corvinus Collegium. It provides tuition fee reductions of 25%, 50%, or 75% for selected students. The program currently supports 40 students from 14 nationalities.

The scholarship contributes to student recruitment and supports access to study for high-performing applicants. In addition to financial support, participants are integrated into a structured program of activities, including workshops, company talks, lectures, and community events. These activities are designed to complement academic study with professional orientation and peer interaction; detailed activity formats are coordinated through existing university initiatives (e.g., Innovation Nights).

Development Steps

- Reintroducing the student tutoring program (e.g., “Peer Learning Hub” or “Academic Success Program”) to foster student retention as foreseen by the “Transition and Retention Care Model”.
- Gradually increase the number of MCC Scholarship recipients to 50 people and expand recruitment to additional target regions such as Serbia, Croatia, and the Czech Republic.
- Set the annual participation targets for the Modul Business Championship to 40 and increase the number of partner institutions involved.
- Introduce structured evaluation (participant feedback and outcome tracking) for all flagship initiatives.
- Formalize Innovation Nights as a multi-edition annual series with defined thematic planning and external partner involvement.
- Expand the Summer School portfolio by introducing at least one additional program in a priority academic field.
- Strengthen integration between flagship initiatives and academic programs (e.g., credit recognition, curriculum linkage).
- Develop a coordinated communication strategy for flagship initiatives across institutional and partner channels.
- Establishing a comprehensive alumni maintenance and reporting system based on data retrieved from professional networking platforms that includes the following indicators:
 - % of monitored alumni (sample size)
 - Current employment or education status
 - Date of first employment
 - Industry background (NACE classification)
 - Type of position
- Development of an annual alumni survey
- Development of the alumni mentoring system, with an increase in the number of pairs to 14 in total.
- Establishment of a database for student complaints for time-series analysis and reporting.

A core objective of Modul University Vienna is to support its graduates in making a successful transition into the labor market. The Modul Career Services unit serves as the university's principal vehicle for achieving this goal. Its work is organized around three interconnected pillars:

- **Internship Support** – preparing students for professional life through structured guidance, placement coordination, and quality assurance of internship experiences delivered in collaboration with the Academic Office (ACO).
- **Career Services** – providing career advice, employability workshops, and individual coaching during studies and after studies, delivered in collaboration with the Student Service Centre (SSC).
- **Corporate Relations** – building and managing the university's national and international corporate network to create opportunities for students and to strengthen industry–academia collaboration.

As the university enters a new decade of strategic development, this chapter outlines the unit's current status, defines measurable objectives, and sets out a phased roadmap through 2036. The plan is grounded in existing baselines and aligned with the university's new program pipeline, AACSB Standard 9 (Engagement and Societal Impact), and the Nanjing partnership.

Mission

The Modul Career Services unit acts as the university's strategic bridge between students and the professional world. It fosters mutually beneficial partnerships that enhance teaching quality, student employability, and institutional sustainability. The unit coordinates, develops, and manages all career-oriented and corporate-facing activities across the university.

The unit's activities span the full cycle of student career support and corporate engagement:

- Internship preparation, placement coordination, and quality assurance
- Individual career coaching and employability support
- Prospecting and outreach to potential partner companies
- Partnership agreements (MoUs, sponsorship contracts)
- Organization of industry events, career fairs, and networking forums
- Coordination of guest lectures in collaboration with faculty, external lecturers, and company visits
- Maintenance of the corporate partner database JobTeaser, the internship management tool in AAS, and the CRM system
- Reporting on partnership outcomes and impact metrics

Internship Support

Internships are a central part of the study experience at Modul University Vienna and a key focus of the unit. Very often, an internship is a student's first exposure to the professional world, and for some, it can even lead to a long-term career if they are hired by their internship employer after graduation. Modul University currently offers a total of nine study programs with internship opportunities, of which five include a compulsory internship component and four offer internships on a voluntary basis (one undergraduate and three master's programs).

On average, approximately 25 students complete an internship each year, gaining practical experience across a diverse range of industries and organizations.

Students are placed in a variety of industry sectors, most prominently in hospitality, food and beverage operations, marketing and sales, and information technology (IT).

Internships are structured according to program requirements, with typical workloads of either 340 (for graduate students), 650, 900, or 960 hours (for undergraduate students). This corresponds to an average duration of approximately 4 months.

The department guides students through the entire process, ensuring that internships are both academically relevant and valuable from a professional perspective. Internship quality is defined as meeting three criteria: (1) alignment with the student's program learning outcomes, (2) a structured work plan agreed between employer and student, and (3) positive evaluations from both student and employer on learning, supervision, and professional development.

Professional Preparation

Students are prepared for their internship at an early stage of their curriculum through the Professional Development course. The course covers CV and cover letter preparation, interview techniques, job search strategies, workplace expectations, and professional communication. The objective is to equip students with a realistic understanding of the application process and to enable them to approach it with confidence.

Alongside this structured preparation, the unit offers ongoing individual support. Students can seek feedback on their application documents, discuss career-related questions, or receive guidance on suitable opportunities. Given the diverse backgrounds and varying levels of experience among students, this personalized support is essential.

JobTeaser – Career Platform

JobTeaser serves as the university's main career platform for internship and job opportunities.

Current status: number of registered companies: 450, number of positions posted in the current academic year: 99. Companies can post positions directly, and students have access to offers aligned with their study program. The platform is actively promoted, and new opportunities are regularly shared through internal communication channels. The unit works with employers to ensure that roles meet academic requirements and provide meaningful learning experiences.

Challenges: Any future alternative platform should follow a lean, centrally governed design with clearly defined data ownership and maintenance responsibilities. The high quality of JobTeaser is primarily ensured through a thorough quality control process of already existing companies, combined with continuous monitoring and evaluation of the current status.

Ongoing Support During Internships

Support continues during the internship period. The Internship Coordinator remains available to assist students if challenges arise and ensures that all requirements are met, including guidance on documentation and communication with employers when necessary.

Structured Feedback and Quality Assurance

Structured feedback forms for both students and employers are already in place. In terms of quality and satisfaction, existing feedback mechanisms provide initial insights. Based on appraisal forms completed by employers, student performance is rated at an average of 80%, indicating a high level of satisfaction with the competencies and contributions of interns. This positive assessment is further reflected in students' internship reports, where they consistently express satisfaction with their placements and highlight the value of the practical experience and skills acquired.

However, data entry and analysis are currently carried out manually, making the process inefficient and time-consuming. A systematic and longitudinal analysis of this data has not yet been fully implemented.

As part of the development plan, a key priority for Phase I is to fully integrate the entire internship lifecycle (from initial placement and approval through to completion and evaluation) into the MU Academic Administration System (AAS). This will ensure that all processes are digitally captured and managed in one place, with feedback collection automated to enable efficient, consistent, and real-time data generation.

In Phase II, the focus will shift towards developing longitudinal data analysis, enabling the identification of trends in student participation, company engagement, and satisfaction levels. In Phase III, these insights will be used to inform strategic decision-making, strengthen partnerships with high-performing companies, and continuously enhance the quality of internship placements.

Clear ownership of this process will be assigned to the Internship Coordinator, ensuring accountability, consistency, and ongoing development of a data-driven internship ecosystem aligned with the university's strategic objectives.

Career Services

In response to consistent demand from students and parents, the unit is further developing its dedicated career advisory function. Career Services are aimed at all Modul University students, regardless of their stage of study, and are actively used by students from the very beginning of their studies. Historically, Modul University Vienna has always been offering career counseling services for its graduating students and graduates; this capacity was temporarily discontinued but is now being rebuilt as part of this development plan. Career Services include individual career coaching, CV and application clinics beyond the Professional Development course, employer-facing events (e.g., Career Day, industry panels), alumni career networking, and graduate outcome tracking in collaboration with the Alumni coordinator at the Student Services Center (SSC).

Corporate Relations

Corporate Relations is responsible for building, managing, and expanding the university's corporate network. Its objectives are to identify and cultivate long-term partnerships with companies across key industries, diversify institutional funding through sponsorships, and position Modul University Vienna as a preferred academic partner for industry.

Corporate engagement at Modul University Vienna extends well beyond this unit. The university's two Industry Advisory Boards – supporting the School of Tourism & Hospitality Management and the School of Management – play a crucial role in curriculum development,

quality assurance, and accreditation. These boards, documented in the university's Quality Management Handbook, bring together senior industry leaders who advise on program relevance and emerging sector trends. In addition, faculty members maintain their own industry contacts through applied research projects, and industry guest lectures – invited by individual lecturers – take place regularly across programs, though systematic monitoring of these activities has not yet been established.

To translate these objectives into actionable engagement, Corporate Relations offers four structured partnership formats:

Talent & Recruiting Partner

Access Modul University's international talent pool and connect directly with qualified students and graduates through structured recruiting programs, career events, talent-matching services, and on-campus recruiting days.

Current baseline: number of companies currently recruiting on campus: Via JobTeaser, where we direct our partners and ask them to post job vacancies: 450; Through direct contact with companies from various sectors that take part in events involving students: 20+19; Number of students placed via corporate partners in the current academic year: 24.

Campus & Collaboration Partner

Utilize Modul University as a platform for engagement and collaboration. Partners can host events on campus with discounted venue access and integrate their company into the university community through joint workshops, innovation labs, product pilots, and co-creation sessions.

Current baseline: Career Fair: 20 companies that took part in the trade fair as exhibitors; Innovation Night Tourism: 4 Companies on Stage and 5 invited; Innovation Night Finance: 5 Companies on Stage and 10 invited; Modul Business Competitions: 3 companies supporting the project and serving on the judging panel; Student Clubs: 6 companies that have given a talk on finance to students; Guest Lectures: 4 Companies came to give an overview of their company, products, recruiting process and requirements on future employees; Company Talks: CEOs or Founder comes to the University and speak about her/his career development, giving tips and tricks for students and advising them for the future; Number of campus events hosted by/with corporate partners in the current academic year 25/2026: 7.

Brand & Visibility Partner

¹⁹ **Hotels and Hospitality:** SO/ Vienna, Park Hyatt Vienna, Marriott (Vienna Marriott Hotel), Hotel Sachar Wien, Almdudler Limonade A. & S. Klein GmbH & Co KG, Der Mann – Wiener Brot- und Feinbäckerei GmbH, Schlumberger – Schlumberger Wein- und Sektkellerei GmbH, Johann Kattus GmbH (Wiener Sektkellerei und Getränkehandel).

Technology Sector: ServiceNow, Inc.; CANCOM Austria AG; Microsoft Österreich GmbH; Huawei Technologies Austria GmbH; MP2 IT-Solutions GmbH; IBM Österreich.

Advisory Sector: KPMG Austria GmbH Wirtschaftsprüfungs- und Steuerberatungsgesellschaft; EY (Ernst & Young Wirtschaftsprüfungsgesellschaft m.b.H.); Boston Consulting Group (BCG) GmbH.

Finance Sector: Raiffeisen Bank International AG; Raiffeisenlandesbank Niederösterreich-Wien AG; Erste Bank der österreichischen Sparkassen AG; UniCredit Bank Austria AG; Österreichische Volksbanken-Aktiengesellschaft (Volksbank Wien AG); Bitpanda GmbH; GSA (Geld Service Austria).

Infrastructure and Industry Sector: VERBUND AG; KSV1870 Holding AG (Kreditschutzverband von 1870); Biogena GmbH & Co KG; Österreichische Post AG; G4S Secure Solutions AG; NOVOMATIC AG.

Focus on employer branding and recruitment visibility within the university community. Partners can participate in the annual Career Day, be featured at university events, provide branded merchandise and awards, sponsor event breaks and meals, delegate guest lecturers for courses, and serve as jury members for student competitions.

Content Partner

Develop business cases, tailored course content, or employee training programs in collaboration with faculty. This format enables companies to co-create curriculum modules grounded in real-world challenges and to contribute industry expertise. Content partnerships are directly linked to the new program pipeline and support AACSB Standard 9 by demonstrating meaningful industry engagement in curriculum design.

Current baseline: number of active content collaborations: 3 projects with the professors and external partners

Industry focus: Tourism and hospitality, technology, finance, energy, and sustainability infrastructure – aligned with the university’s academic focus areas and the Nanjing partnership’s sector priorities.

New Program Pipeline: Corporate partnerships are aligned with the sectors targeted by upcoming program launches. Content Partner and Advisory Board collaborations ensure that new curricula are informed by current industry needs and validated by practitioner input.

Cross-Departmental Collaboration and School Engagement

The Corporate Relations department works closely with several internal units to ensure a seamless student and employer experience. Key collaborations include the Student Services Centre (SSC) for student communication and support, the Academic Office (ACO) for administrative processes and academic alignment, and the Events team for the planning and execution of career-related activities, such as the career fairs, as well as the Recruitment Team for student acquisition. This cross-departmental cooperation enables an integrated approach to student development and strengthens engagement with corporate partners. In addition, the department collaborates closely with School Directors, fostering strong relationships and creating networking opportunities that connect academic priorities with industry engagement, which in turn contributes indirectly to student recruitment through enhanced program visibility and industry relevance.

Development Steps

The development follows a phased approach, moving from foundational build-up through systematic growth to a fully embedded function.

Phase I (2026-2028)

- Complete a baseline audit: document current partnership count, sponsorship revenue, staffing levels, student placement numbers, and graduate employment rates (in collaboration with SSC).
- Expand the network of companies across different industries and international markets, with particular attention to sectors aligned with the new program pipeline. Strengthen long-term partnerships (sustained cooperation over a period of at least one

to two years) with selected corporate partners to create recurring internship opportunities.

- Re-establish Career Services with individual coaching, CV clinics, and an annual Career Day.
- Develop mentoring formats and informal networking opportunities to increase direct interaction between students and industry professionals.
- Increase JobTeaser adoption among both students and employers; set measurable usage targets per semester.
- Develop and continuously enhance CRM Database Quanta for corporate partners to ensure high-quality data, enable effective tracking of relationships, and support more strategic and targeted engagement.
- Further develop the four Corporate Partnership formats – Talent & Recruiting, Campus & Collaboration, Brand & Visibility, and Content Partner – with pilot partners in each category.
- Operationalize internship feedback collection: establish semesterly analysis and begin quality tracking against the three-criterion definition.
- Create standardized outreach materials (pitch decks, partnership brochures, digital presence).
- Align corporate engagement activities with the Nanjing partnership and new program pipeline requirements.

Phase II (2029-2032)

- Expand the active partner portfolio to 30–40 companies, with deliberate diversification into international markets.
- Develop structured “Industry Fellow” programs that embed practitioners into teaching and mentoring.
- Establish joint initiatives with at least 5 strategic partners, including co-funded projects.
- Integrate corporate engagement and graduate outcome KPIs into the university’s quality assurance and AACSB reporting processes.
- Coordinate with the SSC to leverage alumni in leadership positions as partnership catalysts, respecting that alumni relations are managed by the SSC.
- Scale all four partnership formats: expand talent-matching and recruiting events, establish a regular campus event calendar, grow Brand & Visibility offerings, and co-develop at least 5 tailored course modules or business cases with Content Partners.
- Conduct a mid-point evaluation to determine whether the case exists for a dedicated digital partnership portal, based on partner volume and demonstrated need.

Phase III (2033-2036)

- Maintain a portfolio of 60+ active partnerships, with a balanced mix of national and international companies.
- Generate measurable revenue contributions from corporate sponsorships, co-developed programs, and executive education offerings.
- Subject to a positive Phase II evaluation and a supporting business case, explore the feasibility of a Modul Innovation Hub or Corporate Lab as a space for industry–

academia co-creation. Any commitment is contingent on a confirmed finance plan and demonstrated demand from Phase II partnership data.

- Achieve full integration of career services and corporate engagement data into institutional reporting, accreditation documentation, and strategic decision-making.
- Conduct a comprehensive 10-year impact assessment and publish findings to inform the next development cycle.
- Operate a fully mature partnership ecosystem across all four formats, including executive education and corporate training programs.

The following indicators will guide monitoring and evaluation and will be extended by additional indicators that will be created during the upcoming development period.

