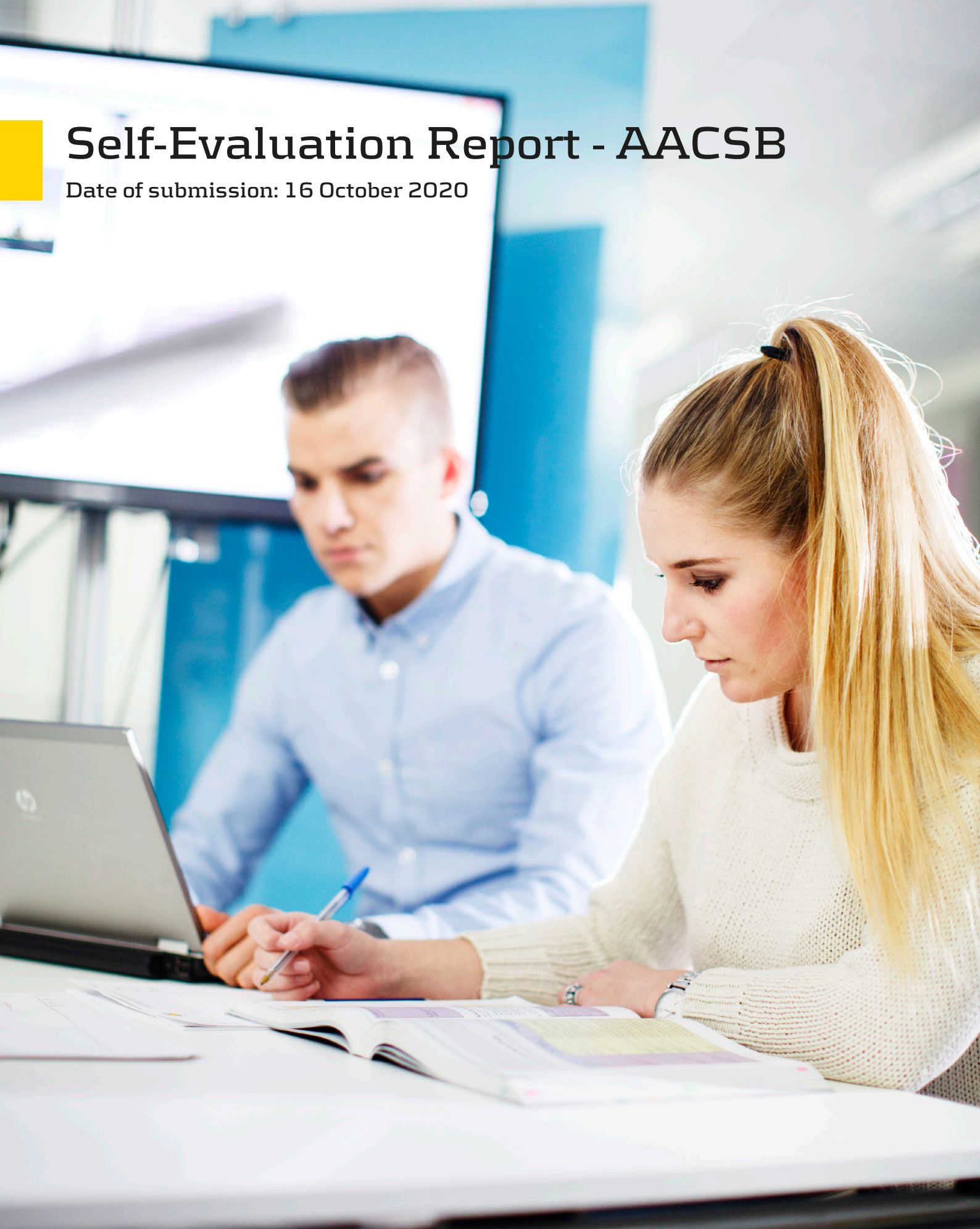


Self-Evaluation Report - AACSB

Date of submission: 16 October 2020



Handelshögskolan
Karlstad Business School

Table of Contents

Karlstad Business School	5
Standard 1: Mission, Impact, Innovation	9
Our Brand	9
First-Hand Applicants - Students who Select KBS Programs as First-Choice Destination	10
Alumni as Good Ambassadors	10
Collaboration Partners as Good Ambassadors	11
Competitive Learning Opportunities	11
Use of Intellectual Contributions	11
Internationalization	12
Revenue Streams	13
Student Satisfaction	14
Graduates Employed	14
Employees as Good Ambassadors	15
Standard 2. Intellectual Contributions, Impact, and Alignment with Mission.....	19
Sustainability Research	22
Gender Equality Research	23
Responsible Research	23
Health and Well-Being Research	23
Research Impact on Teaching	24
Process Orientation in Practice	24
Standard 3. Financial Strategies and Allocation of Resources	26
Planning Exercise	27
Joint Costs	27
Technology Support for Students and Faculty	28
Financial Resources to Support High-Quality Faculty Intellectual Contributions and their Impact in Accordance with its Mission, Expected Outcomes, and Strategies	28
Standard 4: Student Admission, Progression, and Career Development	31
Standard 5: Faculty Sufficiency and Deployment.....	38
Participating and Supporting Faculty	38
Standard 6. Faculty Management and Support	41
Faculty Performance and Intellectual Contributions	43
Standard 7. Professional Staff Sufficiency and Deployment.....	45
Executive Education	48
Standard 8: Curricula Management and Assurance of Learning.....	50
Standard 9: Curriculum Content.....	59

Standard 10: Student-Faculty Interactions	65
Standard 11: Degree Program Educational Level, Structure, and Equivalence.....	69
Degree Credentials	70
Efforts to Complete a Degree	70
Standard 12: Teaching Effectiveness	72
Standard 13: Student Academic and Professional Engagement.....	76
Experimental Learning Opportunities	77
Extracurricular Activities	79
Standard 14: Executive Education.....	82
The Executive Education Management Process	85
Standard 15. Faculty Qualifications and Engagement	88
Appendices.....	91

Karlstad Business School

Karlstad Business School (KBS), is based in the Faculty of Arts and Social Sciences, at Karlstad University (KAU) and located in Karlstad, Sweden. All of KBS's programs are offered on the main campus.

Our mission statement is: *We educate responsible professionals and conduct research with high societal impact.*

www.kau.se/en/hhk

The Structure of the School

As shown in Figure 1, the head of school leads KBS, supported by a management team including the deputy head, development lead for internationalization and quality, development lead for external relations and events, and development lead for data analytics and accreditation. The team also includes the head's administrative support and KBS' communications officer. *Roles and forums in KBS* are defined and continually updated in a steering document to support the overall internal structure of the management and operational business performance (see Appendix 1.1). KBS has approximately 135 employees, divided into five subject groups (business administration, economics and statistics, information systems, law, and working life science); this structure was put in place in July 1, 2017. The rationale for the new organizational structure was that project management and statistics were too small to operate within their own units and required a larger context within which to work. In April 2019, the Faculty for Arts and Social Sciences decided to shut down the main area of project management because the staffing did not have enough professors and associate professors to reach the level required by the faculty. The MSc in Project Management was resettled in its present form and established under the area of industrial engineering and management, within the business administration subject group. Until 2022–2023, students can choose between graduating in project management or industrial engineering and management. Our organizational structure is depicted in Figure 1.1. Each subject group is led by a director of studies and has a head of subject group who are responsible for the scientific content within the discipline. The largest subject group, business administration, has one overall coordinating head of subject group within a team of three subject leaders, each of whom is responsible for the subject tracks of accounting and control, marketing and organization, and service management.

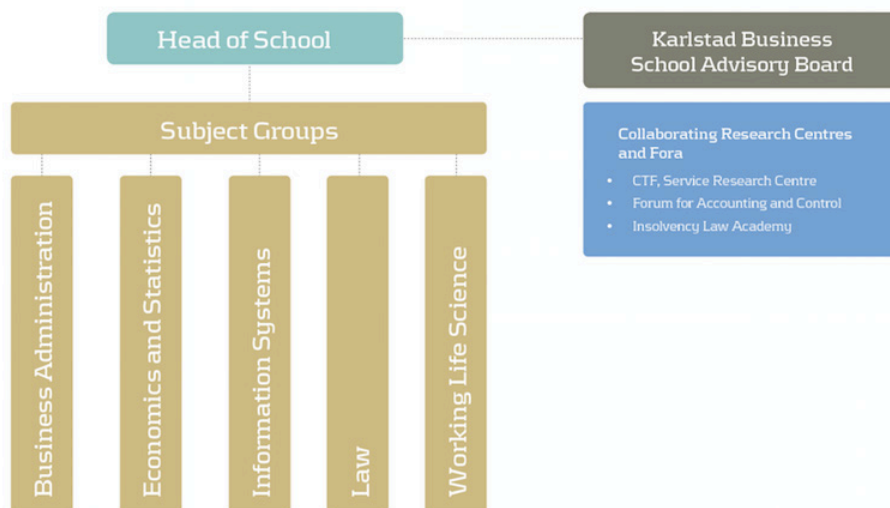


Figure 1.1: Organizational structure of Karlstad Business School

In addition to our subject groups, we have one collaborative research center and two research fora connected to KBS. These are detailed below:

CTF, Service Research Center is one of the world's leading research centers focusing on service management and value creation through service. CTF is a multidisciplinary research center that aims to be at the leading edge of international research. The research center cooperates closely with service businesses, manufacturing companies, and public-service providers. Established in 1986, CTF now has more than 70 researchers and doctoral students from subject areas such as business administration, psychology, information systems, working life science, and sociology. <https://www.kau.se/en/ctf>

The Forum for Accounting and Control incorporates competencies from business administration and law for the purpose of developing and strengthening research, education, and collaboration within the area. The forum aims to build multidisciplinary knowledge for continued research and developing education. <https://www.kau.se/en/hhk/research/research/forum-redovisning/about-fora-accounting-and-control> *The Insolvency Law Academy* unites expertise from law, business administration, and other subjects to improve opportunities for cross-disciplinary collaboration. Business administration is highly relevant for insolvency processes, reconstruction, bankruptcy and debt restructuring, for example in issues of liquidity, credit, assessment principles, and using business management to make a company profitable again. <https://www.kau.se/en/hhk/research/research/insolvency-law-academy/about-insolvency-law-academy>

The KBS advisory board mainly decides on matters regarding promoting and strengthening the school's brand. The board plays an important role and members provide valuable insights regarding the expectations of the school, not least regarding society's needs for research and education. Members represent research (a professor of innovation at the Norwegian School of Economics and the director of CTF), the private sector (the CEO of HSB Värmland Association – a local housing association and membership owned co-operative in the real estate industry; the CEO of Färjestads BK – a sports association in Karlstad that is one of Sweden's most successful ice hockey clubs; the accounting adviser and manager at Grant Thornton and one of Karlstad's leading business profiles with an extensive network), the public sector (head of Karlstad municipality), and politics (member of the Swedish parliament). Each academic year, the Student Union appoints three representatives for the students. The board members are changed regularly, which allows the board to evolve and remain representative of society and policy makers.

Degree Programs in Scope

Table 1.1 Scope of accreditation

Degree Program	Level	Location	Established
Business and Economics	BSc/MSc (4 years)	Karlstad Business School	2012*
HRM & Working Life	BSc	Karlstad Business School	1993
International Business	BSc	Karlstad Business School	2016
IT-Design: Enterprise Systems & Economy	BSc	Karlstad Business School	2006
Real Estate Management	BSc	Karlstad Business School	2001
Accounting & Control	MSc	Karlstad Business School	2007
Economics	MSc	Karlstad Business School	2007
Innovation and Service Development	MSc	Karlstad Business School	2020
Marketing	MSc	Karlstad Business School	2007
Project Management	MSc	Karlstad Business School	2007
Service Management	MSc	Karlstad Business School	2007
Working Life Science	MSc	Karlstad Business School	2008
Business Administration	PhD	Karlstad Business School	1999
Working Life Science	PhD	Karlstad Business School	2000

* Prior to 2012 we had Bachelor of Science in Business and Economics established in 1993.

Table 1.2 Number of students currently enrolled in degree programs, 2019

Degree Programs	Institution			Karlstad Business School		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Undergraduate	9,377	191	9,568	2,345	45	2,390
Master	718	502	1,220	179	61	240
Doctoral	79	144	223	14	28	42
Exec Ed Degree Granting	357	639	996	0	0	0
Exec Ed Non-Degree Granting	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	10,531	1,476	12,007	2,538	134	2,672

KBS Makes a Difference

KBS is working within the mission statement and the framework of the AACSB standards to align, implement, and integrate strategies, development initiatives, and perspectives within KAU and the expectations/needs from external and internal stakeholders in a holistic way and with dialogue. Development initiatives at the institutional level, such as digitalization, environmental management, sustainability, and gender equality are all aligned to the *KBS Quality Management System (QMS)* within the framework of the AACSB standards. See Appendix 1.2. In our ambition to meet the needs and expectations of the society, we use various mechanisms and channels.

Our mission is a result of our ideas relating to education and research developed over several decades. However, in order to arrive at the final mission statement, we went through a process that involved the advisory board and all academic and professional staff in the school. In particular, many discussions took place with the management team, the program leaders, the directors of studies, the heads of subject groups, and the professors. Students are involved in the advisory board and department and program committees. We held a series of meetings within all of these fora and ran workshops during staff days, before the eligibility application was sent to AACSB. In order to embed and promote our joint mission, we printed the mission statement onto new coffee cups for all employees. The process with our vision statement and strategy plan was conducted in a similar way. Regarding the strategy, the stakeholder involvement was more comprehensive with workshops during our staff days in 2018 and 2019 and with a referral round at the faculty level, as well as with the advisory board. A workshop with the students and the alumni is planned for the fall of 2020. Hence, we are continually working towards building a broad stakeholder involvement. We have meetings four times per year with all staff and three times per year with the advisory board and discussions regarding implications of the mission take place in many of these meetings. Furthermore, the management team meets every week, the director of studies every month, and the heads of subject group at least twice a year. New fora have been implemented (turquoise ellipses) since the initial self-evaluation report (iSER June 2017) to support the dialogue with faculty members and KBS staff in different roles; see Figure 1.2. Each semester, the program leaders meet with student representatives in a study program committee and the management meet with the KBS student team four to six times per year to include all of our student associations in the school.

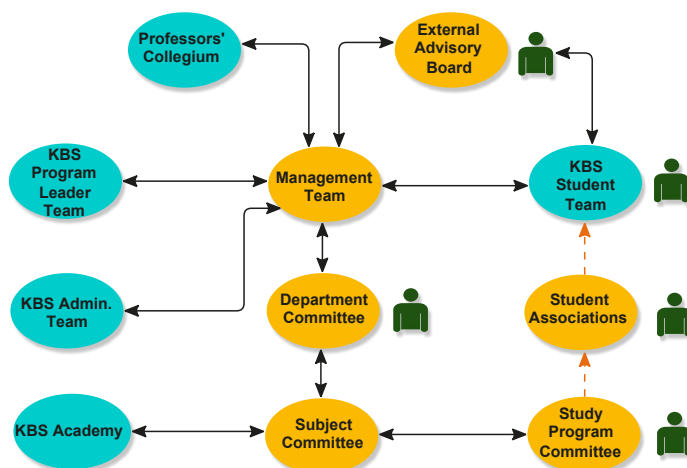


Figure 1.2: Karlstad Business School fora

Students are represented (green symbol) in both educational and social activities, as well as the quality assurance and development of KBS. In order to tie the program leaders at KBS closer to the management and quality assurance work, during the spring of 2018 we established the *KBS program leader team*, which is led by the deputy head of school with the aim of coordinating, supporting and implementing the overall issues of the school AoL process, education, collaboration, and internationalization. The *KBS administrative team* forum, which is led by the head and deputy head of school, was established with the aim of ensuring that problems and strengths that will impact on education and research are identified and handled. To obtain support in strategic issues, during the spring semester of 2018 we established a *professor committee*, which is led by the head. Its purpose is to seize the opportunities for a more concerted collaboration and the direction of the research horizon as a driver for better decisions and opportunities to make our mark and profile. In spring 2019, the KBS PhD day was introduced as an event to gather doctoral students across subject groups in the school to share experiences regarding being a PhD student in general and at KBS in particular. The aim is to support and shape their research towards our mission and intellectual contributions (ICs) to be used in our education, private and public organizations, and society at large. During the second occasion, in spring 2020, the idea was raised to establish a more settled forum, namely a *KBS academy* led by senior researchers from across the school in English.

In the decision letter from the first iSER update in June 2018, the IAC committee believed that the school's mission was too general and required more specification given the school's ambitious societal impact efforts. Based on IAC's belief and discussions with our mentor and faculty members, we reformulated our mission from "We educate respon-

sible leaders and conduct research that makes an impact” to: “*We educate responsible professionals and conduct research with high societal impact*”. Our mission is communicated via our coffee cups, used daily by staff and visitors (see Figure 1.3).



Figure 1.3: The former and the new coffee cup with the further developed mission statement

In line with our mission, KBS signed up for the *Principles for Responsible Management Education* (PRME) in February 2017. The PRME initiative is the first organized relationship between the United Nations and management-related academic institutions, business schools, and universities. The principles provide an engagement framework for academic institutions to advance corporate sustainability and social responsibility through the incorporation of universal values into both curricula and research. The PRME implementation for KBS during 2017–2018 has focused on the adoption of the PRME six principles, networking and spreading of results from *the PRME first progress report*; see Appendix 1.3. For the PRME period of 2019–2020, KBS made a commitment to focus on four SDG goals. During the Sustainability Day, on December 3, 2018, the participants voted on which of the most relevant UN SDGs should be implemented at KBS. The implementation process was commenced on January 1, 2019 and the four SDGs are numbers 4 (Quality Education), 5 (Gender Equality), 12 (Responsible Consumption and Production), and 13 (Climate Action); see Figure 1.4.



Figure 1.4: KBS focus on SDGs in implementation during 2019-2020

We define a responsible professional as a person who makes an impact in society through knowledge, shared thoughts and actions with consideration given to following sustainable social, environmental, and economic values. In spring 2019, a common *Code of Conduct* was composed by KBS management, faculty members, and KBS Student team (see Appendix 1.4). The purpose is to contribute to a good working environment for employees and students and to support the work on systematic quality development. Responsible and ethical attitudes and actions are part of good scientific practice and part of the school’s mission. As an employee and/or student, in physical and digital meetings and on social media, expectations regarding responsibilities and behaviors are made explicit. In addition, as a result of a student survey on gender mainstreaming, the code of conduct also clarifies how to act and who to contact in case of violation, harassment, or derogatory treatment. As a consequence of implementing the code of conduct, complaints are handled directly by the head of school, as reported both from students and faculty members. Without exception, the head of school always prioritizes reported cases.

Standard 1: Mission, Impact, Innovation

The culture in Karlstad Business School (KBS) is built upon our core values, which are *competitive, value-adding, collaborative, and innovative in thinking and actions. We aim to base all our actions on solid, sustainable, and ethical principles in a sharing environment.* Our areas of expertise are management and analysis of organizations and their stakeholders, with particular excellence in service research.

Vision

Karlstad Business School aims to be an influential business school that is highly visible in society and a top choice for students, employees, and partners.

Mission statement

We educate responsible professionals and conduct research with high societal impact.

KBS defines five expected outcomes (EO) and seven overarching and interlinked goals in the strategic plan for Karlstad Business School 2019–2023, with explicit indicators towards mission; see attached strategic plan.

Indicators

All operational goals in KBS strategic plan are implemented towards expected outcomes and by identifiable changes in terms of a number of KBS indicators.

Our Brand

Over the past five years, we have taken steps to systematically develop our brand. In 2016, we undertook a branding survey. The results highlighted firstly that staff, particularly those who had been with us a long time, identified more with the University than with the school and secondly that students wanted the school to be more clearly marketed and visible in order to be attractive for new students and employers. In 2017, we launched a KBS news module on the English website to disseminate stories about KBS internationally. In 2018, we launched our new logo and supporting KBS materials. See Figure 1.5.



Figure 1.5: KBS new logo from 2018

In addition, we developed our profile, adding a pattern, to which all of our disciplines could relate therefore bringing the brand a little closer. The KBS student team and program leaders were involved in the design process. In June, the KBS LinkedIn page was launched to keep in touch with our alumni and followers <https://www.linkedin.com/company/29004077/>. News from KBS and a wide range of information about our activities on the agenda. In 2019, KBS was engaged as the real-life case in the third year marketing strategies course. The students analyzed the school's competitive environment (global, national, regional) and customer-related issues, thus providing recommendations from an outside-in-perspective. The students presented an extensive range of potential improvements including: Using different social media tools for different messages/audiences, Using the Instagram channel with student ambassadors, Increasing the communication in English towards potential and incoming international students. In 2020, we started emphasizing "who we are, what we do and what we achieve" related to our mission and vision more visible in stories and messages. Following discussions during KBS forums, we decided to increase the campaign around our master's programs by focusing on the internal market and promote the programs to recent graduates and exchange students. This latter campaign differs from KAU's whose focus is bachelor level and allows KBS to develop our individual brand alongside that of KAUs.

First-Hand Applicants - Students who Select KBS Programs as First-Choice Destination

For the last four years, the law program has been the program with the most first-hand applicants at April 15th at KAU. The program was established in 2017 and 3581 students applied for the program in 2020, 427 of whom are first-hand applicants. Other popular school programs ranked at the top at KAU are Business and Economics (1527 applicants); IT, Project Management, and ERP systems (844 applicants); Real Estate Management (787 applicants); and HRM & Working Life (757 applicants). Details about first-hand applicants are presented in Table 1.3 below.

Table 1.3 First-hand applicants for KBS programs in scope (in blue)

Program	Seats	2016	2017	2018	2019	2020
Business and Economics	175	243	293	274	252	271
Real Estate Management	50	204	199	160	152	161
International Business*	30	96	88	88	91	59
IT-Design	35 [-19]	61	78	64	**52	65
HRM & Working Life	85	136	150	144	152	181
Law	60 [-17] 90 [-18]	x	640	344	306	427
IT, Project Management & ERP	40	208	239	229	***170	159
Web Developer	45	34	43	****64	45	62
Total	550	982	1,730	1,367	1,220	1,385

(*) Commences Spring term, 65 first-hand applicants 2021

(**) Two tracks/profiles instead of three. One track in scope

(***) Only fall term and full-time online studies

(****) New name of program and study plan

Data source: The Swedish Council for Higher Education (Universitets- och högskolerådet, UHR)

The number of first-hand applicants increased by 403 from 2016 to 2020 (1385). This represents an average increase of 100 applicants a year over this period. The one-year master in Project Management is the program at the advanced level with the most first-hand applicants for KBS and one of the most at KAU. A total of 284 people applied for the autumn intake for the program in 2020, 118 of whom are first-hand applicants. At the advanced level, the number of first-hand applicants has increased by 91 persons since 2016, an average of 23 people a year. See Table 1.4.

Table 1.4 First-hand applicants for KBS programs at the advanced level in scope (in blue)

Program	Seats	2016	2017	2018	2019	2020
Accounting & Control	20	23	26	30	18	23
Economics	5	3	11	8	9	7
Innovation & Service Development	15	x	x	x	x	6
Marketing	20	23	28	27	19	14
Project Management	30	92	96	70	62	118
Service Management	20	10	12	10	12	13
Working Life Science	5	4	5	9	7	13
Information Systems	5	6	9	8	17	30
Tax Law	20	x	15	16	40	28
Total	140	161	202	178	184	252

Data source: The Swedish Council for Higher Education (Universitets- och högskolerådet, UHR)

Alumni as Good Ambassadors

In order to maintain our good relations with students in their future working life, an alumni network for KBS was established in August 2018 as a reaction to the poor support with alumni data from the university. A former student from KBS is invited both as an alumni to KAU as well as KBS, and some of our program leaders also provide a Linke-

dIn alumni group on a program level. The KBS alumni network is available on the KBS LinkedIn page and is a way of keeping up to date about the most recent research and educational developments and to be invited to events at the school. It is also an opportunity to keep in touch with former teachers and students, our researchers, and collaboration opportunities with current students:

www.linkedin.com/school/handelshogskolan-vid-karlstads-universitet

Some examples of measures for alumni as good ambassadors:

- KAU's award for "The alumni of the year"
- Requests to participate and collaborate in our education, research, and KBS events, and participation in campus fairs and mentor programs, etc.
- Story-telling in alumni-interviews and registered alumni/followers at KBS@LinkedIn

The latter is measured in terms of increased number of followers; an average of 239 alumni and 334 followers a year, since 2018. As of October 2020 the number is 540 alumni and 800 followers.

Collaboration Partners as Good Ambassadors

Our close cooperation with practitioners offers the opportunity to learn about the needs and preferences of the labor market. These insights are applied in the development of our courses and programs. Consequently, KBS students are attractive to future labor markets, either as employees or as entrepreneurs. We cooperate with businesses, the public sector, and non-governmental organizations at all levels – local, regional, national, and international. See Standard 13 and examples of partners in program portfolios (Appendix 8.3).

Some examples of measures for partners as good ambassadors are:

- Requests to participate and collaborate in our education, research, and KBS events
- Participation in campus fairs and in mentor programs
- Collaboration partners on KBS's web page, articles, and followers at KBS@LinkedIn

Competitive Learning Opportunities

Education at KBS shall be characterized by high quality, both scientifically and pedagogically. To make sure that our programs are attractive we offer competitive learning opportunities that provide, for example, professional skills in education, assignments on challenges for sustainability, flexible forms (campus and/or online) and variation in blended learning. In addition, collaboration with organizations, which facilitates interaction and co-production between students and practitioners and support students' career opportunities, networking, and work experiences. See Standard 13.

Some examples of competitive learning opportunities:

- Real-life cases and tools, co-production on methods, models, services, and ways of working in business
- Combined disciplines in modules (part of course)/courses/profiles relevant to meet identified challenges in society
- Global class-room opportunities

Use of Intellectual Contributions

Intellectual contributions (ICs) are publications or other activities related to areas of research or teaching by faculty members, which contribute to our mission. At KBS, the use of ICs aims for education as well as research and covers the use and transfer into organizations, courses, and research (for example, data, concepts, cases, theory, pedagogical models, methods, digital solutions, services, tools, publications, and literature).

Research at KBS shall be a scientific foundation for our education, collaboration, and social commitment. Our aim is for the results of our research to find their way into businesses, the public sector, and non-profit organizations, as well as in our own and other educational institutions. One of our key competitive advantages in an international context is our many collaborations with companies and organizations that provide us with 'real' and good access to rich data. Real-life case, data, and arenas to work with practitioners aims for education as well as research and arenas to combine education and research. Our aim is to continue in this way and further increase the research activities where the results can have a direct impact; that is, in co-production with organizations where ICs have good prospects for being used. ICs will transform into useful knowledge innovations, added value, better business, and sustainable development. Our ICs should be scientifically useful for KBS, educationally useful for our students and fellow academic institutions, and useful in a business sense for our partners, which could be a multinational company like IKEA, The Swedish Government, or a small local company. A further strength is the opportunity for our teachers to conduct research within CTF and the excellence environment to foster high-quality researcher- and research-based knowledge in education. Approximately 30 of KBS's senior researchers and around 10 of the school's PhD students are affiliated with CTF.

The Swedish Innovation Index (SII) is one example of ICs launched at the Service Innovation Day 2019; see Figure 1.6. In short, the SII scores and rank the innovativeness of Swedish companies and organizations based on their customers' perceptions. It covers 70 companies from 20-plus industries and organizations, based on experiences captured from about 13,000 customers' touchpoints. The SII is unique in that it measures innovation from the customer point

of view rather than relying on expert opinions that bypass what customers actually experience. SII measures perceived innovativeness – a subjective measurement of how customers perceive companies' capability to develop and offer novel and useful solutions. Whatever the company has done, customers must be able to register it on a cognitive level. In addition, SII measures relative attractiveness, a measurement of how attractive customers perceive the company in relation to other real alternatives. The idea is that customers are utility-maximizing and, in effective markets with low or no switching costs, they will choose the company that best meets their preferences and wishes. The SII is a joint development with CTF and KBS, together with the Norwegian School of Economics, Norway, and Fordham University's Gabelli School of Business, USA.



Figure 1.6: The Swedish Innovation Index - from the customers' point of view

Some examples of measures for the use of ICs:

- Research to research (use of peer-reviewed journals, data, concepts, theory, etc.)
- Research to education (such as researcher-led teaching and research-based teaching)
- Research to practice (use of literature, concepts, models, methods, digital solutions, etc.)

Internationalization

Internationalization aims for both education and research. KBS focuses on the current international activities; that is, identifying and presenting data about KBS' staff and student mobility and KBS's educational partners, and an alignment of the university's international action plan with KBS' strategic goals. We defined the process to collect and disseminate data around mobilities and KBS's partners in order to maintain and monitor performance. The systematic data collection demonstrates that KBS is the most active department for exchange students (both incoming and outgoing) in the university and it provided us with a map of our students' destinations for study abroad. In addition, to determine whether to proceed with a request for a new agreement, a systematic review is using KBS matrix of criteria to ensure well-functioning, demand-led, high-quality collaborations. Criteria such as demand from students and staff and matching specific courses with students ensure that all agreements will be quality assured and well-functioning for KBS. The findings are presented at both the school and program level, shared with program leaders, directors of studies, and used to inform future students about their opportunities for exchange. To support the promotion by the International Office, we have set up a spotlight on KBS' website <https://www.kau.se/hhk/ut> with a mix of established and new partners surrounded with an information campaign with interviews and articles on the website and social media to spark interest in the opportunities for students.

Some examples of measures for internationalization are:

- Academic partners with high-quality exchange agreements including extended agreements from KAU
- Outgoing and incoming exchange students, guest professors, and guest teachers

Since 2016 the average number of incoming students participating in a double-degree program at KBS is has been two or three per year. There is an opportunity to increase international activity and numbers by communicating the opportunity to our students (both Swedish and International Freemovers) and to attract more students from CIDD partner universities to apply for KBS's programs. In addition, the proportion of KAU's outgoing exchange students from KBS was 37 percent in 2016, which increased to 63 percent in 2019. See Table 1.5 for number of outgoing exchange students and program portfolios (Appendix 8.3) for when and where.

Table 1.5 Number of outgoing exchange students

	2016	2017	2018	2019	2020
KAU	106	101	121	134	39 (Spring) 85 (Fall*)
KBS	39	58	68	85	23 (Spring) 49 (Fall*)

* Planned figures before the COVID-19 pandemic

Over 100 incoming exchange students per year take at least one course at KBS, approximately 80 percent come via Erasmus+ agreements. Germany, France, and Spain are the largest sending countries, although 24 countries are represented. See Table 1.6 for the number of incoming students at KAU and the part of students at KBS.

Table 1.6 Number of incoming students including free movers (FM)

	2017	2018	2019	2020
KAU	305 (45 FM)	293 (29 FM)	316 (33 FM)	109 (5 FM) Spring 198 (Fall*)
KBS	142 (41 FM)	140 (25 FM)	141 (31 FM)	44 (5 FM) Spring 172 (Fall*)

* Planned figures before the COVID-19 pandemic

Revenue Streams

Revenue streams aim for education, executive education, as well as research. KBS is part of a university that is mainly financed through the Swedish parliament's annual state budget. The government determines the appropriation to universities. All Swedish universities are publicly financed and the total enrollment in degree programs is specified with regard to educational areas and total budget.

In executive education, the number of assignments and initiatives differ between subject groups and type, as well as the number of assignments. A summary of revenue streams in executive education since 2016 is provided in Table 1.7.

Table 1.7 Revenue streams in executive education

Revenue in SEK	2016	2017	2018	2019	2020
KBS	805,993	1,343,000	1,966,000	1,125,000	

Our goal to expand executive education is in terms of participating subject areas with synergies to life-long learning and the degree program education. Educational development projects and research projects are crucial. The revenue stream in executive education is an external funding for subject groups to further develop or conduct new development of modules/courses for KBS' executive education portfolio; see Standard 14. Interdisciplinary initiatives are welcome and have generated executive education during 2017 and 2018 in working life science together with economics, as well as in law together with business administration, in a range of executive educations. In addition, tailor-made courses have been developed for industry in a project (ISE) funded by the Knowledge Foundation between 2018 and 2020. The courses will be developed in close cooperation with partner companies to meet their competence development needs and based on the latest research by CTF, focusing on value creation through services. In addition, a master's program and courses within innovation and service are developed. Leadership, entrepreneurship, sales and digitization of business are developed within the Knowledge Foundation's Avans program.

The disciplines at KBS have a long tradition of applying for research funding and this is a natural work task for most faculty members and all full professors. Larger research groups at KAU have had the opportunity to apply to be a strong research group or an excellent research group. Between 2013 and 2019 the school hosted one of two excellent research groups; namely, CTF. This provided more internal research funding to CTF from the university. From 2020, more funding will be held by the vice chancellors' strategic fund. In 2017, KBS submitted seven applications and received one grant for external research funding. In 2018, 15 applications were submitted and six were granted; in 2019, seven

applications were submitted and three were granted. See Table 1.8 for a summary of revenue streams (SEK) in external funded research.

Table 1.8 Revenue streams in external funded research

Revenue SEK	in 2016*	2017	2018	2019	2020
KBS	x	340,000	9,046,171	2,251,766	
Incl. CTF	x	15,810,497	27,738,556	39,180,762	

* The @Podio system was not in use until 2017

Some examples of measures for revenue streams:

- Revenue streams in education, executive education, and research
- Inter-discipline initiatives and synergies with education

Student Satisfaction

Evaluations of the student satisfaction at the *program level* are conducted by the program leaders and used as an indirect measure in the AoL process; see Standard 8. The Faculty of Art and Social Sciences conducts an evaluation via a survey to students who have completed their program. Among other things, these surveys describe the students' experience of the degree programs they have completed. The purpose of the survey is to evaluate the education every three years and develop a basis for continued quality development of the programs and courses. The survey question regarding student satisfaction is designed as a five-point Likert scale consisting of the following values: strongly disagree, partly disagree, neither agree nor disagree, partly agree, and strongly agree. The question reads: *To what extent do you agree with the statement: I am very satisfied with the education I attended at Karlstad University?* See Table 1.9 for the measure strongly agree (SAg) and partly agree (PAg) that is used at KBS.

Table 1.9 Student satisfaction for programs in scope

Program	2016	2017	2018	2019
Master in Business Administration - all profiles	26.7% (SAg) 60.0% (PAg)			20.0% (SAg) 60.0% (PAg)
Master in Economics		100% (PAg)		
Master in Project Management		63.3% (SAg) 29.6% (PAg)		
Master in Working Life Science		33.3% (SAg) 66.7% (PAg)		
IT-Design		28.6% (SAg) 64.3% (PAg)		
Business and Economics			12.5% (SAg) 70.8% (PAg)	
HRM & Working Life			26.0% (SAg) 63.6% (PAg)	
Real Estate Management			48.8% (SAg) 48.8% (PAg)	

Graduates Employed

The employability of students on all degree programs was put forward as a hallmark for KBS, reflected in our motto, "Knowledge is worth nothing without the ability to use it", which is clearly embedded throughout our teaching. Students in some programs were offered a dedicated course called Professional Skills (15 ECTS), which was compulsory for students aspiring to the Master of Science in Business and Economics degree. The ambition was to stress the importance of developing skills essential for attractiveness in the job market. This is not to say that the students did not get such skills before, but now we were able to train students in a range of skills, which were not always easily covered on other courses. However, the course has not been offered within our programs since fall of 2018. Instead, we implemented KBS's learning goals (LG) under the umbrella term *professional skills* within the AoL process. By embedding KBS LGs within courses, we enhanced our course content to include all the skills on all of our programs and for all our students. In addition, the skills are now all professional related to the practitioner's work practice. Skills related to apply for jobs are handled within the support of KAUs program for successful studies.

Graduates from KBS are highly sought-after in the labor market. Eighty-nine percent (graduates from 2017) and 93 percent (graduates from 2018) show a high degree establishment in the labor market for graduates within 12–18 months

as a result in KBS alumni survey. The survey carried out in the spring of 2020 of KBS alumni graduating in 2017, 2018, and 2019 (1024 respondents) shows that the Swedish Tax Agency (36), PwC Sweden (32), and SBAB Bank AB (25) are the top employers, followed by EY (17), Fastighetsbyrå (15), and Grant Thornton Sweden (15). See Appendix 1.5 for a more extensive report of KBS' alumni.

Some examples of measures for graduates employed:

- Graduates employed within six months and after 12–18 months
- Employers recruiting on a regular basis and graduates working in Värmland

Employees as Good Ambassadors

Our school strives to be a vibrant work and research environment to attract and retain teachers, researchers, and doctoral students of high standard. Thus, our brand is important to communicate who we are, what we do, and what we achieve. To be present, KBS is open and accessible to people we collaborate with, students, and other stakeholders. We provide an open research environment (visit other leading research environments, external scholars on visits, hosting research events and attending conferences, etc.) Career opportunities and how we work are also important. The advantages of working in a relatively small business school include close proximity to business decisions, open doors, and inter-disciplinary possibilities (joint courses, applications, introductions, mentoring, network activities, etc.), which can be highlighted in communication and actions. Collaboration between senior researchers and inexperienced faculty members (for example, a course in scientific writing) as well as between doctoral students (the second KBS PhD Day was in April 2020) will increase. Our experience is that it is easy to attract researchers from Sweden and abroad to the research groups of KBS, especially business administration and working life science. We also have several visiting researchers coming on a regular basis and staying for shorter or longer periods. There were five distinguished guest professors in their area of expertise at KBS/CTF during spring 2020, contributing to an overall improved research environment.

Interdisciplinary initiatives aim for education (such as joint courses and network activities) as well as research. Research at KBS is normally pursued in small groups of researchers, where some have more experience than others have. The doctoral students are often also a part of such groups, which makes tutoring very efficient. Doctoral students have a group of three researchers as supervisors, one of whom – a professor or associate professor – has the main responsibility. The research groups offer the chance for more experienced researchers to transfer their knowledge of scientific writing, methodology, and the writing of applications for research grants. Courses and seminars are also organized to help less experienced researchers with scientific writing and applying for research grants. Research collaborations with combined disciplines, national and international strategic partners, research groups, and institutions are encouraged as well as inter- and cross-discipline writing teams.

Employee surveys are carried out at KAU every second year. However, a new survey method and change of vice chancellor caused a three-year space between surveys. The survey from 2019 shows that the faculty enjoys working at KBS. On an overall level, faculty feel that they are empowered, motivated, have a good relationship with the management of the school, and that the social climate is fair and welcoming. From a historical perspective we can see an increase in staff satisfaction from 2014 to 2016 and then again to 2019. A smaller survey was conducted in the spring of 2020 to check how faculty are coping with working from home due to the COVID-19 virus. The results show less stress and more opportunities for recovery during working hours, but there are also some issues regarding the physical work environment, since not everybody has a proper home office. On an overarching level, more than 70 percent of the faculty responded that working from home was going well and that they have the digital solutions they need to do a good job.

Some examples of measures on employees as good ambassadors:

- Employee and working environment surveys (staff “satisfaction”) and inter-discipline initiatives
- Teaching careers (for example, promotion to distinguished and excellent teacher) and academic careers (such as doctoral degrees, post-doc programs, promotion to associate professor and full professor)

Impact, Innovation, and Engagement

The KBS mission statement – *We educate responsible professionals and conduct research with high societal impact* – has been driving our ICs forward. The KBS Innovation and Impact (II) framework was established in 2017 to provide a basis for collecting and communicating explicit outcomes since the 2017/2018 academic year. Thus, the framework is used as a living model that is further refined according to the strategic directions of the school.

The *use of IC* is a very broad concept that aims for education and research and covers the use and application into organizations, courses and research (data, concept, case, theory, model, method, article, literature, services, digital solutions, systems, etc.). In addition, the use covers the transfer to other academics and academic institutions by journal publications and participation in conferences. We judge *impact* as a strong effect on something or someone in use, to cause change, such as teaching/research awards, ICs with external outreach, influence on professional management practices, aims achieved in learning, etc. An *innovation* challenges how we do things with inspiring and significant new ways of working, innovating an original value proposition such as building or improving a process, program, or initiative.

Table 1.10 presents a summary of the KBS framework. Also see Appendix 2.3 for the extensive list of ICs in KBS, as well as Appendix 1.6 for the extensive list of impact and innovation in KBS education and research.

Table 1.10 KBS Impact and Innovation framework

Mission	Impact	Innovation
Education responsible professionals	<ul style="list-style-type: none"> • Employable students • Student, teaching, alumni, collaboration award • ICs with external outreach • Influence on professional practices • Competitive learning opportunities • National and international partnerships 	<ul style="list-style-type: none"> • Pedagogical models • Use of ICs • Delivery mode • Internationalization • Inter-discipline initiatives • New/module/course/program
Research with high societal impact	<ul style="list-style-type: none"> • Research awards • Dissemination • Entrepreneurial efforts • Revenue streams • Conference participation/presentation 	<ul style="list-style-type: none"> • New research method/protocol etc. • Bridging research and teaching • Bridging research/teaching and executive education

Engagement

Enabling engagement means getting an appropriate balance and intersection of academic and professional engagement that is consistent with quality. On the school level, the engagement in the AACSB community has increased by attending events and participation in training online. In addition, the school participated in the BSQ survey in 2019 and 2020. Further examples of engagement and involvement from faculty members in KBS work towards an accreditation are participating in the AoL committee, working groups at KBS staff days, attending KBS AoL days, and AACSB sessions.

In order to raising the KBS faculty's awareness and involvement in the accreditation work, a number of activities have been taken place. For example:

- The KBS staff day in May 2018 focusing on defining KBS strategy.
- The KBS staff days in May 2019 with workshops on the theme 'The student of KBS 2030' in which group participants related to 29 trends and elements of KBS mission and EO in the strategic plan to imagine the future student of 2030. These trends were the result of a synthesis of the literature on education in 2030 and resulted in the KBS faculty ideas as guidance forward in implementing our strategic plan.
- The AoL days are now established as a KBS staff event twice a year, focusing on sharing our own good examples of teaching effectiveness and possibilities to connect academic and professional experiences in meaningful ways by academic and professional settings in education. The engagement from staff has increased for every AoL day, from 66 participators in 2019 to 167 participators in 2020.
- KBS staff and management are well represented at the University Pedagogical Unit (UPE) events such as pedagogical dialogues and contributes as speakers (and active audience) in the UPE conference and authors in the report series (7 authors and 1 editor in the last three report series) to a great extent. Besides pedagogical initiatives, KBS staff meetings and days, subject-/department committees, and research seminars, as well as some of the AoL days, focus on perspectives like gender main-streaming and sustainability-integration in education.

KBS faculty members are engaged in the subject group and the overall daily practice in education, research and collaboration, as well as communicating "who we are, what we do and what we achieve". KBS faculty members are asked, as expertise, to contribute with knowledge for development in various contexts. A number of consulting activities for organisations, companies, government departments are conducted, normally via KBS faculty members own company. In addition, KBS faculty members are appointed in different key positions in the Faculty of Arts and Social Science, such as the dean and vice dean, as well as the head of UPE at KAU. KBS is the GIT-hub education partner and coordinator at KAU. Service on a board for teaching, research, and academic development including university- and faculty-level committees, are well represented by KBS faculty members. In addition, a KBS faculty member is conducting the Faculty of Arts and Social Science alumni surveys and former surveys on students' expectations during their studies on degree programs.

Students representatives participate in the KBS Student team and are involved in strategic discussions with KBS management, the quality work towards mission and the welcoming for new degree program students every fall. Students are also engaged in KBS development during courses such as the Marketing Strategies (FEGC02) course in fall 2019 and 2020 and the Quality Management and CSR course in spring of 2020. KBS was the real-life case and students acted as consultants and presented ideas about, for example, how to improve KBS marketing communication, customer involvement, and quality in education from the customer perspective. KBS students (HRM & Working Life) nominate "the student of the month" via the student association PELIKAN. A good practice to share.

There are many collaboration partners in research and education as well as faculty members organizing/co-organizing conferences and network activities in both academic, educational, and professional networks, which not only

influence the academic community, but also contribute to developments in education and guide actors/policymakers in business and the wider society, both nationally and internationally. See Standard 2. In addition, each funded research project must have an advisory board with representatives from industry and companies provide access to date, for example Volvo, Skania, Ikea. Within education, on our Real Estate program for example in 2018 students connected with 16 different organizations during courses with guest lecturers, role play, site visits or question and answer sessions

Participation in specific networks, such as PRME and International Marketing Ethics and Corporate Social Responsibility, where members share research results and reflections pertaining to ethics and business are inseparable and there is a need to transform the concept from a narrow organization-centric view to a broader societal perspective, feed directly into our mission for responsibility within our research. Another example is KBS faculty members participating and organizing activities on the yearly national Crisis Management Week. Moreover, KBS faculty members participate in jury work to award the best thesis at other universities and pedagogical prizes (such as SISA). They also participate in the evaluation of programs at other universities (for example, the ERP degree program in Halmstad and Web-editor/content manager program in Borås). Examples of our outreach and impact in society include participation in professional events that focus on the practice of business, management, and related issues or other activity that place faculty in direct contact with business or other organizational leaders including conferences, networks, and workshops, as well as presentations and open lectures. Examples from Working Life Science show faculty members with at least 100 presentations about their research, media encounters (TV, radio, newspaper), with a minimum of 15 a year and at least 30 external lectures a year on request. In addition, public talks in connection with a performance at the Theater Tribunal are an example of arena to meet the society used by working life science.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS strategy below, followed by a short comment on strengths and future plans in line with mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> PRME implementation KBS code of conduct Integration of gender mainstreaming and sustainability in syllabus International high-quality opportunities for student exchange A new master program in Innovation and Service Development 	EO1: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> KBS alumni network Competitive learning opportunities Use of ICs in education Inter-discipline initiatives in executive education 	EO2: Our education are co-producing knowledge and abilities that has an impact on academia and private and public organizations
<ul style="list-style-type: none"> Co-production with organizations Advanced level courses/modules for practitioners and programs Swedish Innovation Index 	EO3: Our research is competitive with leading business schools in our areas of expertise
<ul style="list-style-type: none"> PRME implementation Promote research profiles/PhD students by their ICs towards mission 	EO4: Our researchers are co-producing knowledge and abilities that has an impact on private and public organizations and on society at large
<ul style="list-style-type: none"> Dialogues in five new fora and further defined roles at KBS KBS code of conduct A culture of sharing and learning at KBS staff event and KBS@Canvas Communicating “who we are, what we do and what we achieve” International high-quality opportunities for staff exchange 	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- The holistic and aligned QMS with opportunities to earn synergies
- Implementing KBS's LGs under the umbrella branding of professional skills. There might be a number of courses in professional skills as a complement in the next five-year cycle
- A defined process to handle a fixed registration date for free-movers at KBS and a dedicated contact person and an introduction week at KAU, as well as prioritizing one admission period for international incoming students
- A defined process of outgoing students' way to studies abroad from a KBS program perspective

- A defined process of data collection and use of information on alumni data
- A new information campaign on possibilities with a master's-level degree
- A small number of international collaboration partners as strategic partners for each program and student exchange opportunities
- Representatives from the KBS student team visit and evaluate new exchange possibilities
- KBS executive education portfolio
- KAU's international action plan established in 2019 aligned with KBS's strategic and communication plan for internationalization

Room for improvement and short-term plans:

- The collection and presentation of impact, innovation, and engagement can be refined in the light of use
- Systematically request that the degree celebration at KAU be gathered on the same day for all KBS degree programs
- Systematically request information campaigns at KAU and/or KBS to get more students to apply for degrees
- A student event on shaping the future for KBS together with the KBS student team
- Promote studies on advanced level and possibilities in an academic career in different fairs (HotSpot, KEY-day)
- Re-structuring the website's homepage and strengthening content aligned with our strategy towards mission
- Define and implement a process of building alumni relations and maintaining the KBS alumni network
- Increase the number of open lectures/seminars and other initiatives to make impact in society

Future long-term plans:

- A mentoring program for all students at KBS (postponed to spring 2021)
- Find other means for active interaction, besides KBS@LinkedIn, with international students/alumni
- Develop and strengthen links between strategic international partners per program through staff exchange and joint educational/research projects
- Define and implement a process to collect, measure, and analyzing use of ICs and their impact in the long-term as well as short-term collaboration relations
- Develop MBAs in our area of expertise, cross-disciplines, and with strategic collaboration partners

Standard 2. Intellectual Contributions, Impact, and Alignment with Mission

Karlstad Business School (KBS) produces high-quality intellectual contributions (ICs) that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

Mission, Structure, and Content in Research

In accordance with our mission, research at KBS shall be conducted with high societal impact. Moreover, it shall be a scientific foundation for our education, collaboration, and social commitment. Our aim is for the results of our research to find their way into businesses, the public sector and non-profit organizations, as well as into our own and other educational institutions, both in Sweden and globally. This is reflected in our motto: “Knowledge is worth nothing without the ability to use it.”

One of our key competitive advantages, in an international context, is our many collaborations with companies and organizations that provide KBS faculty with ‘real’ and good access to rich data. The research strategy is to continue with this collaborative approach and increase the research activities where the results will have a direct impact; that is, in co-production with organizations where ICs have a high probability of being utilized. Our ICs will transform into useful knowledge innovations, added value, and better business/sustainable development. Our ICs are not only useful for our co-production partners, but will also be useful scientifically for KBS, educationally for our students and fellow academic partners, and in a business environment for our collaboration partners, which might include multinational companies such as IKEA, the Swedish Government, or a regional business.

- Our research is competitive with leading business schools in our areas of expertise; we will identify challenges that exist at local, national, and global levels and measure this by the use of ICs and internationalization.
- Our researchers are co-producing knowledge and abilities that make an impact in private and public organizations and in society at large; we will support research, funding and applications and measure this via revenue streams and internationalization

Our research is centered around the subject groups within KBS; namely, business administration, economics, information systems, and working life science. Business administration is a broad and multifaceted area whose theoretical development can be divided into a number of research areas, such as accounting, marketing, and organizations. The economics group focuses on applied microeconomics with a particular focus on health, public, labor, and behavioral economics. Information systems embrace both traditional areas of e-services to new phenomena related to information system research, including strategies and business processes management at the organizational level and individual-level usability and integrity. Working life science incorporates a number of research themes, organized under three key headings: the meaning of work, the organization of work, and the restructuring of work. Our research across the school can be gathered into the broad, multi-disciplinary areas of management and analysis of organizations and their stakeholders with particular excellence in service research. Threaded through our research are the key themes of sustainability and gender. These themes adhere to both KBS and Karlstad University’s (KAU) missions to contribute to society responsibly in our teaching and research. In addition to our subject groups, a major strength is the opportunity for KBS faculty to conduct research within research centers and fora to foster high-quality researchers and research-based knowledge in education, namely the Service Research Center (CTF), The Forum for Accounting and Control and The Insolvency Law Academy.

The types of research KBS produces are gathered into three main groups, which leads to the types of impact analysis we perform:

- Research to research (such as the use of peer-reviewed journals, data, concepts, real-life cases, theory, pedagogical models, methods, digital solutions, services, tools, and conversations at research conferences and in positions as a guest teacher/guest professor)
- Research to education (such as researcher-led teaching and research-based teaching using peer-reviewed journals/publications/literature, data, concepts, real-life cases, theory, pedagogical models, methods, digital solutions, services, tools, and conversations at pedagogical conferences/seminars/workshops)
- Research to practice (such as use of peer-reviewed journals/publications/literature, data, concepts, real-life cases, theory, pedagogical models, methods, digital solutions, services, tools, and conversations in executive education, conferences/presentations/seminars/workshops, and in positions as industrial PhD students or employees)

As an educational institution providing both research and practice-based education and performing research that can be applied within both the business and academic arenas, 91 percent of KBS' faculty are constituted of a blend of scholarly academics, practicing academics, and scholarly practitioners. Fifty-eight percent are scholarly academics and 33 percent are practicing academics and scholarly practitioners. This complement of faculty brings both an academic and practice-based perspective to our teaching, research, and IC.

A summary of KBS's ICs from Table 2.1 can be found in Appendix 2.1; a portfolio of outputs of KBS' ICs arranged by subject area for the period 2015–2019 in Appendix 2.2; and a summary of peer-reviewed journal articles in Appendix 2.3.

Karlstad Business School Metrics

KAU conducts an annual bibliometric analysis based on (a) publications listed on the Web of Science and (b) DiVa, the University's internal system including all publications. In addition to the number of publications and citations, the analysis includes different weights, such as journal ranking and scientific field adjustments. In 2019, KAU was selected to participate in the Times Higher World University rankings for the first time. The methodology analyses, amongst other things, research (volume, income, and reputation) and citations (research influence). KBS was ranked in the top 251–300 schools in the world within business and economics, putting us alongside peer universities in Sweden such as Linköping University. We have sustained our position in the 2020 rankings. In addition to KAU's validation, at KBS we have adopted additional metrics to evidence the quality of our ICs, which are aligned with our mission.

Over the period in question, faculty from KBS have developed 744 ICs. Each subject area contributes to the school's outcome, with business administration producing 457 contributions, economics 61, information systems 100, and working life science 126. Across the school, 88 percent of participating KBS faculty produce ICs; again, each subject area is represented, with the majority of faculty members (at least 80 percent) in every group producing ICs. Most of KBS faculty (80 percent) who are classified as scholarly academics produce more outputs in peer-reviewed journals than our minimum threshold of two publications.

To assure the quality of our peer-reviewed journal articles, KBS faculty must publish in journals from either the Chartered Association of Business School's (CABS) or the Norwegian Lists for them to be included in their faculty sufficiency count. Ninety-five percent of our publications now appear in journals from these lists; moreover, 37 percent of business administration's publications, 26 percent of working life science's, and 16 percent of economics publications are published in journals ranked 3, 4, or 4* on the CABS List. The information systems subject area is moving towards a PRJ publishing strategy and has increased its PRJs by 66 percent since the 2014–2018 period. Information systems have historically published in conference proceedings; 41 percent of their publications are within the world's top conference proceedings, using the CORE and International Federation for Information Processing conference listings. Our faculty members produce research in international contexts, with outputs being co-authored with international authors. Our ICs contribute to international discussions, being published in international journals and presented at international academic conferences.

In order to demonstrate the quality of our ICs in practice, each research funding application requires an advisory team involving representatives from both academic and public or professional organizations to contribute to and review the progress/results of the research. KBS Faculty present the results and recommendations of their research to organizations either via specific meetings with organizations that have provided access to data, such as IKEA or Löfberg, or to network meetings including practitioners, or at invited presentations with organizations. KBS faculty are members of boards of professional organizations outside academia; examples include those committed to developing knowledge within industry sectors, such as real estate. As educators, KBS faculty contribute to the body of research around education and teaching, faculty members present their findings and examples of good practice in teaching via pedagogical conferences, such as the annual UPE conference at the University Pedagogical Unit or via AoL days within KBS.

Impact Indicators

KBS's motto is that "Knowledge is worth nothing without the ability to use it". This sentiment applies not only to what and how we teach our students, but also to the research we perform and the knowledge we create. It is central to our mission that our research has an impact on society at a local, national, and international level and upon people, research, education, and organizations. The research conducted at KBS is in-line with an international perspective and often at the international forefront. By collaborating and creating new knowledge together with organizations, public actors, and companies and across subject boundaries, we achieve our mission.

We encourage all KBS faculty to focus their publications within internationally recognized or nationally merited journals. In order to have an impact in academia, several KBS faculty have published in the most highly recognized 4- or 4*-ranked journals, which include *Journal of Marketing Research*, *Work, Employment and Society*, *Sociology*, *Journal of Product Innovation Management*, and *the Journal of Service Research*. Faculty also achieve high levels of citations for their work. A national evaluation of publications and citations from nearly 20,000 international scientific journals in the international database Web of Science identified two professors from KBS as amongst the top 100 highest cited academics in Sweden. Karlstad University's latest annual bibliometric from the web of science included analysis from 2014–2018, showing 76,2% of our Peer Reviewed Journal Articles are cited. As editors, associate editors or on editorial boards of well-respected journals such as *Journal of Business Research*, *New Technology*, *Work and Employment*, *Academy of Management Review*, or *Work Employment and Society*, KBS faculty help shape academic debates. Many colleagues support and mentor peer academics by performing peer reviews of journal articles for a wide range of journals across Sweden and internationally.

KBS faculty engage in academic, educational, and professional networks, which not only influence the academic community, but also contribute to developments in education and guide actors/policymakers in business and the wider society, both nationally and internationally. These include the Swedish Research School of Management and IT (MIT), the Association for Information Systems, the Econometric Society, the European Economics Association, the International Institute of Public Finance, the British Universities Industrial Relations Association, FALF (Forum for Working Life Research), the American Marketing Association, the United Nations Principles for Responsible Management Education (PRME), the International Marketing Ethics and Corporate Social Responsibility Network, the European Training Network for Early Stage Researchers called Service Design for Innovation (SDIN), ITQ – network for IT women, the KAU Graduate Student Association, and the Project Management Institute. Participation in specific networks, such as PRME and International Marketing Ethics and Corporate Social Responsibility, where members share research results and reflections pertaining to ethics and business are inseparable and there is a need to transform the concept from a narrow organization-centric view to a broader societal perspective, feed directly into our mission for responsibility within our research.

KBS research is recognized externally by academic and professional organizations. Examples include:

- “Assessments of a Cloud-Based Data Wallet for Personal Identity Management” by Farzaneh Karegar, Daniel Lindgren, **John Sören Pettersson**, Simone Fischer-Hübner won the Best Paper award at the ISD, Information Systems Development 2017 research conference. The paper concerns users’ perspectives on a cloud-based personal identity management and it is connected to the CREDENTIAL project, in which Karlstad University is involved.
- The *Journal of Service Management* selected the article by Vink, J., **Edvardsson, B.**, Wetter-Edman, K., **Tronvoll, B.** (2019) “Reshaping mental models – enabling innovation through service design” for the 2019 Robert Johnston Award for Outstanding Paper.
- Nicklas Salomonsson and **Markus Felleson** won the Trade Congress’ Scholarship, instituted in memory of Kenth Pettersson, for their research on difficult customers.
- INFORMS, the leading international association for operations research and analytics professionals, awarded **Kaisa Koskela Huotari** the Service Science Best Article Award. The following year, **Kaisa’s** contribution was recognized again, as the best reviewer in the Service Research track at the 20th ANZMAC conference in Adelaide, Australia. In 2019, **Kaisa Koskela Huotari** was awarded the Wallander Scholarship for her outstanding doctoral thesis.
- **Peter Magnusson** received an honorable mention for the Best Article Award, along with Marit Engen, from the *Service Industries Journal*, and the NOKIA Award for The Paper with the Best Technological Implications, for the paper entitled “The What, Who, When, Where and How of idea assessment” together with **Alexandre Sukhov**, et al.
- **Antti Sihvonen** received the Marketing Intelligence & Planning Highly Commended Paper award for an article entitled “Paradox and market renewal: knockoffs and counterfeits as doppelgänger brand images of luxury”.
- **Per Skålen** received the *Journal of Service Research* best paper award, the Emerald Award for Excellence, highly commended paper twice, Emerald Citations of Excellence Award for a paper and the Best Paper Award from the *Transformative Service Research of Journal of Service Research*.
- **Alexandre Sukhov** received recognition for the most downloaded article in *Creativity Innovation Management Journal* and Wiley Publishing.
- The Australian and New Zealand Marketing Academy Conference in Melbourne, Australia awarded **Jakob Trischler** the Best Paper in Track Innovation & Design.
- The *Journal of Service Management* Highly Commended Paper Award went to **Witell, Lars., Edvardsson, Bo., et al.** in 2017 and again to **Witell, Lars et al.** for their paper in 2018.
- *Arbete & Välfärd: Ledning, personal och organisationsmodeller i Sverige* (Work & Welfare: Management, personnel and organization models in Sweden), including work by **Ann Bergman**, was one of two books that were highlighted in 2018 for their extraordinary contribution and qualities as a textbook.

KBS faculty have successfully applied for funding from national and international agencies for projects, several of which are multi-disciplinary and with international partners, demonstrating that policy makers see potential in our research to make a difference. These projects include:

- **How is the Work in Care Affected by Increased Patient Involvement?** 3 million SEK from FORTE (The Swedish Research Council for Health, Working Life and Welfare) to study how work in healthcare is affected when patients are involved between 2017 and 2020.
- **Service Logic Designed Population Registration:** 2,500,000 SEK from the Swedish Tax Agency to support the authority in the work of changing and streamlining the work in the population register. An important purpose of the project is to contribute more knowledge about how the public sector can be developed with the help of service logic.
- **Demand-Responsive Transport to Ensure Accessibility, Availability, and Reliability of Rural Public Transport (RESPONSE):** 4,780,039 SEK from Region Värmland. The project will contribute to the development of call-controlled public transport. Particular focus is on the interaction between drivers and travelers (with various forms of disability) and on how these actors handle conditions and problems in the actual travel from 2019 to 2021.
- **FOSBE Research Environment for a Sustainable Forest-Based Bioeconomy:** 965,000 SEK from Region Värmland och Tillväxtverket (Swedish Agency for Growth) to build a research environment for circular forest-based bioeconomy, in close cooperation with the region’s small and medium-sized enterprises. The research environment

is Pro2BE – Processes and products for a circular bioeconomy. The project is funded by the European Regional Development Fund och Region Värmland from 2017–2020.

- **A Virtual Innovation Group Method for Designing Patient Centered Healthcare Services:** 1,993,778 SEK from Vinnova (Sweden's Innovation Agency) to develop and test a digital method that will give patients and employees the opportunity to co-develop innovative ideas related to healthcare through a digital platform from 2018–2020.
- **The Recruitment Project:** 1,300,000 SEK funded by Helsingborg Municipality, to increase knowledge about the impact that user-driven recruitment within the Labor Market Administration, the School and Leisure Administration, and the Social Administration has on residents/students/users, employees and the organization, and how such a process should be designed to best maximize these values between 2019 and 2021.
- **DISCERN – Digital Service Customer Experience:** 20,116,060 SEK, funded by The Knowledge Foundation; researchers will examine how experiences and development of services through digitalization affect customers and companies. The research is conducted in close collaboration with the business sector between 2019 and 2023.
- **#Me Too, Power and Gender in Service Work:** 2,669,032 SEK from FORTE. The researchers in the project will investigate how ideals on customer orientation cooperate with wider power and gender structures in the community and what consequences that has on the working environment between 2019 and 2020.
- **Regional Differences in Health Care Utilization:** 1,166,960 SEK from the Swedish Research Council. The project will address what explains and drives the increasing and large regional variations in healthcare utilization. The results will be important for understanding if and to what extent there is (in)equity in the regional differences, and as an input to legislators for potential health policy reforms. The research involves academics from KBS, University of Gothenburg, and the University of Verona, Italy
- **CriseIT 2: Implementing Future Crisis Management:** 2,515,481 SEK, funded in equal parts by participating actors and the European Regional Development Fund through Interreg Sweden-Norway. The second project continues and develops several of the insights, tools, and methods that were the result of the first project CriseIT. The original project CriseIT – Preparing for future crisis management, was conducted between 2016 and 2018 with the goals of developing tools and methods for crisis management training and reducing border-regional obstacles for effective crisis preparedness.
- **Roads to a Digital Sustainable Working Life:** 4.7 million SEK from AFA Försäkring to study digitalized working life. Researchers will study the challenges and opportunities for digitalized working life for management and employees. The project, conducted jointly by Karlstad, Lund, and the Karolinska Institutet, commenced in January 2017. It is part of AFA Försäkring's program for research on a sustainable working life, which covers a total of SEK 30 million over three years.
- **To Lose Your Job when Industry is Restructured – What are the Long-Term Consequences?** 5,014,000 SEK from FORTE to research the long-term consequences of unemployment. The project focuses on long-term experiences of restructuring within the steel factory on individuals, families, and society and is part of a broader together with researchers in Australia and Great Britain between 2019 and 2021.
- **Labor Market Intermediary Platforms and Mediatization in the Swedish Gig Economy:** 3,000,000 SEK from FORTE to examine the consequences of this mediatization through a case study of producers and users of these digital media platforms. The focus is on how new demands created by mediatization are placed on workers and employers, and on how the employment relationship is affected by these new labor market intermediary platforms. The SWEGIG project combines working life science with media studies from 2019–2021.

Within research, international contacts are important as they mean collaboration with researchers internationally and an opportunity to contribute to knowledge globally, which is reflected in the volume of our IC that are presented, published, or co-authored internationally. KBS faculty influence debates and teaching within international academic institutions through their appointments as visiting/honorary professors and fellows at overseas universities, such as University of Manchester, BI Norwegian Business School, Trinity College Dublin, EDHEC Business School, Högskolan i Hedmark, Hanken School of Economics, NOVA, OsloMet, Norway, and Toulouse Business School.

Research that Makes a Difference

KBS's research is about societal challenges that affect us all. We like to move across subject boundaries with a focus on responsibility to the customer, citizens, users, companies, organizations, and society. Research topics could range from how robots can increase the quality of life for the elderly, how working life can become more sustainable, to how we can reduce food waste or how digital tools can contribute to simpler crisis exercises in society. There is a diversity of competencies at KBS and KBS faculty co-produce knowledge that is useful for both private and public organizations. Transparency, ethical conduct, and making research results accessible to business and society are important to KBS. This is why collaboration with business and society is one of KBS's most important driving forces.

Sustainability Research

KBS has a tradition of sustainability research with its broad base of different subject groups. Case studies of KBS' research regarding sustainability thinking are collected within our PRME progress report in Appendix 1.3.

At KBS' annual Sustainability Day we bring together students, researchers, stakeholders, and practitioners from organizations to an event that highlights and deals with sustainability aspects within research, education, and practice.

Researchers and practitioners inform attendees about their research and experiences related to the UN Global Goals and Agenda 2030. The KBS Sustainability Hub, an online platform, will become a central source for networking and the communication of research results and educational opportunities within sustainability. Work has started on the hub and it will be launched fully in 2021.

Gender Equality Research

A core research theme throughout KBS's work is that of gender equality, which also connects to KAU's broader goal of equality. An example of an ongoing research project that will impact upon organizations is "The customer is always right" – to what extent and at whose expense? How are power and gender reflected in the service encounter between customer and employee in service organizations, and what are the consequences on the work environment for the employee? The project seeks to generate more knowledge about the work environment in service organizations by focusing on sexual harassment from customers, which is both more extensive and frequent in the service context compared to other industries. The project is investigating how service employees experience their situation when harassed, and also their reflections on customer service, power, and gender. We are interviewing employees in fashion stores and restaurants, and also looking at published stories from the #MeToo movement.

The project investigates how customer orientation ideals interact with power and gender structures, with a particular focus on implications for the work environment: how can it legitimize and support customers sexual harassment of staff, but also limit employees' abilities to act? Customer orientation is a central management idea to organize and market service activities based on the concept that "the customer is always right" in which the employee is subordinated to the customer's needs. Previous research shows that there is a connection between customers' general negative behavior towards service employees and the typically strong customer orientation that characterizes these service organizations, and hence the interaction between the customer and employee. A similar relationship may exist with regard to an increase in customers' sexual harassment of employees in service-oriented industries. The results of the research will be used by organizations to make their working environments safer for staff.

Responsible Research

Research from KBS has been used by organizations in the protection of society. The CriseIT project investigates the rising demand on society's ability to handle crises and major emergencies. The causes are multiple: new types of threats, changed levels of existing threats, changes in natural and social worlds such as climate change, complex societal systems and society's vulnerabilities. Exercises are often seen as the key to how well society manages to handle a factual crisis, but time and resources are scarce. With new virtual tools, crisis management exercises can be performed anywhere and anytime, via computer, tablet, or mobile phone.

The CriseIT project has developed tools, methods, and educational material. The new forms of training support supplement traditional exercises by adding virtual tools that make it possible to practice crisis management "anywhere and anytime" via computers, tablets, and smartphones. This provides the conditions needed to practice more often, with more persons involved, and in shorter sessions.

CriseIT was a collaboration between KAU's Centre for Climate and Safety, CCS and the discipline information systems at KBS, together with external partners: Hedmark University of Applied Sciences, Hedmark County Council, the County Administrative Board of Värmland; the companies Crisis Training AS, Information Design AB, and Redpill Linpro AB; the municipalities Arvika, Filipstad, Hamar, and Våler; the Karlstad Region Fire and Rescue Services, the Norwegian Water Resources and Energy Directorate (NVE), the Society of Voluntary Search and Rescue Organizations (FORF), the Norwegian Civil Defence – Siviltforsvaret, and the Swedish Civil Defence League – Civilförsvarsförbundet.

Primarily, the project's deliverables are directed at civil servants and politicians with responsibility for crisis management and preparedness in an area. It is possible to include other groups – both professionals and public – in some of the exercises. The results of the project support joint (both synchronous and asynchronous) exercises across organizational and national borders, but also individuals' training of their own roles.

Work by KBS researchers on behalf of the Swedish Civil Contingencies Agency has resulted in workshops for evidence-based fire safety being delivered to organizations.

Health and Well-Being Research

Digitization in welfare: Can a robot increase the quality of life for the elderly? A study by KBS faculty is focusing on robots that help elderly people with their basic needs, such as personal hygiene. With the help of an automated shower, elderly people can maintain their independence and health. Karlstad Municipality's health and care administration will be one of the first municipalities in Sweden to install and evaluate an intelligent shower. Researchers are studying how the new technology is experienced and received among staff and residents in service homes to create an understanding of the entire shower situation, even the traditional one. This is done in order to be able to develop routines around showering, even when no intelligent shower is available. In a broader perspective, the results will contribute to an increased understanding of how different users experience the introduction of welfare technology in general. What is it that prevents/helps when different users start using different types of welfare technology?

Research Impact on Teaching

The close connection between research and education allows KBS to meet the vision and deliver high-quality education to our students. Research-led teaching is central to our programs and our research leads to the development of program and courses.

To achieve our mission of educating responsible professionals, it is central that the content of our teaching is informed by our research. Courses often feature key debates from KBS faculty, including business ethics and sustainable business, sustainable business and leadership, process orientation in practice. See Appendix 1.6 for further examples of where research has been utilized in courses.

Within the WISR16 and WISR17 projects, KBS faculty along with faculty from computer science and CMM (characterization and modeling of materials) at KAU developed high-quality, flexible learning courses with and for companies. The courses are based on current research and have been developed in close collaboration with a number of companies. With this type of course we are increasing collaboration with industry while making our research easier to reach out and apply in practice. In concrete terms, this means that companies and organizations have access to knowledge based on cutting-edge research, in order to better meet current and future challenges and needs for lifelong learning.

In September 2020 we launched a new master's program in Innovation and Service Development, developed by KBS faculty and CTF with the support of funding from the Knowledge Foundation's Avans program. The program, which has been developed in close collaboration with leading businesses and is also based on our research, provides an increased understanding of the challenges involved in the servitization of companies and adds a missing piece to the educational map of Sweden.

ISE, Improving Value Creation through Service Education, is a graduate professional development program funded by the Knowledge Foundation between 2018–2020. The program aims to strengthen Sweden's competitiveness by supporting professional skills development and to further educate professionals through tailor-made courses developed by strong research environments. KBS faculty and CTF will develop the courses to provide companies with the competences they need to, for example, understand the challenges and ongoing transformation processes in organizations.

Process Orientation in Practice

Research, teaching, and practical experience in process-oriented business development have been identified and evaluated to form the basis for the developed methods for process orientation in practice (PoP) by KBS faculty. Ongoing research results and practical experience develops the PoP methods further to avoid pitfalls in the process of determining the conditions to lead and manage development efforts to achieve the expected effects and degree of process orientation. PoP methods is a co-production between researchers and professionals, which are used for and further developed in our training courses. Courses in PoP are offered within KBS education and as external education for organizations. Once courses have been completed, participants are invited to join the PoP network and annual workshops.