Indicator	Baseline	2028	2032	2036
Active corporate partnerships	20+	20–30	30–40	60+
Industry events per year	3	4-5	5–6	8–10
Co-funded company projects	3	4	5+	10+
Internship placements p.a.	25	30	60	100+
Active partnership format engagements	10+	15-20	20–30	50+

Marketing, Student Recruitment & Admissions

Delivering a coherent and efficient student journey from first inquiry through to enrolment remains a central operational objective for Modul University Vienna. This objective is directly linked to both enrolment outcomes and administrative efficiency. Following two operational cycles in which Marketing, Student Recruitment, and Admissions were integrated into a single unit, the functions have been separated again to increase specialization, clarify responsibilities, and enable each function to develop in line with the University's growth objectives.

This structural adjustment reflects the increased complexity of international student recruitment and the need for more clearly defined ownership across the student lifecycle. Marketing is responsible for awareness, visibility, and lead generation; Student Recruitment activity complements lead generation with further focus on lead qualification and applicant engagement; and Admissions manages application processing and enrolment decisions. Coordination between these functions is maintained through shared systems and structured processes, supported by the ongoing development of Customer Relationship Management (CRM), application, and campus management systems.

The effectiveness of this structure depends not only on interdepartmental collaboration but also on the ability to track student progression across the full funnel from first contact to enrolment across all tools and platforms. While this capability is partially established, further development is required to ensure consistent measurement across all channels. This is identified as a formal development priority for the next planning period.

Market Prioritization and Geographic Focus

To improve the effectiveness of marketing and recruitment activities, Modul University Vienna has moved from a broad, opportunistic market approach to a more structured geographic

prioritization model. In coordination between Marketing and Student Recruitment, a defined set of core markets has been established based on historical performance, application potential, and strategic relevance.

The current priority markets include: Austria, Albania, Armenia, Bulgaria, China (incl. SAR Hong Kong), Germany, Georgia, Hungary, Kazakhstan, Kosovo, Poland, Romania, Slovakia, Serbia, and Ukraine.

These markets are prioritized in terms of both digital marketing investment and on-the-ground recruitment activities. Budget allocation, campaign planning, and partner engagement are aligned with this prioritization to improve efficiency and strengthen market presence.

The performance of these markets is reviewed on an annual basis, considering traffic, engagement rate, lead volume, application rates, and operational feasibility. This allows for adjustments in resource allocation and supports a balance between planned targeting and actual performance outcomes.

Marketing & Communication

Over the past two decades, Modul University Vienna has expanded its visibility in domestic and international markets through the development of its academic portfolio, its international orientation, and sustained investment in communication and student marketing. The University currently operates a fully English-taught program portfolio and maintains a highly international student body, with more than 80% of international students and over 100 nationalities represented.

These characteristics position the University as a highly international private university within Austria and are relevant for recruitment in global student markets. They are presented here as descriptive institutional indicators rather than comparative ranking claims.

Marketing activities support program promotion, institutional visibility, and communication across Schools, and administrative units. In recent years, the marketing function has also undergone operational restructuring, including the internalization of design and video production, the introduction of dedicated content roles, and more structured campaign planning. These changes were implemented to increase production capacity, reduce reliance on external providers, and improve responsiveness across channels.

Brand governance and communication standards

During the current development period, Modul University Vienna introduced a revised Brand Manual, a Tone of Voice Guide for internal and external communication, and a unified visual identity system. In addition, a more consistent narrative structure across Bachelor's, Master's, MBA, and PhD program levels was implemented.

These instruments were developed jointly by the Marketing, Student Recruitment, and Admissions teams. Their primary function is to standardize communication across departments and channels, reduce inconsistencies in program presentation, and improve clarity of information provided to prospective students.

From an operational perspective, these measures support:

- Consistent presentation of program information across digital and printed materials
- Alignment between marketing communication, recruitment messaging, and admissions information
- Reduction of conflicting or outdated content across platforms
- Improved internal coordination between departments involved in the student journey

In parallel, all printed materials were revised in 2025 in line with the updated design standards. This included program brochures, campus signage, and selected physical touchpoints. Centralized repositories for marketing materials were also introduced, allowing departments to access and use current materials more efficiently.

At this stage, the impact of these measures is primarily operational, reflected in improved consistency and reduced fragmentation of communication across channels. Quantitative measurement of their direct effect on recruitment outcomes is not yet available and is not currently tracked separately from overall marketing performance.

Website Strategy and Digital Infrastructure

The restructuring of the University website, including improvements in information architecture, program presentation, and search visibility, coincides with a substantial increase in overall website performance.

For the period January - April 2026, compared with the corresponding period of the previous year, the website recorded 448,000 sessions and 393,000 new users, representing increases of 265% and 300% respectively, alongside a 300% increase in page views. Engagement increased by 33%, apply-button clicks increased by 60%, and bounce rate decreased by 42%.

These developments coincide with the implementation of the revised website structure and content model in 2025. While causality cannot be attributed to a single factor, the data suggests that improved information architecture, clearer program positioning, and enhanced search visibility have contributed to increased traffic and engagement.

User engagement indicators, including an engagement rate of 74.68%, an average session duration of 8 minutes and 58 seconds, and a reduced bounce rate of 25.32%, indicate improved interaction with content. Conversion-related indicators, including 10,900 application-related clicks and 7,200 program interactions, suggest increased progression toward application intent, although a measurable drop-off remains between program exploration and application initiation.

Recruitment Relevance

The growth in traffic and engagement across priority markets indicates an increase in potential applicants entering the recruitment funnel. However, consistent tracking from website interaction to enrolled paid student is not yet fully implemented, limiting full assessment of conversion effectiveness.

Social Media Marketing and Channel Strategy

Social media and digital channels play a differentiated role within the student acquisition process, contributing primarily to awareness generation and engagement, and to a more

limited extent to lead generation. Performance over the past two years indicates a shift in channel effectiveness toward visually driven and short-form content platforms.

Across the main platforms, Instagram, TikTok, YouTube, and Google Ads show the most consistent performance in terms of reach, engagement, and lead generation, while Facebook and LinkedIn currently play more limited or supporting roles.

Instagram shows the strongest sustained organic growth. During the second half of 2025 and early 2026, the platform recorded 9.1 million views, 3 million reach, and 38,200 interactions, alongside 52,800 link clicks and 67,300 profile visits. This corresponds to increases of approximately 73% in views, 49% in reach, and 60% in interactions compared to the previous period. Follower growth increased by approximately 5,000 year-on-year. This development coincides with increased use of short-form, student-centered content.

TikTok has developed into a high-reach channel with lead generation potential. To date, the platform has generated over 115 million views and 3,306 leads from paid campaigns with a total spend of €24,457. Lead generation is currently concentrated in non-EU markets, indicating the need for further assessment of lead quality and alignment with recruitment priorities, as well as defined focus countries.

YouTube contributes primarily to awareness and mid-funnel engagement. Current performance includes 83.6 million views and 21 million views from paid campaigns, alongside measurable conversions from demand-generation activities.

Google Ads remains the most consistent direct conversion channel. Over a two-year period, campaigns generated 164 million impressions, 742,000 clicks, and 67,449 conversions from a total spend of €282,461, indicating a central role in capturing high-intent users.

Facebook and LinkedIn show more variable performance. Facebook continues to support traffic and content distribution but shows limited follower growth. LinkedIn demonstrates lower overall engagement, although specific content formats, particularly student- and community-focused posts, perform above average. Its primary function remains professional positioning rather than direct acquisition.

In addition to these channels, the University has initiated targeted digital activities in selected growth markets, including China. In 2026, collaboration with a digital agency was established to support localized digital marketing. Planned measures include a dedicated China-facing website, WeChat communication, and adapted content formats. These activities complement existing recruitment partnerships. The performance of this market will be monitored separately during the initial phase to assess lead quality, application conversion, and scalability.

Current Limitations

While performance data is available for reach, engagement, and lead generation, several limitations remain:

- Incomplete attribution from social media channels to application and enrolment outcomes.
- Limited ability to calculate cost per enrolled student across platforms.

- Variations in reporting structures between platforms.

These limitations will be addressed through the development of a centralized analytics framework and improved CRM integration, planned for implementation during 2026–2028.

AI and Generative Search Visibility

The University has begun monitoring its visibility in AI-supported search environments, including platforms such as ChatGPT, Google AI Overviews, and Gemini.

Current indicators show an AI visibility score of 17/100 and an AI search health score of 80/100, alongside measurable mentions and citations across platforms. These results indicate that the technical foundation for AI discoverability is established, while broader visibility in AI-generated responses remains at an early stage. At present, a direct impact on recruitment outcomes cannot yet be demonstrated.

Current observations indicate that visibility in AI-supported search environments depends not only on website structure and technical accessibility, but also on the availability of structured, authoritative content and the University's presence across external digital sources. In particular, open-access academic publications, third-party platforms, and publicly accessible knowledge bases play a significant role in how institutional information is retrieved and referenced by AI systems.

As a result, further development will focus on expanding structured, question-oriented content across program pages, research outputs, and institutional materials, as well as increasing the University's presence in external digital and open-source environments. This includes strengthening the visibility of faculty research in open-access formats and improving representation in widely referenced platforms such as Wikipedia and similar knowledge repositories.

In this context, the re-establishment of a coordinated Wikipedia strategy is identified as a specific development objective. This will involve reviewing and updating existing institutional entries, ensuring accuracy and completeness of information, and aligning content with publicly available academic and institutional sources. The objective is to improve the University's visibility, credibility, and consistency of representation across AI-supported search environments.

These measures will be implemented in parallel with ongoing technical optimization and monitoring. Progress will be evaluated based on changes in AI visibility indicators, citation frequency, and representation in program-related queries.

Development Measures: Online Marketing

Based on observed performance trends, including strong traffic growth combined with drop-offs between program exploration and application, as well as limitations in cross-channel attribution, Modul University will implement the following measures:

1. Data-Driven Budget Allocation: marketing investment will be aligned more closely with program-level demand and performance data per channel. Campaign budgets will be prioritized toward programs with lower application volumes, while maintaining targeted support for high-performing programs in focus countries.

2. Lead Capture and Conversion Optimization: Additional lead capture mechanisms will be implemented on the website, including short-form inquiry options and tracking of micro-conversions (e.g., brochure downloads, partial inquiries). This responds to observed drop-offs between program interaction and application initiation.

3. Funnel Tracking and Attribution Development: A structured tracking framework will be implemented to improve visibility across the full student lifecycle, including integration between website analytics, CRM system, and application data. This addresses the current limitation in linking marketing activities to enrolment outcomes.

4. Channel Performance Optimization: digital channels will be reviewed and adjusted annually based on performance indicators, including total traffic, engagement, and lead generation. Investment will be shifted toward higher-performing channels and reduced for underperforming activities.

5. Content Strategy Development (Conversion and AI Visibility): Content production will be further structured to support both user decision-making and AI search visibility. This includes program-specific content (e.g., career outcomes, academic value, alumni storytelling) and structured, question-based formats aligned with search behavior.

Student Recruitment

Recruitment activities include all activities that seek direct and personal contact with potential students with the intent of converting this contact into an applicant and subsequently, an enrolled MU student. Acquisition efforts complement the expanded marketing channels and focus on specific target groups across program levels. Simultaneously, the university has expanded work with key stakeholders such as high school counselors or educational agencies with the intention of expanding global outreach. Activities include:

International high school visits

Modul University Vienna continues to focus on establishing strong partnerships with leading international and national private high schools around the world. The allocation of regions to focus recruitment activity enables stronger relationships to be established in target areas, improved market analysis, and sustainable internationalization. Graduates from these schools often seek global careers, have a strong academic grounding, and have developed English and soft skills to thrive in Modul University Vienna's learning environment. Visits to schools may be to attend a high school-organized fair, to deliver a presentation, or to participate in a mini-fair.

Since 2011, the University has been an active and involved member of the European University Consortium (EUC), which is currently a network of seven highly ranked universities located in Austria, Belgium, Germany, Italy, Spain, and Switzerland. Member universities collaborate on recruitment initiatives and speak with students and educators about study opportunities in Europe. Universities in the consortium offer programs instructed entirely in English, have high standings in international rankings, promote diversity in their student bodies, and are fully accredited. Two of the main objectives of the consortium are to promote opportunities to pursue English-taught undergraduate degrees in Europe or in countries other than the USA and the UK, and to share knowledge and contacts in specific target markets. Over the last five years, the consortium has organized over 150 high school tours in over 50 countries and has

visited over 700 schools around the world. The University has been highly involved in those tours, which account for approximately 20% of in-country recruitment activity, and has greatly contributed to the network. The EUC has been expanding its presence at conferences and forums to increase outreach with high school guidance counselors to ensure practices and activities remain relevant, as well as continuing to promote studying in English in Europe.

Increasingly, high school counselors form their own groups regionally and host university fairs for a select group of international high schools. Others work with third parties who then contract the university to attend visits. This trend, coupled with a reduced interest in individual university visits, heightens the importance of Modul University Vienna's participation in the EUC and independent development of relationships with high school counselors and personnel.

National high school visits

Over the past 10 years, the University has shifted focus away from exclusively tourism schools in Austria to national and mostly private schools around the country. Students from those schools indeed have the financial background to afford to study at a private institution. The University focuses on high schools with business backgrounds (HBLA, HAK, HAS, Vienna Business Schools, etc.) but also attends university fairs at other public schools (AHS, BHS). Nevertheless, to recognize and deepen the cooperation with tourism schools, a pathway to streamline admission and credit transfer for applicants from HLT schools has been developed. As the University's portfolio continues to expand, contact with local schools remains important to keep them up to date with developments. Guest lectures may also be delivered by the University's Faculty to showcase the portfolio. Until now, Modul University Vienna has maintained a stable percentage (around 26%) of Austrian students each year, with most of the students coming from international schools and from the region of Vienna, as brand awareness is stronger there than in other regions.

Higher education fairs

Modul University Vienna attends higher education fairs in strategically significant locations to access local markets. An advantage of these events is the high attendance of potential students and parents and the length of such events (4 hours to 4 days) in comparison to the school visits, which are much shorter. However, one of the drawbacks is that there are often a high number of universities (sometimes over 100) exhibiting, making it more difficult for Modul University Vienna to stand out and meet with eligible potential students who have a higher intent of studying at a private university. Subsequently, focus has been placed on securing additional presentation opportunities or working with agencies or providers who target an audience seeking study abroad and work with candidates interested in Vienna. Notwithstanding, for reach and brand awareness, some of the most important fairs are:

- Local education fairs where WKO has a group stand with the Advantage Austria presentation (personal participation of the recruitment team or brochure showcase)
- Fairs organized by local education agencies or organizations (e.g., CIS, Integral, InoAgencija)
- Master & MBA fairs (Master & More, e-Fellows, Access Masters, Access MBA, QS)
- Fairs at conferences (IACAC, CIS Global Forum, CIS Regional Institutes)
- Fairs in Austria: Bachelor & More, BeSt Fair.

In the past three years, the University has doubled the events attended per semester and sustained global attendance at over 100 events per academic year. This equates to the current team capacity, and moving forward, lead, application, and enrolment outcome data will be annually assessed to ensure event attendance is aligned with both marketing awareness and recruitment aims.

Representing Modul University Vienna in international higher education networks

To increase brand awareness of the University within the higher education community, it is essential to present at certain conferences to create new partnerships and interact with international education providers (especially with leading private international high schools and educational agencies).

The active involvement of the University in certain higher education networks over the past few years has helped to brand the University as a high-class international educational institution among the above-mentioned stakeholders. The University has engaged in the following activities within the international education community and aims to continuously strengthen and expand its current position.

Representatives of the leading international and accredited high schools and universities meet at these annual conferences (e.g., IACAC, CIS, EUC-hosted events) to share their knowledge, expand their networks abroad, and most importantly, to exchange information on the various study programs offered by attending educational institutions. The University is actively involved in representing European Education or Austrian Education on session panels at these events. Additionally, in the past two years, the University has taken part in ICEF Berlin and ICEF Delhi to strengthen the network of educational partners and increase visibility with this important stakeholder group. As the university consolidates and expands activity in these areas, conference participation will increase to strengthen networks and cement positioning.

The University continues to be an active member of industry-relevant organizations (International Association for College Admission Counseling, Council of International Schools), which provides access to more than 3,000 contacts in the higher education industry, a knowledge base in the field, and support in any recruitment and admissions activities.