Driven by our mission, our accreditation journey, and our engagement with PRME, we have identified a wealth of ICs, a small selection of which have been highlighted above. We now have the opportunity to improve our analysis, use, and dissemination of the impacts to be able to present the full picture of and celebrate the success stories from the significant range of activities conducted by KBS faculty.

Guiding Intellectual Contributions

The mission and expected outcomes for KBS are developed and updated with the invited participation of all faculty within the school, via subject group meetings, school staff days, KBS for a, and particularly for research by the professional committee. This broad consultation process ensures cross-school awareness and contribution to KBS's direction and desired outcomes. At an individual level, each faculty member is invited to a meeting annually with the head or deputy head of school, where their contribution to the mission, goals, and outcomes in reference to research and IC can be discussed and agreed upon. Both research active and teaching only (junior lecturer) staff have hours allotted within their workload: 20 percent for research and competence development activities where they can produce ICs or develop professional skills. Research active staff can apply for external research funding to increase their research time within their workload, and junior lecturers can also apply for funding from the Faculty of Arts and Social Sciences to increase their research time. Promotional policies established by the university set out the broad terms for research expectations that faculty members must achieve in order to progress through their careers.

Within KBS, research falls into three main areas, which aligns to the types of research in Table 2.1. The three main areas are:

- **Basic or discovery research:** It is expected that a large proportion of research and ICs from KBS will fall under this category. The development of new theories will contribute to the body of academic knowledge and will mainly impact on other researchers or academic institutions. Research of this type is expected to be published in journals ranked by the CABS list or the Norwegian List to ensure quality of publication; conference presentations and proceedings; and invited academic presentations at academic institutions.
- **Applied or integrated research:** It is expected that, as a result of our co-production with industry, KBS will produce research and ICs will contribute to the application and interpretation of knowledge and impact on the practice in

organizations. Research of this type is expected to be communicated via research reports to industry partners, professional meetings, and presentations to industry or published case studies.

- **Teaching and learning research:** As an institution with a mission to education, it is expected that KBS will produce ICs to impact on teaching and or pedagogy. Research of this type is expected to be shared via conference presentations at educational conferences, papers published in educational journals, or the publication of other teaching materials.

In summary, KBS produces a broad range of ICs that are of high quality and reflect the goals of our mission. Our research creates responsible contributions to academic debates, both in Sweden and around the world, and creates improvements for people, organizations, and society at large.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> • ICs from the work within PRME in education • New programs, content, and modules (part of course) have been developed from research • Collecting information about ICs in a systematic way has provided a wealth of cases, stories to use to market and promote KBS and KBS faculty to raise the profile of KBS as a brand 	E01: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> • ISE, courses for organizations • Process orientation in Practice • Contributions to UPE conference by KBS faculty 	E02: Our education co-produces knowledge and abilities that have an impact on academia and private and public organizations
<ul style="list-style-type: none"> • A wide range of ICs towards mission with research based and researcher led impact • Increased volume of ICs and proportion of staff producing ICs • Entrance to THE rankings in business and economics 	E03: Our research is competitive with leading business schools in our areas of expertise
<ul style="list-style-type: none"> • Co-produced ICs, real-life examples, identified challenges and solutions in private/public organizations to be used in education 	E04: Our researchers are co-producing knowledge and abilities that have an impact in private and public organizations and at society at large
<ul style="list-style-type: none"> • New university mentoring project 	E05: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- The school-level collection of ICs for AACSB, opportunities to systematically analysis trends, impacts, and disseminate for promotion of KBS

Room for improvements and short-term plans:

- Identify improvements in metrics for ICs in education and with organizations

Future long-term plans:

- To further increase interdisciplinary initiatives in education and research
- To develop a mechanism to systemically collect and record impact evidence from research projects and activities together with organizations

Standard 3. Financial Strategies and Allocation of Resources

Karlstad Business School (KBS) has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

Financial Resources for Education and Research

KBS is a part of a university that is financed predominantly through the Swedish parliament's annual state budget. The government determines the appropriate allocation of funding for universities. All Swedish universities are publicly financed and the total enrollment on degree programs is specified with regard to educational areas and total budget. Each educational area has a specified price tag per full-time-equivalent student. These price tags are also used by Karlstad University (KAU) and by other Swedish universities for allocating resources within the university. According to the funding allocation decision for 2019, the university will receive an average annual amount of SEK 47,600 per full-time student for a business course to cover all costs for education, but not for research.

To compare the resources for education in Sweden, we can draw on analysis from the EU's Eurostats Educational Expenditure statistics. In 2016, the highest public spending on education relative to GDP among the EU Member States was observed in Sweden (7.1 percent), followed by Finland (6.6 percent), while relatively high ratios were also recorded among the northern EFTA members, Norway (7.0 percent) and Iceland (6.5 percent). Annual expenditure (from public and private sources) on all educational institutions shows that an average of EUR 13,020 was spent per pupil/student in 2016 in Sweden, compared to EUR 2,694 in Croatia (2014 data) with the average for most other EU Member States falling between these values. These figures demonstrate that the government's funding for education supports and allows for the sustaining of resources at a national level.

The total budget for KAU has remained relatively stable over many years, with slight variations depending on political priorities. In recent years, the nursing and teacher programs have received additional funding to respond to the lack of capacity in these professions within Sweden. The total budget for KAU is 1.2 billion Swedish Krona (SEK). A proportion of the total budget is directed towards research and PhD programs. Research is funded both by the total budget from the government and additional external funding received by researchers from public and private funding bodies. Tuition fees are not permitted in Sweden, with two exceptions. Firstly, citizens from non-EU, EEA countries, or Switzerland may be charged tuition fees, unless there is a bilateral student exchange agreement with the parent universities of the students. Secondly, it is possible to charge organizations, both public and private, for sending their employees within a contract to study at a university. Executive education at KAU is organized on a small scale with such funding. From its 2020 International Action Plan, KAU will focus on bringing high-quality exchange students within selected exchange agreements into the university to internationalize its student body rather than focus on fee-paying international students. Therefore, the financing of education in these ways does not represent a significant element of the total budget for KAU. In line with the Swedish higher education sector as a whole, KAU, and therefore KBS, receive the main proportion of their funding from the state. This model has allowed for the long-term stability of funding and planning for education and research at KAU and KBS.

The total 2019 budget for KBS and the school part of CTF, Service Research Center (70 percent of the researchers at CTF are from the school) is SEK 161.9 million, which breaks down as follows:

Research	SEK 58.3 million	(36 %)
Education	SEK 103.6 million	(64 %)
Total	SEK 161.9 million	(100 %)

The balance of research funding from sources is 55 percent from the state budget and 45 percent from external public and private research funding bodies. All resources must be utilized; it is not possible to record a surplus. A negative result may result in a corresponding decrease in the following year's budget.

Table 3.1 presents the total outcome for 2015–2019 (in millions of SEK) for research and education, with the proportion of external funding of research in parentheses.

Table 3.1 KBS total outcome for 2015-2019

Year	2015	2016	2017	2018	2019
Research	56.7 (42%)	55.7 (43%)	56.1 (45 %)	58.9 (37%)	58.3 (36 %)
Education	90.6	93.2	96.0	100.0	103.6
Total	147.3	148.9	152.1	158.9	161.9

The figures over the five-year period demonstrate the stability of the total budget, with an average annual increase of 2.4 percent. There has been a decrease in the external research funding, which was replaced by internal research funding from the university (direct research funding from the state budget). This was a coincidence; the school lost funding of labor market research, but obtained additional resources to the CTF, as a result of the university's commitment to excellent research groups. Unfortunately, this did not affect the same researchers. The diminishing proportion of external research funding is a result of these changes. The school's potential to increase research funding is better than ever. More experienced researchers are now available and they should produce more successful applications for research grants.

Planning Exercise

Based on KBS's mission and staffing resources, the head of school proposes the portfolio of programs and student seats to be offered annually. The proposal is first reviewed by the Faculty Board of the Faculty of Arts and Social Sciences within which KBS sits and passed to the vice-chancellor for final approval. The education budget has had an average increase of 3.7 percent per year, which roughly compensates for the average salary increase. The total volume of the education has not changed. All degree programs lead to multi-year commitments and there are dependencies in terms of capacity issues because single courses in different degree programs are coordinated to make it possible for students to choose among different alternatives. KAU controls the number of students in different subject areas, with a few exceptions, such as medicine, nursing, and teacher programs, which are determined by the Government in response to national labor market demands. Based on the consistent funding streams allocated by the government, notwithstanding changes in the political landscape, we do not foresee significant changes in the funding for education at KBS.

Joint Costs

KAU has a centralized organization budget system and many costs related to the centralized organization are then charged to the academic departments.

Cost structure of KBS 2019:

Academic staff	SEK 85.1 million	(53 %)
Joint costs	SEK 64.6 million	(40 %)
Operating costs	SEK 10.3 million	(7 %)
Total	SEK 160.0 million	(100 %)

The budget for joint costs is used to supply an infrastructure of support for all university departments. The school is one of 12 university departments and claims resources in proportion to the volume of research and education.

The joint 2019 costs comprise:

Rent	SEK 10.8 million
Central services	SEK 38.1 million
Faculty administration	SEK 15.7 million
Total	SEK 64.6 million

The university does not own its buildings; they are rented from a separate state authority, Akademiska Hus. The rental costs shown above are the direct costs of the research and education activities of the business school academic staff, including teaching rooms, laboratories, and office spaces. The advantage of hiring space collectively as a university allows for the negotiation of high-quality space and maintenance of facilities. The rental costs connected to the administration of the School are separate and included in the costs of the central services and the faculty administration.

The central university services, as well as the faculty administration, allocate staff and time for work for the business school according to the volume of students, staff, teaching, and research being conducted. There are 11 administrators in the faculty budget and seven in the central service department budget with designated time for direct work for the school. This capacity includes the finance department, human resources department service, program and course administration, study counseling, and marketing communications. To build closer collaboration and promote sharing of knowledge and information, some staff have office space based within KBS rather than central teams. The capacity does not include the University Library, the Grants and Innovations Office (GIO), External Relations, the International Office, Information Technology Support, the University Pedagogical Unit (UPE), admissions, degree awards, and several other units within the central service departments that support the school's mission. The latter type of administrative support, not directly designated to KBS, can be used as needed by the school and its students, but no staff members are directly designated to KBS. Of course, the admissions department is employed proportionally to the number of students applying to and admitted to the school.

The university has a team of study and career counselors who are employed to advise students about their studies and plans post-education. The counsellors are allocated to specific programs, meaning that each program and student on a program in the school has a dedicated counsellor with knowledge of the subject area. Four counsellors work for

the KBS programs and there are also advisors with special knowledge to help students with additional needs and health problems affecting their studies. Guidance is available to students before they finalize their choice of education, during the study program, at the end of the studies, and after the studies have been completed. However, resources are more limited at the university for helping students to plan for their careers after the degree (see more info in Standard 4).

UPE has overall responsibility for the development of skills in university pedagogy and didactics at the university. The main mission of the unit is to, based on an academic platform, contribute to increased quality and knowledge development in education at the undergraduate, advanced, and doctoral levels. The unit supports staff with competence development in university pedagogy and didactics, and research supervisor training; support for the development of blended learning and online learning; analyzing the need for quality development efforts in close dialogue with the faculties; providing educational support according to the needs of the business; monitoring and informing about national and international development in the field of university education and initiating project, development, and experimental activities in the area; with university pedagogical credit and credit evaluation; and conducting research in the field of university pedagogical development.

The GIO has the task of supporting research co-operation between the university and companies, organisations, and authorities. As well as providing strategic support to the university and faculty management, GIO staff offer expert advice to researchers in connection with research applications, and with the process of utilizing and commercializing products or ideas. The GIO works directly with researchers and also co-operates closely with faculty innovation coordinators, and with project leaders who are responsible for running overarching university projects within the GIO's area of responsibility.

All supporting staff, with designated time for the school, can be used freely by KBS and there is no competition from other departments for this time. When there are special mission-related initiatives, KBS has the opportunity to increase its capacity to support its mission. The overall capacity is defined and planned in advance and has developed with experience over many years. Until recently, the support from the International Office, Alumni, and Corporate Relation teams were part of the latter group of administrative support. In response to a growing need for support and activities in these areas, three members of staff have been employed to work directly for the school with internationalization, alumni and support the AACSB accreditation and to build long-term relations and events with collaboration partners.

Technology Support for Students and Faculty

The information technology (IT) support for the school staff and students is provided by the university's central department. The cost for the support is included in the school's overhead costs. By procuring support from the central department, KBS staff and students have access to university-wide software, support, and technology to support their teaching, research, and studies. The IT department supports many of the university's systems for teaching and learning, such as Zoom and Canvas (online learning platform). They operate a reception where staff and students can meet personnel to seek advice and have telephone/email support for on-the-spot needs.

Financial Resources to Support High-Quality Faculty Intellectual Contributions and their Impact in Accordance with its Mission, Expected Outcomes, and Strategies

The part of the research budget financed by the university's governmental budget mentioned above is used for lecturers' salaries and operating costs. The salaries can be divided into three categories: (1) co-financing of research projects, (2) 20 percent of the academic staff salaries, and (3) employing doctoral students. The co-financing of research is required in triple-helix funding. Lecturers have a minimum of 20 percent of their workload designated for research. Most of this time is used to produce ICs, but a proportion should also be used to produce research grant applications that, if successful, will allow lecturers to buy out 50–70 percent of their workload for research. To be eligible for the doctoral program, a student should always have employment or sufficient funding to work full-time during four years in the doctoral program. Normally, PhD students teach 20 percent of their time and thereby prolong their program by one year. To meet our mission, it is important that the school can add resources to cover the costs of employing and educating doctoral students in all disciplines where there is a doctoral program.

In addition to providing administrative support to the business school, the Faculty of Arts and Social Sciences' budget includes resources for mission-based initiatives and quality increasing projects. The faculty specifies projects for which staff can apply to operationalize the school, university, and faculty's goals. Current initiatives and projects include:

1. Faculty members may apply for funding (additional space in their workload over the 20 percent) to write research applications.
2. Faculty members are encouraged to apply for funding for international development projects; development of new courses in English for international students, changes within degree programs to facilitate studies abroad, and activities to strengthen collaborations with partners abroad to support international research and teaching activities.
3. Development of degree programs. Each program has a program leader who has 5–20 percent of their total workload financed by the faculty. The tasks are:
 - Quality assurance
 - Assurance of learning

- Administration
 - Information and marketing
 - Coordinating the university departments' program activities
 - Identify opportunities to increase international experience for students. This includes continuously monitoring the program, being a coordinator for teachers during the development of courses, and helping students to accredit courses studied at other universities in Sweden or abroad. Student contacts are an essential part of the program leader's work.
4. Competence development of teachers. This includes attending courses, conferences, and other activities developing academic, as well as professional skills.
 5. Alumni surveys.

The school also has resources for strategic activities. It may include the type of activities mentioned above, when the faculty budget does not cover the costs, or it can be other mission-driven activities. The funding is sourced from the operating costs and, in 2019, amounted to SEK 8.6 million. The main demand for the funding is to finance staff attending conferences, marketing and topping up scholarships to participate in staff exchange (teaching and training) with international partners. As part of a university mission-driven initiative to improve the quality of English language teaching skills, staff may apply for a part Erasmus+-financed study trip to language schools in the United Kingdom and Ireland. Staff compete for places and departments top up the costs not covered by the Erasmus+ scholarship.

In sum, the financial structure and situation at KBS reflect that of both peer and aspirational business schools in Sweden. The long-term governmental financial support provides a solid, secure foundation upon which to base our education, research, and activities. Being reliant on consistent, steady funding provides a risk-reduced and sustainable platform upon which to plan and manage our activities. Our integrated finance with KAU provides economies of scale and efficiencies, whilst our popularity of programs, student numbers, success in applying for funding allows us the independence and flexibility to drive our mission forwards. See Table 3.2 for the school-financial support of strategic initiatives.

Table 3.2 School financial support of strategic initiatives for 2016-2019

Financial Support for Strategic Initiatives				
Initiative	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
PRME and Sustainability Day	2016	56 000 SEK*	28 000 SEK	KBS's Budget CTF's Budget <small>*The first Sustainability Day included international speakers costs were, therefore, higher as they included travel and accommodation. Speakers in the following years have, to date, been based in Sweden.</small>
Expert Skills Program	2019	107 089 SEK		Erasmus+ European Mobility within Higher Education Project KBS's Budget
Recruitment of Professors	2018	70 290 SEK (Economics)	2019 33 300 SEK (Economics) 2020: 177 911 SEK (Business Administration)	KBS's Budget
Staff Recruitment (Internationalization, AACSB, Alumni & Corporate Relations)	2017	549,584 SEK	1,062,502 SEK	KBS's Budget

Achievements, Strengths, and Future Plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> Increased activity funded within internationalization leading to increased opportunities and students participating in international activities Sustained funding for the work within PRME (such as Sustainability Days) provides opportunities for staff and students to engage with real-life scenarios and ICs within a key area for KAU and KBS Increased activity funded within corporate relations results in more opportunities for staff and students to engage with industry and for industry to connect directly to researchers A process to provide current alumni data PRME and Sustainability Days connects industry with our research Recruitment of new professors increases ICs 	<p>EO1: We offer the labor market competent and responsible professionals</p>
<ul style="list-style-type: none"> New professors contribute to research-based and researcher-led impact in education 	<p>EO2: Our education is co-producing knowledge and abilities that has an impact on academia and private and public organizations</p> <p>EO3: Our research is competitive with leading business schools in our areas of expertise</p>
<ul style="list-style-type: none"> Increased ICs from new professors and increased collaboration on ICs with international/industry partners 	<p>EO4: Our researchers are co-producing knowledge and abilities that makes an impact in private and public organizations and in society at large</p>
<ul style="list-style-type: none"> Increased staffing with a focus upon internationalization, quality, data analysis, accreditation, alumni, and corporate relations Staff attending English language training become more confident connecting with international students, staff and collaboration partners, which promotes and increases international engagement around KBS 	<p>EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment</p>

Strengths with potential to further improvement:

- International opportunities for staff and students
- Collection and dissemination of alumni data
- Engagement with alumni and industry
- Increased proficiency in English language skills
- Integrating activities connected to PRME and Sustainability Days to more sections of KBS

Room for improvements and short-term plans:

- To share and learn from experiences from successful funding applications
- To track and follow up with staff/projects who have received for funding from faculty budget for mission based initiatives and quality increasing projects

Future long-term plans:

- Increase external research funding; the investment in new professors results in opportunities for more successful applications for research grants

Standard 4: Student Admission, Progression, and Career Development

Karlstad University (KAU) provides policies and procedures for student admissions to ensure academic progression toward degree completion and supporting career development. Karlstad Business School (KBS) provides reliable information to the public about student achievements, as determined by the school. Examples of such information include job placement outcomes and employment advancement. This information is available on the school's website and the program home page, as well as on our joint platform KBS@Canvas.

Admission Policies and Procedures

The Higher Education Ordinance is the law regarding student admissions, degrees, and disciplinary procedures. There are also local rules and policies at KAU, which are: *regulations for first- and second-level education* (Appendix 4.1); *admissions ordinances on first-, second- and third-cycle degree programs* (Appendix 4.2), and *local ordinances on degrees* (Appendix 4.3).

The admission of students to KBS is a result of the national admission system owned and coordinated by the Swedish Council for Higher Education (UHR), which ensures all admissions are transparent and appropriate. UHR is responsible for the operation of the National Admissions System (NyA), in which all students in Sweden apply to degree programs and courses at universities and colleges via www.antagning.se, or international students via www.university-admissions.se. All documents are centrally audited and all students are treated equally and compete on the same terms in the process. Applicants compete with all other students, provided that the other students have applied before the deadline. The application deadline for courses and programs starting in the fall is April 15, and October 15 for courses starting in the spring. When it comes to international students with two different admission rounds (January and April), such as free movers applying for master's programs in fall, the deadline is in January in order to have time to apply for visas. More information about international students and each admission rounds:

<https://www.universityadmissions.se/en/All-you-need-to-know1/Finding-out-more/International-and-EUEEA-admission-round/>.

The eligibility requirements for degree programs and courses are specified in a curriculum for each degree program and a syllabus for each course. Curricula and syllabi are established by the Faculty Board of Arts and Social Sciences. The admission process is transparent, admission officers, study and career counselors, and students can follow the process through NyA and see all documents that are the basis for the admissions decision. For undergraduate degree programs, students are evaluated based on their upper-secondary school qualifications or university aptitude test results, provided that they have the basic qualifications and special qualifications required for the degree program. For master's programs, the evaluation is based on the number of approved credits. To be admitted to a master's program, students must have a bachelor's degree. No student can enter a program or course without having applied and been accepted through the national admissions system. However, students may also meet the eligibility requirements through real competence. Hence, if a student does not fulfill the general or specific entry requirements through formal qualifications, they can apply to have their eligibility evaluated based on prior learning. The university will then assess the accumulated knowledge and experience, which may have been acquired in different ways, such as through formal education, work experience, staff training or other activities, and evaluate whether or not the student has the requisite skills and knowledge to pursue studies on the program for which they have applied. Information on what is required and how to proceed in this case can be found at: <https://www.kau.se/en/education/explore-student-life/application-admission/application-admission/recognition-prior>.

The admission process is regulated by the Swedish Higher Education act, which states that a student can be admitted to university studies based on two different principles: the high school grade point average and the Swedish Scholastic Aptitude Test (SweSAT) given by UHR. The SweSAT takes place twice a year and can be seen as a second chance for anyone who did not perform well enough during their high school studies. Since all education for students resident within Sweden and the EU is free, and admission is based on academic performance, the SweSAT opportunity, and work experience, this leads to a more diverse student body.

Incoming and outgoing exchange students for one or two semesters via an exchange agreement have a separate application process, which is managed by the International Office in close interaction with the school and KBS development lead for internationalization and quality. Normally, incoming exchange students are guaranteed admission to

the courses they choose as long as they meet the entry requirements. The course entry requirements are the same for the incoming exchange students as for Swedish students. KBS's challenge has been to offer enough courses in English to meet the demands of the number of incoming students. For non-EU citizens who want to study at KBS outside of an exchange agreement, tuition fees vary depending on the field of study.

Within KAU, KBS is the department with the highest demand for exchange students. Through our improved internal system for reviewing new international education partners for KBS and our participation in the university's systematic review of existing partners, we have closed eight agreements that were not functioning, expanded four current agreements, and started one new agreement to ensure we have well motivated and mutually beneficial agreements with our partner universities. In addition to these specific activities to create higher quality opportunities for internationalization, in 2019 we focused on promoting and communicating the opportunities for exchange within KBS. To support program leaders in promoting opportunities for exchange, we set up a website that focuses on special or new exchange partners for KBS' students on our website <https://www.kau.se/hhk/ut>. The page is supported with a surrounding promotional campaign including interviews and articles on the website and in social media to spark interest in the opportunities for students. Each semester, we highlight a select group of KBS partners that offer new or unique exchange opportunities for KBS students, such as Università degli Studi di Milano, which is a new opportunity for KBS students. In addition, presentations and up-to-date statistics on students' destinations are available for program leaders via KBS@Canvas and may be used in introductions and marketing. More than half of KAU's total outgoing exchange students are from KBS (56 percent during 2018 and 63 percent in 2019). Hence, KBS's contribution to KAU's goal of increasing internationalization across all levels of the university is of great importance.

International students are extremely important for KBS since they increase diversity, cultural awareness, and language skills for all students. Therefore, KBS is working on new digital opportunities and efforts to make more use of incoming guest lectures, to provide global classrooms and global teams, etc., instead of our previous main focus on travelling. For information on students in their final year and admission requirements to master programs taught in English, please visit <https://www.kau.se/en/education/explore-student-life/application-admission/application-admission-admission-requirements>.

In the fall of 2018, we highlighted issues faced by a specific cohort of students, international fee-paying master students; that is, free movers. Over the year, a project team (study and career counselors, the head of subject for business administration, program leaders, teachers, the development lead for internationalization and quality, the head of administration, the head of student admission, and the deputy head of school) identified the need for an appointed contact person for free movers, an introduction week for free movers with specific focus on well-known problem areas, and a well-defined process to handle a set registration date at KBS. The staff member was recruited to KAU with the role of providing specialist support for this student group; a new website was developed with information directed especially at this target audience; a dedicated introduction for the cohort took place in August 2019, including support from the library for writing skills and good academic practice; and a new registration date was implemented. These changes resulted in a greatly streamlined start to the new semester, with fewer queries and problems. A second stage of work took place in autumn 2019 to amend the admission process to ensure students arrive at KAU with more appropriate entrance requirements to enable them to progress successfully through the programs. However, we decided to close one of the application periods (January 2020) to be able to gain sufficient quality at the master's level in business administration.

In spring of 2020, the department committee decided to focus on and to inform our students on the bachelor-level programs about the opportunities for taking a master's-level degree. In the Zoom information-gathering, program leaders, study and career counselors, the deputy head, as well as some alumni talked to interested students and answered their questions on the admission process as well as KBS programs. The event was recorded and shared with students on Program@Canvas and on the KBS home page. In the AoL committee in May we decided to continue promoting our advanced level to our bachelor-level students during the fall in different fairs (for example, at HotSpot and the KEY-day), to incoming bachelor level exchange students and also to our master's-level students, highlighting the academic career and our research profiles, both in terms of people and projects.

The doctoral scholarship is an employment for doctoral studies. It guarantees a minimum of 80 percent study time, and a maximum 20 percent for departmental duties such as teaching. All doctoral student positions are advertised and applied for in competition, as are all positions at the university. Applications for admission to doctoral studies are processed in accordance with the procedures prescribed by the Board of KAU (Dnr C2014/367). To be admitted to doctoral studies, students must meet the general entry requirements: a master's degree, at least 240 ECTS, of which at least 60 were awarded at the advanced level or acquired substantially equivalent national or international knowledge. The university may also admit applicants who have some other form of funding for their studies that can be secured for the applicants' time to devote at least 50 percent to their studies. Thus, forms of funding also include employment with an organization that guarantees time for doctoral education for an employee, external research grants, or doctoral scholarships from another higher education provider. Candidates will be selected on the basis of their deemed capacity to successfully complete a program at the doctoral level. In the ranking and selection of the candidates, special attention will be paid to previous studies, especially to the quality of independently documented research or development projects completed in previous studies, particularly at master's level, and to work experience with relevance to doctoral studies, such as participation in research projects or advanced inquiry projects. Special consideration is also given to the proposed research area, the degree to which it matches the department's supervision capacity, *and the candidates' ability to work independently and complete a doctoral project*. When a prospective doctoral student already has employment as a basis for the doctoral program, we can be an equivalent audit. The criteria for admission are strongly related to the goals of a

doctoral program. Theses and other written products of earlier studies and work are evaluated, along with grades from the student's bachelor's and master's studies

In spring 2019, the PhD Day was introduced as an event to gather doctoral students across subject groups to share experiences of being a doctoral student in general and at KBS in particular. The aim is to support and shape the research towards mission and intellectual contributions (ICs) to be used in our education, private and public organizations, and society at large. At the second occasion in spring 2020, the idea was raised to establish a more settled forum, like a *KBS Academy*, which would be led by senior researchers from across the school and conducted in English. In line with KBS mission to educate responsible professionals and conduct research with high societal impact, it is important that we admit doctoral students who can contribute to our mission. We strive for a mix of doctoral students who have backgrounds from different national and international universities, as well as scholarship or funding from industry. Our main goal is to empower faculty with a variety of competencies and provide an open and vibrant environment.

Students' Expectations, Preparations, and Responsibilities

Potential students obtain their information about KBS degree programs from program web pages, at high school fairs and high school information from the program leaders when invited by KAU for a visit in Calendar Week 10. In addition, their expectations are formed by the Welcome and Program Introduction. Some program leaders collect those expectations from the new students at introduction in a questionnaire or through a Mentimeter survey, as guidance for our preparation and further information. Each year, KAU invites Björn Liljeqvist, chairman of Mensa International and author of the book *Study Smarter* to deliver a lecture. In 2020, we offered three webinar series on how to best study with home-distance learning technology on the following topics:

- Alone at home. Study technology in quarantine: motivation, routines and the steam up
- Study smarter. Tools for managing course literature and remembering more
- Get to the finish line. Complementary strategies for completing the training

In addition, various efforts are made to support students, especially new ones. For the last few semesters, the curate at Student Health and the Study and Career Counselors have provided a mini-lecture about goals, motivation, study planning, study techniques, and stress in the first semester (Master of Science in Business and Economics, International Business and the Law program). The Law program has also established a "Well-being team" (twice a semester) consisting of the program leader, a study and career counselor, student representatives, and a curate at Student Health. The purpose is to conduct a dialogue and capture the need for support and jointly plan current initiatives. This is a good example to be shared with all programs at KBS.

The only way to develop a student body with abilities resulting in skills and knowledge consistent with the school's mission and learning outcomes is to have attractive degree programs. Students with good grades from upper-secondary school will have the ability to perform well in their business studies. A strategy of the school has been to strengthen the competitiveness of its degree programs. This started in 2012, with the Master of Science in Business and Economics as a competitive and popular vocational degree in Sweden. The Real Estate Management, HRM & Working Life, and IT programs are all attractive programs with good opportunities for students in the job market. The International Business program started in 2016 and has been attractive so far. The content of strong international character strengthens the internationalization dimension and the students have 30 ECTS mandatory studies or internships abroad defined in the program study plan. The second cycle, the master's level, has been available for less than a decade. Previously, the university had four-year degree programs, with studies at the bachelor's level during the first three years, followed by one year at the master's level. This is how the Master of Science in Business and Economics currently works. Students do not seem to be motivated to apply to a new program after finishing the bachelor's level and our experience is that the job market often does not demand more than a bachelor's degree. However, the alumni data from the measure in 2019 shows a significant increased interest in advanced studies, from 2 percent to 10 percent (see Table 4.2). The Project Management master program holds a strong and attractive position. Some master's programs have students collecting courses within other programs, especially the Master of Science in Business and Economics. Most exchange students come to study at the master's level, in programs where all courses are taught in English. This means that we have highly qualified students in the courses where we offer just a few places for students applying for the master's programs.

The measurement of teaching effectiveness in Sweden (see KBS definition on teaching effectiveness in standard 12) is focused on the *course examinations*. This is a result of the funding system. The university receives approximately half of the amount defined per student after registration for course attendance. The other half is obtained after the student passes his or her examinations. Generally, some students leave the degree programs because of failures or because of new career plans. Each year, 70–90 percent of the students in the school pass the courses; the average is approximately 80 percent, with minor deviations. To some extent, students will compensate for these failures by choosing other courses within the degree program. However, some students leave the school without a degree. Please see section on Efforts to Complete a Degree in Standard 11.

There is no formal way for the university to suspend students from their studies. On the other hand, students are not admitted to courses if they do not meet the eligibility requirements for each course. Hence, in some cases the students can be stopped from reading their courses without sufficient prerequisites and, in other situations, the student can be formally suspended as a result of a disciplinary case. To help avoid the latter, KBS has defined a *Code of Conduct* (Appendix 1.4) together with the KBS Student team in order to explicate how everyone should behave as responsible

professionals. The code fills some gaps in the Higher Education Ordinance disciplinary measure of offenses: deceiving the examiner in an examination; disrupting or obstructing teaching, tests, or any other activity; disrupting activities in the library; or harassing another person. In addition, KBS's Code of Conduct also includes the study and working environment as such and covering both online and campus harassments. Karlstad University's *Guidelines on Disciplinary Procedures* (Appendix 4.4) explains the different types of offenses and provides information about how to determine whether an offense was committed. If the disciplinary board finds a student guilty of cheating, it may suspend them. During the suspension, the student is not allowed to participate in teaching activities (lectures, seminars, or workshops), examinations, or practical training. Furthermore, the student is not allowed to reside on the university premises, and their university accounts are closed, which means that they cannot log into learning platforms. The maximum time for a suspension is six months.

The everyday activities at KBS are guided by the *regulations for first- and second-level education at Karlstad University* (Appendix 4.2). The aim of the regulation is to explain obligations and rights for employees and students at the university. The regulations include 10 chapters, as follows:

1. Preliminary provisions
2. The university's general responsibilities
3. Student responsibilities
4. Admission to university studies
5. Ongoing instruction
6. Examination
7. Termination of courses and study programs
8. Fees and charges
9. Course evaluation
10. Student influence

Information about where students should go for information about various matters and rules for written examinations in an examination room are appended with the regulations. These regulations provide a solid platform upon which we have built our mission to educate responsible professionals.

Career Development Support

In Sweden, *career opportunities* and advice are offered at job centers, which are government institutions called Arbetsförmedlingen (employment agencies). The unions also offer advice on career development, wage statistics, and employment contracts. There are also regional, quasi-government offices that offer advice about entrepreneurship and starting a business. Swedish universities do not generally offer job-center services or specific career advice, but they do cooperate with such services, while mainly focusing their efforts on study guidance. However, the school provides effective career development support in a wide range of activities:

Successful Studies is a collective term for a number of activities, services, and support, which all students have the right to use – regardless of their study situation. The idea is to help students make the most of their capacities. This could include anything from study techniques to counseling, from making the most of the library's resources to successfully writing an academic text. A student at KAU will experience setbacks as well as enjoy achievements. The wide range of study and career support for students is outlined below.

KBS has four appointed study and career counselors to support students at KBS degree programs in need of guidance and information before enrolling in higher education, or during their studies at KAU. The duties of the **study and career counselors** include providing information and guidance regarding:

- Different educations at KAU
- Student finances
- Eligibility and admission rules
- Choices within programs and choice of major area
- How to combine courses for a degree
- The student's current study situation
- Study planning and techniques
- Studies abroad
- Credit transfers and scholarships
- Exam guidance

They detect early signs of progression issues and help identify potential drop-outs through an early warning system @Kuli (at the University) and @Ladok (a national system that holds all student results from Swedish universities). This is done by following students' results, mainly during the first semester. Counselors are available for individual appointments for study guidance to go through what they perceive as difficulties and inform them about support activities, the importance of good study techniques, motivation and so on. Contact is provided by phone and e-mail, online booking and drop-in visits, and providing information meetings in programs. We also have study and career guidance for students with completed university studies, but who want to continue studying after a few years or develop skills by reading independent courses while they work in our life-long learning approach.

Evaluations are made periodically regarding how satisfied the students are with their personal meetings with study and career counselors. More information on study and career counseling can be found at <https://www.kau.se/en/hhk/education/att-lasa-pa-hhk/stod-och-hjalp/study-and-career-counsellors>.

Student administration services @Mitt KAU. Once the students have been admitted to an education, they must register and take part in the education's welcome information. All administrative services related to the student's education are gathered in @MittKau.

The Student Health Services offers free counseling and support to all students by counselors and a health educator. The Student Health Services primarily work proactively with lifestyle issues and sexual health, but also offer support for issues that affect students' ability to study, such as stress, worry, anxiety, depression, and/or academic difficulties. All staff at the Student Health Services maintain confidentiality. The Student Health Services is a complement to other public and private health clinics in Karlstad with support adjusting to life at the university or to a new country for international students.

The Library provides educational support for students with disabilities. Students with documented physical, mental, or neuropsychiatric disabilities are entitled to special educational support. Common forms of support include extra time for written examinations, sign language interpreters, and access to special resources in the library. There are two study and career counselors who coordinate these students and make an individual plan for each student with special needs. The university also offers writing tutoring provided by teachers in Swedish. There is a 30-minute lecture in the university library every Monday on topics such as how to study more effectively, how to write a thesis, and how to network with future employers. For more information on the library's services, please visit <https://www.kau.se/en/library>.

Students with documented special needs are provided with support; some examples of the most common sorts of support are listed below:

Students can recruit a classmate to take notes and copy or act as a mentor who provides coaching or supports, such as structuring the studies. The university will compensate the classmate for this service.

In certain cases, a student may be given extended time for an examination or be seated in a smaller room, with a computer if required.

There is a resource room (1E 239) in the library for students with special needs. The computers in the resource room are equipped with various support software. Students can listen to audiobooks and create audiobooks or MP3 files from various documents as well as using speech synthesis and spell-check programs. There are also height-adjustable desks.

Students who have a hearing impairment or are deaf can ask for assistance from a sign-language interpreter. Such external interpreters are in short supply, but can be booked. There are no sign-language interpreters on the university staff.

Campus Fair – HotSpot is a gathering for face-to-face meetings with public and private organizations to discuss CV reviews, recruitments, internships, and thesis opportunities. Around 100 organizations visit KAU in February each year for this student-driven event, and students apply for roles in the project management to coordinate the event and visited by 6000 students. **KBS Campus Fairs** are arranged yearly by the student associations together with collaboration partners in industry.

KBS Alumni and Alumni Data

To maintain our good relations with students in their future working life, an alumni network for KBS was established in August 2018 in response to the poor support with alumni data from the university alumni relations. Alumni are important to us and experiences from their time as a student as well as from their working life will help us in our further development and quality improvement. The main aim of the KBS LinkedIn page is, for KBS, to follow the progress of our former students and to inform them about our activities. However, the LinkedIn presence also support the development of our research missions and lifelong learning goals.

Incentives for former students to engage with the KBS alumni network may include creating a vehicle to build a professional network, to leverage their job search by finding other KBS alumni working in their preferred companies or sectors, to keep in touch with their former university classmates and, of course, to keep updated on the activities of KBS. The alumni network enables us to improve recruitment and partnerships. It is also an opportunity to keep in touch with former teachers and students, our researchers, and current students. The alumni network is a way of former students keeping up to date about the most recent research and educational developments and to be invited to events at the KBS. Approximately 4,300 alumni have signed up since KBS was established. The KBS alumni network is available on KBS@LinkedIn since fall 2018: www.linkedin.com/school/handelshogskolan-vid-karlstads-universitet.

Since the KAU "Alumni of the Year" award was established, it has been presented to a former student of KBS four times during 13 years. In September 2019, the prize was awarded to Lennart Käll, a former business and economics student with an impressive portfolio of CEOs assignments and leadership experiences. A guest lecture by Lennart in a KBS breakfast event was offered to our students and recorded to share in our education cross-degree programs.

Some yearly events for KBS alumni are the get-together at the KBS Day in November to inspire students. As a way of encouraging students to stay in Värmland after completing their studies, the Grant Day (Tillskottsdagen) is arranged to contribute to increased growth in Värmland and attracts about 25 companies and 200 students. The initiators of this project are Sweden's Construction Industries (Sveriges Byggindustrier) and the Property Owners (Fastighetsägarna). The day is aimed at students from many different programs, KBS students from the Real Estate Management Program, and for companies that have an interest in these students. It is a perfect opportunity to make contacts for those who are looking for internships and who are looking for a place for thesis work, and also for future employment.

KBS has developed a process for providing alumni data (see Appendix 4.5 for a more detailed process description) described in following steps, see Table 4.1.

Table 4.1 Providing alumni data

Actions	Responsible	Input	Output/Outcome
Invite graduates to KBS alumni network	Deputy head of school Program leader	Invitation mail with link to: KBS@LinkedIn page	Alumni at KBS@LinkedIn Followers to KBS@LinkedIn
Search and extract data, compile information sheets and infographics	Development lead data analysis and AACSB	Students registered on the thesis course @LinkedIn	Alumni data on program Alumni data on school
Share alumni data	Deputy head of school Development lead data analysis and AACSB Program leader KBS communication officer KBS faculty members	Alumni data on program_KBS@Canvas Alumni data on school_KBS@Canvas	KBS@LinkedIn KBS homepage Program homepage Program page@Canvas
Use information on alumni	Head/Deputy head of school Program leader Study and career counselor KBS faculty members Stakeholders	Alumni data on program_KBS@Canvas Alumni data on school_KBS@Canvas	KBS brand Potential new students and collaboration partners

Table 4.2 below provides facts and figures relating to KBS alumni. In a survey, by the Swedish Higher Education Authority (UKÄ), 85% of Swedish students obtain a job within 12-18 months. According to our data, KBS's students obtain a job to a similar level after only 6 months, whilst the source data is certainly not the same – this is still an exceedingly positive result for KBS and our alumni.

Table 4.2 KBS alumni data

Year	Alumni	LinkedIn*	Job in 6 months	Job in 12–18 months	Further studies	Residing in Värmland ***
2017	492 (62% F, 38% M)	78%	83%	89%	1.6%	36%
2018	382 (66% F, 34% M)	80%	89%	93%	2%	27%
2019	418 (65% F, 35% M)	80%	84%**	x	10%	44%

* Response rate of alumni with a profile on LinkedIn

** 14 percent unknown after 6 months

*** As of April 2020, since start of education + in-migration, requested data from KBS advisory board

The LinkedIn survey carried out in spring 2020 of KBS alumni graduating in 2017, 2018, and 2019 (1024 respondents) found that The Swedish Tax Agency (36), PwC Sweden (32) and SBAB Bank AB (25) are the top employers. Other recurrent and frequent employers are EY (17), Fastighetsbyrå (15), and Grant Thornton Sweden (15). See Appendix 5 for an extensive report of KBS' alumni.

The primary sources of alumni data are LinkedIn and the Faculty of Arts and Social Science survey. The survey, conducted every three years per program, contributes to the alumni mapping by bringing forth information about former students' satisfaction, career progress, and international mobility. The response rate is approximately 80 percent and, together with the LinkedIn mapping, provides a fuller picture of the movements and undertakings of our alumni, as well as their experiences of studying at KBS. The alumni-data report is shared with program leaders and staff on KBS@Canvas and externally on the KBS LinkedIn page and the KBS web page. Besides using the data when promoting KBS programs for potential students, facts from alumni data on recurrent and most frequent employers are guiding our focus towards identifying strategic collaboration partners. In fact, alumni from 2017, 2018, and 2019 provide more than 400 new potential organizations and companies for collaborations. Many of our graduates work as good ambassadors and offer to give guest lectures in courses and provide real-life cases, which they know are important for the working life after graduating. The alumni also contribute in terms of internships and as professional mentors for students. The investigation made for 2017–2019 was undertaken to examine the graduation rates, alumni's geographical whereabouts, the number of alumni

who were hired within six months and 18 months after their graduation, and job placement outcomes. The alumni data are presented to the public on our website, as well as case examples of successful graduates.

<https://www.kau.se/en/hhk/external-relations/external-relations/alumni-och-partners/after-graduation-facts-about-alumni>.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
@Mitt KAU for students	EO1: We offer the labor market competent and responsible professionals
A well-defined process to handle a fixed registration date for free-movers at KBS and a dedicated contact person and an introduction week at KAU	
The gap of alumni data identified in the iSER 2017 is closed following the process of providing alumni data and use of that information	
KBS alumni network for collaboration and co-production	EO2: Our education is co-producing knowledge and abilities that makes an impact
Program portfolios at KBS@Canvas with information on alumni data for school and for each degree program	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- LinkedIn profiles as alumni data collection
- A well-defined process to handle a fixed registration date for free movers at KBS
- The information provided in English by the university meets the needs of free movers
- An introduction week, which is now open to free movers and has a specific focus on the skills, which was identified as a weakness in the AoL process
- A dedicated contact person for free movers has been appointed at KAU, who provides support, information, and materials specifically for free movers

Room for improvements and short-term plans:

- For the future data collection rounds we will discuss the use of expanding the information scope to also include information on employment advancement and whether or not our alumni have started their own businesses
- Gather the degree celebration (Examenshögtiden) of the KBS programs to the same day (three days in total) to gain synergies with the KBS alumni network
- To continue promoting our advanced level during the fall in different fairs (for example at HotSpot and the KEY-day) and highlight the academic career and our research profiles, both in terms of people and projects
- To systematically request follow-ups on campaigns at KAU to determine whether it affected the actual graduation rate

Future long-term plans:

- Continuously follow the admission process for free movers to preclude overly low qualifications in academic studies and English language
- Further develop the process of building alumni relations and maintaining the KBS alumni network
- Plans for a mentor program for all students at KBS have been postponed until the spring of 2021

Standard 5: Faculty Sufficiency and Deployment

Karlstad Business School (KBS) maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

KBS Faculty

KBS maintains and deploys a faculty consistent with the standards established by AACSB for business accreditation. The school consists of faculty who hold the academic appointment of professor, associate professor, lecturer, junior lecturer, research fellow, or doctoral student. Their responsibilities include teaching, research, administrative duties, cooperation, and professional development. KBS faculty are employed according to the Karlstad University's (KAU) *employment regulations* and the work requirements for each category of faculty are set out within these regulations; see Appendix 5.15. Faculty members at KBS are classified as either participating or supporting according to our criteria; see Appendix 5.16

Participating and Supporting Faculty

Participating faculty are those members who are actively engaged in KBS's activities and contribute to the governance and development of the school beyond their direct teaching responsibilities. This includes both administrative responsibilities and service on boards and committees at a school, faculty, or university level. All KBS faculty employed on permanent or fixed-term contracts are members of academic subject areas; as such, they are members of subject committees and as teaching staff they are members of relevant program boards. This means that all KBS faculty are classed as participating.

There are few supporting faculty at KBS, they are normally academic staff who have been appointed on a short-term basis via an hourly or temporary contract, such as guest teachers (retired, from industry or other universities). They do not have the full responsibilities of a participating faculty but focus on teaching and or research. Whilst playing a valuable role for KBS through their responsibilities, they tend not to contribute to the governance of the school. Supporting faculty can provide an opportunity to bring in practitioner input into courses. KBS has the following *subject groups* in scope for the accreditation and business administration is divided into four *subject areas*:

- Business administration
 - Accounting and control
 - Industrial engineering and management
 - Marketing
 - Service management
- Economics
- Information systems
- Working life science

The business administration discipline represents an area that is considered as a main field of study in the Swedish degree system. From an academic perspective and as a result of the specialization alternatives offered within our degree programs, this discipline is divided into four subject groups, which are responsible for the major subject areas within one of our professional degree programs (Master's Program in Business and Economics). Each discipline is led by a head of subject group, who is a professor or associate professor and academically responsible for research and education in the area. Within business administration, each subject area has a subject leader who works with the director of studies and the head of subject group. Each discipline is coordinated by a director of studies, who is responsible for the planning of staff capacity and for effectively deploying the competence necessary for the program and courses within the area of responsibility. Since the development of the University's Gender Equality plan, the director of studies must also proactively take gender equality into consideration when forming plans. The director of studies cooperates with the head of subject group to fulfil the needs of the subject group. The director of studies allocates the teaching responsibilities of all KBS faculty members belonging to the subject group in close contact with program leaders and course instructors. Every teacher belonging to the participating faculty instructs and develops one or more courses in collaboration with the subject group. The director of study records each KBS faculty members' workload in the University's workload system @ Retendo. The system allows for a strategic overview from both a subject and school level and every KBS faculty member has access to their workload plan, where their individual duties are considered and documented. The plan regulates the time allocation of each members' planned duties, such as teaching, research, executive education, administrative roles.

The assignment of duties is conducted in consideration of the mission, objectives, and needs, financial situation, quality aspects, gender equality, and the resolve to maintain a good working environment. Competence, individual objectives, and professional development targets are also considered in the planning. Professional development shall contribute to the objectives of both KBS and KAU. Accordingly, it is planned, documented, reported, and followed up on annually in the performance appraisal discussion by the head of school. The allocation of development time according to this agreement requires the drawing up of a *professional development plan*.

If there is a lack of capacity, new recruitments are requested by the director of studies following consultation with the head of subject. The head of school must start the recruitment process after approval from the dean of the Faculty of Arts and Social Sciences. Some capacity gaps can also be solved with temporary solutions. Every subject group has a network of counterparts at other business schools (nationally and inter-nationally) to draw upon. When appropriate, guest lecturers from private or public organizations in the society can also fill these gaps.

Program leaders are appointed from within subject groups to lead programs. Course teams are comprised of a course instructor and teachers from the subject areas across the school or across the university where appropriate. The course instructor has the main responsibility for the course design, syllabus, literature list, schedule, @Canvas, the student-faculty interactions, the teaching, assessment, and improvement in the course and coordinating of teaching staff if there is more than one involved. The program leaders are responsible for planning the development, delivery, facilitation, and continuous improvement of the program.

Professional staff are drawn from the university's central administration team and correspond to 18 staff members. Each subject group has their own administrator who is responsible for student administration of courses and programs run by the subject group and administrative support for the subject group. Each program has an appointed study and career counsellor to work with program leaders from the Department of Student Support advising students on the program. A finance officer is appointed to the school to oversee the finances in collaboration with the head of school. The central university Human Resources Department develops organizational policy and guidance and provides a specific officer to work with the head of school in recruitment and local advice. The head of school is also supported by an administrator who services meetings, prepares the formal head of school decisions and further duties as requested by the head. KBS also directly employs two administrators one to support the head and deputy head of school with internationalization and quality and one to support them with data analysis and alumni.

The KBS faculty complement in 2019 was made up of 90 participating faculty; see Appendix 5.17 (Table 15.1) for the full listing of KBS faculty. The Table 5.1 below gives a breakdown by subject group comprising professors, associate professors, lecturers, junior lecturers, researchers, and employed doctoral students.

Table 5.1 KBS participating faculty

Subject group	Professor	Associate professor	Lecturer	Junior lecturer	Research fellow	Doctoral student	Total
Business administration	7	4	22	13	1	11	58
Economics	1	2	4				7
Information systems	2	2	6	6			16
Working life science	2	1	2	1	1	2	9
Total	12	9	34	20	2	16	90

The roles of program leader and course instructor are always held by a participating member of KBS faculty. Program leaders coordinate program boards made up of course instructors, study and career counsellors, and students to evaluate and gain further feedback, discuss initiatives, and improvement ideas for the programs and courses. The programs are also supported by discussions at subject group committees, school boards, and various Faculty of Arts and Social Sciences committees to ensure curriculum and course development, delivery and assurance of learning (AoL) are fully discussed, supported and embedded within the programs. Program leaders and course instructors are supported by the subject group administrators to help them with examinations, information to students registered on courses, reporting results, recognition of ECTS, uploading of course plans and reading lists, downloading statistics, working with the student information management system @Ladok, setting up course evaluations, supporting doctoral courses, and forwarding student queries. The course instructor has the main responsibility for teaching in the course, but there are usually one or more other teachers involved. When there are more students, which could mean close to 200, a group of teachers will share the responsibilities, especially for the learning assessment of assignments, which includes both oral and written accomplishments. When courses are taught online, either for distance students or under the current COVID-19 situation, the course instructor is responsible for preparing the materials and teaching online. They may access support from their subject group administrator and the university's pedagogical unit. The participating faculty are usually responsible for the major part of the teaching, but it is often suitable to introduce guest lectures from representatives of organizations in society in order to increase the students' motivation and understanding. These guest lectures will take place on a more or less regular basis depending on the needs of the degree program and on the extent to which the guests are able to spend their time at the school. In degree programs, such as Real Estate Management and IT-Design, with close connec-

tions to special industrial sectors and HRM & Working Life program with close connection to a special profession, it is especially important that students receive practical experience. Supporting faculty may help to add practical experiences to scientific intellectual contributions (ICs).

With our mission *to educate responsible professionals and conduct research with high societal impact* we have included three key perspectives within KBS's degree program content and activities: gender, sustainability, and collaboration (both with public and private sector organisations and international academic partners). These perspectives connect to Karlstad University's mission and tie in to our mission. Standard 9 describes how these perspectives have been incorporated into the teaching content of the programs and Standard 2 describes how they are threaded through our research and ICs. The perspectives are also embedded into our daily operations and organizational policies. The gender representation of KBS faculty is 39 female/91male. All KBS faculty and professional staff have participated in gender equality training. During KBS' biannual AoL days, attendees have received guest lectures and training in equality to ensure they include perspectives and consider their approach during teaching. The study and career counsellors and development lead for internationalization and quality are trained in LGBTQ support.

KBS faculty drew up a *code of conduct* (see Appendix 1.4) together with the KBS Student team to contribute to a positive and open working environment for both employees and students. Although we are not permitted to collect data regarding ethnicity, we are proud of our international faculty and student cohort at KBS. Our recruitment is both national and international, 27% of KBS' faculty have their academic qualifications from outside Sweden. Our international perspective does not stop there students from receiving lectures from visiting professors from partner universities from around the world. Some KBS faculty are visiting professors at business schools outside Sweden. Faculty participate in international research projects and conferences. Students also receive an international perspective from fellow students in the classroom; KBS sends and receives the highest number of exchange students throughout KAU. KBS is a member of the Consortium of International Double Degrees, which focuses on double degrees within the business area. We have agreements for double degree programs with three Universities, INSEE Group, France (AACSB Accredited), Heilbronn University (AACSB Member), and the University of Applied Science in Mainz, Germany. All three programs complete one year at their home university and the second year on one of KBS's master programs, either Accounting & Control, Marketing, or Service Management. At present, we do not offer the opportunity to our own master's students and therefore do not include the faculty from our partner intuitions in Table 15.1. We see this an area to improve, as this offers opportunities for globalization at home and will open up the international opportunities for our own students.

In summary, KBS employs, develops, and utilizes faculty, which are sufficient to achieve the school's mission and outcomes associated with the mission. KBS faculty are structured across the school to provide teaching for the variety of programs, which we offer and produce ICs that impact upon both academic and collaboration partners. Students are exposed to faculty from a variety of backgrounds, which enriches their learning experience and program content. Being part of a wider university allows the school to draw upon support from expert staff in central services to be dedicated to the school's mission, whilst still maintaining independence to build capacity in specific areas as required by the mission.

Achievements, Strengths, and Future Plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> Gender integration work threads through both ways of working, but also teaching and moreover through teaching and research content Increased international staff/students in the classroom increases globalization at home and introduces new perspectives and cultures Staff trained in gender equality and LGBTQ support Improved data collection around faculty ICs, engagement activity feeds into staff annual meetings to better support staff development plans 	<p>EO1: We offer the labor market competent and responsible professionals</p> <p>EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment</p>

Strengths with potential to further improvement:

- A large proportion of faculty are classed as participating, which allows them to be involved and engaged in the governance and development of the school and provides stability/commitment, whilst the use of guest speakers/supporting staff can be strategically improved to bring in specialist/"highlight" speakers to programs

Room for improvements and short-term plans:

- Review the Double Degree partners and agreements as well as the value proposition for KBS students to evaluate our plans to increase number of incoming international students on our master's programs and open up more opportunities for KBS students

Future long-term plans:

- A culture with gender, sustainability, and collaboration integrated in 'all' KBS faculty daily work

Standard 6. Faculty Management and Support

Karlstad Business School (KBS) has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.

Processes for Assigning Faculty Responsibilities

Karlstad University (KAU) operates a central Human Resources (HR) department that oversees the university's organizational policies, which support the recruitment, reward, and progression of faculty. KBS has a dedicated HR officer who supports the head of school with specific advice and guidance pertaining to faculty.

The workload of faculty members is primarily planned in collaboration among individual faculty and directors of study, based on the strategic goals, budget framework, teaching requirements, and research projects within the discipline. The coordination of programs and course teaching is the responsibility of the director of studies, who maintains an overview of the total workload per term and per year. Each faculty members' workload is then recorded in the university's workload system, @Retendo, which provides a strategic overview of the faculty's commitments. All faculty members have allocated time in their workload for meetings (5–10 percent) and competence development time (20 percent). Administrative roles such as program leaders, heads of subject, directors of study, heads of school, and deputy heads of school are also allocated set percentages of workload.

Courses run full-time for five weeks, or part-time for 10 weeks in the case of 7.5 ECTS credit courses. The teachers belong to one or more subject groups involving a number of teachers working together with one or more courses. Because a teacher can be involved in many courses per year, it may appear complicated to use the capacity efficiently. However, this is normally solved by keeping the total work in courses to 80–90 percent of the total time dedicated to teaching and then adding supervision of theses; work that is more evenly distributed over the year.

Processes for Determining Performance Expectations

The head of school follows *the university's policy of conducting annual employee performance appraisals* with all faculty members; see Appendix 6.1. The deputy head conducts the appraisals with employed doctoral students. The dialogue includes the following elements.

Follow-up from previous year's dialogue:

- Have goals from last year been achieved?
- Have competence activities been realized according to the plan?

Current work situation:

- Describe the psychosocial work environment and suggest areas for improvement
- Describe the physical work environment and suggest areas for improvement

KBS' mission:

- Describe activities contributing to the mission of the business school
- Explain what could be done to better utilize the competence of the employees towards the mission
- Plan for next year's work
- Document individual goals, which includes alignment to the appropriate AACSB faculty classification
- Identify the conditions necessary to contribute to the mission.

This dialogue is both a reflective and proactive mechanism to assist KBS faculty in reviewing their activities over the previous year and in planning their goals and objectives with a focus upon KBS' mission and will result in a plan concerning important contributions for the following year. Of course, other steps are involved in this before and after the annual dialogue. The head of subject, director of studies, and research project leader(s) will assist the head of school in formulating expectations about what should be done. This is a continuous process.

Promotion and Reward Processes

KAU has established *promotion procedures*, which faculty members may apply for when they believe they have met the required criteria; see Appendix 6.2. There are four main positions amongst the faculty members: junior lecturer, lecturer, associate professor, and professor. The associate professor has a lecturer position, which has many of the same responsibilities as a professor. The criteria for each position are clearly set out within the university's policies. Junior lecturers are required to have professional experience, pedagogical experience, and at least a master's degree. Lecturers are required to have a PhD and pedagogical experience comprising approximately two years of academic teaching in order to be offered the position. A lecturer can gain promotion to associate professor with comprehensive research experience without applying for a new position. As faculty develop their research portfolio, they can apply for a promotion to professor. Junior lecturers and lecturers can also be promoted on the basis of pedagogical contributions to *qualified or excellent teacher*; see Appendix 6.3. Promotion opportunities to the more senior positions are partly dependent on external research grants to enable research opportunities. Some research areas have a greater challenge to attract external funding. In those cases, the staff will be more involved in education and the publication frequency is lower. Without external research funding, a lecturer has up to 20 percent of their total working time for research and a professor has up to 50 percent for research financed by the faculty board (internal financing). Depending on the financial situation of internal research funding from the faculty board, these figures can be lower.

Good performance may also be rewarded annually during the salary review. Salaries are specific to each faculty member and it is possible to seek a higher salary without promotion. Changes in salary are related to the individual's contribution to the mission and strategy over the previous year. All employees meet the head of school in an annual meeting, separate to their appraisal to present their achievements and thus create *grounds for a salary negotiation*; see Appendix 6.4.

Orientation, Guidance, and Mentoring of Faculty

New faculty are aligned to and become members of subject groups and, as such, are connected to directors of study who oversee their welcome and orientation to the group. KAU holds Introduction Days each semester for new staff, in both English and Swedish, and has a website with information for new faculty, with additional information for those arriving from overseas. KBS has a process for welcoming with a checklist to ensure that every new faculty member receives the appropriate practical and academic information to start their new employment.

Following their introduction to the university and KBS, faculty members are able to access a number of training courses and areas of guidance to support their specific needs. The University's Pedagogical Unit (UPE), Grants and Innovation Office (GIO), International Office (IO), and Library offer courses and support information in teaching, research, international exchanges, and support from the library. In November 2020, the GIO and HR departments will launch a new university wide mentoring program for researchers, where researchers can apply for support to help them develop and maintain their research profile and activities. The program will not be exclusively about the knowledge of the profession but also about the ability to build meaningful relationships between the mentee and mentor and to allow the space for wider elements of support to be considered.

KBS faculty members and professional staff in each discipline meet every month. These meetings are led by the director of studies and the head of subject/subject leader. The agenda items for these meetings are related to the current issues connected to KBS' strategy. All faculty members and professional staff in the school meet every year for a two-day meeting to discuss strategic issues.

Although these meetings are important for mentoring faculty, other mentoring takes place in subject groups and research groups. Having these smaller groups is perhaps the most important means of guiding and mentoring the faculty. They are always led by the most experienced faculty member within a certain competence area.

Diversity and Inclusion among Faculty

KAU and KBS strive to operate as a university and business school with a positive equality profile, characterized by high quality and fairness. We believe all faculty should experience equal treatment and opportunities and not be discriminated against or exposed to unacceptable behavior based on their background, gender, or beliefs. We aim for our gender distribution to be equal; all teaching and research staff in the school have received training in gender perspectives at a school level, and some also at the subject level, to integrate this into their teaching and research; see Appendix 6.5 and KBS code of conduct in Appendix 1.4. To enable faculty members with families to fully participate in academic life whilst caring for children, the Swedish state offers generous support for both parents to take parental leave and share child-care equally; see Appendix 6.6. This allows both female and male faculty to concentrate on their careers and working lives. By law, we are not permitted to trace and record the ethnicity or nationality of staff; however, KBS seeks to develop an international staff profile in order to enhance our reputation. Advertisements for new roles (where appropriate) are available in Swedish and English and posted both internationally and nationally. Information for new staff is available in both Swedish and English, and additional specialized information is available for staff such as moving them and their families from abroad to Sweden. Both Swedish and English language courses are available to staff. Deans, heads, and staff working in areas such as student services (which includes the KBS's study and career counsellors and development lead for internationalization and quality) undertake specialist training in LGBTQ support to be able to support staff and students appropriately.

Planning Faculty Resources

Faculty resources are planned four times a year. In October–November, the basis for the following year's budget is produced. The directors of studies and the head of school are heavily involved in this work. However, all employees with certain responsibilities for education and research are involved to guarantee that all special qualification needs are met. The allocation of the governmental funding and the existing research grants are known in this planning, as described in Standard 3. The size of the administrative support is decided once a year and does not normally change. It also applies to the school responsibility for the costs connected to it. One variable factor is the size of external research grants that can be obtained at any time of the year. This means that the budget and faculty resources have to be revised, which is done three times a year.

The fact that approximately half of the grants in the research budget come from external research funding could make it difficult to guarantee that sufficient faculty resources are available. However, even if the external funding is derived from different sources and connected to different projects, the researchers send applications for new grants regularly and the total budget does not vary over time as much as one might assume. The variation is only marginal and this can be addressed by hiring academics from other universities on an hourly basis. When all Swedish universities have the same situation concerning the sources of funding, this issue is resolved with mutual understanding.

The hiring of new academic staff is connected to strategy

demand for capacity. Demand is created from replacing faculty who have left, support for new research projects or teaching programs. We use the expected outcomes from our mission to drive a strategy for recruitment and building strength in key areas, for example, the need for Professors in Economics and Accounting to lift the research capacity. More recently, to target our recruitment on faculty who can contribute to the proportion of scholarly academics, which maintaining our commitment to quality teaching staff for our students and programs.

Faculty Performance and Intellectual Contributions

The faculty members have at least two meetings each year with the head/deputy head of school. One of the meetings is the employee performance appraisal dialogue, described above. The other is a performance evaluation connected to the salary negotiations, also outlined above. The performance evaluation in connection to the salary negotiation is a monitoring of the so-called individual competence plan, which is the result of the performance appraisal dialogue. Prior to the meeting, the faculty member and the head of school make assessments of the performance from the criteria in the salary review policy.

The salary review policy stipulates that a salary increase should be based on the following criteria:

- Performance: Responsibly planning, finishing, and monitoring tasks according to strategic and individual goals and with high quality.
- Competence: Carrying out work resulting in intellectual contributions (ICs) based on good knowledge combined with openness to new information, good insights into what the job demands, and according to rules and policy.
- Cooperation: Actively taking part in the university and school meetings, and having national and international networks, availability to colleagues, students, and society.
- Working environment: Contributing to a good working environment by sharing knowledge, feedback, and understanding to colleagues.
- Development: Contributing to the development of the school and actively working for own competence development.

To qualify for a salary increase, an employee should be able to show activities on each of the above criteria. Of course, the circumstances should be considered and the performance should be assessed based on the situation of each employee.

In summary, KBS with the support of KAU has well established processes and communication of those processes for the recruitment and support faculty members throughout their careers. KBS faculty have the opportunity to develop plans for both workload and development with both their subject area and with the leaders of the school. Capacity is built into the system to allow faculty members to engage in teaching, research, and administration, but also self-development activities. Opportunities exist for KBS faculty to achieve promotion and reward for supporting and furthering the school's mission. All of this takes place in a supportive, open, and diverse organization with inclusive mechanisms.

Achievements, Strengths, and Future plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
New online form for collecting staff engagement data and ICs allows the systematic collection of activities, engagement opportunities that can be used to share good practice, and dissemination of impact [via social media, for example].	EO2: Our education co-produces knowledge and abilities that make an impact on academia and private and public organizations
New online form for collecting staff engagement data and ICs allows the systematic collection of activities, engagement opportunities that can be used to share good practice, and dissemination of impact [via social media, for example].	EO4: Our researchers are co-producing knowledge and abilities that have an impact on private and public organizations and at society at large
KBS process for welcoming new faculty members	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment
KBS Code of Conduct	
HR Excellence in Research Award means improved conditions for researchers at KAU	
Data from AACSB feeds into employee appraisals to help develop a framework for discussions and support staff highlighting their strengths and achievements	

Strengths with potential to further improvement:

- Systematic data collection has led to increased awareness of faculty's engagement activities and ICs. Further opportunities may be identified for the dissemination of these where impact has taken place, which will contribute to the promotion of KBS both as a study place and workplace, and for our work in the wider society at large

Room for improvements and short-term plans:

- Extend data collection from KBS to CTF to collect a wider array of engagement and impact activities
- Update the KBS data collection system to provide more reporting tools

Future long-term plans:

- KAU has received the HR Excellence in Research Award, granted by the European Commission in recognition of our success in creating a stimulating working environment and excellent conditions for our researchers. Systematic work is underway to implement improvements and quality conditions for staff

Standard 7. Professional Staff Sufficiency and Deployment

Karlstad Business School (KBS) maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs and to achieve other components of our mission; we educate responsible professionals and conduct research with high societal impact.

Karlstad University Support Functions

Karlstad University (KAU) has developed a centralized system in order to provide an effective and equitable support service across the whole university for both faculty members and students. Support functions and administrative capacity are managed at the Faculty of Art and Social Science or central university level, rather than at the departmental level. The centralized organization of professional staff and services allows KBS access to highly qualified services and reduces vulnerability. KBS has access to more professional staff and services than would otherwise be possible. The resources available to the school are allocated in proportion to the number of KBS faculty and students and to support specific workloads. KBS is the largest department at KAU, with approximately 130 faculty members and 2,538 students, which entitles the school to a large portion of central services and administrative staff.

KAU participated in a benchmarking evaluation with three other universities of similar size: Linnaeus University (AACSB member), Mid-Sweden University, and Örebro University (AACSB-accredited). The outcome of the benchmarking was to increase the capacity of different administrative services towards a comparable size for all four universities. Each university hosts a business school of similar size to KBS. The process provided the opportunity to review the structure and roles of the administrative support and affirmed our belief that our business school maintains professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers to achieve other components of its mission.

The role of the university administration and central services unit is to provide support and services to the faculty, students, and related bodies. The purpose is to ensure that education, research, and external relations can run as smoothly and efficiently as possible. The university administration provides strategic and administrative support to the executive team and the university board. It reports to the Ministry of Education, the National Agency of Higher Education, the Agency for Higher Education Services, and other external actors. Executive education is not included in central services, as that is administrated through a company within the university: Karlstad University Professional Services (Uppdrags AB, see Standard 14). The University Administration and Central Services unit is headed by the university director and comprises:

- Campus Services
- Financial Office
- External Relations
- Education Support Services
- Business Support Services
- Human Resources office
- IT Department
- Communications Department
- Executive Office
- University Library

The heads of each administrative department form a management team lead by the university director. This team also includes the heads of the administrative departments at the faculty level, as described below. The University Administration and Central Services unit is located at the same level as the faculties under the vice-chancellor, see Figure 7.1 below.

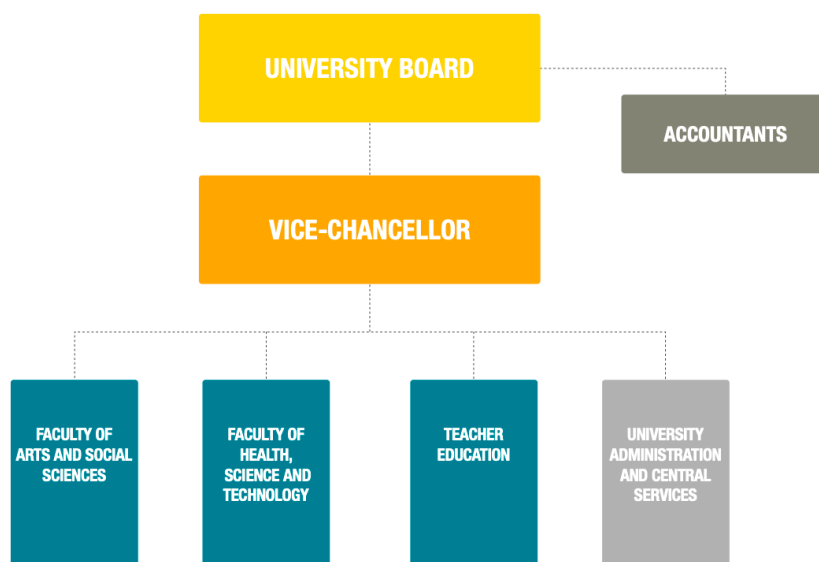


Figure 7.1: Organizational Chart of the University

There are also administrative departments (Figure 7.2) at the faculty level. The administrative department at the Faculty of Arts and Social Sciences supports seven departments, including KBS, as well as the faculty board and dean. This department, led by the head of administration, employs course administrators for undergraduate and graduate education, faculty accountants, faculty administrators, and administrative support for the heads of school.

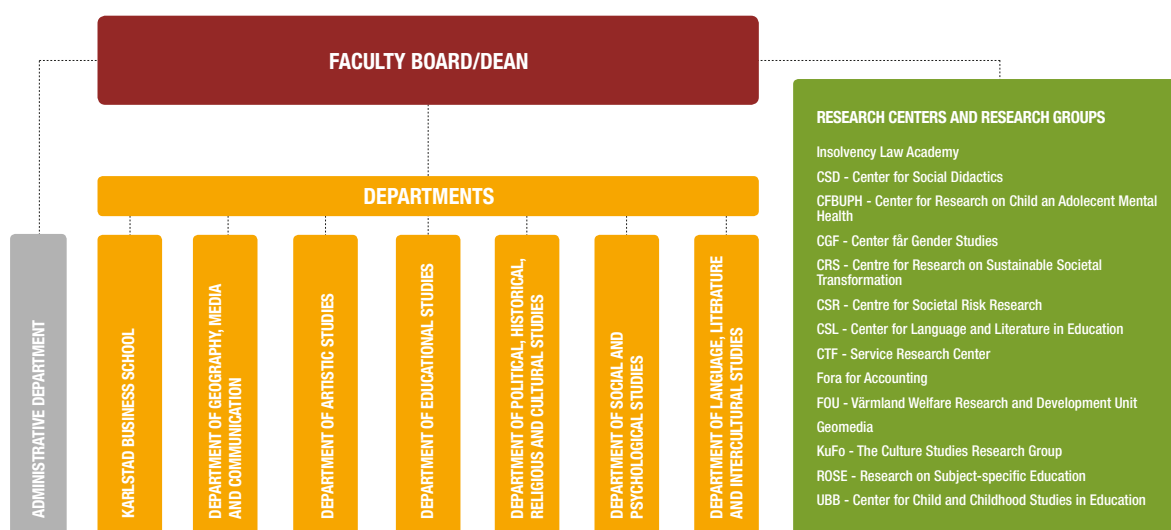


Figure 7.2: Organizational chart of the Faculty of Arts and Social Sciences

In addition to the support provided by the university administration and administration department from the faculty, the business school has the authority to allocate its own administrative resources according to its strategic needs and mission. Currently, these roles include (see Appendix 1.1 for tasks and assignments) the following.

The communications officer is appointed by the head of communications and part of KBS's management team and student team. Their aim is to support the mission by communicating, both internally and externally, who we are, what we do, and what we are achieving.