International agent cooperation

An effective tool to recruit international students, especially in “hard-to-reach” markets, is the establishment of agreements with local education agencies, which not only have the cultural background and local language skills, but also have the knowledge of executing the right activities in a particular market to attract students and ultimately recruit them for Modul University Vienna. All agencies must undergo a thorough screening process before entering a signed commission-based contract. The agents’ tasks are to consult and support the students in the application and visa process, if applicable, and with the move to Austria. Once an agent is signed, they benefit from services provided by the University, such as online or offline training on the study programs, admissions process, and supply of marketing material.

Modul University Vienna currently has just over 160 agent agreements signed with international partners. This number has almost doubled, but the intention is not to continue expansion at the same rate, rather to focus on quality and partners with growth potential. Agents have already successfully generated applications, increasing by 40% in the past two

years. Enrolments have remained stable, as have rejection rates, so whilst training efforts have resulted in increased quality applications, the next step is to understand decision-making and increase conversion. To further relationships, Modul University Vienna participates in select local agency-organized fairs, and in some specialized in-person or online activities, benefiting from the marketing campaign and recommendations for the local market by the organizing agent.

Open Day, Virtual Open Day, and Campus Tours

Modul University Vienna typically hosts 3 in-person Open Days per year, complemented by recently introduced Virtual Open Days, and other online information sessions, under the umbrella of MU Connect. Potential students, applicants, offer holders, and their families attend Open Day, with visitors coming from across the world, particularly from Austria, the bordering countries, and the surrounding regions, and typically totaling around 50-60 guests. The aim within the next 5 years is to double that number. Individual and group campus tours are booked throughout the year and delivered on request, with hundreds of visitors welcomed this way every semester. The on-demand, open-door policy will remain part of the recruitment approach as it aligns with the University's student-centered values.

Fam-Trips and Demo-Days

Modul University Vienna has hosted four fly-in events in the past two years, welcoming 25 high school counselors and over 35 agency partners for 'familiarization' trips. These 2 to 3-day events provide key stakeholders with firsthand insight into student life. The intention is to continue to offer these fam-trips annually for both groups, with numbers limited to 20 to 25 participants to retain the quality of experience.

In 2026, a program of demo days has been developed to further encourage high school counselors and their students to visit the campus. Topics are aligned with the undergraduate curriculum and designed to help attendees decide their university path.

Class visits and subject-specific events

Several university groups, usually between 10-20 participants and particularly from the tourism field, have visited classes for knowledge exchange and to learn more about the master's programs being offered. Additionally, the University took part in 'Studieren Probieren', further expanding its reach on a local level, offering 6 different classes per semester for up to 10 participants to visit each class. This activity is expected to continue, and more class visits will be offered at the graduate level. The University also works with partners to host events at desirable locations in central Vienna to promote study programs in a more interactive and demonstrative way. With an expanding portfolio, subject-specific events will become more relevant to ensure interest is attracted in all programs.

Leads management and communication strategy

Thanks to a multi-channel marketing approach, increased event attendance, and optimizing recruitment trips to combine fairs, high school visits, and agency visits, the number of leads generated has doubled year on year from 2023 to 2024, and from 2024 to 2025. Simultaneously, data privacy and awareness have also increased, meaning not all potential students wish to leave their details or provide qualifying information. Hence, nurturing campaigns in addition to lead generation campaigns through social media play a role in addition to direct communication, which is a pivotal recruitment activity to encourage

application submission. It also heightens the importance of a smooth communication journey from recruitment to admissions and enrolment, as expected response times have become shorter.

Leads are funneled into the CRM System Quanta, which is based on Dynamics 365 and developed in-house to facilitate more flexibility and a fit-for-purpose solution. Lead nurturing and regular follow-up take place through:

- Automated mass-mailing, with tailored and personalized content.
- One-to-one communication by recruitment advisors via email, WhatsApp, or phone.
- Personal invitations to events and individual meetings during trips.

To devise an appropriate communications strategy, all known touchpoints are documented to facilitate tracking of the lead to applicant to enrolment journey, as well as the effectiveness of both the activities and the communications. The aim is to increase applicant and enrolment conversion rates through a highly individualized student journey. Whilst improvements have been made in this regard, the establishment of consistent processes to assure data integrity on a university-wide level is an immediate priority for the next year, as the introduced systems are fully operationalized. Current mass-mailing open rates and click-through rates are monitored and sit at an average at 30% and 2%, respectively. Increased assessment of campaigns on a monthly and semesterly basis will inform the content and assets used in communications, and which part in the applicant to enrolment journey requires more attention and engagement.

Scholarships and price reductions for outstanding applicants

Modul University Vienna has consistently promoted accessibility for top talents and diversity in the student body, which an effective scholarship strategy supports. To attract outstanding applicants with a strong academic track record, several scholarships have been developed across program levels, with amounts awarded predominantly based on GPA, but also on social engagement and extracurricular activity. The Admissions Committee, consisting of a representative of administration and faculty, evaluates and decides on granting scholarships to applicants.

Since the introduction of the MCC Scholarship Program in 2024, the University has been able to attract a greater pool of talented students across all levels through a competitive, merit-based scholarship program with higher financial awards available. The MCC Scholarship Program is administered separately. There are currently 39 students who are beneficiaries of the program. Each academic year, a further 15-20 students are expected to receive a scholarship and be selected to join. Aligning the MCC scholarship application deadline with newly introduced admission rounds, it has enabled a broader, capacity-driven scholarship strategy to be deployed to simultaneously manage program numbers and recognize outstanding candidates. Unsuccessful applicants for the MCC Scholarship can be offered a scholarship under the Modul University Vienna framework, and an additional 20 students would be expected to join the University through this support each year.

Finally, an alumni scholarship framework has been established to encourage graduates to continue their academic journey at Modul University Vienna. This offer is also extended to Modul University graduates in Nanjing. At present, a handful of Vienna graduates take this

opportunity each semester. Increasing promotion efforts with the aim of doubling this number and attracting graduates from Nanjing is a goal for the next 3 years.

Student Ambassadors

Connecting with current students is something many potential students and their families request, considering it to provide more authentic insight into student life. Therefore, involving current and highly motivated students in recruitment activities such as participating in higher education fairs, school visits in Austria and in their home country, open days, and peer-to-peer calls has increased, with around 10-15 students consistently engaging.

The MCC Scholarship students are important ambassadors for the university and often volunteer to support activities. Appointed Student Ambassadors must go through a selective application process. All students who participate in recruitment events receive communication, presentation, and behavioral training and are given the opportunity to learn more about the field, gaining some sales and marketing experience. Performance is also monitored, and feedback is given after each activity. The referral rate of Student Ambassadors within their family and friends' base proves to be very high.

Target groups and regional representation

The University's study programs are marketed around the world, and it is intended to maintain its diverse and international student body. Recruitment activity in central and western Europe is expected to increase, following a focus on Eastern Europe and the Balkans in recent years. Austria remains a key target market and is one of the top three nationalities represented on campus. This has been the case for the past three years, and the aim is to maintain this into the next phase of the University's development. Ukraine has also been in the top three, with Bulgaria, Germany, and Kazakhstan entering the top 5 nationalities in the past couple of years. It should be noted that a significant proportion of students at Modul University Vienna may reside in a different country from the citizenship they hold. Concerning non-European regions, activity and applications from India and Kazakhstan have increased, and it is expected to remain a target, alongside China, Brazil, and Mexico, as well as the USA for shorter term study-abroad programs. With unstable geopolitics and changing visa regimes, recruitment planning is reviewed on an annual basis, with resources and budget planning based on continued market observation and admissions statistics trends.

Through the expanded marketing and recruitment efforts to attract and generate more applications over the past two years, attention in the mid-term will be on the conversion of applicants to enrollment. The University has seen a stable intake over the past three years of 300 +/- 1 or 2 students being enrolled annually, yet anticipates this to increase to 350 in the next cycle.

Admissions

Above all, Modul University Vienna particularly seeks competent and motivated students as its target group. The heterogeneity of the expectations and prior qualifications of the students, particularly among international applicants, makes a strict selection process a necessity to maintain the University's demand for high quality.

Merit, motivation, and diversity are the main criteria for admission into the study programs. The University follows a holistic admissions approach. Therefore, there are several aspects to

be considered during the selection process. The admissions decision is based on factors including previous educational performance, English skills, motivation, communication skills, written expression, etc. In addition to the documents to ensure eligibility for admission to the study program (transcripts, diplomas, language proficiency tests, etc.), the University also requests a motivation letter and CV from all candidates and letters of recommendation from academic sources (university professors) at the graduate level. The aim is to get an impression of the applicant's goals and motivation to be able to assess fit, as well as behavior in class and academic potential. A team of language instructors has developed an English proficiency test, which specifically targets and evaluates those skills relevant to university entry. This test is offered as an alternative to other recognized language tests.

Regarding undergraduate admission, the Admissions Committee has developed admissions criteria for about 70 different countries. There is a variation in the quality of schools/degrees within one country, but also in the educational systems between countries. Depending on the type of diploma of the respective country, the undergraduate admissions committee decides whether direct entry to undergraduate studies is possible or attendance at the foundation program is required. The Admissions Committee also implements the University's promotion strategy for particularly talented applicants. Hence, the admissions committee can support the University's objectives to maintain both highly diversified and similarly qualified students. On the graduate level, each applicant's previous university is individually investigated in terms of recognition and accreditation (e.g., using the database Anabin). The recognition of the university plays an important role at the graduate level in the admissions committee's decision.

The Admissions Committee carries out a video MS Teams interview with every single applicant who generally qualifies for admission. The purpose of the interview is not only to evaluate the listening and speaking skills and the candidate's oral expression, but also to learn more about the candidate's background, the motivation to join the specific study program, the career objectives, teamwork skills, strengths, and weaknesses in an academic environment, etc. Potential open questions about the submitted documents are also clarified. Each interview is based on a standardized guideline. The second part of the interview provides the applicant with detailed information about the study program and the University, as well as student life and organizational aspects. It is important to avoid any misunderstandings and ensure expectations are appropriate from the applicant's side to make sure they have all the information to make a final decision. To learn more about the students' perspectives, applicants are offered the opportunity to be put in contact with selected current students and graduates of the respective study program.

Currently, all applicants must show the originals of relevant admissions documents (passport, high school or university diploma, and respective transcripts, and English proficiency test) upon study start. The originals must also be legalized in the country of issue, if needed, according to the Ministry of Education's requirements. By verifying the copies that have been reviewed during the application process, the University minimizes the risk of recognizing false admissions documents.

The growth of the University goes together with an increase in external communication with potential applicants and results in a more complex review and selection process. To accommodate this development, improve, and make the processes more effective, the set of

features of the application software is permanently extended. Follow-up strategies are also implemented to specifically attract the most outstanding applicants to eventually join the University. Those applicants are defined via excellent previous academic performance, as well as showing a very high level of language skills, engagement, and motivation.

In the case of two or more similarly qualified applicants, the University will support the applicant whose background contributes more to the diversity of the University. Testing tools (e.g., standardized tests) for the selection of desirable candidates will be implemented when the number of qualified applicants exceeds the number of seats in the respective study program.

The final GPA of incoming students compared with their final GPA upon graduating from studies at Modul University Vienna will be analyzed to review progress made at the University and ensure entry requirements are appropriate to maintain the academic standards the University strives for. Such analysis facilitates the optimization of marketing activities and the admission criteria. So far, this has been carried out on a small scale. Since the implementation of Campus Net in November 2025, a more standardized approach has been implemented to document incoming students' final grades versus those submitted during the application process. This also allows any deviation patterns to be identified in applicants from certain schools, universities, or agency partners, safeguarding against any malpractice. Plus, any positive outcomes can be shared and used to further develop relationships.

Development Steps

- Introduce short forms on the website to increase lead generation and maximize the traffic being directed through multi-channel marketing campaigns.
- Further develop the agent quality management strategy by introducing a code of conduct based on industry standards within the next year. Re-evaluate the agent strategy, contract agreement annually, and seek opportunities to deepen relationships with key players based on market trends and incoming student numbers. Discontinue the contracts with agents that do not deliver the quality of students expected by the University, to maintain a network with no more than 200 active agency partners.
- Establish additional agent agreements, especially in regions such as South America, Southeast Asia, and select countries in Africa, within the next two years to maintain diversity in the student body, recruiting 3-5 students respectively from these regions through agents, whilst aiming to increase recruitment from existing larger partners, and those attending fam-trips by a couple of students per agency year on year.
- Increase the number of on-campus activities, including Demo-Days for school and university groups to showcase the Modul University Vienna experience, incorporating both academics and student life, aiming to host a minimum of 3 groups per semester. Through further collaboration with SSC and Corporate Relations, better utilize existing activity for promotional and recruitment purposes to expand reach and audience.
- Continue to engage with current students annually through surveys, focus groups, and informal events to review the profile of our student body, identify successes and areas for improvement, ensure an accurate representation of student life is promoted, and materials are fit for purpose.
- Further develop the Student Ambassador strategy within the next couple of years to incorporate alumni under an Alumni Ambassador Program, who could be more involved

in recruitment activities globally. Establishment and maintenance of an alumni database first is crucial to facilitate this. Then, to launch and manage the program sustainably, 3 regions would be targeted to start engagement in collaboration with Alumni Relations.

- Increase focus on attending fairs for postgraduate programs in the next year and, in conjunction with Corporate Relations, build out a mid-term strategy for promoting opportunities and exchanging knowledge with close partners.
- Undertake targeted outreach with select universities in neighboring regions and establish partnerships to further increase recruitment to graduate programs.
- Scholarship programs to be embedded in the quality management system of the University to ensure that the success or failure of these programs is measurable. The defined strategies will be communicated effectively to the public.
- Adapt not only the number of staff, but also the technical support of the admissions process over time. With the expected increase in student numbers in the study programs and the extension of the program portfolio, the admissions process also becomes more extensive. It is of great importance to make sure that enough time is dedicated to the review process of each application and the selection process of each candidate to ensure the University's demand for high-quality students is met.
- Develop and implement a quality-driven selection process as soon as the numbers of applicants that meet all entry requirements exceed the number of available seats.
- Increase utilization of students' academic performance data to inform entry requirements, utilizing data from their academic standing upon entry to Modul University Vienna, during studies, and upon graduation, which is now being captured to be reviewed annually.
- Gather data from each semesterly cycle to review which part of the enrolment journey applicants drop out, to inform activities and resource allocation.
- Continue to centralize the admissions process for Nanjing students in Vienna.

Quality & Accreditation Management

Quality management and accreditation are strategically overseen by the University Board and operationally coordinated by the Quality and Accreditation Management (QM) unit in close collaboration with the University Board, the Senate, the Studies and Examination Committee (SEC), and the Deans.

Mission and Organization

Modul University Vienna's QM system is based on continual cycles of planning, implementation, reporting, and learning in every important academic and administrative work process. The instruments to develop and enhance practice and exact details on baseline expectations are determined in collaboration with the University Board and other concerned stakeholders. This ensures that the University's QM philosophy remains durable throughout the developmental period and that the system is appropriate to the University's needs.

In the previous development period, the University consolidated its quality management structures, formalized documentation processes, strengthened reporting cycles, and further embedded quality assurance mechanisms within its governance bodies. These developments provide the foundation for the next phase of systemic quality development.

Building upon the existing framework, the University will further clarify and consolidate its quality management mission for the next accreditation period, with particular attention to

sustainable quality development, digital transformation of teaching, and evolving international academic standards.

In order to improve the supply of data and the accuracy of its quality management reports, the University will continue investing in its internal management information system. Increasing the efficiency of internal data processing will enable leadership bodies to base decisions on transparent and timely performance indicators. The unit will remain independent, serving as a driver of institutional improvement.

In this context, the Quality Management Handbook will continue to serve as the central reference framework describing governance structures, quality assurance procedures, baseline expectations, and reporting cycles. The Handbook will be continuously updated to reflect constitutional provisions, accreditation requirements, and institutional developments.