The development lead for internationalization and quality is part of the management team and is appointed in consultation with the head of school and head of administration. Their aim is to create the conditions for a greater degree of internationalization in our operations and ensure the strategic quality management system (QMS) works towards vision, a responsibility it shares with the deputy head of school.

The development lead for external relations and events is part of the management team and appointed by the head of school. Their goal is to create a sense of community and working environment where we communicate and celebrate progress as part of KBS's work towards mission and vision. This also includes project managing KBS events such as the KBS Day and the Sustainability Day.

The development lead for data analysis and accreditation is part of the management team and appointed following consultation between the head of school and head of administration. Tasks are decided by the deputy head of school/

person in charge of accreditation. Their goal is to understand the meaning of data and find solutions for the collection, management, analysis, and publication of information regarding KBS's operations, which is a requirement and condition to reach accreditation within AACSB and PRME.

Professional Staff at KAU in Support of KBS

Course administrators are employed by the faculty administrative department and linked to a respective subject group. Through this organization, all course administrators and subject groups are updated regarding the current student-related regulations and processes. Amongst other activities, course administrators ensure that students have all the information they require before and during their education. The distribution channel for the information is based on the needs of the respective education and student groups. In most cases, email, course websites, and Canvas (the online learning platform) are used. Course administrators also support KBS faculty staff, directors of study, program leaders, and course instructors.

Most central administrative departments provide KBS with professional staff who devote dedicated time to the business school. The exact amount of time does not depend solely on the proportion of KBS faculty and students; it is also adjusted to reflect the nature of the workload. An important example is the finance department. The school has proportionally more external funded research projects than many other departments. These projects require much more work with financial reports than all other activities, which therefore demand a great workload to support them. All services to the school from the university's common resources depend on what is required, not how the budget is constructed. The administrative departments are evaluated annually, and the head of school can influence the resources and the work content.

With regard to support for providing ICs, the faculty administrative department also employs administrators devoted to support researchers and PhD students. Their work tasks include support in financial matters in research projects, translations, communications, arranging conferences and seminars, and administration of PhD courses.

The Grants and Innovation Office (GIO), <https://www.kau.se/en/research/collaboration-researchers/grants-and-innovation-office/about-grants-and-innovation-office> supports research cooperation between the university and companies, organizations, and authorities. In addition to providing strategic support to the university and faculty managements, GIO staff offer expert advice to researchers in connection with research applications, and utilizing and commercializing products or ideas. The GIO works directly with researchers and cooperates closely with faculty innovation coordinators and project leaders responsible for running overarching university projects within the GIO's area of responsibility. The GIO actively builds relationships with funding bodies and provides expert support to research staff with every aspect of the funding application process. Its main aim is to encourage researchers to develop more of their ideas into full research projects and apply for external funding to support them.

The university has a team of study and career counsellors who are employed to advise students about their studies and plans post-education. The counsellors are allocated to specific programs, meaning that each program and student on a program in the business school has a dedicated counsellor with knowledge of the subject area. Four counsellors work for the business school programs and there are also advisors with special knowledge to help students with additional needs and health problems affecting their studies. Guidance is available to students before they finalize their choice of education, during the study program, at the end of the studies, and after the studies have been completed. However, resources are more limited at the university for helping students to plan for their careers after the degree (see more info in Standard 4).

In Sweden, *career advice* is offered by job centers, which are government institutions called Arbetsförmedlingen (employment agencies). The unions also offer advice on career development, wage statistics, and employment contracts. There are also regional, quasi-government offices that offer advice about entrepreneurship and starting a business. Swedish universities do not generally offer job-center services or specific career advice, but they cooperate with such services, while mainly focusing their efforts on study guidance.

The communications department is responsible for public relations, running processes, supporting operations and developing policies and strategies within its area of responsibility. The work is carried out on behalf of the university management and the faculties. The main areas of work of the department include internal and external communication, conference and event support, media relations and PR, student recruitment, marketing, internal and external websites, as well as digital media channels.

The admissions group within educational support service handle all admissions to bachelor- and master's-level programs at KAU. Eight admissions administrators work with issues related to the admissions process and review applications for courses and programs. All applicants for programs in Sweden apply via the antagning.se (in Swedish) or universityadmissions.se (in English) national websites and the applications are then handled by the respective universities in a national admissions system called NyA. The admissions administrators handle all questions regarding eligibility and exemptions from eligibility requirements (recognition of prior learning). The students' previous Swedish qualifications are obtained automatically in the national admission's system, whilst students with overseas qualifications upload their results to the antagning.se or universityadmissions.se website so that the administrators can evaluate them whilst processing their application. All work is based on the rules contained in the Higher Education Ordinance (1993: 100) regarding admissions. In addition to the Higher Education Ordinance, each educational institution has its own selection rules, which constitute the local regulations for admission. Requirements for education at bachelor or master's level are set out in the respective course or program study plan and all decisions on reviewing applications is based on these steering documents.

The school established an alumni network in August 2018 to provide services and support to graduates, which the university alumni service was not able to offer. For KBS, the main aim of the KBS LinkedIn page is to follow the progress of our former students and to inform them about our activities. However, the LinkedIn presence also supports the development of our research missions and lifelong learning goals. Incentives for former students to engage with the KBS alumni network may include creating a vehicle to build a professional network, leveraging their job search by finding other KBS alumni working in their preferred companies or sectors, keeping in touch with their former university classmates and, of course, staying updated about the activities of KBS. The alumni network enables us to improve recruitment and partnerships. It is also an opportunity to remain in contact with former teachers and students, our researchers, and current students. The alumni network is a way for former students to remain up-to-date about the most recent research and educational developments and to be invited to events at the KBS. In all, we have around 4,400 alumni since KBS was established. The KBS alumni network is available on KBS@LinkedIn since 2018: www.linkedin.com/school/handelshogskolan-vid-karlstads-universitet. Yearly events for KBS alumni include a get-together at the KBS Day in November to inspire students (see more information in Standard 4).

Executive Education

Karlstad University Professional Services (Uppdrags AB) is KAU's wholly owned subsidiary, which since 2004 has managed the business around all executive education assignments at the university. The company mediates, markets, sells, administers, and quality-assures the assignments. The university has employers as customers in the local, national, and international market. The assigned and commissioned education will develop and strengthen the grant-financed education at the university and contribute to the dissemination of research results. Uppdrags AB mediates all executive education at KAU and helps to:

- Increase external revenues
- Increase insights about global needs for education and knowledge
- Strengthen KAU's role as a regional engine
- Strengthen KAU's brand and attractiveness

Uppdrags AB's vision is to be the obvious knowledge bridge between academia and professional life, and their mission is to help people grow and organizations develop through our education and assignments. Coordinators work together with the subject group's directors of studies and course instructors to form the basis for calculation and marketing or responses in tenders and planning of the course. During the marketing phase, Uppdrags AB's communicator is responsible for producing materials and marketing the training in various ways. In order to be able to clarify the breadth of the university's range of assignment courses, the company is now starting to communicate more through film, both internally and externally. So far, the communicator has produced a marketing film for KBS course entitled "Facility management from a service perspective" and KBS uses KBS@LinkedIn as an additional channel to publish KBS offerings.

Management Processes for Professional Staff

The recruitment and hiring of professional staff are supported by the central university human resources office, who oversee all organizational processes, promotion of vacancies, and evaluation of employees. New vacancies are promoted via the university's external website. Interviews are held by department/service heads and new employees are assigned to a specific university/department service or office. KAU holds introduction days for new staff, in both English and Swedish, each semester and has a website with information for new employees. Following their introduction to the university, professional staff are able to access a number of training courses and areas of guidance to support their specific needs.

The professional staff participate regularly in both administrative department meetings and meetings with their school and subject group. This allows them to develop knowledge, skills, and exchange information between colleagues. The additional bonus of professional staff being part of both central university/faculty administrative teams and departmental provides a communication channel between departments and central services, and academics and administrative staff. All KBS faculty members and professional staff in the school meet every year for a two-day meeting to discuss strategic issues. The administration heads and heads of service heads follow the university's policy of conducting annual performance appraisals with all staff members.

In summary, KBS has access to a large supply of expert professional staff from support services around the university and the means to supplement this support with self-determined levels of professional staff within the school in order to achieve its mission. The levels of support are commensurate with that of peer universities in Sweden to assure that the supply is sufficient. The head of the school has an influence on the central professional staff to ensure support is maintained and deployed as appropriate to the school's requirements.

Achievements, Strengths, and Future plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
New and dedicated resources within KBS have established a process to provide current alumni data.	EO1: We offer the labor market competent and responsible professionals.
New dedicated resources and internationalization and corporate relations have generated opportunities for students to engage in increased activities.	
Gender equality training for professional staff	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment.
Erasmus+ English language training for professional staff	

Strengths with potential to further improvement:

- Dedicated study and career counsellors for students in the program allows for counselling by staff with specific knowledge in the subject area and labor market area. The study counsellors identify new trends in support for students, such as the impact of COVID-19 and isolation on a continual basis for students.
- The high level of employability of our graduates and the workforce in the region
- Professional staff participate in strategy development meetings

Standard 8: Curricula Management and Assurance of Learning

Karlstad Business School (KBS) uses well-documented and systematic processes for determining and revising degree program learning goals and for designing, delivering, and improving degree program curricula. The Assurance of Learning (AoL) process is implemented and supported by fora for discussions and decisions and a digital platform KBS@Canvas for sharing and learning via AACSB sessions and updates, AoL FAQ and Program Portfolios. The latter is used in curricula management and reports on the school learning outcomes tied directly to assessment data from AoL measurements.

Determining and Revising School Learning Goals

KBS's mission is "*We educate responsible professionals and conduct research with high societal impact.*" Through discussions and workshops with KBS's stakeholders (staff, students, advisory board, etc.) we defined the characteristics and skills of a responsible professional as follows:

- Responsible (in terms of self-management, equal and sustainable behavior (LG/LO 4), reflective and critical thinking (LG/LO 3))
- Professional (able to apply business knowledge (LG/LO 1), spoken and written communication (LG/LO 2), leadership qualities (LG/LO 5), and teamwork abilities (LG/LO 6))

These attributes define a KBS graduate, who will be a responsible professional when they successfully complete their education. Each characteristic and skill is translated into a set of six KBS-level learning goals (LG) and seven learning objectives/outcomes (LO) with corresponding 'AoL rubrics':

Karlstad Business School Learning Goals	Karlstad Business School Learning Outcomes
KBS LG 1 - Business Knowledge	KBS LO 1 - Application of Business Knowledge
KBS LG 2 - Communications	KBS LO 2a - Oral Communication KBS LO 2b - Written Communication
KBS LG 3 - Critical Thinking	KBS LO 3 - Analytical, Reflective, and Critical
KBS LG 4 - Responsible Behavior	KBS LO 4 - Responsibility
KBS LG 5 - Leadership	KBS LO 5 - Leadership Roles and Tools
KBS LG 6 - Teamwork	KBS LO 6 - Productive Collaboration

In the Swedish Higher Education system, LO are set at a national level. The first round of curriculum mapping of our programs concluded that all of the national LO were introduced, reinforced, and assessed within each program. However, it became evident that the national LO were not explicit regarding leadership. The LO focused on students leading themselves and their learning rather than the leadership of teams, business, or management skills. As qualities and skills that we have deemed central to our mission and the professional abilities of our graduates, we decided to explicitly highlight leadership roles and the ability to use leadership tools in a KBS LG/LO 5 Leadership skills and collaborate productively in KBS LG/LO 6 Teamwork skill. We then developed rubrics that would test the students' abilities to lead themselves, perform within a leadership role and use leadership tools, and collaborate productively. However, in 2017, as the program leaders worked through their measuring plans, they confirmed there was a gap in the teaching and assessment of these expanded leadership skills within some of our programs. In 2018, following the IACs concerns regarding KBS's mission, in the first iSER update we held a strategy workshop with the faculty, which resulted in a revised mission. We focused our mission further to highlight "high societal impact" and changed "responsible leader" into "responsible professional". However, as a central part of the original strategy, we still believe leadership is vital to our mission and we will therefore retain leadership qualities within our strategy as important qualities for professionals. In light of these changes, we are revisiting how leadership should be included in our LGs and where they should be taught and measured within our programs. See Standard 9 for a detailed description of each of KBS's LGs.

The *AoL committee* (AoL C) was established in 2018 to bring together a broader range of stakeholders (head of school, the KBS QM team, director of studies, program leaders, and head of subject group). This culminated in a group of 28 persons as the school representatives supporting the AoL process and activities whose knowledge, skills, and disciplines span all curriculum and operational areas/levels. The committee meets twice a semester to review school level results (direct and indirect measures) and make recommendations regarding common improvements/development projects towards mission, impact, and innovation. In addition, to promote and support colleagues who run the AoL work, the scope of responsibilities throughout the semester are to review and update (revisit learning goals, learning outcomes, curriculum maps, and rubrics) the AoL process, review school-level results and share good measurement practice, disseminate results and recommendations, review and implement improvements, close improvement loops, and support training for staff, such as planning for attendance and lessons learned from AACSB events.

At the school level, the *KBS program leader team* meets, as needed, for joint decisions, once per semester or less. The deputy head and development lead for internationalization and quality have a scheduled meeting with each program leader once per semester to plan and discuss measures, results, improvements, and other matters concerning the AoL process. Joint efforts on a school level have developed course materials and modules (part of course) to support course instructors and teachers. An example is that, as a result of planning the measurements, we identified the differences in “degree” of teamwork skills (LG6) across our programs, which means working together on a task and working in different roles to solve a problem. Consequently, one common action across KBS was to develop content and student assignments to strengthen the ability in teamwork. Another joint action is to use films, quizzes, and cases across our programs to support student active learning on the sustainable development (PRME) and strengthen the national program learning goal (PLG) to make assessments in the main field of study, informed by relevant disciplinary, social, and ethical issues as a part of our definition of responsible behavior. The KBS@Canvas system has been launched to support the AoL process (introduction with films, FAQ, measuring plans, design maps and rubrics) and effective learning towards KBS LOs. KBS faculty are able to share potential course materials such as films, cases, quizzes, and assignments to support and improve the quality in our education. In addition, all our joint material is shared such as our code of conduct, business processes, templates and documentation, slides from staff meetings, follow-up data on alumni, support in internationalization activities, and, last but not least, updates to be able to follow our strategy implementation and work with PRME and towards AACSB accreditation.

The process for determining and revising school LGs is summarized in Table 8.1.

Table 8.1 Summary of the process for determining and revising school LGs

Actions	Responsible/KBS fora	Input	Output/Outcome
Discuss school LGs	Program leaders Subject committee KBS Staff Day	Collaboration partners, KBS Student team, Alumni, External advisory boards	Suggestions - school LGs per program
Decide school LGs	KBS program leader team AoL C	Suggestions - school LGs per program Program portfolios	AoL rubrics
Revision of school LGs for a new five-year cycle	AoL C	Suggestions from various stakeholders for school LGs	AoL C minutes - decision on school LGs, AoL rubrics

Each program has its own *Program portfolio* and the portfolio brings together all the information around the program in one place, such as study plan, data, curriculum maps, AoL results, indirect measures, analysis, improvements and the supporting the quality assurance (QA) system (see Appendix 8.1).

Curricula Management

From the beginning of KBS’ AACSB journey, we decided that the essence of the accreditation should be embedded within KBS’ daily activities, roles, and fora across all programs, not just those in scope, thus providing a quality management system (QMS) that interacts and connects into our existing management systems and values. Embedding the activities in such a systematic manner generated efficiencies by not duplicating efforts, specifically the reporting of data and improved program cohesion through the Assurance of Learning (AoL) process. Driven by a joint mission and with degree programs in focus, the direct measures from the AoL are supplemented with indirect measures and a national quality assessment within subject areas.

In the context of the national QA assessment and the quality management policy at KAU, KBS’s curricula are assessed regularly. The Swedish Higher Education Authority (UKÄ) have been the quality evaluation body of subject areas in the past, which has resulted in intensive efforts to develop scientific writing skills at the school. An example are courses in scientific methodology developed for bachelor’s and master’s programs, which resulted in a significant improvement of the theses. UKÄ assessed the LOs in most of the main field of studies for a bachelor’s or master’s (60 or 120 credits) degree

between 2012 and 2015. This assessment was at the national level and involved all higher-education institutions in Sweden. Since 2017, the national QA system has been based on standards and guidelines according to the European Association for Quality Assurance in Higher Education and UKÄ has now delegated the responsibility to each university/higher education school in Sweden. Each institution's QA system needs to be in place and up and running in 2022 and KAU will be evaluated in the fall of 2021. The QA system at KAU is built on collaboration with two other universities in Sweden (Linné University and Mid University), called *Treklöver* providing KBS external peer review teams appointed to evaluate subject areas. In 2018, the following subjects were assessed: business administration, economics, statistics, and information systems. During 2019, the remaining KBS subject areas were assessed: law and working life science. Hence, all KBS' disciplines within the scope of accreditation have been externally reviewed. The *feedback from the panel of assessors* contains recommendations for improvements on three levels – must be improved, should be improved, and can be improved – which are incorporated as indirect measures of KBS' LGs in the AoL process. The outcome in terms of action plans from the subject committee are incorporated in program portfolios to be part of the holistic approach and to be able to gain synergies.

The PLG for all degrees in Sweden are defined in the Qualifications Ordinance, an annex of the Higher Education Ordinance, issued by the Ministry of Education and Research (see Appendix 8.2). The same types of goals (knowledge and understanding, competence and skills, and judgement and approach) are applied to all degrees, but there are always significant differences between the eight PLGs in the first, second, and third cycles that are related to scientific qualifications. There are also special goals for professional degrees related to the areas of study; that is, Master of Science in Business and Economics (240 ECTS). A student must demonstrate the knowledge and skills required for advanced, autonomous work in the field of business and economics. In the case of a general degrees, the same goals are applied to all main areas of study for degrees within the same cycle. The PLGs are applied to courses for which they are appropriate. They are normally graded then, but sometimes there are modules in courses in which the content related to the goal is introduced, but not graded. This often happens when the goal is not suitable for examination in the context in which it is presented. The PLGs are graded (g) or introduced (i) in the courses according to an *education matrix for a program*. The program leader is responsible for organizing the curriculum according to the PLGs. All education matrixes are determined by the faculty board of the Faculty of Arts and Social Sciences, in which faculty and students are involved. However, at KBS we have identified a number of ways that program leaders describe the goal alignment in the education matrix and the lack of progression between the different course levels: introductory, intermediate, and advanced. The latter was a recommendation for the university to improve as a result in the Treklöver quality assessment. Hence, the AoL system with introduction, reinforce, and assess/examine as grading has been suggested to the faculty with the aim of sharing good examples. The outcome in terms of action plans from the national assessment and peer review visits within Treklöver for the subject degree are incorporated in program portfolios to be part of the holistic approach and to be able to gain synergies.

We continue to maintain an active and positive relationship with *KBS's advisory board*, all members of which, based upon their respective perspectives, contribute valuable insights into what society's needs from education resemble and what expectations the surrounding world has on a business school in general, and KBS in particular. Hence, KBS's advisory board is composed of business professionals that indicate the need for specific skills in business practice and curricula content. In addition, some of our collaboration partners are involved in curricula design. Furthermore, some ideas are provided from private and public organizations through participation in regional and national *professional and academic networks*. When a new program has a strong industrial profile, such as the Real Estate Management Program, all stakeholders are involved. In other cases, the university uses its network of companies of professional organizations and the chamber of commerce. In addition, KBS seeks long-term relations when establishing collaboration partners. The academic standard of a curriculum is normally prepared through benchmarking with other schools in Sweden and abroad. In Sweden, all program curricula and course syllabi are public. Furthermore, the faculty members in different disciplines take part in meetings in *academic organizations for the main areas of business studies*, such as the Swedish Academy of Business and Management (FEKIS), the Swedish Information Systems Academy (SISA) and the Working Life Science Society (FALF). Moreover, *KBS alumni* are asked about the usefulness of their education for their career in the alumni survey from the Faculty of Art and Social Science.

General stipulations for PhD programs in Sweden are decided upon at the national level and provided in the Higher Education Act and in the Higher Education Ordinance. Each subject group follows a general study program for number of ECTS in the particular subject, compulsory content in curricula, and number of additional ECTS for selectable courses in doctoral studies. Individual planning and progression monitoring for PhD students is carried out in a digital individual study plan (ISP). The ISP comprises planned and finished activities, such as PhD courses, seminars, publications, and teaching tasks. It also contains information about progression in relation to the planned timeframe, which is monitored in the system by supervisors, examiners, and the head of school. The majority of the courses for doctoral students are organized in conjunction with other business schools. The frequent cooperation and contacts with other business schools promotes a consistent level of quality. An example is the Postgraduate School Management and IT (MIT), which has 12 member universities, each of which has a professor in the management team. MIT offers a basic range of courses to be included in the doctoral programs of the member universities in business administration and information systems. MIT has financial resources for employment of doctoral students and there are currently approximately 50 doctoral students involved, a supervisor pool, and an alumni network. All alumni within the network have graduated with a licentiate and/or doctoral dissertation within the framework of the research school's activities. The network organizes a conference twice a year at which all doctoral students gather together with their supervisors and former members. This collaboration is important for exchange of experiences and the network is a guarantee of good-quality education.

At KBS, the responsibilities for curriculum content and structure for revision and improvement are clearly defined. Each course has a *course instructor*, each module might have a head/team of module, and each degree program has a *program leader*.

At the doctoral level, the head of subject is the coordinator. All *suggestions or demands* for improvement are communicated to the course instructor, who analyzes the suggestions and designs strategies to improve issues that have been identified together with the program leader and department committee. *Course evaluations* at KAU are pursued after a course has finished, without exceptions. In the course evaluations, KBS students provide feedback regarding the workload, student–faculty interactions, learning effectiveness, etc. In addition, students are asked to answer questions about their opportunities to develop the knowledge, skills and other competences described in the Los; opportunities to demonstrate knowledge, skills, and other competences; time spent on coursework per week; and experiences with professional teachers and other staff. The *course instructor* is responsible for collecting, analyzing, and publishing an analysis of the answers and their planned improvements for the next course instance. Apart from course evaluations, students can always present their issues and suggestions on improvements to *KBS student team*, the head of school, or the deputy head of school as quality manager, either anonymously via the Student Union, phone calls, face-to-face meetings, or emails.

Each semester, the program leaders meet with student representatives in a program committee to suggest improvements based on course evaluations and other indirect measures. All degree programs have student representatives from each cohort in the programs, who regularly take part in the program committee with their current experiences in the programs. This helps the program leader take immediate action if things go wrong or to help teachers understand the need for changes that could improve the courses. Feedback from the program committee is presented and discussed during *subject committees*.

The direct measures in *AoL results* are aligned with KBS LGs and PLGs in the design plan of each program portfolio as one of many sources of information used to conduct curricula revisions. Indirect measures include students' course and program reviews and suggestions from alumni and collaboration partners in private and public organizations. In addition, in the end of the final year of the program, the program leader conducts a *program evaluation* and publishes his/her own *progress report on the program* to the Faculty of Arts and Social Sciences. Thus, the study program board can suggest curriculum improvements. The program leader *reviews and prepares the curriculum* for new courses or new content, in cooperation with faculty members, and discusses in the subject committee. When each course in the program is defined with a syllabus, the head of school will decide about registering the course. The education committee of the faculty board will finally decide about the syllabus. In the case of a professional degree, such as a Master in Business and Economics, the Swedish Higher Education Authority approves the first curriculum. However, KAU has the right to make changes once the right to offer the degree is awarded.

In summary, minor changes are embedded in the standard routine of course evaluations and continuously improvements. Major changes in courses and programs are discussed in the subject committee. Where appropriate, course instructors will update course syllabi and, if necessary, program leaders will update their Program Study Plan. When changes in course syllabus LO occur, changes in the education matrix are needed. All decisions are handled by the Faculty of Art and Social Science.

The curricula management is summarized and exemplified in Table 8.2 with the faculty–faculty and faculty–staff interaction in the curricula management process regarding courses in degree programs.

Table 8.2 Summary of the curricula management process

Actions	Responsible	Input	Output/Outcome
Evaluate subject, courses, and programs	Treklöver Students, alumni	Program LGs LO in course syllabus	Subject/course/program evaluations
Collect, analyze, and publish evaluation results	Course instructor Program leader	Subject/course/program evaluations AoL results	Suggestions for improvements
Suggest improvements	Students, alumni Professional and academic networks KBS faculty members KBS' external advisory board Study program board	Needs in society and organizations Intellectual contributions Feedback from Treklöver Progress report on the program	A suggestion or demand for change
Review and prepare the curricula	Program leader Subject committee	A suggestion or demand for change Program study plan Course syllabus Education matrix Program portfolios	Improvements in content or a new course in a refined or new syllabus
Decide on improvements	Program leader Head of subject Head of school	Improvements in content or a new course in a refined or new syllabus	Course syllabus for decision
Decide on curricula	Faculty of Art and Social Science	Course syllabus for decision	Course syllabus

Assurance of Learning (AoL) Process

The program leader is responsible for managing the QA at a program level. Thus, the program leader is also the primary voice and actor for AoL regarding the planning for the measurements, analyzing the AoL results from a program perspective, and reporting on implemented improvements. Furthermore, there are ongoing continuous improvement of program curricula and its courses in each subject committee and study program committee. See Standard 10 for a description of the curricula management process.

At the school level, *the quality management team* (QM team) works on maintaining the AoL process, aligning and integrating standards in the daily work and responsibilities in KBS. The QM team also provides support to program leaders with updates of the program portfolio, and sharing the lessons learnt and course materials on the digital platform KBS@Canvas. The QM team includes the deputy head/quality manager (QM), the development lead for internationalization and quality (DL IQ), the development lead for data analytics and AACSB accreditation, who joined the team in January 2019, and the AACSB administrator, who supports the team with aspects of data collection.

The planning phase for the AoL measurements begins when the program leader draws up their program's AoL measuring plan for the forthcoming semester. The *AoL measuring plans* are used to indicate where the KBS LO will be introduced (I), reinforced (R), and assessed (A) in mandatory courses. The program curricula are described with course code, mandatory and elective courses, ECTS, and – when the course is given at introductory, intermediate, and advanced level – during which semester and year in the program. See examples of AoL measuring plans in program portfolios (Appendix 8.1).

The program leader decides upon the appropriate courses in which the KBS LG best show the students' abilities and eligible progression; and thus, where in the program KBS LO can be assessed. At the course level, faculty members normally have detailed learning outcomes, which are addressed via the course syllabus and examined in an assignment (such as a task, presentation, case, or thesis) as appropriate measurement points. However, it is not necessary to choose an examination as a measurement point, a training or supervision session work as well. The program leader will discuss the measuring plan with the director of studies (who has the overall view of course instructors and teacher duties in all programs within a subject) and check with the respective course instructors to verify whether the measurement point can take place. The program leader and course instructor will communicate the planned AoL measurements to all of the teachers involved where the measurement is going to take place, either at the point of delivering the teaching plan or, at the latest, in good time before the course start. The appointed teacher is responsible for ensuring that the measurements will be executed. The course instructor is in charge of the collection of the measurement results and analysis from the course perspective (in certain cases it will be part of the course assessment, but not always).

The QM team prepare a rubric to support each KBS LO in the measuring at the measurement point in each degree program according to the measurement plan. On the school level, the QM team keep track of the overall *KBS AoL plan*, which is published on KBS@Canvas, for all faculty members to be able to follow progress in the AoL measurements and accomplished AoL results.

The collecting and analyzing phase for the AoL measurement is supported by using an *AoL assessment protocol* based on the *rubric for each KBS LG*. We use our digital platform KBS@Canvas to access each rubric to use and the AoL assessment protocol to report the result and reflections for each measuring point. The rubric indicates the number of students who have/have not met or exceeded expectations set for a particular assignment. The *design plan for each program* is used to document the AoL results according to the measuring plan. Hence, it is based on the same information as well as some additional information to support the design based on the results. First, we use the design plan to explain the link from our national PLGs, based on degrees at bachelor and master's level from the Higher Education Ordinance, to the KBS LGs. The national PLGs are set for subject areas such as business administration, which may be broader than a specific program area like international business. Mapping the national PLGs directly into the curriculum in the AoL design plan provides KBS with an opportunity to assure that the broader national PLGs can be assessed within each specific program. Moreover, it means that we can, for the first time, bring the quality assessment of the LO to a program level rather than a subject level. Second, we use three yellow columns to collect information on opportunities or develop those courses in which each of KBS's key perspectives (sustainability, gender, and collaboration) are embedded. Currently, program leaders use the AoL mechanism of I, R, and A to map activities within the perspectives and the progression into our curriculum. Thus, for each measuring point we will have the opportunity to obtain a systematic reflection; that is, the program leaders' overall picture of possible improvements based on the national requirements, as well as our focus on sustainable development, gender, and collaboration (including connections to industry and international connections) through our programs. The perspectives are connected to both KAU's and KBS's strategies. Thus, we are also working in alignment with KAU to develop and thread three perspectives. For the third, design plans are also used to highlight the inter-disciplinary nature of our teaching; and courses are highlighted according to which subject group within the school, or which department from the rest of the university provides the teaching. See examples of AoL design plans in program portfolios (Appendix 8.1).

In analyzing, course instructors should evaluate whether our students have learned what we say they should have and what we will do if they have not learned it. This could mean refining teaching approaches, allowing more time for tutoring, tackling difficult concepts in-depth, or introducing KBS LO earlier in the program within other courses, and/or enhancing the learning opportunities in the current course. The rubrics should help identify gaps in student knowledge, skills, behavior, and qualifications and alert the program leader to devise strategies to help students perform better. Therefore, the rubrics are used both in data collection and analysis. When the AoL results have been analyzed, a brief report on findings and lessons is sent in the protocol to program leaders and the QM team to solicit their reflections and ideas for improvements.

The *program portfolios* are updated by the QM team with the AoL results populated in the AoL design map for each program. Each portfolio is published on KBS@Canvas for all staff involved in the program to view and a comprehensive source of information for new program leaders. Bringing all information around a program together allows the integration of material, focus upon a program and avoids the duplication of work; for example, data can be taken from the portfolio and used for a number of different activities, such as AoL reporting, faculty reporting, and presentations to the advisory board. For each measuring point, we have the opportunity to capture a systematic reflection and analysis within a holistic view of the program in the portfolio. The portfolio shows AoL results in relation to the PLGs and the additional skills expressed in KBS LGs, as well as our perspectives on gender, sustainability, and collaboration. Moreover, all indirect measures – such as *action plans* defined and decided by the subject group as a result from Treklöver, feedback from alumni, course and program evaluations, etc. – are captured here. The director of studies supports the AoL process by following up on *AoL results* and suggested improvements at the subject committee. Above all, the director of studies will ensure the appropriate distribution and prioritization of resources for the learning assessment and needs for improvements in the curriculum, as identified by the program leader from the AoL results and indirect measures in feedback from various stakeholders.

The improvement phase is based on AoL results at a program level as well as at a school level reviewed by the QM team in time for the AoL C. The changes and reasons for those changes on one program have been extracted and exemplified in the *AoL report on improvements*. The AoL C decides on development projects that are beneficial cross-programs and prioritized to receive funding (in hours) for producing re-usable learning resources for many programs. Financial resources are allocated by the head of school through the working hours of faculty members participating in improvement projects. Lessons learned from the AoL process and data collection rounds are also on the agenda for the AoL C.

Apart from changes in courses and programs, joint efforts at KBS level have resulted in communal course materials to support teachers, program leaders, and course instructors. For example, as a result of planning the measurements, we identified the differences in the “degree” of teamwork skills across our programs, which means working together on a task and working in different roles to solve a problem. Consequently, one common action across KBS was to develop content and student assignments to strengthen the students’ abilities in teamwork. In parallel, a new feature in @Canvas used as a learning platform in all our courses is developed at KAU to support self-organizing teams and the teamwork online.

In order to close the loop for a KBS LG/LO, the focus should be on the improvements made to enhance student learning. Merely collecting data through various measurements, however many times this is done, does not mean the loop has been closed. It is the actions taken to improve as a result of the findings made by analyzing said data that constitutes “closing the loop”. This means that, in order to comply with the standard, changes should be made to improve the curriculum based on the analysis of the learning objectives assessments made in AoL process. In order to close the loop, program leaders have analyzed the results from the first and second measurement cycles and the changes that have been implemented. This analysis is presented to and reviewed by the AoL C. An AoL report and AoL C minutes will be drawn up following the AoL C and the closing of the loop on all programs to identify opportunities for joint efforts at a KBS level, good practice to share, and/or adding new common KBS LGs and LOs. In conclusion, we closed the loop on all programs in scope by spring 2020, which is in line with our five-year plan and expectations for our first cycle of AoL.

To enable engagement, *the AoL Day* (which takes place at the beginning of each semester) is important. The KBS learning and sharing on teaching and learning has improved since the AoL day was launched in January 2019. It has been important to share the lessons learned from the AoL process and experiences from integrating KBS perspectives in education. Presentations for inspiration and collegial discussion across disciplines on students’ active learning opportunities, teaching effectiveness, and meaningful examination are central. Examples are shared in presentations with following group discussions and published at KBS@Canvas to be used in cross-degree programs. Teachers’ shared experiences can be used to develop their own pedagogical portfolio in support of application for promotion to distinguished university teacher, and certificates on teaching and learning effectiveness are earned by participating in presentations and dialogue.

The following topics were on the agenda at the AoL day:

- KBS sustainability perspective and focus on four of the United Nations’ Sustainable Development Goals (SDGs) towards responsible education, research, and collaboration within our commitment to PRME (Standard 1 and Standard 9).
- Student academic and professional engagement and opportunities to connect academic and professional experiences in meaningful ways by academic and professional settings in education (Standard 12 and Standard 13).
- KBS gender-mainstream perspective and using the “Respekt-trappan” online tool from one of the main and recurrent employing companies, SBAB Bank, in order to elaborate on the possibilities to integrate the tool in our education (Standard 9).
- Digital teaching and examination, as well as a hands-on tutorial during our Zoom session. Hence, a lot of features were demonstrated to involve students in the online classroom and to gain student-student and student-faculty interactions (Standard 10).

In the last year there has been a notable change in the culture within KBS. From the starting point in defining and shaping the AoL process we have worked with an involving approach. Drivers for the AoL measurement come from the program leader’s needs for improvements. However, the driver for the AoL process is teaching effectiveness. The engagement from staff has increased for every AoL day, from 66 participators in 2019 to 167 participators in 2020. In addition, the QM team also run *AACSB sessions* to which new members of staff or staff new to AoL are invited. *AoL updates* are communicated by the QM team in terms of a page on KBS@Canvas informing about news and results

during our journey towards an accreditation. KBS's mission and strategy guide our actions and events involving employees, collaboration partners, alumni, and students. Since 2017, we have established five new fora to discuss, develop, and align the management with operational business and our stakeholders. KBS work with student representatives in the external advisory board, KBS student team, student associations from degree programs, study program committee, and department committee. Table 8.3 outlines a summary of the AoL process.

Table 8.3 Summary of the AoL process and the QM team support

Actions	Responsible	Input	Output/Outcome
Review the AoL process School level AoL results Changes, and closing the loop Decide upon school-level improvements	AoL C	Program portfolios with AoL results	AoL Report: Improvements AoL C minutes
Plan the AoL work	QM and DL IQ Program leader	Program portfolio with AoL measuring plan	AoL measuring plan
Plan the staffing for AoL measurements	Director of studies Program leader	AoL measuring plan	Courses with measuring points
Plan the AoL measuring	Course instructor	AoL measuring plan Course data (number of students per program) @Ladok	AoL assessment protocol within rubric
Measure learning outcome	Teacher	AoL assessment protocol within rubric	Feedback to student AoL result
Report and analyze AoL results	Teacher Course instructor Program leader	AoL results (direct measures)	A need for improvement AoL design plan
Analyze needs for improvements and their impacts	Course instructor Program leader Head of subject group	A need for improvement AoL design plan Course and program evaluations (indirect measures)	Needs and impact
Develop and implement improvements	Head of subject group Program leader Director of studies	Needs and impact	Improvements (see section: Changes to Program Curriculum)
Update program portfolios	DL IQ	AoL assessment protocol AoL C minutes, indirect measures etc.	Program portfolio - KBS@Canvas
Enable engagement (AoL day)	KBS QM team KBS faculty members	Experiences and good practices to share from teaching, learning and examination	Presentations_ KBS@Canvas A certificate

The first full cycle of AoL measurements, collected between 2017 and 2018, is summarized in Appendix 8.3 and shows the overall school results per program in the AoL report on improvements. The AoL results are documented by percentage following the 'traffic light' principles, which indicate the number of students who meet or exceed expectations. If 75 percent of students meet or exceed satisfactory results, a green light is given and there is no compulsory action. If 60 percent of students meet or exceed satisfactory results, an amber light means a recommended review and improvements. Fewer than 60 percent of students meeting or exceeding satisfactory results indicates a red light, which means must review and improve. Some of the programs, such as International Business and Real Estate, following their mapping process, were unable to measure KBS LG5 Leadership. Hence, the use of KBS LGs are tailored.

The results from our first cycle of measurements show that the programs meet or exceed expectations in all KBS LOs at school level; the LOs highlighted in red show that there are some programs where performance was below expectations. Responsibility was the weakest performing skill – feedback from the course instructors was that the rubric was difficult to implement. Two outcomes from the AoL C meeting were to (1) use films, quizzes, and cases across our programs @ KBS_Canvas to support active student learning in the sustainable perspective and (2) strengthen the national LO to make

assessments in the main field of study, informed by relevant disciplinary, social, and ethical issues as a part of our definition of responsible behavior. This refined definition was then translated into traits, in line with our focus on four SDGs (within our work on PRME), and threaded into the KBS rubric for the KBS LG/LO Responsible Behavior.

The second full cycle of AoL measurements, which started in spring 2019, is summarized in Appendix 8.3 and shows the overall school results per program in the AoL report on improvements. The one-year master's programs in accounting and finance, marketing, and service management ended in spring 2019, so no further results will be collected from these programs.

In summary, after the first and second rounds of measuring, we identified changes both at a program and KBS level, as well as the AoL process level. KBS LG/LO are not used for every program. Other lessons learned include building time into the next five-year plan to have capacity to carry out a further measure a year later if there were any problems or gaps in the first round. The master's program in Economics recruited two students, who withdrew from the program before the measurement point; therefore, the program is highlighted in grey as there are no results to return. Working Life Science did not recruit students during the first cycle in 2017/18, but did in 2018/19 and therefore carried out their first AoL cycle a year later in 2018/19. This highlights some of the challenges we are facing with our stand-alone master's programs and forms the basis for our need to review our master's-level program offer. Some program leaders continue measuring beyond closing the loop in order to obtain a more significant sample and use the AoL mechanism to purposefully gather direct measures continuously throughout the program performance on an on-going basis rather than twice in five years.

Changes to Program Curriculum

As a result of the AoL process, we can state that KBS's integrated master programs with specialisms are more popular than our stand-alone master's programs (one exception is the master's program in project management). Having identified this fact, we can use our mission to drive development towards further specialism options for students on our integrated master's and build a portfolio of KBS programs that is more aligned and reflective of our mission. We have identified potential areas to improve around our advanced-level programs such as marketing of the programs and information to students of ICs from our prominent researchers. As KBS's student trend is to start working following completion of their bachelor program rather than commence a two-year master's program, we need to identify alternative student recruitment markets. For example, KBS, together with CTF, the Service Research Center, has established a suite of courses in fall of 2019 for practitioners at master's level. More work needs to be done in this area and we set up the first draft of 'the advanced-level plan' in spring 2020. The plan has an internationalization perspective, because (a) we have been working on improvements for the fee-paying international students, known as free movers (more than 80 percent of KAU's free movers study programs in KBS), and (b) we see the master's programs as an area of potential growth. As the programs are all taught in English, they are of strategic importance in expanding our cohort of master students, particularly of international students.

Following the AoL results and the review of the AoL process, *a number of improvements in curriculum* were identified, reported, and implemented at the course and program level, including (see per program in Appendix 8.3):

Achievements, Strengths, and Future Plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
KBS@Canvas provides sharing and learning on direct and indirect quality measures for each program	EO1: We offer the labor market competent and responsible professionals
An increased level of sustainability and gender mainstreaming in curricula	
Increased use of research publications and theoretical foundations in course syllabus	
An increased level of collaboration with public and private organizations in real-life cases	EO2: Our education is co-producing knowledge and abilities that make an impact on academia and private and public organizations
Program portfolios are shared and used in curricula management	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment
Best practices to share and learn from each other on the AoL day	

Strengths with potential to further improvement:

- Focus on Standards 12 and 13 and our best practices in AoL days for all teaching KBS faculty at the beginning of each semester to improve curricula and course syllabus
- The majority of KBS teaching staff are engaged in pedagogical and diversity initiatives.
- Semesterly meeting with the program leader, deputy head of school, and DL IQ to support program leaders
- KBS Staff Day, KBS Day, and Sustainability Day (all with focus on sustainability)
- Student surveys (+400 responses) on gender and sustainability, which resulted in the KBS Code of Conduct

Room for improvements and short-term plans:

- The course- and program evaluations provided by KAU are not working when teachers and students need to conduct additional evaluations
- Students cannot follow the overall improvement on the program – an online solution will be investigated
- To continue the dialogue with the Faculty of Arts and Social Sciences to use AoL documentation for synergies
- To improve the information and marketing of our advanced-level programs
- New traits in KBS LGs will be added for the next five-year cycle in line with KBS mission

Future long-term plans:

- A professor of sustainability and a portfolio of KBS programs and courses more reflective of our mission.
- The Faculty of Art and Social Sciences should pay attention to the needs of a transparent protocol with type of changes to give opportunities to map type of improvements in course syllabus and study program plan (for changes in revised study program plans for HRM & Working Life, IT-Design and Project Management, etc.)

Standard 9: Curriculum Content

Curriculum content is appropriate to general expectations for the degree program type and learning goals in line with Karlstad Business School's (KBS) mission: We educate responsible professionals and conduct research with high societal impact. The content of degree program curricula is a result of the curricula management processes, including generally accepted sets of learning experiences to prepare graduates for business and management careers.

Program Design

The program design in KBS and the curriculum content follow the national program learning goals (PLGs) and criteria stated in the Swedish Higher Education Act and Ordinance, which ensure that program content is appropriate for general expectations. The Higher Education Ordinance is a general framework that is consistent with the framework for European higher education within the Bologna process, which regulates how different levels should be designed. This ensures quality and mobility between Swedish degree programs and our programs are in line with general expectations in Europe.

KBS offer a range of bachelor's (see Table 1.4) and master's programs (see Table 1.5) in business administration, economics, information systems, law, and working life science, as well as doctoral programs. Overall there are five bachelor-level programs in scope for the accreditation (Business and Economics, Real Estate Management, International Business, IT-Design and HRM & Working Life) and six master's-level programs (Accounting & Control, Economics, Marketing, Project Management, Service Management and Working Life Science) and two doctoral programs (Business Administration and Working Life Science) for the first five-year period between 2016–2020. When the Swedish Higher Education Authority conducted its evaluation of higher education in Sweden 2012–2015, the discipline defined as the main field of study for degrees awarded from KBS at the bachelor's level and master's level was assessed and approved. The approval included an assessment of the learning outcomes specified for all degrees. Since then, the universities have been responsible for their own quality assessment system, which will be evaluated by the Swedish National Agency for Higher Education in 2021. Together with two other universities, Karlstad University (KAU) conducts the national assessment of our disciplines in a model called Treklöver, using a peer-review approach and with external professionals and students as representatives. The following disciplines within KBS were assessed and approved: business administration, economics, information systems, and statistics (in 2018), and law and working life science (in 2019).

In addition, a KBS forum and processes ensuring that curriculum content is appropriate to general expectations as well as more specialized expectations for each program are used in continuous improvements. Examples of forum and processes to be aligned in KBS Quality Management System (QMS) are:

- KBS advisory board with policy makers and practitioners from public and private organizations in a leader position.
- Program advisory boards with members from business and society to ensure that curricula are designed to ensure employable graduates with expected knowledge and skills.
- Benchmarking with national and international programs within the same field are carried out continuously by participation in national (such as FEKIS in business administration and SISA in information systems, to mention two examples) and international (such as PRME) networks and by the International Office when evaluating agreements and student nominations and by hiring new staff with previous experience from other universities.
- Assessment systems and frameworks with national evaluators in Treklöver and international evaluators in AACSB in order to benchmark our programs in a national and international context.
- KBS Assurance of Learning (AoL) process with the evaluation of programs based on direct measures as well as indirect measures from KBS stakeholders.
- KBS's process for providing current alumni data show that KBS students employability is very high and confirm that our programs are relevant in structure as well as content (see Standard 4).

The Swedish academic education tradition, with general degrees that focus on subject specialization, applies to KBS and to all Swedish higher education institutions. All programs at KBS are based on one discipline, which will be the students' major. In addition, all of our programs combine subjects within the program besides the 50 percent or more mandatory courses in the main discipline. In order to work towards our mission, we believe that combined and cross-disciplines programs are necessary to equip new roles to meet our future challenges in society. To gain a deeper understanding of the degree program's structure, see Standard 11.

Independent of the specialization, students receive a basic understanding of knowledge of business administration and economics. This also applies to the degree programs Real Estate Management and International Business. *Financial theories, corporate finance, analysis, reporting, and markets* in microeconomics and macroeconomics are included in the first-

year courses in marketing, financial accounting, management accounting, organization, and leadership. IT-Design has a similar content in their business administration courses, but not with the same depth; instead, it has different modules rather than courses and the program does not include any economics. HRM & Working Life covers the behavioral subject areas in business administration and an introduction to accounting and control. Knowledge about statistics and quantitative methods is something that has especially been developed in the Business and Economics program, where all students study courses in statistics to gain important analysis tools. Of course, the content differs depending on the different types of specializations. Students of marketing and service management gain more knowledge about survey data analysis. Students specializing in finance have to study mathematics. *Economic, regulatory, legal, technological, and social contexts of organizations in a global society* are mainly covered in the courses in economics. Business administration and law courses also touch on these aspects from different perspectives.

Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution, as well as group and individual behaviors in organizations and society, are dealt with in modules (part of course) such as organization, management control, and marketing and business development, all of which are studied within the courses in business administration. In the IT-Design program, the content of digitalization focuses on business process improvements, requirement specification, business by web, database and system design, test, tailoring of ERP systems, and so on. In other programs, the *technology agility* dimension is handled in terms of current and emerging technologies, application of statistical tools and techniques, data management, data analytics, and information technology throughout the curriculum, as appropriate. A new course in business simulation and analytics (applicable for students in information systems and business administration) will be part of the curriculum for IT-Design from the fall of 2020. On a basic level, the business administration courses cover understanding the role of technology in society, including behavioral implications of technology in the workplace and information technology impacts on business practices, such as data creation, data sharing, data analytics, data mining, data reporting, and storage across organizations. When studying the use of personal registers, the ethical use and dissemination of data, and privacy and security aspects are of special interest.

Social responsibility, including sustainability, diversity, and ethical behavior and approaches to management are an area that has been under consideration for many decades in Sweden, where labor laws have had an important impact on private and public organizations. Students in all degree programs in business administration will encounter this during courses about organizations. Public organizations have plans and reports about social responsibility according to different regulations and private organizations working hard to include activities concerning corporate social responsibility (CSR) in the annual reports. This is included in the financial accounting courses, but a more thorough analysis of corporate social responsibility is presented the first year of the master's program, as well as in the last year of the Business and Economics program. In International Business, there is a second-year course on Business Ethics and Sustainability. In line with KBS's mission and the sustainability work within PRME (Principles for Responsible Management Education), KBS will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership. In addition, courses in sustainability at undergraduate level are Business Ethics and Sustainable Business, 7.5 ECTS (FEGB34); Environmental and Natural Resource Economics (NEGB20); and Labor Economics, 7.5 ECTS (NEGB21). The latter covers the theory and practice of the supply and demand for labor, wage formation, compensating wage differences, human capital and efficiency wages and labor market organizations, education and the labor market, gender differences in the labor market, migration, integration and discrimination in the labor market, causes and consequences of unemployment, and active and passive labor market policy.

Courses at graduate level include Sustainable Business and Leadership, 15 ECTS (FEAD47), a compulsory course for all masters' students at an advanced level on sustainable development and leadership. The course deals with economic, social and ecological sustainability and the leadership and management required to achieve sustainable operations in organizations. The course provides a broad understanding of how ethics, core values, corporate social responsibility and sustainable development influence and create new scenarios for business development and leadership. Leadership and managing service enterprises, using personal resources, diversity issues and leadership styles (including authentic/ethical leadership) are also treated. Another example is Quality Management and CSR, 7.5 ECTS (IEAD01), which covers various perspectives on quality management and CSR as a global phenomenon to create a framework for sustainable and quality development.

As well, most of our programs have direct and indirect associations with sustainability, societal responsibility, and ethics. We use the AoL process to evaluate students' learning and how the perspectives gender and sustainability have embedded our programs as guidance to design of content and learning opportunities in programs. Real Estate Management is one example. Within the program, there are no courses that directly target sustainability and ethics. However, the sustainability, gender, and ethical aspects are integrated into modules and assignments in several courses in the program; some examples are provided below (see Appendix 1.3 for the PRME first progress report):

- Building technology basics/technical inspection and valuation of properties – energy consumption (which buildings account for about 40 percent of the world's total energy consumption), material selection, and construction processes are studied to avoid people being adversely affected by staying in unhealthy buildings.
- Investment and financing – the form of funding “green bonds” is addressed, which aims to increase and clarify green investments for both companies and lenders.
- Property valuation – the value of environmentally certified buildings are studied to assess how they differ from conventional buildings in terms of both function and value. The assessment of contaminated properties must also be calculated.
- Ethics and sales techniques – the importance of an ethical approach in a customer relationship.

- Property management – sustainability has addressed in the aspects of environmental classification systems of green buildings. Green leases are also listed where property owners and tenants jointly design a contract regarding how to reduce their environmental impact.
- Property management assessments – students examine a housing company's sustainability report based on the company's strategy and operations to analyze what they do well and what they can do better.

KBS students are also encouraged to write their thesis in the sustainability-related contexts. Students have shown great interest in the sustainability field over the past two years, resulting in 49 graduate/master's theses and 10 undergraduate/bachelor theses. Overall, during the same period there were 87 publications from KBS faculty in articles, reviewed conference papers, reports, book chapters, and dissertations. Intellectual contributions (ICs) with potential to be used in different form and shapes in our education.

All degree programs at master's level in the scope of accreditation, except for project management, aim to specialize further within the area of specialization in the bachelor's degree. The Project Management program is not based on a specialization in the area at the bachelor's level, but still has a research-oriented profile. There is no doctoral program in this discipline in Sweden and the students have to be accepted into doctoral programs in disciplines like business administration or information systems in order to be able to pursue research about project management. There is no purely professionally oriented master's degree at KBS. All degrees are highly research-oriented and prepare students for doctoral studies with content leading to a deeper understanding of the discipline studied. The courses address problematization to find research questions in combination with an analysis of appropriate scientific methodology.

In the business administration programs, all specializations include a compulsory extension about sustainable business and leadership besides the more specialized courses within the specialization. Furthermore, the two-year programs of 120 credits are research-oriented and include a course about current research in business administration. The one-year, 60-credit master's program is the prerequisite for the doctoral programs and the two-year master's program includes courses that may be counted towards a PhD. The programs with economics and working life science as their main field of study are organized in a comparable way to most specializations and, as in the business administration programs, there is an aim to prepare the students for research.

The scope of accreditation includes degree programs aiming at a PhD (240 credits) in business administration and working life science. Both programs have well-established collaborations with doctoral programs at other Swedish universities. Most doctoral students in the Business Administration program have been admitted to or associated with the Postgraduate School of Management, and IT started in 1999 with 12 member universities. The Postgraduate School in Working Life Science started in 2007 with 11 member universities. Both postgraduate schools offer courses admitted to doctoral programs at the member universities and arrange yearly conferences at which all doctoral students gather together with their supervisors and former members. This collaboration is important for exchanging experiences and the network is a guarantee of good-quality education. These nationally organized postgraduate schools are important for KBS research. They attract the best professors in the areas because the networks offer many opportunities for discussions and development of new ideas and to gather many doctoral students in the courses.

The way in which doctoral programs at KBS are organized in collaboration with other business schools and universities creates the best opportunities to acquire advanced research skills and research projects for a dissertation that has passed many critical reviews. The postgraduate schools are not the only way for doctoral students to find courses at other universities. All doctoral students in business administration have participated in courses such as multivariate statistics, qualitative methods, and perspectives on science and research. KBS offers doctoral courses to students from other universities and such invitations are also received from other Swedish universities. They also have the opportunity to attend courses overseas with support of Erasmus+. The doctoral programs require a specialization in a certain area within the discipline in the master's degree. This specialization will continue in the doctoral program, but it is also necessary to maintain a broad knowledge of the discipline. All courses have a scientific approach to the area of study. Articles from scientific journals are the most important sources when writing essays in the courses. The strong empirical approach to the research conducted to prepare for the dissertation will result in an understanding of the managerial and organizational contexts for areas of specialization. Most doctoral students gain employment within five years of completing their PhD. The nominal time to complete the PhD is four years, which means that 20 percent of their total time is available for duties at the department, normally teaching at basic courses. Some will also be able to pass the courses Teaching in Higher Education, which are necessary to be eligible for an employment as a lecturer.

Professional Skills

KBS provides a number of student–student as well as student–faculty opportunities for any teaching/learning model employed. KBS works with student-active learning, 40 hours a week with a mixture of teaching and learning activities. At KBS, the motto *“Knowledge is worth nothing without the ability to use it”* is clearly embedded within the AoL process and the implementation of KBS's Learning Goals in line with our mission to *educate responsible professionals*. Thus, the expected general knowledge is defined and explicit as a professional skill to demonstrate KBS LOs with the same or different importance in our degree programs. Assignments demand more (critical) analysis, solutions, and abilities. Professional skills are used to consolidate and communicate expectations from the school's efforts in the AoL process towards mission. See Table 9.1 for a presentation of each school LGs and Figure 9.1 for an overview. See Appendix 8.1 for examples from some programs with rubrics, AoL measurement results and improvements in curricula content and program design.

Table 9.1 School Learning Goals (LGs)

School LGs with focus on teaching and learning activities

Application of business knowledge: Our graduates will demonstrate broad general knowledge/considerable degree of specialized knowledge about business theories, laws and regulations, and methods as well as demonstrating substantial knowledge and understanding in their main field of study/the major. The aim is to translate knowledge of business into practice. Many course assignments have the character of case studies and aim to apply knowledge to real-world situations and even real-life cases together with practitioners. In addition, all students will meet guest lecturers during their studies, usually in the professional-oriented degree programs, such as HRM & Working Life, IT-Design, and Real Estate Management, and the accounting specialization in the Master of Science in Business and Economics.

Communication skills: Graduates will be able to communicate effectively in a wide variety of business settings, in writing and orally (being able to deliver speeches and discuss business issues within the main field of study/the major). All degrees will end with the writing of a thesis of 15 or 30 credits, depending on the degree. Academic writing skills are taught and practiced from the first semester in all degree programs. Almost all courses include compulsory assignments resulting in essays being presented, defended, and discussed orally at a seminar.

Critical thinking skills: Graduates will be able to interpret information and act analytically, reflectively, and critically in order to solve problems and argue for the best decisions supported by appropriate analytical techniques. Critical thinking skills must be both analytical and reflective to frame problems related to a real-life business case scenario and in the context of society. Courses covering scientific quantitative and qualitative methods are offered in close connection to the thesis writing and will develop thinking skills. However, it is also possible to get the students to reflect on the theories described by asking questions and start discussions. The teachers at KBS have a reputation for being available for students and involved in the students' work.

Responsible behavior: Graduates will show the importance of behaving responsibly. Their decisions will be based on high-quality academic and professional knowledge, demonstrating the importance of behaving ethically and showing social responsibility to be able to contribute to an economic development that is sustainable for the company as well as society at whole. Ethical understanding and reasoning are present in courses where specific issues are discussed, such as business auditing, marketing of certain products, advertising design, online interfaces, GDPR, and relations to the staff in human resource management. More generally, in all degree programs ethical behavior in research is introduced in courses about scientific method.

Leadership qualities: Graduates will be able to exercise leadership in work situations requiring collaboration. This may include the individual acts with the intention of taking responsibility for the graduate's own and the team performance, situations that require initiative to be taken in complicated conversations and negotiations; the ability to act in leadership roles and perform using appropriate tools; and the ability to handle diverse and multicultural work environments.

Teamwork skills: Graduates will be able to collaborate productively with others, functioning effectively as team members. They understand how diversity in skills and spontaneous group role behavior contribute to team performance, they are aware of their own impact on team collaboration, and they have basic tools for providing and receiving feedback on behavior.

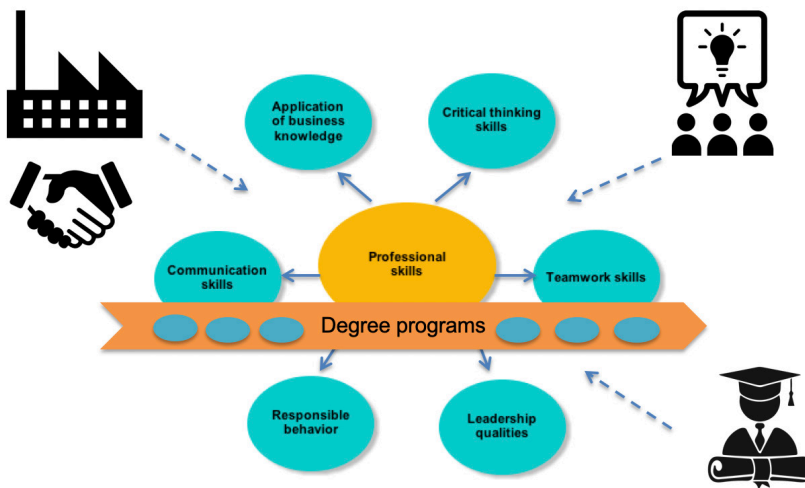


Figure 9.1: Karlstad Business School Learning Goals 2016-2020

In summary, requirements are met regarding general knowledge and general skills in content for each degree program at KBS. Due to the different focus in subject areas and PLGs, the progression differs between the programs. Hence, there is room for improvements and new possibilities to combine elective courses with cross-discipline content.

Pedagogical Models

The pedagogical models employed at KBS are adapted to each program goals, learning outcomes, and content. The general description of the pedagogical models is described below. More detailed information on the pedagogical models and approaches in each program can be found in our program portfolios (see examples in Appendix 8.1). The design plan for each program contains traceability from the KBS mission to the PLGs, KBS learning goals, perspectives (gender, sustainability, and collaboration), and content. KBS's strategy is to apply pedagogical models to achieve teaching effectiveness with a student-active learning and a meaningful examination (see Standard 12) as well as possibilities to connect academic and professional experiences in meaningful ways in education (see Standard 13). Education at KBS shall be characterized by high scientific and pedagogical quality. Hence, for us it is important to have both research-based and researcher-led education and thus, research experiences of the teacher staff and teaching experiences of the researcher staff.

To ensure that our programs are attractive to both students and our teaching staff we will *provide competitive learning opportunities* with:

- The use of KBS ICs
- Professional skills (such as leadership qualities) in education
- Assignments on challenges for sustainability
- Flexible forms (campus and/or online) and blended learning
- Collaboration with organizations, which facilitate interaction and co-production between students and practitioners and support students' career opportunities, networking, and work experiences
- Combined disciplines in modules/courses/profiles relevant to meet identified challenges in society

Some examples of pedagogical models are:

- The flipped classroom approach, where students learn course content independently before putting learnings into practice in class; this is useful for online delivery
- Real-life cases
- Real-life systems (such as @Visma.net), communication and learning platforms (@Zoom, @Canvas, etc.), tools (@Mentimeter, @Padlet, @Kahoot, etc.) and software development platforms (such as @GitHub)
- Co-production on methods, models, services, and ways of working in business
- Practitioners participating in role plays
- Global classroom opportunities
- Social-media-driven (for example, @Twitter) assignments for critical thinking
- Student online team work in @Zoom with break-out rooms for discussions and joint digital minutes in @Padlet and @Kahoot for knowledge check-up point/takeaway

See standard 12 with more examples on *teaching effectiveness*. Some faculty members have long experimented with digital delivery methods to support their teaching, but the collective experience of teaching online during the pandemic will accelerate this trend. Consequently, KBS is moving towards an even more blended program delivery and the longer-term consequence of the pandemic may enable more alliances between KBS and strategic international partners, global classrooms with joint teamwork for students, as well as shared degree programs. One current effort is to develop online teaching in information systems together with University Of Wollongong (AACSB accredited partner).

Another approach in KBS strategy is to work towards expanding the executive education and develop modules/courses for KBS's executive education portfolio with synergies to life-long learning and degree program education. In addition, the project ISE are developing tailor-made courses for industry based on the latest research by CTF focusing on value creation through services. There is great potential to use KBS ICs in education and gain synergies to life-long learning and re-use of modules in degree program curricula. The third opportunity is to adjust and re-use parts from the Industrial Engineering and Management program to increase the content of innovation, sales, and digitization of business.

In sum, curriculum content in all KBS programs is appropriate to general expectations. Our curricula management process (described in Standard 8) and KBS forum ensure that curriculum content is appropriate to general expectations as well as more specialized expectations for each program in the continuous improvement.

Achievements, Strengths, and Future Plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> ICs from the work within PRME in education The AoL Day encouraging KBS faculty to share online experiences and best practices in teaching effectiveness The process to provide current alumni data A new course in business simulation and analytics 	EO1: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> Partnership with @GitHub and @Visma.net New pedagogical models/tools, such as social-media-driven assignments on critical thinking, @Zoom for online teaching and @Kahoot for knowledge check-up point/take away 	EO2: Our education co-produces knowledge and abilities that have an impact on academia and private and public organizations
<ul style="list-style-type: none"> Research-based and researcher-led impact in education 	EO3: Our research is competitive with leading business schools in our areas of expertise
<ul style="list-style-type: none"> Co-produced ICs, real-life examples, identified challenges and solutions in private/public organizations to be used in education 	EO4: Our researchers are co-producing knowledge and abilities that have an impact on private and public organizations and at society at large
<ul style="list-style-type: none"> An increased focus on and engagement in pedagogical issues and participation in UPEs events (see Standard 12) and AoL Days (see Standard 8) 	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- The holistic and aligned QMS (KBS forum and processes) with opportunities to earn synergies
- The national evaluation in Treklöver and the approval of all KBS disciplines during 2018-2019 and the international evaluation in AACSB in order to benchmark our programs in a national and international context
- New content and modules are developed with potential for synergies between degree programs, cross-disciplines, and between executive education and degree programs
- KBS advisory board with an outside-in perspective as well as the support from KBS student team
- The high level of employability of our graduates and the workforce in the region

Room for improvements and short-term plans:

- To keep track of trends in business education by participating in AACSB events
- To update KBS Learning Goals in line with AACSB list of general knowledge and skills to emphasize content

Future long-term plans:

- Increase the flexibility in the curriculum management (structure) and the agility (readiness, behaviors and methods) to adapt to new circumstances with lessons learned from the pandemic
- To share and learn from experiences from the blended delivery mode as the new normal for KBS with changed pedagogical models and competitive online learning opportunities
- To look for digital savvy, competency for teaching, and agility and flexibility when recruiting
- To further increase interdisciplinary initiatives in education and research

Standard 10: Student–Faculty Interactions

Curricula at Karlstad Business School (KBS) facilitate student-faculty and student-student interactions appropriate to the degree program type and achievement of learning goals. In line with KBS's mission to educate responsible professionals as well as to conduct research with high societal impact - the dialogue is essential between KBS faculty, students, alumni, collaboration partners, and society.

Interactions in teaching and learning

According to a number of surveys (such as the branding survey of 2016), students at Karlstad University (KAU) in general and KBS in particular experience and *appreciate the culture of openness, informality, and open-doors to faculty/staff in daily operations, as well as the opportunities to partake in strategic direction*. The Student Union has student representatives in all Faculty of Arts and Social Sciences and management boards at the university to ensure that the student perspective is always acknowledged in discussions, analysis, and decisions. Thus, there is extensive student involvement and engagement at all levels in the university, the faculty, and the school. The open doors between students and faculty enable students to easily access KBS staff in general and support administrations since all areas are open to students and supported by online bookings and meetings. Our *close cooperation with practitioners* offers the opportunity to learn about the needs and preferences of the employment market. We believe in highly relevant scientific knowledge through education and research in collaboration with private and public organizations. This is reflected in our motto: *“Knowledge is worth nothing without the ability to use it.”*

Our *learning and communicating platform, @Canvas*, is used by teachers as a digital forum for communicating with students in their preferred learning style by providing feedback on assignments and assessments via audio, video, or text. Canvas is used as a communication platform to facilitate interaction within a degree program and courses. Teachers use the feature Planner@Canvas not only to plan, organize, and align units and lessons, but also to communicate with students. There is an opportunity to send messages to the entire class, one group, or to individuals. Teachers use course rubrics and AoL rubrics to score performance, but also to give students concrete feedback and actionable feedforward on assignments in relation to learning goals. Hence, students have access to relevant content and learning expertise through the learning platform, as well as direct contact in different kinds of course-related interactions. In addition, social media such as KBS@Facebook, KBS@Instagram and KBS@LinkedIn are used to offer an inclusive environment and foster a KBS-spirit as well as to invite alumni/practitioners to dialogue and co-production.

Opportunities for *student–student interaction* to facilitate learning are provided through such means as working in *team/project work, group tutoring, laboratory sessions, peer-reviews*, and seminars with *oral presentations and an opposition/respondent role*. Some courses are flexible, where students can choose whether to participate in lectures/tutoring on campus or through our *online learning platform, @Canvas*. The learning platform is used in all of our courses as a complementary tool. Thus, options to submit video, audio, or other evidence of achieved learning goals based on student–student interactions are provided despite delivery modes. Within courses, student–student interactions are provided and made explicit through study plans and/or instructions to assignments/examination, by *discussion boards* (to post ideas or collaborate on subjects); *course group folders* (course folders to add resources, or communicate through discussion boards, chat, and video conferencing); and *peer assessments*, where students create tests and assignments to become an active learner with possibilities to involve each other in critical reflections and comment on others' posts in a *common blog*. In addition, students can create *communities* using different social media/conference media platforms and invite others to collaborate on team work, projects, and *study groups*. Social media platforms are used as *online communication platforms* during courses and to facilitate interaction during studies in a degree program.

There are different degrees of *student–faculty interaction* to facilitate learning between students and teachers/tutors in *lectures and assignments*. The extent of *tutorials* varies, from courses with a lot of lectures and opportunities to contact teachers/supervisors via @Canvas for assistance in resolving course assignments, to courses with few lectures and a high degree of scheduled tutorials, *workshops*, and *seminars* for interactions with teachers/tutors. Professionals also deliver lectures and tutorials, as well as attending in *role plays*, workshops, and seminars when students conduct *real-life cases* in organizations or assignments in practice-related courses. Interactions occur in real-life/fictional cases and role plays; that is, when teachers and students are training/applying theoretical contributions in work situations and key professional roles (for example, in a court, test sessions, conflict management, and property transactions), in application/analysis of perspectives, ways of working and methods with instant *feedback and feedforward* towards learning goals. The latter is an example of students also being “involved” in research projects and networks that provide a meeting place for researchers, teachers, students, and practitioners with a common interest and joint knowledge development. Another example is a

poster presentation as part of examination, where staff and other students interact with the presenter in a joint knowledge development. In two courses – Marketing Strategies and Quality Management and CSR – KBS is used as the real-life case in order to involve students in our continuous development with some recommendations on strategies, hands-on advice, and suggestions for improvements from the customer's perspective.

Other examples of student–faculty interactions include Drivhuset, an *organization that facilitates innovations* and students to realize their business ideas by offering education, networks, and coaching. Drivhuset's goal is to create a positive attitude to entrepreneurship and get more students interested in realizing their ideas. Some of our degree programs have close cooperation with Drivhuset, which is involved with various activities. Examples of interaction are sessions with external lecturers who are either entrepreneurs or active in the field. By launching an idea at Drivhuset, the students gain the opportunity to meet like-minded people, both entrepreneurs and other actors linked to the environment, a meeting place for networking. There are also a number of *networks* in different subject groups, directing where students meet between different grades, and programs such as “ITQ”, which focuses on female students in IT-Design and the university at large, high-school students who will potentially study our program, and alumni/other professionals who work in the IT industry.

In summary, student–student interactions (measured by classroom observations and student's experiences) are supported and encouraged in our course syllabus and course design, as well as by students and faculty initiatives. In addition, student–faculty interactions (measured by review of syllabi) are supported and encouraged in our course syllabus and course design, as well as by faculty. Also see Standard 13 for examples on student-collaboration partners and network interactions as well as extra-curricular activities. Below, we give some examples of our interactions on teaching and learning:

- Lectures on campus and/or online (mainly teacher-driven and/or by guest lectures)
- Individual and/or group tutoring (student-driven) on problem-based/case assignments
- Real-life/fictional case/role-play/project (mainly teacher-driven and/or by collaboration partners)
- Individual and/or team laboratory sessions (mainly course assignment-driven) for students to practice specific skills in areas such as accounting, finance, marketing, mathematics, statistical tools and software development. Training is supported by senior students or teaching assistants.
- Coaching sessions (student-driven content) give the students opportunities (particularly important in large groups of students in order to be able to get a closer dialogue) to meet a couple of teachers and work on assignments, reflect, and receive feedforward
- Workshops (teacher- and/or student-driven content) gives students opportunities to work together with teachers/supervisors/practitioners on assignments
- Seminars (student-driven content) where the students are well prepared in oral presentations and students peer-reviews with reflections on their own and/or others' reports/solutions
- Networking and co-producing activities (teacher-driven content) with collaboration partners

Roles and Forum for Interaction and Dialogue

Students' feedback on completed courses, along with both student–student and student–faculty interactions in relation to the course syllabus and learning goals, is collected via the university's semi-automated system. The teacher responsible for the course (course instructor) makes an analysis of the result based on student comments. The course analysis is published on the course web page and sent to the head of school. Program leaders discuss and evaluate each course together with student representatives in the *study program committee*, which can lead to improvements and further development. Notes/minutes from the study program committee are discussed in the *subject committee* in order to improve and provide impact on the next instance of the course. One student represents at the next level, in the *department committee*, where all directors of studies are participating among other faculty members to make overall decisions on improvement and support to students at KBS. Thus, students are involved in interactions with faculty members who have primary responsibilities for program development, course development, course delivery, and evaluation to assure quality.

The Student Union appoints student representatives each year from the student associations as members of the *external advisory board*; those are also invited to the KBS student team meetings. The *KBS student team* is a cross-degree program advisory board in addition to students representing their own degree program type in various student associations, directed by the student union at the university. Thus, the KBS student team provides a direct channel between the management team to student representatives from each student association representing all of the degree programs at KBS. This channel was established in the spring of 2017; some examples of activities and results are workshops on skills and SDGs with our collaboration partners, two student surveys on sustainable development and gender equality, joint development with management and faculty members of a KBS code of conduct, and welcoming new students on their first day together with the head and deputy head of school. Another example is to obtain a student perspective on prospective strategic partners by sending student representatives on study visits (currently, one to Stockholm School of Economics in Riga and one to Università di Siena in Italy). Starting with two meetings each semester, the collaboration has increased to four meetings per semester.

A ‘gap’ was identified in the initial self-evaluation report (iSER June 2017) regarding alumni relations and lack of alumni data. Hence, KBS@LinkedIn was established in 2018. The main aim of the KBS LinkedIn page is, for KBS, to follow the progress of our former students and to inform them about our activities. However, the LinkedIn presence also supports the development of our research missions and lifelong learning goals. Incentives for former students to engage

with the KBS alumni network may include to create a vehicle to build a professional network, to leverage their job search by finding other KBS alumni working in their preferred companies or sectors, to keep in touch with their former university classmates and, of course, to keep updated on the activities of KBS. Some alumni are true KBS ambassadors offering guest lectures, events, and real-life cases in most valuable and close long-term collaborations.