The University's internal framework for quality management includes the following self-assessment tools and procedures:

- The University assesses and plans its study programs on a continuous basis. Relevant governance bodies, including the Senate and Degree Study program Conferences, are responsible for the review, coordination, and development of curricular and academic quality matters. This is done to ensure the quality of the curriculum by providing meta-level review and guidance, such as developing university-wide criteria for syllabi evaluation, reviewing curriculum maps of degree programs, and organizing the bi-annual course review process.
- In collaboration with the Deans, proposals for new degree programs or modifications of existing degree programs are developed and reviewed within the governance framework defined by the Constitution and submitted to the Senate for approval where required. Relevant regulations and policies are formulated and adopted in accordance with the respective competencies.
- The University maintains Advisory Boards for the mid- and long-term assessment of the following competency fields of its academic schools. Representatives of each field advise the members of academic schools on different topics and ensure that industry-relevant content is incorporated in research and in the courses offered under the University's study programs.
- Advisory Board feedback is documented, reviewed at the level of the respective Dean and program governance bodies, and, where appropriate, reflected in curricular development, strategic planning, and annual quality management reporting.
- Assuring and enhancing the quality of teaching is done on a regular basis and at least twice per year as part of a larger evaluation process. The QM unit organizes course evaluations for every course and presents a final report, as well as statistical data on courses that the University Board and the Deans use as a basis for further decision-making.
- In addition to continuous course evaluation, newly introduced study programs will undergo a structured mid-term evaluation within the first half of their implementation cycle. This evaluation will review academic design, learning outcomes, student feedback, resource adequacy, and alignment with strategic objectives, and will inform any necessary adjustments.
- The University is concerned with further developing the strategies for student engagement as part of the University's tools for self-assessment. This includes

commitment to supporting and promoting activities whereby students have the opportunity to engage in matters of quality assurance and enhancement through the involvement of quality management processes, such as student panel membership for period review, student representative systems, and membership of committees and working groups.

- The University promotes the Open Office and the Inclusion, Diversity, and Equity Committee to complement and enhance the educational experience of all students by offering support and advice to students regarding continuing education, improving academic performance, balancing academic and work life, addressing issues with integration at the University, and addressing special needs.

Evaluations and Reporting

The University recently revamped its course evaluation system, thereby reducing waste by eliminating the need for paper questionnaires, reducing error rates during data collection, and generally improving the ability to collect reliable data. Moving forward, the Quality Management unit will make continual adjustments to the evaluation process each semester to ensure the system yields reliable data, appropriate response rates, and timely reports.

The University has historically collected student survey data to measure the University's performance in several different areas, such as library services, orientation, career services, etc. In the next developmental period, the Quality and Accreditation Management unit will take on a more active role in coordinating with all administrative units tasked with collecting survey data. The purpose of this initiative will be to create a more synchronized data collection process and to continually ensure the reliability of all data collected. Additionally, the QM unit will help ensure that a platform is set up for concerned stakeholders so that outcomes and reports can be presented and discussed.

The annual Quality Management Report will be further developed as a structured instrument for documenting institutional performance, monitoring key indicators, and reflecting on the implementation of Development Plan objectives.

Sustainability

The QM unit should oversee a yearly cycle of planning, implementation, evaluation, and reporting that addresses the University's performance in terms of sustainability. The Chair of the Sustainability Committee will primarily lead projects undertaken in this area, and an annual report will be provided to the University Board. In addition to this report, a dashboard with quarterly updates on key performance sustainability indicators is planned for development.

Teaching and Research

Teaching and research are at the core of the University's organizational mission and have been critical to the University's success. The University has made important investments in producing meaningful, socially relevant academic programs and encouraging the publication of impactful research. Since only regular evaluation can ensure the long-term attainment of good research output, reviewing the success of research based on the rendered output of research is already carried out. The criteria used by the relevant international scientific community are applied in order to ensure the most objective evaluation. In 2018 and 2020, the University was ranked as one of the world's 25 best-performing universities in top-cited

publications, and MU's faculty has earned a long list of individual recognitions and accolades as well.

Quality management measures will continue to support research-led teaching, including the monitoring of research output, resource allocation, and integration of research developments into curricula.

As a self-governing academic institution, the University is responsible for ensuring that appropriate academic standards are achieved, and a good quality education is offered to its students. It is also publicly accountable for the quality and standards of its provision. The QM unit supports continual achievement of these goals.

AI and Academic Integrity

Digital transformation and the increasing use of artificial intelligence in higher education require structured governance responses. The University will further develop guidelines and monitoring mechanisms addressing the responsible use of artificial intelligence in teaching and learning. In alignment with the Constitution provisions on academic misconduct, the University will continue to strengthen awareness, training, and procedural clarity regarding academic integrity, including the appropriate and improper use of AI tools.

Accreditation Management

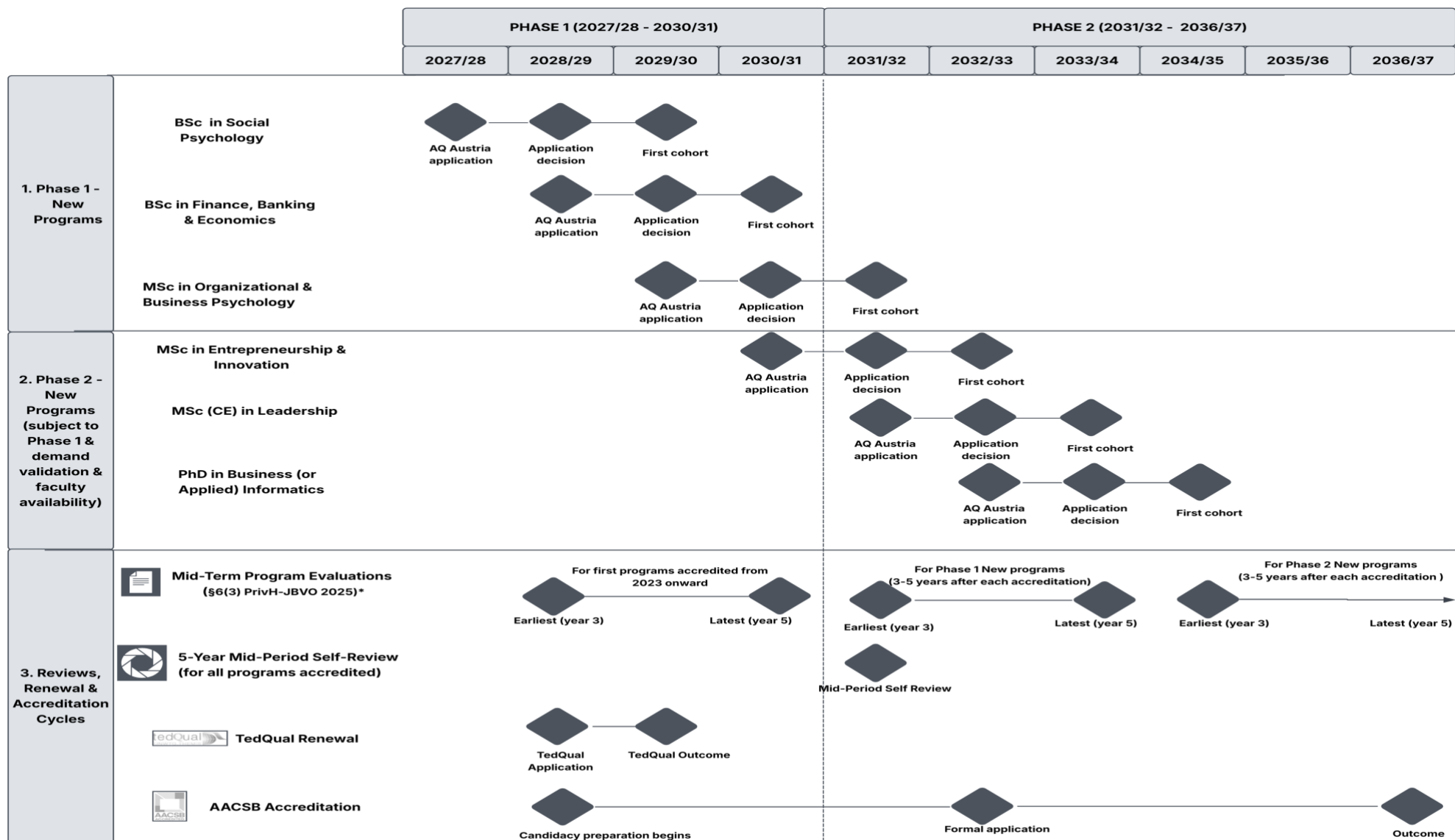
Initial and periodic institutional and program accreditation with AQ Austria lays the foundation for the right of existence of a private university in Austria. To ensure the quality of the institution, its services, and its study programs, applying for accreditation with AQ Austria is considered crucial and is an essential process for external evaluation. The guidelines for accreditation and reaccreditation established by AQ Austria are suitable measures for the organization to live up to national quality standards.

The QM unit, in coordination with the University Board and relevant academic bodies, supports institutional and program accreditation procedures, ensures compliance with national regulatory requirements, and drafts accreditation proposals. In addition to the required accreditation procedures, the Quality and Accreditation Management unit continuously investigates and prepares applications for other voluntary accreditations or rankings.

Renewal of TedQual certification is scheduled for 2028, ahead of the expiry of the current certification period in January 2029.

In the first half of the development period, the University will initiate preparations to apply for the Association to Advance Collegiate Schools of Business (AACSB) accreditation.

The following timeline (Figure 28) presents the main milestones for the upcoming accreditation period:



Program timing estimates are indicative and subject to internal planning decisions and AQ Austria procedures

*Regarding the Mid-term program evaluation: a) For old programs from 2023 onwards: it includes the BA in International Relations and Sustainability, and the MSc in Data Science for Sustainability (both accredited in 2025), and the BSc in Human Resources Management (accredited in 2026); b) For New Programs (Phase 1 and 2) the dates are estimates based on the first new accredited program of the DP. It will vary per program.

Figure 28: Key milestones for the upcoming accreditation period

Participation in selected international rankings, such as u-Multirank, will continue to be assessed strategically, ensuring alignment with the University's mission, profile, and available resources.

Quality Management

Quality management (QM) is regarded as the key to achieving long-term improvements in the organization of the University. To ensure continuous quality development, the University commenced developing a quality management system for supporting its core areas of activity: research, teaching/education, transfer services, sustainable development, and related administrative services. The quality management system serves to:

- promote a quality culture in all areas of the University,
- implement the University's strategy,
- enhance transparency of targets, procedures, processes, and data,
- involve all academic and administrative staff in quality development,
- continually integrate quality development in all areas of the University,
- optimize existing quality tools and use them appropriately.

The QM system at the University has served, and will continue to serve, as an important instrument in helping the University fulfill its mission as an internationally-oriented organization for research and education with a focus on sustainability, lifelong learning, and vigorous standards of scholarship. Therefore, the success of the University's quality management system will, in large part, be measured by how well it helps the University fulfill its stated goals and values.

In the last development period, despite difficult periods (COVID-19, two changes in the ownership structure), the University made important gains with respect to its QM system. Among other developments, by creating a **quality management handbook**, which now serves as the primary source document describing the processes, responsibilities, and organizational units that support the University's QM system, the University also completed an important step. This continuously developing document complements the University's regulations by providing operational guidance and structured quality assurance procedures.

The University maintains a dedicated QM unit operating within the governance framework defined by the Constitution and reporting to the University Board.

In the next development period, the University will build upon its existing system by clarifying its QM mission, expanding the organizational unit tasked with QM, and undertaking additional initiatives that promote quality within the University's organizational culture.

The concept of quality management comprises all internal mechanisms and tools that serve to ensure and enhance the quality of processes, as well as all educational services and offers. Promoting and assuring high-quality teaching, research, as well as student and faculty services are one of the University's key objectives. The University additionally strives to continuously improve processes to reach maximum efficiency and effectiveness in internal workflow processes. Quality management activities are coordinated by the Head of Quality Management in close collaboration with the University Board, Vice-Presidents, Deans, and

relevant committees. In the long run, the University plans to hire a person who focuses on positioning the University in well-known rankings.

Development Steps

- Expedite the University's quality management agenda by further developing the university-wide quality management and assurance system. Within the framework of the organization's definition of quality and in alignment with the overall strategy, the Quality and Accreditation Manager will take the lead in further developing the systematic approach to quality management and assurance.
- Further consolidate the Quality Management Handbook as the central governance and process reference document.
- Formalize mid-term evaluation procedures for newly introduced programs.
- Further investigate the possibility of participating in rankings and obtaining other voluntary program accreditations where strategically appropriate.
- Continue enhancing the annual quality management report and the collection of data developed for the consideration of the University Board, including but not limited to a) analysis whether annual key performance indicators were met, b) synchronizing existing surveys during the entire student life cycle and defining platforms where outcomes are presented and discussed, c) activities and measures undertaken against academic misconduct, d) commitment to constantly reassessing whether processes are efficient as well as effective.
- Further develop guidelines, establish procedures, and continuously monitor quality management, assurance, and enhancement at global campuses and in non-degree programs, and contribute to developing structured AI governance and academic integrity guidelines aligned with the University's regulations.
- Introduce systematic reflection on development plan implementation through annual divergence analysis.
- Continue enhancing the complaint management system and the university stakeholders' feedback systems.
- Organize periodic university-wide quality conferences to support institutional quality culture.
- Preparing a submission for pursuing AACSB accreditation in the second half of the development period.
- Applying for Ted-Qual re-accreditation in 2028.

Library and Research Documentation

In MU's organizational structure, the library is an administrative unit reporting to the Vice President for Research. The future development of the Library and Research Documentation Center will mainly focus on three areas: Service quality and infrastructure, collection development, and research documentation.

Service quality and infrastructure

The main objective in the next 5-10 years will be to keep existing standards of service at a high level and raise them wherever necessary and possible, as well as to improve the on-site infrastructure in accordance with the development of student numbers and new study

programs. Increasing numbers of library users have already been noticeable in the academic years 2023/24 and 2024/25, as substantiated by a counter installed in the library in early 2023. It is especially the library's infrastructure that moves to the center of attention as further growth is part of MU's projection for the coming period.

For students, the library fulfills two main functions: It is a place of research, studying, and writing, but also a quiet space of recreation and relaxation before, after, or between classes. Recognizing the importance of both aspects for students on campus, the library maintains partly separated zones and spaces dedicated to different purposes, thus respecting the different needs of students spending time in the library's rooms (working in a quiet environment vs. necessary communication, e.g., in group assignments). Three workstations (computers) are available in the library. Even though students almost always work on their own electronic devices, library computers will continue to be of importance for the performance of certain tasks and assignments (occasionally also exams) in the future, since software (SPSS, for example) used in some courses and otherwise not available to students is installed on them. The workstations will be updated and additional software installed whenever necessary. Two part-time librarians are now working a combined 55 hours/week. The projected growth of MU and the growing workload will likely make the increase to a combined 60-70 librarians' hours/week necessary at some point during the 2027-2037 period.

The library manages its collection and loan system with ALMA, a cloud-based library management system from ExLibris used by several thousand libraries (academic and other) worldwide. MU Library is a member of OBVSG (Österreichische Bibliothekenverbindung und Service GmbH), which manages all contractual and maintenance issues for its members (the majority of Austrian Universities). Over the years, the relationship with OBVSG has proved to be very useful and productive. It will continue and intensify wherever necessary in the years to come.

Collection development

Updating, extension, and precise tailoring to student and faculty needs are the focal points in the library's collection management. These goals will remain in place in the upcoming development period, and the intensive work of the last few years will be continued, especially in matters of resource withdrawal and replacement. Textbooks and reference books e.g., on marketing, tourism, or topics from the field of new media, which were purchased for the collection during the early years of MU and represent the standard of knowledge and research of 2000-2010, are of little or no use to present-day and future students and researchers. To maintain and improve the standards of the library, a significant number of books will be replaced in the next accreditation period, as has already been the case in the current one.

At the same time, the improvement and extension of the collection to make a wider range of resources available – analog as well as electronic – is a priority. The establishment of new study programs points to the importance of a general enlargement of the collection. The licensing of additional scientific databases relevant to MU's programs is part of this strategy, as is the acquisition of E-book packages. An international student body and faculty expect not only a collection of books catering to the needs of ongoing teaching and research programs, but also up-to-date electronic publications, predominantly in the form of electronic journals, accessible to them via MU licensing on and off campus. The systematic licensing of databases from the world's largest academic publishers (such as Elsevier, Springer, and Taylor & Francis)

enables faculty to participate in open access publishing models that otherwise are only accessible via direct payment per publication. A larger number of open access publications produced at MU means a direct and significant increase in the visibility of MU faculty's research in the global scientific community and an improvement of Modul University's position in international rankings. Taking this aspect into account, in addition to the advantage of being able to make more resources available to students and faculty, the licensing of additional databases (in the form of read & publish agreements) is among the library's priorities for the 2027-2037 period.