We devote a large part of the agenda, in all fora at KBS, to quality and improvements in research and education with integration of perspectives such as sustainability, gender mainstreaming, internationalization, and digitalization. The KBS management are “a node” to collect and communicate close-to-business operation knowledge as well as strategic directions in discussions in and between all fora at KBS, the faculty, and the university. With this inclusive model, the student representatives are able to provide valuable input and their stakeholder experiences into the continuous improvement work and the better version of and future KBS, outside the classroom. An important part of the student–faculty interaction is the opportunities to engage students in the KBS strategic work in a dialogue and stakeholder analysis with suggestions for improvements by using KBS as a real-life case in courses.

However, there are still some ‘gaps’ when it comes to how to engage students in different fora to communicate and address issues between fora (dotted arrows in Figure 10.1), as well as how to engage ‘all’ their student association members in general, and ‘all’ students in particular. One solution is to establish an online forum, KBS student team@Canvas, in order to share documents, presentations, to-do-lists, a common event-calendar, and so on to be able to work in a more professional and efficient manner as well as to support the hand-over process when new students are engaged. We also have the opportunity to discuss and highlight issues between our monthly meetings through this forum. Another solution, which KarlEkon, one of the student associations in the student associations from degree program, provided for their members in spring of 2020, is an online “student-opinion form” to collect input from student program committees as well as individual students to forward to the KBS student team.

See KBS fora in the figure below (the new ones marked with turquoise ellipses) and the student involvement in KBS strategic and operational work.

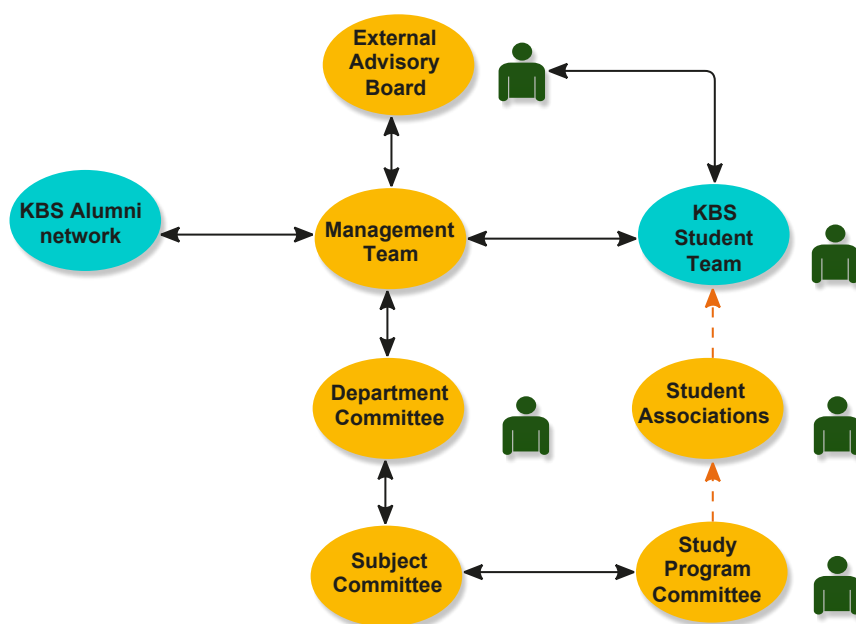


Figure 10.1: Fora in Karlstad Business School with student representatives.

New students at KBS are welcomed by and introduced to the vice-chancellor of the university. In addition, on the first day the head and deputy head of school present, among other things, the KBS code of conduct together with the KBS student team. The program leader, study and career counselors, and representatives from the faculty administrations then guide our new students to their study- and social environment together with the student associations from degree program (student associations representing KBS degree programs and appointed by the Student Union). The head of school and some program leaders have a pro-meeting regarding the first “festive weeks” with the organizing student associations from degree programs, to advise and support a safe celebration for all students. Hence, the culture of responsible professionals in an open and caring environment seen in our mission is implemented from the start.

Student interactions and opportunities to collaborate are important parts of the school’s mission, strategy, and educational activities. Our mission statement – *We educate responsible professionals and conduct research with high societal impact* – is emphasized in our expected outcome to offer the labor market competent, reflective, and responsible professionals. We also aim to co-produce scientific knowledge and abilities that makes an impact in academia and in private/public organizations. The latter emphasizes our ambition to collaborate, and one of the overarching goals is to provide *competitive learning opportunities* and KBS Learning Goals *leadership qualities and teamwork skills*. Table 10.1 provides examples of opportunities for student–student and student–faculty interactions to facilitate learning across all degree program types and delivery modes (on campus and/or online).

Table 10.1 Student-student and student-faculty interactions

Action	Role and/or forum	Support	Quality checkpoint
Program development	<ul style="list-style-type: none"> Program leader Student program committee Alumni and collaboration partners 	Program review Program study plan	Head of subject Head of school Faculty of ...
Course development and evaluation	<ul style="list-style-type: none"> Course instructor Subject committee 	Course syllabus Curricula	Head of school Program leader Subject committee
Course delivery - plan according to curricula	<ul style="list-style-type: none"> Course instructor Program leader Study and career counselor 	Curricula design	Program homepage Course homepage
Course delivery - instruction, content, learning process, dialogue and feedback	<ul style="list-style-type: none"> Teacher: lecture, tutoring, case/role play/project, coaching sessions, workshop Student/senior students: tutoring, peer-reviews, laboratory session, workshop, seminar Collaboration partner: lecture, case/role play/project, workshop, networking 	Course@Canvas Course syllabus Curricula	Course evaluation Alumni survey

Achievements, strengths and future plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
Establishing the KBS student team in addition to existing student involvement opportunities.	EO1: We offer the labor market competent and responsible professionals
New forms of student-faculty interactions supported and encouraged in course syllabus and course design, as well as by faculty and collaboration partner/network initiatives.	EO2: Our education are co-producing knowledge and abilities that has an impact on academia and private and public organizations
Varied forms of student-student interactions supported and encouraged by students and faculty initiatives.	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment
KBS alumni network.	

Strengths with potential to further improvement:

- The extensive and varied forms of student-student and student-faculty interactions.
- The various forms of student engagement and close involvement in the strategic directions of KBS.

Room for improvements and short-term plans:

- To implement the plan for student engagement throughout the degree program, starting in the fall of 2020, in a value definition game "The responsible professional" with focus on new students.

Future long-term plans:

- Develop blended and online forms of student-student and student-faculty interactions and KBS events.

Standard 11: Degree Program Educational Level, Structure, and Equivalence

Degree program structure and design, including the normal time to degree, are appropriate for the level of the degree program and promote achievement of high-quality learning outcomes. All programs at Karlstad Business School (KBS) resulting in different or the same degree credential are structured and designed to ensure equivalence.

Degree Program Structure and Level

In Sweden, the academic year has two semesters and comprises 40 weeks (20 weeks per semester). After completing their courses, a student will receive 60 ECTS per year. A bachelor's degree takes three years, or 180 ECTS. A master's degree takes one or two years, either 60 ECTS or 120 ECTS, depending on the degree for which the student is aiming. The Master of Science in Business and Economics takes four years, or 240 ECTS, and it is comparable with the one-year master's, which has a bachelor's degree as a prerequisite. The PhD takes four years after the one-year master's.

All programs in the scope of accreditation at KBS are full-time programs, except the Master's in Project Management, which besides the fall admission also offers a half-time program as an off-campus program online in the spring admission. The one-year master's degree in working life science is a joint program between Karlstad, Göteborg, and Borås universities. The general expectations are the same for all students towards a degree, regardless of program, delivery mode, time to completion, and location in partnership. This is regulated by the same national Learning Goals and Learning Objectives for programs defined by Higher Education Ordinance within the same degree level (bachelor, master's, and doctoral). 1.5 ECTS is equivalent to one week's full-time study (including scheduled lectures, seminars, supervision, and so on, as well as individual time for study, assignments, and examination), which is considered to be 40 hours. The number of ECTS, language, speed, and delivery mode are all stated in the syllabus, as well as learning outcomes, content, and examination. Normally, a student will have scheduled time between 10 to 15 hours per week, depending on the level of studies or whether it is lectures, seminars, or tutoring. Prior to a written examination, there will always be a week without scheduled times. Normally, advanced courses do not have as many lectures as basic courses. The number of teacher-led scheduled hours is lower in more advanced courses, in which students are more trained for self-studies. Furthermore, students in advanced courses require a lot of time to write papers and prepare seminars. The degree credentials from programs are all defined by course examination and the same demands on all students to reach the learning goals in order to graduate.

The degree program structure is often characterized by courses organized sequentially with 100 percent focus for students to study for five weeks and 7.5 ECTS or parallel scheduling with 50 percent focus on each course and studies for 10 weeks and 7.5 ECTS. The latter design is employed for courses that require a longer time span for the students to be able to apply knowledge and gain a broader understanding of different relations to other learning goals in the education or to different roles and contexts. Some degree programs include major courses for a whole semester and 30 ECTS, divided into sub-courses that can be viewed as a number of separate courses tied together into a specific topic or giving the same subject different parts or perspectives. Most of the courses in a degree program are designed with individual and team assignments during the course and a summative exam at the end of the course. As part of 'the new normal' during and post COVID-19, KBS has a flexible course design approach. Thus, there are no differences in the delivery mode. A number of online learning models are used, including blended learning in a combination of produced films, quizzes, etc., besides the traditional face-to-face classroom models/live Zoom lectures. The KBS Assurance of Learning (AoL) process is used in undergraduate and advanced levels with direct assessment of student performance, results, and analysis. All of KBS's degree programs are documented in a program portfolio to ensure equivalence in quality management based on both indirect and direct measures.

A defined and decided study program (program syllabus) articulates a recommended structure of courses for each degree program. All business degree programs in Sweden dedicate at least half of their ECTS to a main field of study (at least 90 ECTS) and with progression. The disciplines defined as main fields of study should always lead to progression of knowledge and abilities, which influences the definition of disciplines, to some extent. This is certainly the case for the business administration discipline, which comprises courses in what we usually consider the main subject areas within the discipline: financial accounting, management accounting, marketing, and organization and finance. In addition, there are courses within this discipline that are closely related areas to these subjects. However, most programs will allow for 50 percent of the courses to be chosen freely, according to the degrees defined in the Higher Education Ordinance. The recommended mandatory courses within a degree profile from KBS, as well as optional courses, are presented in

recommendations from the program leader as guidelines. This means that there is a flexibility for students to choose courses based on their own plans for a degree and, for at least one semester during the program, there are opportunities for international studies abroad or internships.

There is no compulsory attendance in Swedish higher education, and the course examination is the same, regardless of delivery mode. The first semester, and often even the first 60 ECTS, are devoted to a broad coverage of basic knowledge considered necessary for a degree program. However, progression of knowledge should be identifiable between the first and second semester. There are two ways for a program leader to design a program with progression. One way is to define prerequisites for continuation and specialization courses. For example, in a business program, students specializing in marketing are expected to have studied statistics. You can then define one or more statistics courses as prerequisites. You can also define a degree program structure, which makes it difficult for students to avoid courses that a business student should study. One example is the basic course in business law. It cannot normally be defined as a prerequisite for the courses in the main business administration field of study, but a student with a bachelor's degree in business would be expected to have the knowledge from that course. When we define the program structure, we do not plan for parallel courses that can be studied instead of the business law course. The third year of the discipline, which is the sixth semester of a bachelor's program, will always be a specialization within one subject area in the discipline. There is a requirement for students to have at least a 15 ECTS thesis in a Bachelor's degree and at least one 30 ECTS thesis in a Master's degree. This ensures equivalence.

KBS's bachelor's and master's programs look similar to other business programs in Sweden. This is especially the case for bachelor's programs, which have the same basic elements everywhere. This is necessary, depending on the student preferences. They are not attracted to degree programs that they cannot recognize when comparing different schools. There are always students who start degree programs at one business school and get admitted to another business school after a year or two. We are required to facilitate such movements in Sweden. The master's programs are more differentiated, depending on the research at different schools. The master's degree will have the same structure, with half of its courses within the main field of study. Our degree programs are planned for the entire period of one or two years, depending on the type of master's degree. This means that a student may leave the program structure and study something else, as long as this will not affect the number of courses belonging to the main field of study. When there are no prerequisites regulating the admission to the main field of study, the student can make their own version of a degree program. We are not able to specify prerequisites when courses are a part of the programs for broadening purposes.

The Master of Science in Business and Administration degree underwent a special evaluation by the Swedish Higher Education Authority before it started in 2012. There are some nationally defined demands on the content that are not specified in the Higher Education Ordinance, and the rules described above concerning bachelor's and master's degrees do not apply as each course in the curriculum should be included in the degree. Exceptions can only be made with the approval of the program leader. This degree program meets national requirements for how it should be organized. The PhD takes four years after the one-year master's and follows a study program for the degree credentials in the main discipline.

Degree Credentials

All time periods for completing a bachelor's, master's, and PhD degree are nominal. However, students will only have access to a course when it appears in the degree program, according to the curriculum. If a student fails an examination, he or she can re-register to complete the course and take the examination again. Courses given once a year will have three or more examinations per year, and courses given twice a year will have at least five. Examination opportunities for courses that are changed with a new curriculum or if a course is closed will not be guaranteed more than a year after they have been completed. When there are no such changes, a student can take a new examination whenever it is available.

Almost every course will have other examinations in addition to the written examination that will only be possible to take during the course. If a student fails or is unable to sit the examination, he or she must take it the next time the course is offered. Students usually sit the exams during the nominal time for the degree, but sometimes the prerequisites of more advanced courses will force a student to take a break in the program to catch up. A student who fails one of the courses during the last year must take a new examination after completing the degree program.

In order to transfer ECTS between other Swedish or international universities to KBS, the student must apply to the program leader, who will discuss the case with the course instructors who have knowledge in courses that are to be transferred, before the director of studies makes the decision. Students in exchange programs will have one or two semesters at a partner business school or a university abroad. The program leader, who will then decide about the transfer of transcripts, always approves such studies in advance and decides whether the learning goals of the KBS degree will be fulfilled or if the prerequisites of the subsequent courses will be met.

Efforts to Complete a Degree

In Sweden, students do not automatically obtain their degree when they have finished their studies. The student decides when to apply for the degree at the higher education institution with the most recent course that should be included in the degree when the minimum requirements have been met. Unfortunately, this leads to a number of students never applying for their degree certificate, meaning that the number of degrees awarded is lower than the number of students who have actually fulfilled all requirements for a degree. However, many of these students do not apply for their degree since they attained their first employment before they were finished with their education; this has become increasingly common, since students from KBS are in high demand for employment. It is a general problem in Sweden that students

do not apply for their degree. They do not get the degree automatically because the student often can choose which courses to include and, in many cases, also choose which type of degree to get. Swedish employers are surprisingly indifferent to whether students actually have a degree or if they show a transcript with a number of courses approximately comparable to what may give them a degree. Therefore, the statistics of degrees will not correspond accurately to the number of students who are admitted to the degree programs. In addition, our alumni data show that KBS students are employed soon after they graduate and the need for a degree certificate may not be at the front of their minds. However, interest in KAU's degree celebration has increased among students and the requirement to get a well-deserved presentation from the vice chancellor at this festive occasion is to apply for a degree certificate. Thus, KAU and/or KBS should use this occasion, as well the uncertainty within society, in campaigns to support students to take responsibility for their future opportunities on the labor market. To get more students to apply for their degree, KBS launched an information campaign in the fall of 2016. One of the messages is that it is common for students who have not graduated to get back in touch with the university when they have to change jobs after a few years. Then employers would like to see a diploma. The person may get the first job immediately when they have finished their studies or only have a few ECTS left, but when they want to apply for more qualified positions or simply change jobs, a diploma is often required.

Some students spend more time on their studies than our planned 40 hours a week, while others spend less and will not be able to complete their degree on time. Students can receive support from the study and career counselors in terms of individual study plans to be able to plan and follow up on their studies and exams. If students are diagnosed with learning disabilities, different support functions are offered to support studies and examination, as described in Standard 4. Students who, for various reasons, decide to drop out must notify their study and career counselors to register the break in @Ladok. The student counselors usually attempt to do some sort of following-up reasons when they decide to leave an unfinished degree program and there are usually quite rational explanations. The main reason is when a student wants to change to another type of education or to continue the studies at another business school in Sweden or abroad. For PhD students, the individual study plan (ISP) is approved by the dean and head of school and continually updated during their studies together with the supervisor. A staff appraisal opportunity is given once a year by the deputy head to follow up on progression, plans towards graduation, supervision, the environment as a PhD at the school, and their duty in education and the support from the AoL Day, etc. The number of ECTS required for the degree according to the general study syllabus for each discipline ranges from 75 (working life science) to 90 (business administration).

Achievements, strengths and future plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned below with EOs in the KBS strategy, followed by a brief comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> KBS mission KBS code of conduct Flexible and diverse learning and teaching opportunities are shared at the AoL Day each semester and used within KBS degree programs 	EO1: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> Further develop a culture of students own responsibility and student active learning 	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- Information on students who do not pass the program has been collected in the first year by the study and career counselors with results to drive and change their ways of working with guidance and support to students and program leaders
- Alumni as guest lectures can 'show-case' the importance of completing a degree to be able to hold various positions as practitioners and in academia

Room for improvements and short-term plans:

- A yearly campaign to get students to apply for their degree credentials
- To highlight the importance of completing a degree in the KBS alumni and collaboration partner interviews
- To increase the awareness of non-completion rate for the degree programs below the acceptance level from the KBS/KAU perspective

Future long-term plans:

- Evaluate the use of information and the possibility to follow-up on students who do not finish their program in order to give guidance to program leaders and the KBS management in terms of students applied to other programs at KBS/KAU, to other schools/universities, both national and international, or start working

Standard 12: Teaching Effectiveness

Karlstad Business School (KBS) has an appropriate degree of teaching effectiveness due to the investment of time and use of pedagogical models for actively engaging students in learning and meaningful examinations. Processes provide possibilities to enhance the teaching effectiveness of KBS faculty involved with teaching, across the range of its educational programs and delivery modes.

Evaluating of Teaching and Learning

Teaching by faculty members is conducted by a combination of lectures, tutoring, and assignments with a co-producing knowledge approach with practitioners as guest lectures, real-life cases, and professional settings and assessments. See Standard 13 for a variety of examples, and Standard 10 for a description of our interaction with students. Although the traditional lecturing, which ends with a written examination, has not been replaced in some programs, the teaching is much more differentiated, especially with assignments of different character, in combination with tutoring, workshops, and seminars. The development of digital techniques and blended learning, both in our online program and campus courses, uses a differentiated pedagogy for an efficient learning process.

KBS has a systematic, multi-measure assessment process for ensuring the quality of teaching performance and impact on learner success. *Course evaluations at KAU* are pursued after a course has finished, without exceptions. This is done automatically and anonymously and the results are sent by mail to the course instructor and to the head of school. The course instructor is responsible for collecting, analyzing, and publishing an analysis of the answers and their planned improvements for the next course instance. Students are asked to answer questions on their possibilities to develop the knowledge, skills, and other competences described in the learning outcomes; their opportunities to demonstrate the knowledge, skills, and other competences described in the learning outcomes; time spent on coursework per week; and experiences with professional teachers and other staff. The May 2019 version of the evaluation contained free-text fields in connection with each question. In addition, new free-text fields have been added for comments about what has been good about the course and for suggesting changes. In general, the course evaluation survey is not sufficient for gaining an appropriate answer rate from the students. Many teachers and students are using their own additional surveys to collect data and suggestions on improvements. The Faculty of Art and Social Sciences has initiated a discussion within KAU about how we can change and improve the system for course evaluations and increase the response rate.

Due to the weaknesses in the course evaluation system, many program leaders meet *student evaluation groups* in addition to the standardized assessment, in order to find out in more detail what changes must be made. The focus is on the learning process and learning outcome: the teacher–student interaction, the planning and content of the course with its mix of lectures and seminars, the balanced workload of literature studies, and work with applied assignments in groups or individually. Such discussions are held regularly, but not necessarily every time a course has finished. In particular, they are held when changes have been implemented and the teacher wants to find out whether they have been well received, or when a teacher wants to find out whether the students think that planned changes are a good idea. Each semester, the program leaders meet with student representatives in a *program committee* to suggest improvements based on course evaluations and other indirect measures. All degree programs have student representatives from each cohort in the programs who regularly take part in the program committee with their current experiences in the programs. This helps the program leader take immediate action if things go wrong or help teachers to understand the need of changes that could improve the courses. Feedback from the program committee is presented and discussed during *subject committees*. Indirect and direct AoL results are included in decisions on improvements in courses, as well as in the degree program. In some cases, the head of school will be informed, such as when important positive or negative feedback has been obtained. This provides important information and input to staff appraisals on faculty members abilities and needs for training or support. At the end of the last year of the program, the program leader conducts a *program evaluation* with the automatically and anonymously conducted KAU survey and/or a final meeting with all the students on the program. However, the answer rate from the survey is low and insufficient. Each fall, program leaders publish a *progress report on the program* to the Faculty of Arts and Social Sciences, resulting in recommendations or assignments on improvements from the Study Programs Board.

Twice per semester, the *AoL committee* (head of school, the KBS QM team, director of studies, program leaders, and head of subject group) meet and act as representatives for AoL activities whose disciplines span all curriculum areas. This is done to review school-level results (direct and indirect measures) and make recommendations regarding common improvements/development projects towards mission, impact, and innovation based on teaching effectiveness. In addition, in order to promote and support colleagues running the AoL work, the scope of responsibilities throughout the semester are to review and update (revisit learning goals, learning outcomes, curriculum maps, and rubrics) the AoL process, review school-level results and share good measurement practice, disseminate results and recommendations,

review and implement improvements, close improvement loops, and support training for staff (for example, planning for attending and lessons learned from AACSB events). The KBS management meet with *the KBS student team* four times a year, including all student associations in the school, to report on the AoL process and discuss suggestions for improvements. Cross-faculty suggestions and actions are reported to the *department committee* and if decided on the agenda for the AoL committee (AoL C).

The internal view of the process for evaluating teaching effectiveness at the school is described above. In addition, our external view is based on the national quality assessment (QA) systems, the practitioners' need for employable students, and the student union voice and interest in both the internal as well as external quality approach. The Swedish Higher Education Authority (UKÄ) has been the quality evaluation body of the subject areas in the past, which has resulted in intensive efforts to develop scientific writing skills at the school. One example is courses in scientific methodology developed for bachelor's and master's programs, which resulted in a significant improvement in theses. UKÄ is distributing the responsibility for a QA system to each university/school in Sweden. QA systems should all be up and running by 2022. The plan is to evaluate KAU in the fall of 2021. The QA at KAU is built upon a collaboration with two other universities in Sweden (Linné University and Mid University) called Treklöver. The outcome in terms of action plans from the national assessment and peer review visits for the subject degree is incorporated in KBS program portfolios, to be part of our holistic approach and be able to gain synergies. Some themes included in the national evaluation focus on teaching effectiveness in terms of learning, content, and the idea that teaching should rest on scientific foundation as well as proven experience. All teachers who are active in the education should be up to date with higher education pedagogical and subject didactics competence and the education should be useful for students and society. In addition, the Student Union should conduct a quality revision each year with *the Student's Dissatisfactions Report* (Studentfallsrapporten) regarding such issues as a lack of teaching effectiveness, compliance with regulations, and attendance.

Indicators to provide evidence of teaching effectiveness in delivery and preparation are:

- AoL results and alumni data on employability (direct measures)
- Course, program, and alumni surveys at KAU (indirect measures)
- Use of ICs (research-based and researcher-led teaching)
- Co-produced scientific knowledge (in research and/or in practice)

Teaching Enhancement

KBS provides development activities focused on teaching enhancement to faculty members in several ways. The University Pedagogical Unit (UPE) provides a program entitled *Teaching in Higher Education*, which is compulsory for staff aiming to apply for a permanent teaching position. If applicants apply without having this qualification, they will only be able to gain temporary employment limited to two years and will have the opportunity to finish this program. The Teaching in Higher Education program provides knowledge about *student-centered teaching methods according to the principles of constructive alignment*. This includes learning objectives linked to assessment and teaching activities, supporting students to meet course objectives and reach their educational goals. The course also includes development of *modern teaching approaches* and covers *asynchronous learning*, *digital learning*, and *student-generated content* to facilitate the transformation of courses to blended learning. KBS faculty members are adequately prepared to teach according to the compulsory UPE courses for teaching and one course for supervising doctoral and licentiate students or equivalent to be assigned as supervisor to a doctoral student and the possibilities to apply for an associate professor position.

In the *staff appraisals*, the head of school discusses course evaluations on teaching performance, pedagogical awards, and plans for further competence development, as well as possibilities to apply for a position as a recognized or distinguished university teacher. Teaching effectiveness is enhanced by an ongoing competence development of teachers and supervisors. One trend to be noticed at KBS is that more time for knowledge development is used to advance teaching ability. We have also seen increased external funding towards education, with a majority of teachers at KBS also conducting their research at the Service Research Center. Two major development initiatives are being pursued in this direction: a new program in innovation and service development at the master's level, and an education for professionals on advanced level (the ISE project described in Standard 14). This represents a great opportunity to achieve synergies with course development on master's degree programs and for executive education. The head of school discusses time and options for knowledge development and educational development initiatives with the director of studies at each subject group and the head of the subject group, as the latter is responsible for the development and future direction of the subject and, thus, the competence needed by staff. In the staff appraisals with KBS doctoral students the deputy head discusses the teaching workload (approx. 20 percent) and opportunities to use their area of expertise (ICs) in education, which are reported to the head of school.

Each year the Faculty for Art and Social Sciences allocates funds targeted to staff applications towards a pedagogical career; the head of school allocates the funding to appointed staff. In addition, KAU has developed a model and application process towards a promotion to recognized or excellent teacher. To support teachers, especially with the transition to online teaching during the spring of 2020, UPE has *pedagogical dialogues* (where staff earn a certificate of participating to be used in their pedagogical career), a *UPE report series* is published together with a yearly *UPE conference* on different topics related to teaching and learning effectiveness. KBS staff and management are well represented at UPE events and contributes as speakers (and active audience) in the UPE conference and authors in the report series to a great extent. KBS's continuous improvement and increased initiatives on teaching enhancement and student learning for a diverse student body. Besides pedagogical initiatives, KBS staff meetings and days, subject-/department committees, and research seminars, as well as some of the AoL days, focus on perspectives like gender main-streaming

and sustainability-integration in education. At the AoL day (January 2020), the online tool “Respekt-trappan” from one of the main and recurrent employing companies, SBAB Bank, and of our collaboration partner, was used and tested in order to elaborate on the possibilities to integrate the tool in our education. In addition, all of KBS’s subject groups have been working together with expertise on gender mainstreaming at KAU during fall 2019 on different initiatives on the pedagogical issues and perspectives to integrate that have been identified as the most important in their degree program and working environment. The bi-annual employment-survey results have been used as input to define an action plan for each subject.

In addition, KAU provides support to students to be able to participate on equal terms and conditions (see Standard 4), as a matter of good educational quality. The law aims to counteract discrimination and promote equal rights and opportunities regardless of gender, gender identity, or expression, ethnic affiliation, religion or other beliefs, disability, sexual orientation, or age. KAU has an action program for how to deal with discrimination, violations, and harassment. In addition, KBS’s code of conduct (see Appendix 1.4) is used by KBS faculty and students.

The KBS learning and sharing on teaching and learning effectiveness has improved since *the AoL day* was launched in January 2019 and the digital communication and sharing platform *KBS@Canvas* in 2018. The AoL day (see Standard 8) is a kick-off for staff each semester and an opportunity to high-light teachers’ experiences on teaching effectiveness and meaningful examination. Examples are shared in presentations, followed by group discussions and published at KBS@Canvas to be used as cross-degree programs. Hence, KBS’s approach is to share lessons learned. In focus on the AoL day are best practices of teaching effectiveness and possibilities to connect academic and professional experiences in meaningful ways by academic and professional settings in education (see Standard 13). In addition, the gender mainstreaming and sustainability perspective in teaching and curriculum has been on the agenda providing training opportunities and sharing course materials, films, assignments, and tools that are published and accessible for staff on KBS@Canvas. Participation in presentations and discussions at the AoL Day is rewarded by a certificate to be used towards a pedagogical career. At the AoL day in August 2020, UPE was invited to give a much-appreciated hands-on tutorial during our Zoom session. Many excellent features were demonstrated to involve students in the online classroom and to gain student–student and student–faculty interactions. The intention is to prepare and boost the KBS teaching staff for another online semester in course and program delivery.

To ensure that the professional staff/practitioners who are engaged in teaching have the competencies required for achieving quality, KBS works on the following strategies:

- Accepting requests or approaching well-known collaboration partners
- Accepting requests or approaching well-known alumni
- Using long-time relationships with practitioners in networks to participate in terms of guest lectures, real-life cases, and professional settings
- Using professionals from KBS and KAU in real-life cases
- Using a pre-defined requirement specification from the subject group when practitioners offers a guest lecture in order to define the need for participation in a course (the list is also used to appoint incoming partners)

In addition, in *the letter of intents* that KAU establish with collaboration partners, the involvement in education is defined. Thus, KBS needs to provide teaching opportunities in line with the agreement. In order to meet the requests on quality in education, the program leaders are involved when discussing the needs of the practitioner’s involvement in education and teaching opportunities. The participation is evaluated in the process described above as well as by the head of school when hiring professionals. This has resulted in the cessation of collaboration with organizations within KAU agreements, and also in not continuing to offer teaching opportunities to certain professionals/organizations.

One weakness to be noted is that not all of KBS teaching staff are participating in the pedagogical development activities mentioned above or in other continuous improvement and development initiatives on teaching enhancement and student learning. One explanation is that the major focus in staff duty differs from pure research, pure teaching, or a combination thereof, and differ between research and education between years. Thus, the focus on competence development must shift in focus or be likewise prioritized on teaching and researching. The requirements on research progression and career are still more explicit and prioritized based on the opportunities to external funding, so it might be considered less important to focus on pedagogical development activities. Hence, KBS needs to highlight and make explicit the requirements on and provide possibilities on pedagogical development activities.

KBS shares and learns together on innovative and effective teaching and learning practices that have had a significant, positive impact on student learning during our AoL days; some are communicated via articles on the KBS and KAU websites and on our digital platform KBS@Canvas. A *student active learning approach* is applied in KBS courses (see Standard 13); some examples are presented below:

- Self-organizing teams in projects and case-driven assignments
- Role-play
- Code review and other peer-review activities
- Students put in charge of a virtual company handling how globalization is challenged
- Use of Wikipedia where the students contribute to the knowledge development and using a critical thinking approach to correct sources in general and regarding Wikipedia in particular.
- Poster exhibition where students produce a poster on their work, resembling those produced by academics at research conferences.

One indicator in the KBS strategy is *competitive learning opportunities*. The school has an advantage in that there is great interest in pedagogical issues among KBS faculty members who “live” our motto. KBS has one appointed recognized/

distinguished university teacher (2016). Awards and other recognitions from KAU or the student associations from degree programs are an important and well-deserved boost for the teaching staff. Some examples are:

- Two faculty members were awarded “Best teacher at KAU” in 1998 and 2012 (bi-annual award) by Karlstad Student Union. Several KBS faculty members have been nominated over the years. Unfortunately, the list of nominees is not made public so the possibilities to celebrate are reduced.
- Two faculty members were awarded by the Karlstad Student Union initiative “Celebrate one Teacher” in 2019 – “*For your drive to teach and inspire students at Karlstad University, we would like to say thank you!*”
- Four faculty members were recognized as “Teacher of the Year” by the student association KarlEkon.
- Two faculty members were nominated for SISA’s educational award with a real-life case in collaboration with Karlstad Municipality in 2013 and the Swedish Consumer Agency in 2019.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized below and aligned with EOs in the KBS’ strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
An extensive and varied form of a student active learning approach in course syllabus and course design	EO1: We offer the labor market competent and responsible professionals
An increased level of collaboration with public and private organizations in real-life cases and assignments in syllabus and course design	EO2: Our education co-produces knowledge and abilities that have an impact on academia and private and public organizations
An increased level of sustainability and gender mainstreaming in curricula	
Increased external funding towards education and development initiatives based on research in area of expertise	EO4: Our researchers co-produce knowledge and abilities that have an impact in private and public organizations and at society at large
A new program in innovation and service development at the master’s level	
Education for professionals on an advanced level	
Increased focus on teaching and learning effectiveness shared within KBS and KAU	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment
A streamlined and systemized collection of best practices to share and learn from on AoL days and KBS@Canvas	

Strengths with potential to further improvement:

- Holistic and aligned quality management system with opportunities to earn synergies
- Extensive and varied forms of competitive learning opportunities
- Various forms of student active learning approaches applied in KBS programs
- Focus on Standard 12 in our AoL days for all teaching faculty members in the beginning of each semester
- Best practices on pedagogical development in the UPE conference has increased regarding contributions from KBS faculty members and participators from KBS in UPE events
- The majority of KBS teaching staff are engaged in pedagogical and diversity initiative and the degree of participation is increasing
- Opportunities to achieve synergies between course development on advanced level with improvements in undergraduate programs and possibilities for executive education

Room for improvements and short-term plans:

- The course- and program evaluations provided by KAU are not working, teachers and students needs to conduct additional evaluations
- Students cannot follow the overall improvement on the degree program
- Use KBS online form to collect development initiatives that focus on teaching enhancement and student learning for a diverse student body

Future long-term plans:

- Some staff members do not participate in pedagogical and diversity initiatives; therefore, participation in the UPE conference and the AoL day – possibilities with a “pedagogical ladder” (cf. KAU’s PhD ladder for requirements on research progression) will be investigated. A “pedagogical ladder” could be used to plan and communicate development initiatives on teaching enhancement and student learning beside a pedagogical portfolio. This would be used in staff appraisals, applications for a pedagogical career, and when applying for a position as associate professor.

Standard 13: Student Academic and Professional Engagement

Karlstad Business School (KBS) has an appropriate degree of student academic and professional engagement. Students are actively involved in their educational experiences, in both academic and professional settings, and are able to connect these experiences in meaningful ways.

Learning Approaches that Actively Engage and Include Students in Learning

KBS uses the digital learning platform Canvas¹ [@Canvas](https://www.instructure.com/canvas/higher-education) in all of our courses (Course@Canvas) to give students a flexible course design with blended learning opportunities and access to learning materials and guidance to the course literature. Thus, options to submit learning resources are used in terms of filmed lectures/guest lectures from industry /international partners, reading instructions, quiz and assignments to reflect, discuss, and comment on in lectures and supervision. Within courses, student-student interactions are provided and explicated through study plans and/or instructions to assignments/examination, by discussion boards (to post ideas or collaborate on subjects), course group folders (course folders to add resources, or communicate through discussion boards, chat, and video conferencing), peer assessments where students create tests, reviews, and assignments to become active learners and involving students in critical reflections. In addition, students can create blogs and comment on others' posts. See further examples in Standard 10.

Some examples of learning approaches in KBS portfolio are presented in Table 13.1, which actively engage and include students in learning as well as maintaining students' engagement in learning with a wide range of challenges and interactions. Some of the learning approaches below are also used as examination.