The process of book purchasing (individual publications, print and electronic) is not only an element in the improvement of the collection, but also the main point for tailoring the collection to specific needs. A changing landscape of relevant topics (one of many and the most obvious example being the rise of artificial intelligence) and the establishment of new study programs make it necessary to acquire resources in new fields (most recently International Relations) or purchase more and a wider variety of resources in disciplines previously less prominent at MU (recently Data Science and Human Resource Management), all of which happens in communication with faculty. In this way, MU Library will continue to support the introduction and establishment of new study programs at the university in the next period of development in close collaboration with the teachers and researchers involved.

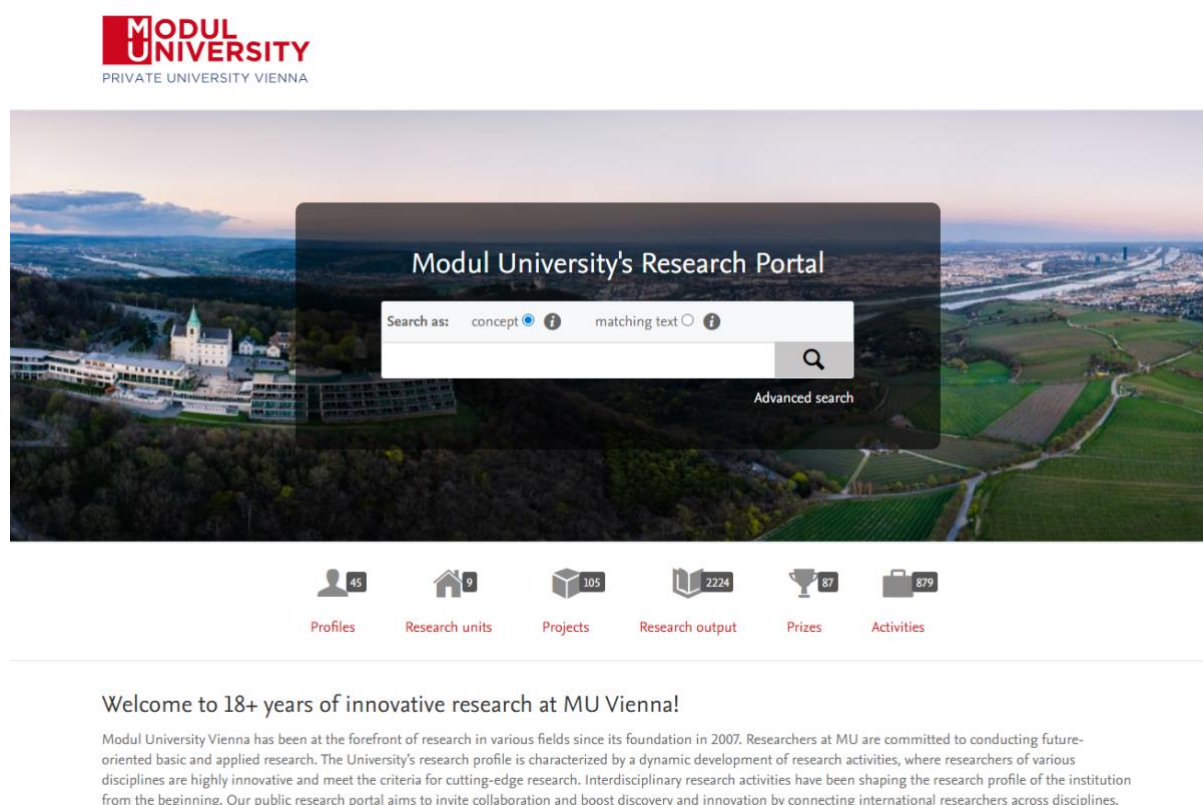


Figure 29 Modul University's Research Portal (main page)

Research documentation

The research documentation system PURE lies at the heart of MU's research and publication activities. It records all the faculty's research output (publications, conference participations, talks, workshops, etc.) and MU's research projects, primarily for the purpose of reporting (in-house and outside). In addition, the database's content is the basis of MU's public display of

its academic output. In January 2025, Modul University licensed a PURE Portal (a web-surface for the display of the database's content), which provides the university with a state-of-the-art platform to present its research data and faculty profiles to the public (Figure 29).

The content is entered into the database primarily by the individuals responsible for it (e.g., authors). The library maintains an overview of the whole, monitors the entries (approval of entries), and thus safeguards the quality and integrity of the data. In addition to the management of the collection and day-to-day student services, the work with PURE is the third major focus of library work. It is a collaborative effort of librarians and faculty. The intensification of this cooperation and communication between the library and the faculty is a goal for the upcoming years. The 2027-2037 period will bring an increase in quantity as well as quality of the library's occupation with research documentation, as the complexity of data attached to individual profiles and research projects, as well as publication data, is growing fast.

On the level of student research, MU has established a repository for all student theses (undergraduate, graduate, and PhD) in its academic administration system (AAS). The system connects to MU's website, which enables the library to upload all theses above a certain grading level to the designated section in AAS for website display. The development of this repository and its extension to various publications – research and other - originating at MU is one of the library's projects for the 2027-2037 period. MU's academic administration system is also the tool used for in-house journal impact monitoring. The library is responsible for updating in the AAS the relevant information (H-factor, impact factor) relating to academic journals in which MU faculty are published.

Development Steps

- Adaptation of the existing classification system for print media. Expansion, but potentially also a reduction in certain disciplines or sub-disciplines.
- Systematic expansion of the library's e-media subscriptions (journal databases) based on evaluation of changing needs of students and faculty.
- Acquisition of E-book packages based on a detailed assessment of needs.
- Development of the institutional repository beyond a repository for student theses only.
- Cooperation with faculty and the university board toward the establishment of an open access strategy beyond the possibilities of read-and-publish journal database licensing.
- Improvement of the research documentation system's content (quality and quantity) to ensure in-house data collection and a public display (PURE Portal) of higher quality.
- Continuation of the ongoing process of collection improvement, keeping the resources up-to-date and tailored to students' and faculty's needs.

Finance, Accounting, and Controlling

In the past years, the targets set for the Finance department have all been achieved: Revenue streams have been defined; effective and efficient cost controlling has been implemented based on a multi-level cost center approach, as well as profit and loss structure. In addition, contribution margin accounting and controlling have been introduced at MU. Our new scenario-based planning tool is based on Excel and has proven effective in our last budgeting

processes. Our Cashflow is calculated monthly and allows, together with our Finance tool portfolio, for transparent actual reporting, analysis, planning, and forecasting.

Development steps

- Further enhancement of our order-to-pay process, including an efficient and effective purchase order, as well as a document management system.
- Integration of Finance tools with other Information systems, such as Student information and HR systems, allowing for seamless data exchange and significant efficiency gains. All Finance processes will be close to 100% digital going forward.
- Detailed margin analysis and cost/profit per course calculations.
- Detailed analysis of MU marketing spent, including ROI KPIs, and a proper understanding of MU marketing success to further optimize student recruitment actions.

HR Management

HR management was further enhanced through improvements in employee data management and administrative processes. A new system-based solution was introduced to streamline the issuance of external faculty contracts. HR-related reporting was automated through the newly established academic administration system (AAS), significantly reducing the risk of human error. All implemented systems ensure that Modul fully complies with all legal reporting requirements. Key elements of the recruitment process were also automated to ensure greater operational efficiency and to improve the overall candidate experience. HR involvement was formally integrated into the academic hiring process to support and facilitate the work of appointment committees.

In addition, a structured onboarding and offboarding process was established to ensure smooth transitions and a consistently positive employee experience. Future developments will focus on strengthening the employer branding strategy to reflect changes in the labor market and the evolving expectations of the workforce.

Development steps

- Create a comprehensive training strategy tailored to the distinct requirements of academic and administrative roles.
- Integrate academic administration systems with HR systems to further enhance employee data management.
- Revise and implement a comprehensive HR strategy for employer branding to attract outstanding talent for both academic and administrative positions.

Information Systems Services

The University's Information Systems Services (ISS) office continues its strategic development across four key domains: technical infrastructure and endpoint management, cybersecurity and regulatory compliance, enterprise application integration, and digital service delivery. ISS operates within a governance framework aligned to ISO 27001, GDPR, and the Austrian Data

Protection Act (DSG), ensuring that all systems and processes meet applicable legal and institutional requirements.

Building on the established hybrid environment for faculty, staff, and classroom devices, ISS continues to modernize on-campus and remote infrastructure to deliver reliable, secure, and scalable services. Endpoint management is standardized to ensure consistent security baselines, software currency, and support responsiveness across all university-owned and managed devices. Lecture room technology is maintained and enhanced to support contemporary hybrid and in-person teaching formats, including high-resolution display systems, ceiling microphone arrays, and streaming and recording capabilities in selected rooms.

ISS has significantly advanced its information security posture through the implementation of a layered security monitoring architecture. This encompasses network threat detection, endpoint detection and response, and data loss prevention capabilities. These measures are deployed in full compliance with Austrian labor law, including the requirements of Section 96 of the *Arbeitsverfassungsgesetz* (ArbVG), with appropriate Works Council agreements in place. Security tooling is governed through a formal Information Security Management System (ISMS) aligned to ISO 27001, with policies, risk registers, and incident response procedures maintained and reviewed on a regular cycle.

Data protection and compliance activities are coordinated between ISS, the Data Protection Officer, and relevant business units. Formal policies are in place covering GDPR compliance, personal data breach response, data retention and disposal, research data management, and cloud services governance. These policies align with the requirements of the GDPR, the Austrian DSG, and the University Act (Universitätsgesetz - UA), and are reviewed and updated in response to regulatory developments. ISS supports the university's compliance obligations through data mapping, privacy impact assessments, and technical controls for access management and audit logging.

The user-facing digital experience is supported through ongoing development of the university systems, website, and intranet, providing streamlined access to academic resources, administrative services, and institutional documentation. A centralized identity and access management (IAM) framework governs user provisioning, authentication, and authorization across all core systems, reducing risk and improving operational efficiency.

Service delivery is supported through a dedicated Customer Service function, providing on-campus support presence during core teaching hours and remote assistance outside these times. Service management practices follow Information Technology Infrastructure Library (ITIL) principles, with incident, request, and change management processes in operation. Regular service reviews and user feedback mechanisms support the continuous improvement of IT service quality.

Development steps

- Maintain and extend the ISO 27001-aligned ISMS, incorporating ongoing risk assessments, policy reviews, and security awareness training for all staff and students.

- Complete Works Council consultation processes for all employee-affected IT systems and ensure ongoing compliance with ArbVG requirements for monitoring and data processing.
- Advance the implementation of a unified Identity and Access Management framework to strengthen access controls, support role-based permissions, and enable automated provisioning and deprovisioning across all university systems.
- Expand and mature data protection compliance capabilities, including structured breach response procedures, data retention enforcement, and privacy impact assessment processes aligned to GDPR and the DSG.
- Upgrade and standardize classroom and collaboration technology to support evolving pedagogical models, including enhanced hybrid teaching environments and digital accessibility requirements.
- Further develop the university systems, website, intranet, and digital workspace to improve internal communication, document management, and cross-departmental collaboration.
- Improve infrastructure resilience through investment in redundancy, disaster recovery planning, and business continuity capabilities for critical university systems.
- Enhance service management maturity through the adoption of structured ITIL-aligned processes for incident, change, and problem management, supported by appropriate tooling.
- Support the university's responsible and sustainable adoption of artificial intelligence by establishing governance principles, appropriate use guidelines, and evaluation processes for AI-enabled tools and services.

University Committees

Open Office

The Open Office has existed since the Spring semester of 2016 and was created as a replacement for the former Academic Mentoring Program. The purpose of the Open Office is to provide academic advice and support to students, currently via three academic mentors. The offer is open to all students; low-performing students are actively approached by the Open Office mentors, but they are not obliged to accept this offer. On average, about 8 students per semester make use of this opportunity.

The academic mentors guide students through their study programs. This includes providing advice on planning of semesters (in cooperation with the Academic Office) and handling special needs (as a part of the Special Needs Committee). Typical tasks also include discussing difficult study situations (e.g., issues with lecturers, thesis supervisors, integration in the University, choice of study programs, etc.), providing information or supporting them in getting the desired information (e.g., advice on continuing higher education after the program at MU, balancing academic and personal life, etc.), and identifying whom to address in order to deal with certain questions. In principle, unless there is a student's agreement that the academic mentor may talk about the case to other individuals (e.g., Deans), the conversations with the mentors are fully confidential.

The members of the Open Office are internal faculty members appointed by the Deans.

Development Steps

- Maintain the Open Office and constantly refine strategies to promote this option to students.
- Maintain the existing external contact list of professional support staff (psychologists, psychotherapists, etc.) with foreign language skills.

Study and Examinations Committee (SEC)

The Study and Examinations Committee (SEC) at Modul University Vienna is an independent review committee for addressing issues of academic misconduct by students (plagiarism or cheating), grade appeals by students, as well as appeals on decisions made by the Semester Conferences regarding termination of study contracts. It ensures fair appraisal of whether both students and faculty have followed proper procedure in their work, whether when producing a piece of graded work as a student or the grading of the submitted work by the faculty member. It both defends students and faculty from wrong accusations of incorrect procedure as well as supports means to address justifiably proven cases of academic misconduct or discriminatory grading. It consists of 4 faculty members (one of whom acts as chair) and 2 student members and meets together with a representative of the Academic Office who acts as secretary (presenting the cases, recording results). The committee votes as long as there is a quorum on each case, with a majority decision being taken (the chair has the deciding vote).

In cases of student academic misconduct, students are informed of the decision and receive 1 or 2 penalty points based on the decision being minor or major. A student reaching 4 penalty points has their study contract automatically terminated, so the first misconduct cases are hoped to be a sufficient warning that the student does not repeat. In cases of grade appeals, if upheld, the lecturer is asked to reassess their grading according to the SEC's findings. It is important to note that grade appeals cannot be justified simply because a student is unhappy with their grade, but will be upheld only in cases of clear discrimination against the student. In cases of semester conference decision appeals, if upheld, the decision is overturned although it is important to note again that the SEC cannot vote on the basis of the student's reasons (which were already discussed and voted upon in the semester conference) but only on the basis that a decision has not been made in a correct procedural manner (e.g. the student's appeal was not presented in the semester conference meeting despite them sending documents on time). As such, the SEC clearly acts as a final "check and balance" between students and MU faculty where a reason for mistrust or a sense of injustice exists. It assures faculty that student misconduct can be penalized and therefore discouraged as well as assures students that they will be treated fairly when being graded or being accused of misconduct. Overall, its existence seeks to encourage both students and faculty members to consistently act fairly and ethically in their work.

In the past couple of years, the use of Generative AI has become a new and pervasive problem with respect to student work. As the SEC has begun to deal with cases of academic misconduct where faculty claim that students have cheated by using AI, we have had to deal with the well-known issues around accuracy of AI detection tools. As a result, the SEC has developed a guidelines document on AI use and misuse, which is planned to form a central guideline to both students and faculty on how to both support the transparent use of AI in courses as well

as to determine when AI has been misused and a case of academic misconduct has occurred (as well as how to get and provide enough evidence for it). In the next few years, the SEC sees “generative AI” as the primary challenge to university education, as students replace active learning with the use of AI tools to both aid their learning, but also, potentially, replace learning. A clear communication to students of when and how they can use AI, as well as what would constitute no longer acceptable reliance on AI, is essential, as well as similar clear guidelines to all course teachers, so that future claims of academic misconduct (with AI) can be grounded in an unambiguous and shared understanding of the correct and incorrect uses of AI.

Development Steps

- Maintain the guidelines for AI use and misuse, supporting course teachers in determining when AI has been used for academic misconduct, as well as ensuring students are informed of the limits in using AI to support their course activities.
- Continuing to monitor technical developments where they may present new possibilities for academic misconduct (e.g., smartglasses!) or new opportunities to detect/catch cases of misconduct, in both communicating with faculty and guiding appropriate assessment approaches and rules.

Institutional Review Board (IRB)

The Institutional Review Board (IRB) at Modul University Vienna is an independent ethics committee for research involving human subjects. Its purpose is to protect and ensure the rights and welfare of human subjects in the case of participation/non-participation in research conducted at the university and its affiliated organizations. The IRB takes care that research involving human subjects is designed and conducted in an ethically acceptable way. Researchers can consult the IRB for support on ethical questions arising in their research and teaching projects. The IRB facilitates the addressed objectives by reviewing, approving, or rejecting research protocols submitted by researchers, lecturers, and students conducting research at Modul University Vienna, and by issuing recommendations where concerns regarding ethical compliance are identified. This must be based on all relevant Austrian laws and regulations dealing with ethical aspects, as well as the Belmont Report for international purposes.

Side notes on data security-related questions: The IRB raises the awareness of students, lecturers, and faculty at Modul University Vienna towards data protection and storage-related issues before starting to collect data. The University itself strictly adheres to all applicable legal provisions regulating the collection, storage, processing, and deletion of personal data, the EU-wide General Data Protection Regulation (GDPR), and the Austrian Data Protection Act (Datenschutzgesetz – DSG) by the Austrian Data Protection Authority (Datenschutzbehörde). Furthermore, the University employs technical and organizational security measures to protect all data against manipulation, damage, destruction, and unauthorized third-party access.

All research where data of an individual is collected must receive approval from the IRB. The respective finalized data collection protocols must be submitted to the IRB for approval before the start of the study. These include, but are not limited to, the survey (in text form for face-

to-face administration, or as a link for online data collection), interview guidelines, experimental or observation protocols, and focus group guidelines.

Research that needs approval:

- Internal projects at Modul University Vienna at all study program levels (undergraduate, graduate, and postgraduate, continuous education programs, faculty, and adjunct faculty research)
- Third-party funded projects conducted at Modul University Vienna

Research that does not need approval from the IRB:

- Projects at other universities
- Projects where specific ethical committees, outside the University, are responsible

Development Steps

Achieved goals:

- definition of review process to improve consistency (e.g., reviewer assignment, workflow automation)
- internal documentation of precedent cases to improve institutional memory
- optimization of average review duration
- improved support in case of problematic issues

Short-term goals:

- annual report to Senate (statistics, challenges, pitfalls...)
- develop a standard consent form
- share best practices
- alignment with AI act (e.g., LLMs) and technological advancements (web scraping and social media ethics)

Long-term goals:

- student and faculty onboarding training
- enable digital submission
- integration into grant development
- exchange with other IRBs

Inclusion, Diversity, and Equity Committee (IDEC)

Modul University Vienna is an institution committed to diversity, respect for religious freedom, cultural differences, and special needs. The University is especially committed to gender equality and the advancement of women. Female employees are well represented in management positions: one of the Vice-Presidents of the University is a woman, one of the Deans, as well as several Schools and Office Heads are also women. Moreover, the University

considers the specific needs of working mothers by facilitating home office and part-time work.

The Inclusion, Diversity, and Equity Committee (IDEC) was established in 2015 to deepen Modul University Vienna's commitment to diversity management, which includes all issues related to gender equality, special needs, religious freedom, etc. It aims to foster a working culture that is characterized by mutual respect and an appreciation for diversity. Hence, the IDEC raises awareness, facilitates dialogue, and advocates for change. It acts as an advisory group with a close relationship with the Works Council and reports to the University Senate. An educational, remedial approach to implementing diversity management at MU is implemented to allow the University's community to live and learn together in a safe and respectful space. As such, all members of the MU community are welcome to approach the IDEC for professional and confidential (unless otherwise agreed upon) advice, suggestions, mediation between students, and faculty. IDEC may invite two representatives of the Union of Students at the University (MU ÖH) to aid in matters pertaining to the student body. The Committee may decide on additional guests with an advisory role. This way, IDEC aims at deepening cooperation with the student body and ensuring that all students' diversity, equity, and inclusion needs are acknowledged, supported, and addressed.

The IDEC is also in charge of the Affirmative Action Plan, a concrete step towards better diversity management and enhanced advancement of women. A newly revised Affirmative Action Plan has been adopted by the University Senate (2026). IDEC is committed to overseeing the implementation of and compliance with the plan. IDEC additionally published the Language and Gender guidelines to support inclusive communication.

In line with its mandate, IDEC implements a set of concrete measures for gender equality across all genders, as set out in MU's Gender Equality Plan (GEP, 2022) and complemented by the Affirmative Action Plan. These measures include: semi-annual gender sensitivity training workshops for all staff and faculty; non-discriminatory recruitment procedures, including IDEC review of all job calls to ensure compliance with the Language and Gender Guidelines; support for gender equality in research and teaching, including the supervision of gender-related thesis topics at all levels; and the promotion of work-life balance, including family and care leave. In addition, gender balance across students' enrolments, faculty positions, administrative roles, and leadership is monitored and published in the Annual Report submitted to AQ Austria.

The IDEC also handles the procedure for students with special needs. IDEC has developed a process to identify and support incoming students with diverse needs.

To support the visibility of IDEC and raise awareness of inclusion, diversity, and equity topics, IDEC organizes events, drafts and disseminates relevant materials, and engages directly with the students through collaboration with student clubs, different schools, and departments.

Development Steps

- Prepare and execute a comprehensive training plan for the MU community, to strengthen competence in the topics perceived as priority by the staff and faculty, based on the results of semestral surveys for staff and faculty.

- Prepare a new Gender Equality Plan informed by updated institutional data.
- Strengthen the collaboration with the faculty to include the gender and intersectionality studies topics in research and teaching programs.
- Increase IDEC awareness among students, faculty, staff, and leadership.
- Systemic review of existing IDEC policies.
- Engage in external networks and initiatives on topics such as gender equality, diversity, inclusion, and gender-based violence.

Sustainability Committee

Sustainability is one of the core values of Modul University Vienna and is at the heart of the research agenda, teaching, and functioning of the University. The University adheres to an integrated sustainability approach recognizing that, while economic, social, and environmental dimensions are interconnected, the economy is embedded within society, and society in turn depends fundamentally on the natural world. Acknowledging and embracing the urgent need to meet the needs of all people without overshooting ecological limits is a priority for the University.

As a key actor and role model in society, Modul University wants to promote sustainability at all possible levels by contributing to education and knowledge creation; in teaching, the theme represents a main focus in the MSc in Sustainable Development, Management and Policy, the MSc in Data Science for Sustainability, and with the optional specialization in sustainability in the BA in International Relations and Sustainability. Furthermore, sustainability is embedded into all study programs through dedicated sustainability courses within their curricula. In research, the University has emphasized the various aspects of sustainability in numerous projects and publications that were realized by different Schools over the past years.

Principles of sustainability are also incorporated in the daily workflow of the University. The University seeks to minimize environmental risks and impacts. This includes meeting or exceeding environmental legislation and standards, using energy efficiently, conserving water, preventing pollution, minimizing waste, and using recycled materials whenever possible. The University carefully selects its suppliers and contractors, ensuring that they show a similar commitment to social and environmental principles. To encourage its employees to commute by public transport, the University has been covering the costs of the annual card for public transport in Vienna (job ticket) since Fall 2021. Vegetarian and vegan options are available in the canteen menu every day to reduce CO₂ emissions associated with meat consumption and provide options for diverse tastes. Additionally, reusable cups are widely used by all students and employees, and the use of water bottles is strongly encouraged.

Another measure to raise awareness about sustainability and reduce food waste is the Leftover Lunch initiative, which allows students and employees to pick up leftover portions for a small fee if they purchased a portion at the normal price. At orientation, instructions are provided to both students and employees on how to behave in ways that reflect the University's commitment to being responsible environmental stewards.

Taking an integrated sustainability approach, the University also considers the social dimension of sustainability by prioritizing the social welfare of employees, students, and all other stakeholders. Modul University ensures the employees' quality of life and fosters their

commitment through possibilities such as work-from-home opportunities, flexible working time and location, the possibility of reduced working time, etc. These options have demonstrated benefits for 1) the employer (saving energy costs, better commitment of employees, efficiency of work, etc.), 2) the employees (motivation increase, saving travel costs, time savings, stress reduction, etc.), and 3) the environment (CO₂ reduction, etc.). The social dimension of sustainability is also actively promoted among students, particularly through the newly established MU Sustainability Club. The club aims to empower students to drive positive, practical changes through education, collaboration, and hands-on initiatives, turning sustainability from an academic concept into everyday practice. Among its activities, the MU Community Garden stands out, encompassing a range of efforts focused on planting, watering, and maintaining the university's green spaces.

Ever since its creation, the University Senate has elected a Sustainability Committee, composed of faculty, staff, and student representatives who want to contribute even further to the implementation of sustainable principles at the University. Hence, the Sustainability Committee is the primary body responsible for fostering sustainable thought and action at the University. It encourages and promotes communication, involvement, and further education around sustainability to support the awareness of these principles amongst all stakeholders.

Besides actively implementing the principles of social and environmental sustainability at the University itself, the Committee also seeks to share knowledge and lessons learned. Publishing knowledge firstly serves to transfer insight to other institutions and is secondly a benchmark of the quality of its own efforts. For instance, in 2019, the committee submitted a workshop proposal for a large academic/practitioners conference in Vienna (Degrowth-Vienna-2020) that focuses on Sustainability and serves as one of the hosts.

The Sustainability Committee is currently working on participating in the UI GreenMetric ranking and preparing an annual Sustainability Report. This report will present findings and recommendations developed collaboratively by the three internal work groups: Campus Operations and Environmental Sustainability, Research and Innovation for Sustainability, and Sustainability Clubs and Campus Engagement.

The University's commitment to sustainability was rewarded several times. In 2012, the University received the Austrian Sustainability Award in the category 'Structural Foundations' and the third place in the category 'Teaching and Curriculum, International Co-operations', awarded by the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management. In 2016, the University received two Austrian Sustainability Awards again: Second place in the category 'Student Initiatives' and second place in the category 'Communication and Decision Making'.

Development Steps

- Foster synergies between the research programs of the University's schools for projects and publications on sustainability.
- Compile necessary data and apply for UI GreenMetrics, accompanied by a public-facing sustainability report.
- Develop a sustainability dashboard, based on the indicators of the UI GreenMetrics report, to help organize and track sustainability performances at the University.

- The sustainability committee reviews this performance in a biennial sustainability report to decide which indicators need to be prioritized.
- Collaborate and network with other institutions and sustainability committees to share best practices, exchange know-how and experiences, and create synergies for mutual support.
- Organize regular workshops and events to foster sustainability at the University and to affirm Modul University Vienna's role as a recognized actor in sustainability research.
- Encourage and promote initiatives and projects that further develop sustainability among the University stakeholders.
- Further develop and monitor sustainability at the University (cafeteria, waste, etc.).

Scholarship Committee

Modul University Vienna has developed clear guidelines on the allocation of the available scholarship funds with an aim of supporting current students by rewarding excellence.²⁰ Available funds originate with: (a) the Austrian Federal Scholarship Fund and (b) the Scholarship of Hope Fund (internal fund). These are delivered in accordance with the restrictions stipulated by financial aid providers and the specific guidelines for the internal fund.

A **Scholarship Committee** managing scholarships for enrolled students is elected by the Senate to oversee scholarship calls, applications, evaluations of applications, and awards. The Committee includes at least four members, one of whom is a senior member of the academic staff, one member of the Academic Office, the Dean of the PhD program, and one is a student representative.

Strategically, the allocation of scholarships:

- meets the University's principles of fairness and ethics,
- promotes and recognizes student achievement and excellence,
- supports the University's strategic goals,
- enhances the University's profile among students and the local community,
- enhances the visibility of the University's study programs.

Scholarship Categories for enrolled students:

- A. Scholarships for outstanding academic achievements during the study period (i.e., Merit Scholarships),
- B. Promotion of the Sustainability Agenda (i.e., Scholarship of Hope),

The Scholarship allocation will maintain high standards of accountability and probity. This will target the three key goals of the policy: reward excellence, support need, and enhance the University's visibility.

²⁰ Scholarships for outstanding new enrollments are available by the University, communicated by marketing, and decided by the respective Admissions Committee.

Development Steps

- Develop a program to provide (co-)financing for conference participation of PhD students.

General Infrastructure and Room Allocation Plan

Modul University Vienna is continuously developing its campus at Kahlenberg to keep pace with rising student numbers and the expansion of academic programs. With continued institutional growth, the University is following a balanced development approach that focuses on improving existing facilities while also expanding capacity where needed to support its long-term development.

The campus location at Kahlenberg still offers additional space for future development, providing a solid basis for continued growth. This allows the University to respond not only to current needs but also to plan in a structured and realistic way.

General overview of the infrastructure

As of 2026, the campus includes twelve lecture and seminar rooms, covering 1,070 square meters and offering space for 656 students at the same time. These are supported by key campus facilities such as the library, offices, student service areas, the cafeteria, co-working & study space, and outdoor space, contributing to a total area of approximately 3,900m².

Overview of teaching capacity (status 2026)			
Nr.	room number	Size (m2)	capacity in class-room setup
1	109/110	149	102
2	108	75	48
3	209	110	60
4	208	85	48
5	207	85	48
6	206	170	102
7	205	106	70
8	306	60	40
9	313	52	32
10	403	49	28
11	405	49	28
12	Room Kahlenberg	80	50
TOTAL		1070	656
Total campus space		3900	

Table 4: Class-room capacities 2026

In spring 2026, Modul University at its campus in Vienna had 660 students enrolled. Through more efficient scheduling, extended operating hours, and improved utilization, the existing infrastructure can support up to 1000 to 1100 students. By optimizing room allocation and increasing daily utilization, this number of students can be accommodated without the need for additional physical expansion.

We are also continuously improving campus systems, including access management. For example, key entrance systems for students can now be managed via a smartphone application, making access more convenient and efficient.

Across the campus, smart building technologies are in place to support energy management. Motion sensors help adjust temperature and energy use automatically, while we can also use centralized systems to regulate ventilation and cooling throughout the buildings.

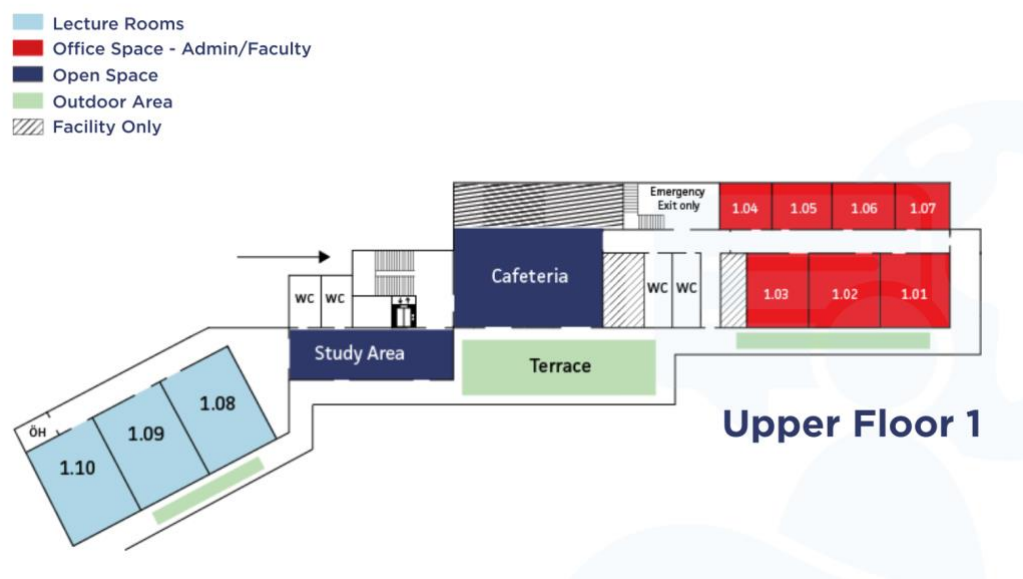
Together, these measures improve both sustainability and overall comfort across the campus.

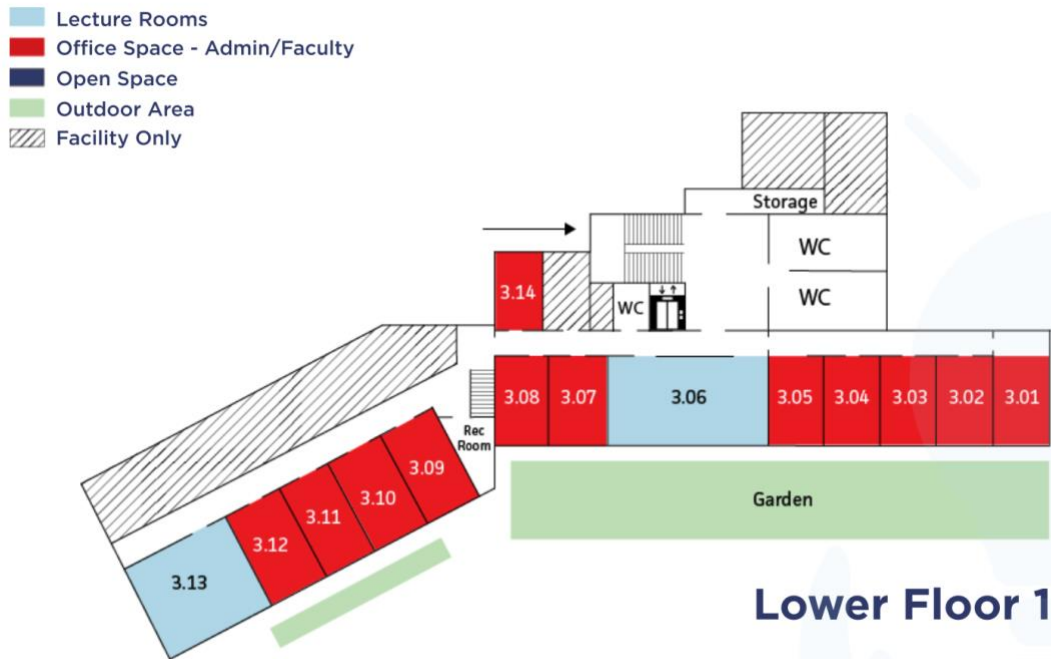
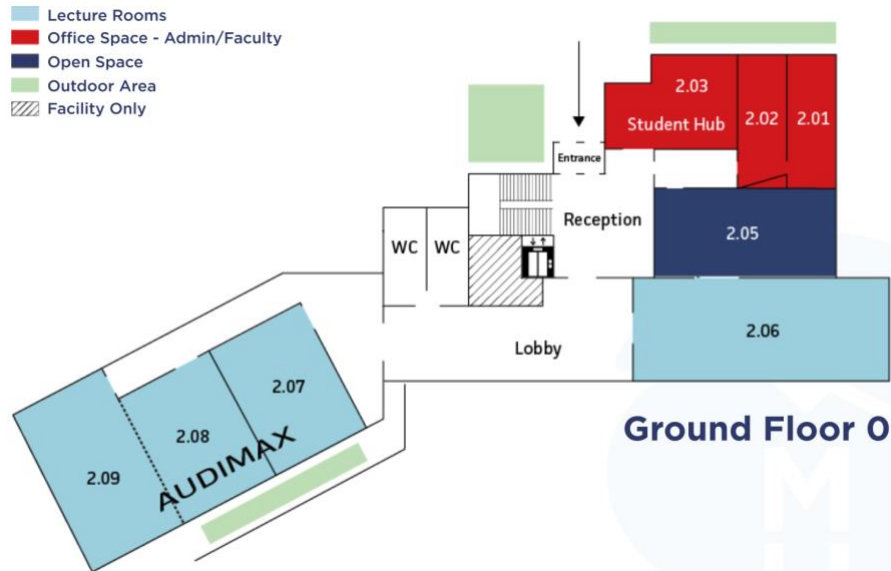
Alongside traditional classrooms, the University has created more flexible learning spaces. Co-working areas and meeting boxes give students places to collaborate, study, or work independently.

The Student Hub

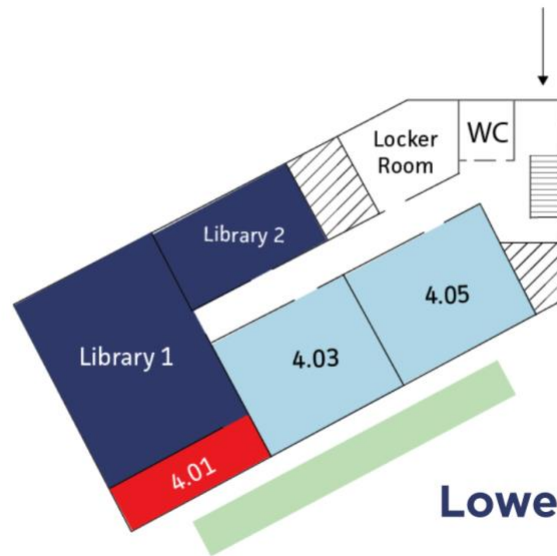
Student services have also been improved with the introduction of the “Student Hub,” a central point where students can access support. Instead of visiting different offices, students can now receive assistance in one location, covering key areas such as the academic office, student services, student accounting, career & internship services, and IT support.

Below is an overview of the current campus and facility plans, providing a structured summary:



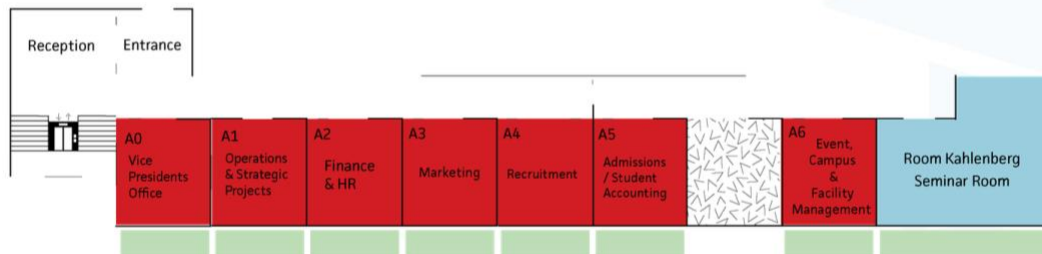


- Lecture Rooms
- Office Space - Admin/Faculty
- Open Space
- Outdoor Area
- Facility Only



Lower Floor 2

- Lecture Rooms
- Office Space - Admin/Faculty
- Open Space
- Outdoor Area
- Hotel Property



Hotel Kahlenberg Erdgeschoss

Note: Ground floor offices are located to the left of the main staircase

Future capacity and campus development

Looking ahead, the University can still significantly increase its facility capacity. With the addition of spaces such as the Ballroom, Ellipse rooms, and other hotel seminar spaces, as well as by relocating current offices and converting them into classrooms, the total teaching area could grow to about 1,883 square meters, with nearly 1,074 seats in a classroom setup by relocating the office space primarily to the hotel building at Kahlenberg.

Overview of teaching capacity (potential growth)					
Nr.	room number	Size (m2)	capacity in class-room setup	comments	
1	109/110	149	102		
2	108	75	48		
3	209	110	60		
4	208	85	48		
5	207	85	48		
6	206	170	102		
7	205	106	70		
8	306	60	40		
9	313	52	32		
10	403	49	28		
11	405	49	28		
12	Room Kahlenberg	80	50		
13	Ballroom Classroom	250	110		
14	3.01 - 3.02	45	30	offices moved to hotel building	
15	3.03 - 3.05	57	38	offices moved to hotel building	
16	3.07 - 308	49	20	offices moved to hotel building	
17	3.09 - 310	46	30	offices moved to hotel building	
18	3.11 - 3-12	46	30	offices moved to hotel building	
19	Hotel seminar rooms	80	40		
20	Hotel seminar rooms	80	40		
21	Ellipse I	80	40		
22	Ellipse II	80	40		
TOTAL		1883	1074		

Table 5 Potential Campus Capacity 2032/33

Existing spaces are also being rethought. The current restaurant will become a new cafeteria concept open to the public and integrated into student training. The current cafeteria will be turned into a student lounge, creating more informal spaces for studying and socializing.

Together, these changes will turn the Kahlenberg campus into a more integrated environment that combines academic learning with hands-on training. This is especially important for programs like Tourism & Hospitality Management, Hotel Operations, and Event Management.

An important step has been the continuous improvement and strategic repurposing of existing spaces. Existing rooms are being adapted to meet new requirements.

For example, Room 2.05, which was previously used as a student lounge, has been converted into a fully equipped classroom. An additional consideration is the potential creation of an Admissions & Recruitment Info Shop at Kahlenberg.

As part of a broader reorganization of all areas at Kahlenberg, these spaces will be integrated into a concept referred to as a “Modul Village.” To make this possible, some reconstruction work will be required across the affected areas. As part of these upgrades, some general reconstruction and technical adjustments will also be carried out.

Overall, this concept will allow for a more coherent and integrated campus layout at Kahlenberg, while also improving the visibility and accessibility of services. The picture below illustrates what such a complete reorganization and full site transformation of the area will look like:

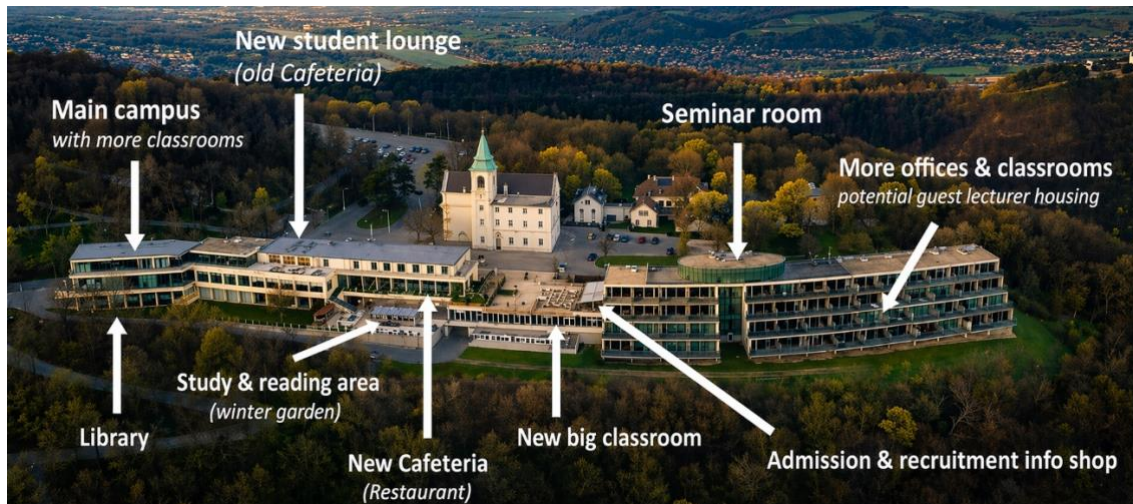


Figure 30: Modul Village – Future Modul University Vienna Campus

Office Space and Staff Growth

As the University continues to grow, the number of employees is also increasing. To support this development, more flexible workspace concepts are being introduced, including shared desks, co-working areas, and hybrid working arrangements.

In addition, there is potential to expand office and research presence in the city center, including the possibility of additional hotel office space at Kahlenberg. Modul University Vienna also has the option to develop an area of approximately 500 m² right next to the existing hotel building, which could serve as additional office or teaching space, depending on future requirements.

Campus Development and Capacity Planning

In conclusion, Modul University Vienna's campus development follows a clear and pragmatic direction of expanding capacity in line with demand, while ensuring that existing spaces are used in a flexible and efficient way.

At present, the campus provides 656 seats across lecture and seminar rooms, while the university currently has around 660 students enrolled. This means that the overall physical capacity is broadly aligned with the size of the student body. However, actual weekly usage is lower and fluctuates, as it is shaped by program structures, internship periods, thesis phases, and other academic activities during which students are not continuously present on campus.

Once student numbers exceed roughly 1,000 to 1,100, depending on how the study programs develop and are distributed, the next step in campus expansion would be to acquire additional existing spaces at Kahlenberg.

As a first step, this would involve taking over the Restaurant, the Ballroom, and the Ellipse, and converting them into a combination of teaching areas, learning zones, and new co-working spaces. This step will already represent a substantial increase in usable campus capacity and will make it possible to accommodate approximately 1,500 to 1,700 students within the new campus structure. This plan is closely linked to how academic programs will

develop and how the university chooses to organize its teaching and learning activities over time. This will lead to a new overall space of approximately 6,200m².

Overview of teaching capacity (potential growth)				
Nr.	room number	Size (m ²)	capacity in class-room setup	comments
1	109/110	149	102	
2	108	75	48	
3	209	110	60	
4	208	85	48	
5	207	85	48	
6	206	170	102	
7	205	106	70	
8	306	60	40	
9	313	52	32	
10	403	49	28	
11	405	49	28	
12	Room Kahlenberg	80	50	
13	Ballroom Classroom	250	110	
21	Ellipse I	80	40	
22	Ellipse II	80	40	
TOTAL I		1480	846	At Kahlenberg
Total campus space		6200		

Table 6 Classroom setting for up to 1,700 students

In a further step, selected office areas can be converted into additional classroom space. This will represent the final stage of the reconfiguration at Kahlenberg with existing properties and will further increase the overall capacity of the campus to approximately host 2,200 students.

Overview of teaching capacity (potential growth)				
Nr.	room number	Size (m ²)	capacity in class-room setup	comments
1	109/110	149	102	
2	108	75	48	
3	209	110	60	
4	208	85	48	
5	207	85	48	
6	206	170	102	
7	205	106	70	
8	306	60	40	
9	313	52	32	
10	403	49	28	
11	405	49	28	
12	Room Kahlenberg	80	50	
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16	3.07 - 308	49	20	offices moved to hotel building
17	3.09 - 310	46	30	offices moved to hotel building
18	3.11 - 3-12	46	30	offices moved to hotel building
19	Hotel seminar rooms	80	40	
20	Hotel seminar rooms	80	40	
21	Ellipse I	80	40	
22	Ellipse II	80	40	
TOTAL I		1883	1074	At Kahlenberg
Total campus space		8000		

Table 7 Classroom setting for up to 2,200 students

Overall, this phased approach ensures that campus development remains adaptable and demand-driven, making full use of the existing infrastructure while allowing for steady and well-managed growth over time.

Annex – Business Plan

Development of Intake Numbers

Number of intakes	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Non-degree students Vienna										
Foundation	71	90	104	121	129	138	144	151	159	168
Total foundation program	71	90	104	121	129	138	144	151	159	168
<i>in % of previous year</i>	13%	27%	15%	16%	6%	8%	4%	5%	5%	6%
All degree students Vienna										
BSc IM	104	109	115	120	120	120	120	120	120	120
BSc IMPE	18	21	25	30	30	30	30	30	30	30
BBA THM	33	36	41	46	51	57	64	72	80	90
BBA THO	9	10	11	12	13	14	16	17	18	20
BSc ADS	36	43	51	60	60	60	60	60	60	60
BA IR	23	32	43	60	60	60	60	60	60	60
BSc HRM	13	18	24	33	45	60	60	60	60	60
BSc SP		15	18	21	25	30	36	42	50	60
BSc FBE		15	18	21	25	30	36	42	50	60
All undergraduate students	237	300	346	403	429	462	481	504	530	560
<i>Annual change in %</i>	13%	27%	15%	16%	6%	8%	4%	5%	5%	6%
MSc ITM	13	14	16	17	19	21	23	25	27	30
MSc Mgmt	28	28	29	30	30	30	30	30	30	30
MSc SDMP	13	14	16	17	19	21	23	25	27	30
MSc DS4S	9	10	12	14	15	18	20	23	26	30
MSc OBP			10	11	13	15	17	19	22	25
MSc EI					10	11	13	15	17	20
All graduate students	63	68	83	90	107	116	126	137	150	165
<i>Annual change in %</i>	7%	7%	22%	8%	19%	9%	9%	9%	9%	10%
PhD BSS	8	10	10	10	10	10	10	10	10	10
PhD BI							2	3	4	5
All PhD students	8	10	10	10	10	10	12	13	14	15
<i>Annual change in %</i>	19%	19%	0%	0%	0%	0%	20%	6%	8%	10%
MBA	12	14	15	18	20	23	27	30	30	30
MSc CE LS	10	11	13	14	16	18	21	24	27	30
All continuing education students	22	25	28	32	37	42	47	54	57	60
<i>Annual change in %</i>	112%	14%	14%	14%	14%	14%	14%	14%	5%	6%
All degree students Vienna	330	403	467	535	582	629	666	708	750	800
<i>Annual change absolute</i>	44	72	65	68	47	46	37	41	43	50
<i>in % of previous year</i>	15%	22%	16%	15%	9%	8%	6%	6%	6%	7%
Degree students Nanjing										
BBA THM	100	106	113	120	120	120	120	120	120	120
BSc IM				20	24	29	35	42	50	60
All degree students Nanjing	100	106	113	140	144	149	155	162	170	180
<i>in % of previous year</i>	6%	6%	6%	24%	3%	3%	4%	5%	5%	6%
All degree students MU	430	509	580	675	726	778	821	869	920	980
<i>in % of previous year</i>	13%	18%	14%	16%	8%	7%	6%	6%	6%	6%
All students MU	501	599	684	796	855	916	965	1,020	1,079	1,148
<i>in % of previous year</i>	13%	19%	14%	16%	7%	7%	5%	6%	6%	6%

Development of Student Numbers

Total number of students	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Non-degree students Vienna										
Foundation	71	90	104	121	129	138	144	151	159	168
German	36	44	51	60	67	74	79	84	89	94
Total foundation programs	71	90	104	121	129	138	144	151	159	168
<i>in % of previous year</i>	13%	27%	15%	16%	6%	8%	4%	5%	5%	6%
Degree students Vienna										
BSc IM	250	270	283	296	305	309	309	309	309	309
BSc IMPE	48	53	61	73	80	85	86	86	86	86
BBA THM	73	85	95	107	120	134	150	168	188	210
BBA THO	34	32	32	35	38	41	45	49	53	57
BSc ADS	76	96	114	134	148	154	154	154	154	154
BA IR	40	63	87	120	142	154	154	154	154	154
BSc HRM	22	37	50	67	90	122	143	154	154	154
BSc SP		15	31	47	56	67	79	94	112	134
BSc FBE		15	31	47	56	67	79	94	112	134
All undergraduate students	543	665	783	926	1,035	1,133	1,200	1,263	1,323	1,393
All undergraduate students (incl. FP)	614	755	887	1,047	1,164	1,271	1,345	1,414	1,482	1,561
<i>Annual change in %</i>	10%	23%	17%	18%	11%	9%	6%	5%	5%	5%
MSc ITM	23	26	28	31	34	37	41	44	49	53
MSc Mgmt	50	52	53	55	55	56	56	56	56	56
MSc SDMP	23	26	28	31	34	37	41	44	49	53
MSc DS4S	16	18	21	24	27	31	35	40	46	52
MSc OBP			10	20	23	26	29	34	38	44
MSc EI					10	20	23	26	30	35
All graduate students	113	121	140	160	183	206	224	244	267	293
<i>Annual change in %</i>	1%	7%	16%	14%	14%	13%	9%	9%	9%	10%
PhD BSS	27	29	31	33	34	34	34	34	34	34
PhD BI							2	5	8	12
All PhD students	27	29	31	33	34	34	36	39	42	46
<i>Annual change in %</i>	-1%	7%	8%	7%	3%	0%	6%	7%	8%	10%
MBA	20	23	26	30	34	39	45	52	54	54
MSc CE LS	10	19	22	25	28	31	36	40	45	51
All continuing education students	40	62	70	79	90	102	116	132	145	156
<i>Annual change in %</i>	58%	54%	14%	14%	14%	14%	14%	14%	10%	8%
All degree students Vienna	723	877	1,024	1,199	1,343	1,476	1,577	1,679	1,778	1,889
<i>Annual change absolute</i>	65	154	147	175	144	133	102	102	99	111
<i>in % of previous year</i>	10%	21%	17%	17%	12%	10%	7%	6%	6%	6%
<i>Students exceeding their studies</i>	72	88	102	120	134	148	158	168	178	189
<i>in % of all students</i>	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
All student including foundation programs	794	967	1,128	1,320	1,471	1,614	1,721	1,830	1,937	2,057
Degree students Nanjing										
BBA THM	256	275	294	314	327	336	342	346	348	350
BSc IM				20	37	53	70	88	108	131
All degree students Nanjing	256	275	294	334	365	389	412	433	456	481
<i>in % of previous year</i>	8%	7%	7%	14%	9%	7%	6%	5%	5%	5%
All degree students MU	979	1,152	1,318	1,533	1,707	1,865	1,989	2,112	2,234	2,369
<i>in % of previous year</i>	9%	18%	14%	16%	11%	9%	7%	6%	6%	6%
All students MU incl. FP	1,050	1,242	1,422	1,654	1,836	2,003	2,133	2,263	2,393	2,537
<i>in % of previous year</i>	10%	18%	15%	16%	11%	9%	6%	6%	6%	6%

Development of Faculty and Staff

Faculty (heads)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Full Professor	13	14	14	14	15	15	15	15	15	15
Associate Professor	9	11	12	12	12	12	12	12	12	12
Assistant Professor	10	10	12	12	12	13	13	13	13	13
Clinical Professor	0	0	0	0	0	0	0	0	0	0
Senior Lecturer	1	1	1	1	1	1	1	1	1	2
Lecturer	5	5	5	7	7	7	8	8	9	9
Researcher and Lecturer	7	7	7	10	11	11	11	11	11	11
Total	45	48	51	56	58	59	60	60	61	62

Faculty (full-time equivalent)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Full Professor	10.2	11.2	11.2	11.2	12.2	12.2	12.2	12.2	12.2	12.2
Associate Professor	7.8	9.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8
Assistant Professor	9.8	9.8	11.8	11.8	11.8	12.8	12.8	12.8	12.8	12.8
Senior Lecturer	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	1.6
Lecturer	2.4	2.4	2.4	3.4	3.4	3.4	3.9	3.9	4.4	4.4
Researcher and Lecturer	7.0	7.0	7.0	10.0	11.0	11.0	11.0	11.0	11.0	11.0
Total	37.7	40.7	43.7	47.7	49.7	50.7	51.2	51.2	51.7	52.7

Admin staff (heads)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Academic Office	7	8	8	8	8	8	9	9	9	9
Admissions and Student Accounts	10	10	10	11	11	11	11	11	11	11
Career Services & Corporate Relations	2	2	2	3	3	3	3	3	3	3
Facility, Event & Campus Management	12	12	12	12	12	12	12	12	12	12
Finance & Research Support	3	3	3	3	3	3	3	3	3	3
Information System Services	8	8	8	8	8	8	8	8	8	8
Library and Research Documentation	2	2	2	2	2	2	2	2	2	2
Marketing	8	8	8	8	8	8	8	8	8	8
Student Recruitment	10	10	10	10	10	10	10	10	10	10
Student Services	7	7	7	8	8	8	8	8	8	8
Other Administrative Staff	11	11	11	11	11	11	11	11	11	11
Total	80	81	81	84	84	84	85	85	85	85

Admin staff (full-time equivalent)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Academic Office	6.4	7.1	7.1	7.1	7.6	7.6	8.1	8.1	8.1	8.1
Admissions and Student Accounts	8.8	9.3	9.6	10.1	10.4	10.9	11.0	11.0	11.0	11.0
Career Services & Corporate Relations	2.0	2.0	2.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Facility, Event & Campus Management	10.2	10.2	10.2	10.2	10.2	10.7	10.7	10.7	10.7	10.7
Finance & Research Support	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Information System Services	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1
Library and Research Documentation	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Marketing	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Student Recruitment	8.1	8.6	8.6	8.6	8.6	8.6	8.6	8.6	8.6	8.6
Student Services	6.2	6.2	6.2	6.7	6.7	6.7	7.2	7.2	7.2	7.2
Other Administrative Staff	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Total	67.1	68.8	69.2	70.7	71.4	72.4	73.5	73.5	73.5	73.5

Development of Teaching by Internal Lecturers

Hours of teaching	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
FP	87	116	116	145	145	145	145	174	174	174
Undergraduate CBK	68	86	99	115	122	131	137	143	150	159
BBA THM	101	106	112	118	124	131	138	145	153	161
BBA (vocational year)	29	64	64	64	64	64	64	64	64	64
BSc IM	141	146	151	156	156	156	156	156	156	156
BSc ADS	59	64	69	75	75	75	75	75	75	75
BA IR	48	56	65	75	75	75	75	75	75	75
BSc HRM	35	40	46	53	61	70	70	70	70	70
BSc SP		15	35	40	43	47	51	55	60	65
BSc FBE			15	35	40	43	47	51	55	60
MSc	70	72	79	82	89	93	97	101	106	111
MSc ITM	12	12	12	12	12	12	12	12	12	12
MSc Mgmt	4	4	4	4	4	4	4	4	4	4
MSc SDMP	10	10	10	10	10	10	10	10	10	10
MSc DS4S	24	24	24	24	24	24	24	24	24	24
MSc OBP			16	24	24	24	24	24	24	24
MSc EI					16	24	24	24	24	24
Electives MSc+MBA	32	32	43	43	54	54	65	65	76	76
MBA	32	32	32	32	32	32	32	32	32	32
PhD BSS	24	24	24	24	24	24	24	24	24	24
PhD BI							2	2	2	2
Total	689	787	900	986	1049	1093	1131	1156	1196	1228
Supervision of thesis	67	82	95	109	119	128	136	144	153	163
Total incl. supervision of thesis	756	869	995	1095	1168	1221	1267	1300	1349	1391
Faculty (teaching load)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Full Professor	119.500	131.500	131.500	131.500	143.500	143.500	143.500	143.500	143.500	143.500
Associate Professor	96.750	120.750	132.750	132.750	132.750	132.750	132.750	132.750	132.750	132.750
Assistant Professor	156.250	156.250	186.250	186.250	186.250	201.250	201.250	201.250	201.250	201.250
Senior Lecturer	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	65.000
Lecturer	95.000	95.000	95.000	135.000	135.000	135.000	155.000	155.000	175.000	175.000
Researcher and Lecturer	34.000	42.000	42.000	48.000	62.000	66.000	68.000	66.000	66.000	66.000
Subtotal	526.500	570.500	612.500	658.500	684.500	703.500	725.500	723.500	743.500	783.500
TL reduction	-48.00	-51.00	-54.00	-57.00	-60.00	-63.00	-66.00	-69.00	-72.00	-75.00
Additional teaching of faculty	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Total	478.500	519.500	558.500	601.500	624.500	640.500	659.500	654.500	671.500	708.500
<i>in % of courses</i>	69%	66%	62%	61%	60%	59%	58%	57%	56%	58%
<i>internal in % of courses and supervision</i>	63%	60%	56%	55%	53%	52%	52%	50%	50%	51%
<i>TL / full-time equivalent</i>	12.7	12.8	12.8	12.6	12.6	12.6	12.9	12.8	13.0	13.5
<i>Students per faculty</i>	16.1	18.3	20.1	21.4	23.1	25.0	26.3	28.0	29.1	30.5

Development of Research Funding

Research funding ¹	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Full Professor ²	298,082	331,082	331,082	331,082	364,082	364,082	364,082	364,082	364,082	364,082
Associate Professor ²	257,969	337,969	377,969	377,969	417,969	417,969	417,969	417,969	417,969	417,969
Assistant Professor ²	163,557	163,557	202,257	202,257	202,257	240,957	240,957	240,957	240,957	240,957
Researcher and Lecturer ²	131,250	131,250	131,250	187,500	206,250	206,250	225,000	225,000	225,000	225,000
Organizational (internal) funding	850,858	963,858	1,042,558	1,098,808	1,190,558	1,229,258	1,248,008	1,248,008	1,248,008	1,248,008
thereof on-the-job research activities ³	85,086	96,386	104,256	109,881	119,056	122,926	124,801	124,801	124,801	124,801
other financial project contributions ⁴	16,041	21,761	21,761	27,481	27,481	33,201	33,201	38,921	38,921	38,921
thereof FFG Research Bonus	340,343	385,543	417,023	439,523	476,223	491,703	499,203	499,203	499,203	499,203
Sum of (externally) funded faculty research	441,470	503,690	543,040	576,885	622,760	647,830	657,205	662,925	662,925	662,925
in % of organizational (internal) funding	52%	52%	52%	53%	52%	53%	53%	53%	53%	53%
in % of total budget	6%	5%	5%	5%	4%	4%	4%	4%	4%	3%
Third-party funded Researchers (heads) ⁵	4	5	5	6	6	7	7	8	8	8
(full-time equivalent)	3.00	4.00	4.00	5.00	5.00	6.00	6.00	7.00	7.00	7.00
(in €)	154,244	209,244	209,244	264,244	264,244	319,244	319,244	374,244	374,244	374,244
Projects funded by research organizations ⁶	200,517	272,017	272,017	343,517	343,517	415,017	415,017	486,517	486,517	486,517
Other research projects ⁷	55,125	57,881	60,775	63,814	67,005	70,355	73,873	77,566	81,445	85,517
Total commissioned research projects	255,642	329,898	332,793	407,331	410,522	485,372	488,890	564,084	567,962	572,034
in % of total budget	3%	4%	3%	3%	3%	3%	3%	3%	3%	3%
Projects funded by research organizations in %	78%	82%	82%	84%	84%	86%	85%	86%	86%	85%
Other research projects in %	22%	18%	18%	16%	16%	14%	15%	14%	14%	15%
Total research volume	1,005,373	1,175,609	1,249,334	1,368,777	1,454,543	1,558,503	1,578,896	1,648,370	1,652,248	1,656,320
in % of total budget	13%	13%	12%	11%	10%	10%	10%	9%	9%	8%

¹ inflation not taken into account

² costs measured by time dedicated for research

³ Revenues from on-the-job research activities of faculty

⁴ Project overheads and project result (after in-kind)

⁵ Senior Researcher, Researcher, and other project funded staff

⁶ FWF, FFG, etc. (MU's project volume only)

⁷ e.g. industry projects

Profit & Loss Forecast

Profit and Loss in kEUR	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35	2035/36	2036/37
Revenues	10,168,000	11,828,000	13,353,000	15,283,000	17,190,000	18,795,000	20,158,000	21,199,000	21,622,980	22,055,440
Student revenue	9,161,000	10,647,000	12,112,000	14,094,000	15,898,000	17,415,000	18,702,000	19,683,000	20,076,660	20,478,193
Cafeteria revenue	16,000	16,000	17,000	17,000	17,000	18,000	18,000	18,000	18,360	18,727
Other revenue	991,000	1,165,000	1,224,000	1,172,000	1,275,000	1,362,000	1,438,000	1,498,000	1,527,960	1,558,519
Expenses	14,561,000	15,067,000	14,566,000	13,804,000	14,986,000	16,001,000	16,882,000	17,584,000	17,935,680	18,294,394
Personnel expenses	8,572,000	9,108,000	9,404,000	8,634,000	9,707,000	10,608,000	11,374,000	11,960,000	12,199,200	12,443,184
Personnel expenses - Faculty & ext. lecturers	4,708,000	5,424,000	5,610,000	4,964,000	5,759,000	6,582,000	7,267,000	7,771,000	7,926,420	8,084,948
Personnel expenses - Administration	3,826,000	3,645,000	3,754,000	3,629,000	3,906,000	3,984,000	4,064,000	4,145,000	4,227,900	4,312,458
Other HR costs	38,000	39,000	40,000	41,000	42,000	42,000	43,000	44,000	44,880	45,778
Material / non-personnel expenses	5,989,000	5,959,000	5,162,000	5,170,000	5,279,000	5,393,000	5,508,000	5,624,000	5,736,480	5,851,210
Marketing expenses	1,208,000	1,244,000	1,281,000	1,307,000	1,333,000	1,359,000	1,387,000	1,414,000	1,442,280	1,471,126
Infrastructure	1,072,000	1,056,000	1,122,000	1,143,000	1,165,000	1,188,000	1,212,000	1,236,000	1,260,720	1,285,934
Rent & utilities	1,021,000	981,000	1,011,000	1,031,000	1,052,000	1,073,000	1,094,000	1,116,000	1,138,320	1,161,086
Other Material-type Expenses	679,000	692,000	563,000	527,000	542,000	556,000	571,000	587,000	598,740	610,715
Consulting	850,000	900,000	927,000	946,000	964,000	984,000	1,003,000	1,023,000	1,043,460	1,064,329
Other expenses	1,025,000	900,000	100,000	54,000	57,000	63,000	67,000	71,000	72,420	73,868
Depreciation	134,000	186,000	158,000	162,000	166,000	170,000	174,000	177,000	180,540	184,151
Operating profit	-4,393,000	-3,239,000	-1,213,000	1,479,000	2,204,000	2,794,000	3,276,000	3,615,000	3,687,300	3,761,046