Table 13.1 Examples - learning approaches to enable learning

Learning approaches that actively engage student	Learning
Case-driven learning: To develop a problem description, to plan, to conduct data collection, analyze, and develop a solution	Understanding of knowledge development process
Case-/assignment-driven tutorials/workshop: To transform a student idea by working on the business case together with a supervisor	To further develop an idea or solution
Concept modeling: To visualize key concepts in a theoretical framework in order to define and explain the knowledge area	Understanding independently or together
Cross-expertise teams: To get students with different program backgrounds working together to solve, for example, systems integration problems from operational, informational, and technical perspectives	To gain holistic insights and an understanding together
Digital arenas: To provide students with an arena for source code collaborator; for example, by @Github partnership for IT-related education	Understanding in a working-life context
Digital interaction-/collaboration-tools: To provide students with communication platforms and software (for example, @Mentimeter, @Zoom, @Canvas, @Padlet, @Slack, @Discord, @GoogleMeet, etc.)	To independently join and drive discussions in class or together in teams
Digital quiz-/assignment-tools: To train students learning with a fun-factor in, for example, @Kahoot and provide guidance to the literature and course materials, as well as to get training in literature-based assignments	To learn independently and drive focus in further learning

¹ @Canvas is also used as a platform for dialogue within degree programs (Program@Canvas) and within KBS Quality Management System (QMS) for sharing and learning (KBS@Canvas).

Flipped class-room: To support students with instructions to course content and, for example, quizzes or assignments before putting learnings into practice in class	To learn independently and prepare for further learning
Interdisciplinary projects: To provide students with roles in cross-discipline assignments	Understanding based on a holistic view and by using different competences
Laboratory sessions/training: To provide time for students to practice specific skills in areas such as accounting, finance, marketing, mathematics and statistic tools and methods, or software development	Understanding independently and together
Modeling session: To apply methods and tools in a modeling workshop	Understanding based on working-life context, roles, and needs
Peer-review/code-/model-/solution: To give constructive feedback, both negative and positive, on another student's piece of writing/report/performance or student self-assessment	Increasing overall understanding, fixing bugs and design problems, and assessing the ability in practice and learning from one another
Poster exhibition: To produce a poster on the student-research process and the knowledge contributions, resembling those produced by academics at research conferences	Understanding by sharing and presenting knowledge
Project-based learning: To apply and/or play a role in a project and team	Understanding based on experiences
Real-life case: Organization and practitioners partake with needs and data, experiences, and environment to analyze into solutions and innovations	Understanding and experiences based on working-life context, roles, needs, and systems
Real-life context: Scenarios from society and organizations by recorded interviews with practitioner, real-life data, business models, systems, etc.	
Real-life systems: To be trained in systems used in industry during the program as preparation for their professional careers	
Role play: To act in a professional role/customer in an organization or professional setting	Understanding based on experiences on working-life situations, roles, and needs
Role play context: Teacher acts as the project client/stakeholder	
Self-organizing teams: To have students identify their own role and work independently towards problem-solving, needs, and solutions	Understanding based on the individual and team competences and abilities
Tutoring in groups/Coaching sessions in teams: To give students opportunities to drive the learning by questions and to learn by other students' discussions or to give students opportunities to meet a couple of teachers to work on assignments and receive feedforward	Understanding independently and together

Experimental Learning Opportunities

Our work in systemizing collecting and sharing types of student active learning opportunities and collaboration/co-production with practice is part of the AoL design plans, as well as KBS@Canvas. The AoL committee is responsible for supporting learning and improvements across KBS. Collaboration occurs at different levels, from participating in KBS events through guest lectures, bachelor thesis, role play and real-life cases, and co-producing new knowledge.

Some examples of KBS' portfolio of experiential learning opportunities for students to engage with KBS faculty and practitioners as active business leaders in local, national, and global contexts are listed in Table 13.2.

Table 13.2 Examples - experimental learning activities

Experiential learning activities in academic and professional settings	Engagement with KBS faculty and practitioners
Case-/assignment driven tutorials/workshop: To transform a student's idea by working on the business case together with a supervisor and practitioners to an elevator 'pitch' or further developed solution	KBS or collaboration partners, such as Grant Thornton
Global classrooms: Recorded or live guest lecturers by visiting professors, open international symposiums, and workshops	Researchers within PRME and related research projects
Modeling session: To apply methods and tools in a modeling workshop in organizations	KBS or local collaboration partners; e.g., Karlstad Municipality, SBAB, and the Swedish Consumer Agency
Real-life case: Organization and practitioners partake with needs and data, experiences, and environment to analyze solutions and innovations Real-life context: Scenarios from society and organizations by recorded interviews with practitioners, real-life data, business models, systems, etc. Real-life systems: To be trained in systems used in industry during the program as preparation for their professional careers	Collaboration partners, e.g. IKEA, Karlstad municipality, SBAB bank and the Swedish Consumer Agency to mention a few For example, @2c8 apps, @Visma.net, @Dolibarr, @Trello, @Projectplace, @Tobii Eye tracker, @FasAd, @Valueguard, @Datscha
Role play: To act in a professional role/customer in an organization or professional setting. With feedback from teacher or practitioners	Local collaboration partners from various real estate agencies
Global classrooms: Recorded or live guest lecturers by visiting professors, open international symposiums, and workshops	Researchers within PRME and related research projects
Guest lectures: From industry and public organizations, by, for example, invited alumni or requests from alumni to contribute with a professional perspective and experiences	Local collaboration partners (e.g., various real estate agencies, Karlstad Municipality, Löffbergs, Uddeholm, etc.)
Social media driven assignments: To follow @Twitter and take action	News in society and understanding from a critical thinking
Seminars: To present findings and solutions to practitioners in an organization or professional setting and obtain their views and feedback	Local collaboration partners Karlstad Municipality, KAU
Internships: To experience the work practice in an organization, the business and management context, as well as defined roles	International collaboration as well as local collaboration partners
Site visits/field trips/research/data collection in organizations: To experience organization, the business context, and defined roles	Local/national/international collaboration partners
Workshops: To provide opportunities to work together with teachers/supervisors/practitioners on assignments.	Local collaboration partners
Networks with practitioners: Co-producing activities based on guest lecturers, seminars, workshops and real-life cases from a certain industrial sector or from a certain group of practitioners/roles	IT-Design, Real Estate Management, HRM & Working Life, etc.

In some knowledge areas, such as the body of knowledge on business process management (BPM), few detailed studies are available that provide practical experiences from implementation. Therefore, in one course 14 different real-life cases are provided in a local or national context for students to perform a business process modeling session and analysis, in order to visualize, improve, and innovate business performance in organizations and bring together experience of BPM in practice. The collective experience in applying methods in practice will be published in a book, be used in research and used in education, provide advice, and extend the body of knowledge for practitioners, as well as in further developed methods to be used in organizations. Another example is real-life cases focusing on problems to solve with “services and IT” as content; that is, to apply theoretical foundations from curricula in practice. Representatives for each case organization are attending the final seminar, asking for questions and commenting on each teams’ pitch presentations and project reports. In the previous instance of this particular course, three organizations were represented by one COO, a head of department, and one owner and CEO. Hence, students are able to engage with active business leaders. Co-production in real-life cases are providing joint knowledge development, such as methods, models, services, and business models. In addition, the KBS management has been involved as management in real-life cases in courses on marketing strategies, as well as quality management. Thus, seven to nine student groups have been analyzing the school’s competitive environment (global, national, local), customers (that is, students) and developing marketing communication plans as well as implementation of the Quality Management System (QMS) and the focus on PRME. Thus, a rather extensive resource and source from students in three different courses with engagement in KBS continuously improvement has resulted in a number of recommendations – from the valuable customer view.

Where possible, guest lectures and seminars are filmed and used across program curricula. All of our degree programs offer internships and opportunities to study a semester abroad. Field research and field trips occur occasionally in some disciplines, such as information systems and working life science. At KBS, the motto “*Knowledge is worth nothing without the ability to use it*” is clearly embedded within teaching and assessment. Prior to our AoL journey we taught a compulsory course called Professional Skills on the Business and Economics program only. However, as part of the implementation of KBS’ six learning goals and AoL, we are introducing, reinforcing, and assessing key skills from the course across all of our programs in a systematic way. Thus, we will strengthen the students’ brand and employability on all of our programs and for all our students, rather than just a few.

Extracurricular Activities

In addition to participating in education, KBS has high ambitions when it comes to collaboration with committed organizations. Examples include a mentorship program, open seminars/lectures, and school breakfast/lunch lectures. In addition, student associations from degree programs at KBS are actively collaborating with practitioners and organizations. Some examples of extracurricular activities that occurs in different degree programs are presented in Table 13.3.

Table 13.3 Examples - extracurricular activities

Extracurricular activities by KBS or KBS students	Exposure to business and management
Campus fair: HotSpot is a student-driven event and a gathering for face-to-face meetings with public and private organizations to discuss CV reviews, recruitments, internships, and thesis opportunities	Local and national organizations and collaboration partners
Collaboration competition/assignment: Cross-program competition by the model for CRE8®, the competition aims to develop the surrounding society and is carried out for one day and ends with the participants pitching their solutions to a jury	Jernkontoret in Stockholm
KBS breakfast/lunch lectures: Cross-program event on themes consistent with KBS mission or degree program curricula	Local collaboration partners
KBS campus fairs: Event for KBS students (e.g. the KEY-day) from different degree programs arranged yearly by the student associations and together with KBS and collaboration partners in industry	Local collaboration partners
KBS day: Event for KBS faculty members, students, alumni and organizations in the surrounding society on themes consistent with KBS mission	Local/national/ inter-national lecturers
KBS program fairs: Real Estate students co-organize an annual Professionals day (Tillskottsdagen) together with Construction Engineers and Community Planners to strengthen good relations between students, alumni and industry.	Local collaboration partners
KBS sustainability day: Event for KAU faculty members, students and organizations in the surrounding society on themes in line with KBS mission and PRME.	Local/national/ inter-national lecturers

Mentorship: Experience from practitioners, the business context and defined roles.	Alumni and local collaboration partners
Networks: ITQ is a network focusing on female university students in IT, female high-school students who will potentially study our programs, and female alumni/other professionals who work in the IT industry. A recurring activity is the ITQ Day, where students from the university and students from local high schools are invited to meet female professionals from different parts of the IT industry who are good woman role models and participate in activities that can prepare and inspire more women to choose IT education and IT-related professions. In addition, the collaboration network between IT students and eleven local representatives from the national IT industry (SNITS) are arranging activities such as an IT-dinner where students meet future employers in a relaxed way, SNITS-lunch lectures which provide insight and inspiration about future working life, as well as study visits. Other activities include After school for networking with both entrepreneurs and other students, guest lectures clarifying how theoretical knowledge can be applied in practice, mentorships, internships and degree projects as an opportunity to practice skills in working life.	Local collaboration partners
Open seminars/lectures: Participants contribute actively in collaborative learning	National organizations
Startups: Some students work together within a discipline/cross-disciplines/-programs on a business idea to a startup company.	Drivhuset
Student site visits in organizations: To experience organizations, the business context and defined roles.	Local collaboration partners
Student training-initiatives/events: To provide time for students to practice specific skills in e.g. accounting, finance, marketing, mathematic and statistic tools and methods or software development. Opportunities to learn from the more experienced students or by practitioners are provided cross-disciplines/-programs.	Collaboration partners
Swedish championship in accounting: A national student event with a jury from the KBS faculty.	Collaboration partners
Thesis competitions in general or specific topics: Provided in several subjects.	National organizations
Workshops: The KBS student team arranges various workshops with practitioners, focusing on e.g. professional skills and sustainability. In addition, program related themes are focused and arranged within student associations.	Collaboration partners

Academic and Professional Engagement

KBS students are able to connect their academic and professional experiences in meaningful ways. The amount and balance between academic and professional engagement depends on the following factors:

- Degree program type – students' experience levels
- Program goal type – theoretical or practical expected learning outcomes
- Delivery mode – on campus and/or online
- Number of students – low or high

In summary, our work in collecting and sharing types of student active learning opportunities in AoL days and KBS@Canvas, and the international and national collaboration part as a perspective in the AoL design plans are part of KBS's efforts to provide *competitive learning opportunities* in degree program curricula as well as in extracurricular activities arranged together with students in general and the KBS student team in particular. The AoL committee is responsible for supporting learning and improvements across KBS. To ensure that our programs are attractive to both students and our teaching staff we will stress the importance of researchers' involvement in education, and vice versa. ICs should be used in teaching, focusing on assignments on challenges for sustainability, providing flexible forms (campus and/or

online) and blended learning, continuing the important collaboration with organizations, which facilitate interaction and co-production between students and practitioners and support students' career opportunities, networking, and work experiences. In addition, we will increase combined disciplines in modules/courses/profiles relevant to meet identified challenges in society. This is all in line with our mission, which is: *to educate responsible professionals and conduct research with a high societal impact*.

Appropriate pedagogical approach is one analytical lens with which to evaluate academic engagement (A) and professional engagement (P), as well as possibilities to connect academic and professional experiences in meaningful ways in academic and professional settings (A & P) in education. Appendix 13.1 provides an overview of the school level, highlighting the emphasis in courses of A, P or A & P in teaching and learning activities.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned below with EOs in the KBS strategy, followed by a short comment on strengths and future plans in line with mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> A curriculum that facilitate both academic and professional engagement 	EO1: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> New forms of student-faculty interactions in course syllabus and course design An increased level of collaboration with public and private organizations in guest lectures, real-life cases, and assignments KBS as a real-life case The use of ICs in education; that is, research-based education Shared lessons learned in competitive learning opportunities 	EO2: Our education co-produces knowledge and abilities that have an impact on academia and private and public organizations
<ul style="list-style-type: none"> Researcher-led education has increased 	EO4: Our researchers co-produce knowledge and abilities that have an impact in private and public organizations and at society at large
<ul style="list-style-type: none"> Focus on possibilities to connect academic and professional experiences in meaningful ways in education A streamlined and systemized collection of best practices to share and learn from on the AoL Day and on KBS@Canvas 	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- The extensive and varied forms of pedagogical approaches in curricula that actively engage and include students
- The relationships with a number of committed collaboration partners
- The use of KBS as a real-life case to gain synergies between learning, improvement, and engagement
- Focus on Standard 13 in our AoL Days for all teaching faculty members in the beginning of each semester

Room for improvements and short-term plans:

- International networking on possibilities with global-classrooms (for example, in information systems collaboration with Minsk and Wollongong).
- To highlight and celebrate intellectual contributions (ICs) on research as well as teaching and learning
- To highlight the AoL committee as "KBS innovation forum" where teachers can present any cross-curricular training /development ideas that can be allocated resources

Future long-term plans:

- A mentor program for all students at KBS (postponed to spring 2021)
- A KBS cross-discipline case/hands-on modules (part of course) from daily practices at management and operative level to support curricula in degree programs with SDG context-based learning (such as working on circular economy at, for example, IKEA and/or KBS)

Standard 14: Executive Education

Alignment to a Karlstad Business School (KBS) appropriate degree of executive education, as well as alignment to mission and strategy, has been implemented. An executive education management process has been defined to enhance new possibilities with synergies to degree program education and research. KBS executive education (activities that do not lead to a degree) complement teaching and learning in degree programs and intellectual contributions (ICs). The school has appropriate processes to ensure high quality in terms of meeting client expectations and continuous improvement in executive education.

Executive education is an important part of KBS's mission, strategy, and educational activities. Our mission statement – *We educate responsible professionals and conduct research that has a high societal impact* – is emphasized in our expected outcome of offering the labor market competent, reflective, and responsible professionals. Research and education at our school has the following purpose: To make an impact and thus contribute to the advancement of society at large. This presupposes an active engagement in contemporary societal development and close collaboration with the surrounding society. We act on problems facing the world today and analyze them with the most appropriate tools available. This sometimes involves cross-disciplinary approaches, so the school's broad set of academic disciplines and our connection to the university are important assets. The strategy is to provide executive education in selected areas and combine disciplines where our intellectual contribution (ICs) can add to the attraction in our area of expertise. Therefore, the school works towards expanding executive education with synergies to education and research. We currently conduct executive education on a limited scale, but with promising potential. The appropriate degree of executive education is decided and defined for courses/modules that contribute to our mission and provide teachers and researchers opportunities to develop and make an impact.

Overall, knowledge development and training for practitioner's life-long learning is an important part of the university's collaboration with the surrounding community. It is also an important way to utilize research results. Since the end of 2004, Uppdrags AB, KAU's wholly owned subsidiary, has mediated, marketed, sold, administered, and quality-assured all of the assignments at the university. Among the university's customers are employers in the local, national, and international markets. The assigned and commissioned education will develop and strengthen the grant-financed education at the university and contribute to the dissemination of research results. Uppdrags AB mediates all executive education at KAU and contributes to:

- Increasing external revenues
- Increasing insights into the world's needs for education and knowledge
- Strengthening KAU's role as a regional engine
- Strengthening KAU's brand and attractiveness

Uppdrags AB's vision is to be the obvious knowledge bridge between academia and professional life, and the mission is to help people to grow and organizations to develop through our education and assignments. Coordinators work on an outreach and long-term basis together with the subject groups' director of studies and course instructors to form the basis for calculation and marketing or responses in tenders and planning of courses. During the marketing phase, Uppdrags AB's communicator is responsible for producing materials and marketing the training in various ways. In order to clarify the breadth of the university's range of assignment courses, the company is now beginning to communicate more through film, both internally and externally. So far, the communicator has produced a marketing film for the KBS course Facility Management from a Service Perspective and KBS uses KBS@LinkedIn as an additional channel to publish KBS offerings.

KBS Portfolio of Executive Education

KBS provides several arenas for knowledge exchange and co-producing scientific knowledge with practitioners with different levels of education and positions in the private/public organizations in seminars, lectures, and network activities. Some of the arenas are open to faculty, students, and the public; others target practitioners and managers in a specific knowledge area. Our arena shows a variety of formats and initiatives from research centers, academies, groups, subject areas, and networks. We see potential in terms of engaged teachers, possible participators, and relevant content and activities for our executive education. Teachers in KBS education and executive education are also researchers, for example

in CTF Service Research Center, a multidisciplinary research center that is one of the world's leading research centers focusing on service and value creation through services. Thus, there are high potential in ICs to share and to further develop in co-production with different organizations. The Service- and Market-Oriented Transport Research Group (Samot), was formed in 2006 and is currently focusing on seamless travel enabling availability to everyday activities, contributing to the long-term and sustainable development of cities and regions. *Forum for Accounting* collects expertise from subjects of business administration and law to develop and strengthen research, education, and collaboration in the field of accounting. Economic accounting is growing in importance in several areas of society, such as sustainable development, but also in classical economics such as taxation, capital markets, and economic governance. *The Academy of Insolvency Law* organizes conferences and seminars with a variety of themes for all those interested in the subject: jurists and business economists in academia, lawyers, judges, prosecutors, economists, accountants, and other practitioners who want to follow current developments. *Tax Law* holds open lectures and seminars on tax matters a few times per semester. *The Academy of Citizens Oriented Business Development in Public* is an example of forum where researchers and representatives from different authorities meet to discuss the challenges society imposes on state administration, initiated research, and development in their own businesses, and consider the results of similar initiatives undertaken by other agencies. The starting point is issues of general interest, where everyone can learn from each other and contribute to increased knowledge support in business development, while at the same time giving research a guide to important development areas. *The Network of Process Orientation in Practice* (PoP) has a similar approach, where researchers and practitioners in public and private organizations meet with students for joint knowledge development in process-oriented business development. Membership of the network is offered to students in degree program and participants in executive education. The main network activity is to co-produce agile methods in order to meet challenges in practice.

The above examples show the baseline for increasing the quality of student learning in degree programs and support the generation of ICs from faculty. Similarly, executive education is enhanced by the degree program and scholarly activities. KBS provides a wide range of different types of executive education in our portfolio and delivery modes such as lectures/seminars for 3–8 hours a day, one day or several days/weeks in assignments. KBS offers modules/courses on campus, online, and in a flexible combination. Throughout the courses, the applied pedagogy is based on each participant's own responsibility for learning. The online courses provide a number of resources, such as video lectures, podcasts (audio files), blogs, book chapters, scientific articles, and experiences from research studies. Participants listen to and connect with experienced teachers, guest lecturers, researchers, and consultants. We add the participant's own experience, knowledge, and ability to handle different types of information. Our courses are offered in different versions: as credit-bearing campus/distance courses, but also as open networked learning courses. The education involves a mix of theory and practice, as well as a great deal of experience sharing. If they wish, participants in some of our executive education courses can pass ECTS in a subject, credits that can be credited to other similar courses and degree programs. However, that is a decision for each higher education institution.

The portfolio consists of a wide range of delivery modes and types of education:

- Open (online and/or campus) course in a subject area
- Internal assignment education – could be a part of other departments commissioned education
- External assignment education – consultancy assignments such as teaching or acting as an advisor/mentor/investigator
- Commissioned education – a course with participants from many organizations
- Tailor-made commissioned education – a course with participants from one organization with specific needs and exclusively content and course design for its staff
- Joint course with students on a degree program
- Rental of premises and/or equipment
- Open/membership-based academy and network activities

In addition, KBS offers many faculty activities enhancing use of our ICs in executive education, including the following:

- Consulting activities for private/public organisations requesting advice, presentations, seminars, workshops, etc. directly from researchers/teachers in our subject groups
- Public inquiries – carrying out research for public organizations and government bodies
- Guest lectures at other universities, including staff exchange
- Members of leadership groups, boards, and councils of academic associations
- Leadership or participation in research projects with companies or other universities
- Participation in courses – either professional development in terms of skills (research or teaching) or knowledge such as PhD courses
- Faculty internship, where staff have worked for government or municipalities part-time and taken “leave of service”
- Participation, membership in or certification by business professional association
- Active service on a board of directors within professional organizations
- Participation in professional event that focuses on the practice of business, management, and related issues or other activities that place faculty in direct contact with business or other organizational leaders
- Participation in conferences, networks, and workshops that include both academics and industry representatives.

The above-mentioned activities are all in line with our mission, *to educate responsible professionals and conduct research with high societal impact*. Examples of challenges and solutions for practitioners and managers are presented by private and

public organizations in the executive education in a wider range of size and national/international context as well as type of industry. In addition, synergies to education in degree programs are made in terms of case descriptions, real-life tools, and possibilities to set up real-life cases. In addition, there is an opportunity in course design to co-produce scientific knowledge and validate methods and ways of working in practice. Rentals of premises and/or equipment used in research pay back in terms of use-cases in education. Overall, contacts in the industry are important for most of KBS operations and are important for faculty members' quality of education. Similarly, executive education is enhanced by the degree program and scholarly activities in terms of the possibilities to re-use learning resources and to use ICs and research-led teaching. There are currently both external and internal requirements for digitized services, information security, archiving principles, and quality assurance in business and IT based on a process-oriented approach. Thus, the knowledge area, in our example below, is the focus of many private and public organizations and in degree programs at KBS. Examples include IT-Design: Enterprise Systems and Economy, within the scope, and the course *Business Development from a Process and Partnership Perspective*, 7.5 ECTS.

Through teaching activities in courses and network of professionals, executive and undergraduate education, as well as research, gains access to a number of examples of context and different types of needs/problems, as well as data. In the example, our students encounter the private and public sectors that, for example, provide process-mapping assignments in their companies/organizations where students can apply theoretical references and methods from course literature and teaching. At the same time, a certain knowledge/method transfer takes place to the professional organizations by the practitioners attending the workshops. In this way, teaching and examination are in line with the knowledge and skills demanded in the business community and preparing students with skills and abilities to be employable. Students with an interest in the area join the PoP network and will, in their new role as alumni and practitioners, belong to the companies/organizations providing real-life cases and guest lectures in the degree program. Re-use of learning resources includes video lectures, literature reading instructions, scientific articles, and experiences from research studies. Participants in the executive education work together with students in the degree program courses in joint seminars, different assignments, joint discussions with experienced teachers, guest lecturers, researchers, and consultants. Other synergies are that activities within the PoP network can be included as a course module and that students have the opportunity to gain a direct link to contacts with hundreds of professionals via a LinkedIn group; this contact is also valuable to professionals.

Table 14.1 Some examples from KBS portfolio

Form and delivery mode	Courses/modules/assignments
Online open-network learning course or credit-bearing course on an advanced level for practitioners	Servitization, 6 ECTS; Understanding Customer Experiences, 6 ECTS; Idea Management, 6 ECTS; Facility Management, 7.5 ECTS; Applying Service Research for Professionals, 5 ECTS; Designing and Implementing Service Strategies, 10 ECTS
Flexible open course or credit-bearing course for students and practitioners on a basic level	Process Orientation in Practice, 7.5 ECTS
Internal assignment education	Lectures in for example Project Management
External assignment education	Lectures at other universities and investigations in private/public organizations
Commissioned education	Good Working Life - Effects of Digitalization, Tax Law Methodic Course I and II, Facility Management from a Service Perspective, Innovation as a Driving Force for Change in Public Transport, Process Orientation in Practice - Business Process Management, 3.5 ECTS
Tailor-made commissioned education	Working Life Science and Economics for the Employment Agency, Business Process Management for Karlstad Municipality Social Law, Labor Law, General Project Management Methodology, Project Management - Joint course with students on a degree program
Rental of premises and/or equipment	The usability lab, Ozlab (a Graphical User Interface system) and Eye-tracker monitor by Tobii Technology

The open-networked learning courses center around open, collaborative, and networked learning practices, including interactive video lectures, which are openly available on all devices. The credit-bearing distance courses have certain admission requirements, such as several years of working experience, to ensure that the participants are in fact business professionals. Participants contribute actively to course content through their experiences and through net-based discussions and activities based on content that they have produced in their real-life cases. Courses rely on independent study, continuous reading, and active and considered participation in discussion fora, seminars, and reports, as well as campus and/or online workshops in the flexible delivery mode. Courses might run for a half year at 25 to 50 percent or a full year at even 12 percent speed to facilitate study and work in parallel. The flexible open courses are often a co-production together with collaboration partners, derived from their need for competence in a specific area. On advanced level, courses are based on CTF's world-leading research in the field and are intended for professionals who work with or have an interest in service, customer experiences, and business development. The online courses were made possible through collaboration among CTF, KBS, and a number of companies and were developed within the project Use.it, funded by the Knowledge Foundation. In addition, the project ISE (Improving value creation through service education) will develop and offer tailor-made courses for the business sector. The project is funded by the Knowledge Foundation between 2018 and 2020. ISE aim to develop and offer flexible and tailor-made courses for professionals. The courses will be developed in close cooperation with partner companies to meet their competence development needs, and be based on the latest research by CTF focusing on value creation through services. Two courses are being offered for the business sector within the ISE project. The tailor-made courses are at advanced level, delivered part-time, and designed to be combined with work. They are web-based and conducted as a distance course. The Graduate Professional Development Program aims to strengthen Sweden's competitiveness by supporting professional skills development and further educating professionals through tailor-made courses developed by strong research environments. Furthermore, an education program is developed in a two-year project in collaboration between CTF and Business Administration at KBS, with the support of the Knowledge Foundation's Avans program. The aim is to develop an independent master's program, but also to develop the courses within the Master of Science in industrial engineering and management. Industrial engineering is the Master of Science in Engineering program that currently has the highest application rate among such programs at Karlstad University (KAU). The training will meet the need for well-trained engineers with knowledge of innovation and service development, and leadership that exists in the business world. The education will also include training in entrepreneurship, sales, and digitization of business. Hence, we are planning for synergies between executive education and degree programs on different levels and delivery mode.

In executive education, the number of assignments and initiatives varies between subject groups and degree of commitment between the years. A summary since 2016 is provided in Table 14.2 below. In sum, KBS provides research-based and researcher-led executive education with optional grading assignments corresponding between 3.5 and 15 ECTS.

Table 14.2 Subject/department engagement and revenue streams

Year	Subject group participating	Revenue in total (SEK)
2016	<ul style="list-style-type: none"> Economics Information systems Project management 	805,993
2017	<ul style="list-style-type: none"> Economics and working life science Information systems Working life science 	1,343,000
2018	<ul style="list-style-type: none"> Business administration and law Economics and working life science Information systems Working life science 	1,966,000
2019	<ul style="list-style-type: none"> Business administration Information systems Law 	1 125 000

The Executive Education Management Process

The school's involvement in executive education enhances the quality of student learning in degree programs in terms of the possibilities to re-use learning materials, cases, identified need of knowledge and skills in organizations, besides experiences from teaching effectiveness. By catching up with the needs of professionals, input can be reached for course development in undergraduate education. Furthermore, experience from teaching/supervision/discussions and contacts can be used as a basis for teaching courses in undergraduate education. Current needs in public and private organizations can be captured on the agenda for research and potential cases/examples can be identified. Feedback about the usefulness and value of the course in industry are important inputs to the curricula management and quality assurance towards employable students.

Table 14.3 provides an overview of the Executive Education Management Process; see Appendix 14.1 for a visualization of the process.

Table 14.3 The Executive Education Management Process

Actions	Responsible/KBS for a	Input	Output/Outcome
Review of ideas/requests	Head/Deputy head	Need/ideas/requests	Processed suggestions
Decide upon ideas/requests	Director of studies Course instructor	Processed suggestions Possible synergies	Assignments to a subject group Uppdrags ABs portfolio
Perform assignment education	Teacher/Researcher Participators@ Organization	Assignments to a subject group ICs	Impact Co-produced ICs, challenges and solutions Revenue streams Course/module review
Perform commissioned education	Teacher/Researcher Participators@ Organization	Uppdrags ABs portfolio ICs	Impact Co-produced ICs, challenges and solutions Revenue streams Participators experiences and LOs
Conduct continuous improvements	Course instructor	Course/module review	Course/module design
Ensure that client expectations are met	Course coordinator @Uppdrags AB Boss/Head@ Organization	Participators experiences and LOs Use of LOs	Course/model review

Admission requirements for participating in an executive education are approved by the participator's employer to ensure participants' work experience (among other things) to ensure quality and the use of working hours and business cases. The online @Survey & Report system is used for course evaluations based on Uppdrags AB's questions, the course instructor's own survey, or oral evaluation. Whatever method is used, a summarized report and analysis by the course instructor will be sent to Uppdrags AB and will be forwarded to participants and their boss in the organization; that is, the customer. Questions in the survey include:

- To what extent did the course meet your needs to strengthen you in your professional role?
- To what extent did the course meet your overall expectations?
- Can you recommend the course/training to a colleague?
- Are there any other reflections you want to add?

Uppdrags AB's assignment coordinator, together with subject groups and course instructors, will arrange a follow-up meeting on B2B courses.

Achievements, Strengths, and Future Plans

The continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with expected outcomes from KBS' strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> Co-produced ICs, real-life examples, identified challenges and solutions in private/public organizations Advanced level program/courses/modules for practitioners' life-long-learning and impact from research Network activities (PoP, Compare - an IT-cluster with companies in the region) Use of ICs in executive education 	<p>EO1: We offer the labor market competent and responsible professionals</p> <p>EO2: Our education is co-producing knowledge and abilities that makes an impact on academia and private and public organizations</p>
<ul style="list-style-type: none"> Co-produced executive education together with private and public organizations Research-based and researcher-led impact 	<p>EO3: Our research is competitive with leading business schools in our areas of expertise</p>
<ul style="list-style-type: none"> Co-produced ICs, real-life examples, identified challenges and solutions in private/public organizations Advanced-level programs for practitioners (Avans, ISE) Open/membership activities (academy and networks) 	<p>EO4: Our researchers are co-producing knowledge and abilities that makes an impact on private and public organizations and at society at large</p>
<ul style="list-style-type: none"> A culture of sharing ICs and a view of competence and quality development through executive education and development projects 	<p>EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment</p>

Strengths with potential to further improvement:

- The holistic and aligned quality management system with opportunities to earn synergies
- A wide range of executive education in eight defined value propositions with synergies in education and research
- CTF-based advanced level executive education/MOOCs in program/courses/modules with synergies for degree programs

Room for improvement and short-term plans:

- Define Uppdrags AB's processes for ensuring that client expectations are met consistently with feedforward to enhance executive education as well as KBS degree programs
- Develop a systematic process to evaluate impacts and synergies for prioritizing KBS executive education portfolio
- To use KBS's messages in Uppdrags AB's communication and/or re-shaping the offering

Future long-term plans:

- Increase the number of faculty members involved in executive education
- Increase cross-disciplines executive education offerings to meet needs on future challenges in society
- Develop an advanced-level program/courses/module for practitioners with synergies in education
- To develop MBAs in our area of expertise, cross-disciplines, and with strategic collaboration partners

Standard 15. Faculty Qualifications and Engagement

Karlstad Business School (KBS) maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

KBS Faculty

KBS maintains a faculty who support and achieve the school's mission, strategy, and vision. KBS faculty are deployed to provide high-quality teaching across the school's programs in order to produce graduates who are responsible professionals and produce intellectual contributions (ICs) that have a societal impact. The deployment of teaching resources is coordinated at the subject group level by directors of study to meet the demands for teaching on programs and ensure all staff are allocated dedicated hours within their workload to engage in research and contributions.

The requirements related to faculty qualifications are set out in Appendix 15.1. Both research and a close collaboration with society are integral to our mission and this is reflected in the requirements for faculty qualifications. Since the start of our accreditation journey, we have increased the threshold for scholarly academics from one to two peer-reviewed journal articles per five-year period. We believe this more closely reflects our mission to produce research competitive with leading business schools in our areas of expertise, whilst still taking into consideration the teaching focus of our school funding structure and our growing aspirations to move towards more research outputs. In order to raise the quality of our (ICs), we have also stipulated that the peer-reviewed journals must be from the Chartered Association of Business School's (CABS) list or Norwegian list. Karlstad University (KAU), national and Scandinavian peer universities work closely with the Norwegian List as a mechanism for measuring quality and impact from journal publications in our geographical area. The CABS list is employed as an internationally recognized benchmarking system of quality. In partnership with our mentor and accreditation manager, we have developed our faculty classification criteria to more closely reflect the activities of KBS faculty and the needs of KBS in order to close the gap in our levels of faculty sufficiency.

The school's staffing strategy has been to consolidate our strong teaching focus in providing quality teachers who can bring real life business experience and/or their own research into the classroom and increase our research output to achieve our mission. The KBS faculty is comprised mainly of scholarly academics, practicing academics, and scholarly practitioners, which reflects our commitment to research and our close collaboration with organizations and business. The criteria for practitioners mirrors the need for KBS faculty to have experience and maintain engagement with organizations and business through events and activities that focus on the practice of business or developing business education. To increase our focus on research outputs, our strategy has been to develop, move, and/or focus recruitment on more faculty into the scholarly academic classification. Eighty percent of KBS faculty who are classified as scholarly academics produce more outputs than our minimum threshold. Teaching-only (junior lecturer) faculty may opt to use their 20 percent skills development workload hours to prepare ICs and, through strategic initiatives, may also apply for funding to release additional workload hours from their teaching load to apply for research funding and, if successful, produce further ICs outputs.

Due to the ambition of accreditation, the importance of the annual employee appraisal meeting has become even more apparent. Each KBS faculty member is invited to a meeting annually with the head or deputy head of school, where their contribution to and progress towards qualification and maintenance can be discussed. KBS faculty can develop plans to move from being a practitioner towards being a scholarly academic or from "other" towards academic or practitioner status.

Information systems has a publication strategy that is historically different from other subject groups in KBS. Publication in highly respected conferences, and subsequently their proceedings, has been as important, in terms of impact, as the top journals in the field. One reflection for this position is the rapidly changing subject matter within the information systems area and how this motivates a desire for shorter publication cycles. However, there is an ongoing to debate about whether to refocus conferences as networking opportunities for researchers and feedback events for research, which can be incorporated into articles for publication. Since 2018, we have decided to redirect the publication strategy within information systems towards peer-reviewed journal articles. As there is a lead-time into the publication of articles and faculty may already have submissions on the way towards conferences proceedings, faculty within information systems may substitute their two peer-reviewed journal articles for publications in highly respected conference proceedings and still be classified as scholarly academics.

KBS is one of the largest teaching departments in the university, and receives one of the highest numbers of incoming international exchange students. As such, there is a noticeable teaching focus in our deployment of KBS faculty and workload hours. Both research-active and teaching-only (junior lecturer) faculty have 20 percent of their hours allotted within their workload for research and competence development activities, where they can produce intellectual

contributions or develop professional skills. Junior lecturers can also apply for funding from the faculty to increase their research time. Our legacy of being a large teaching department has been evident in some of our faculty sufficiency results. To move closer to our mission we have taken a number of strategic steps to change the focus of staff recruitment and deployment to move towards faculty sufficiency, using the following mechanisms:

1. Recruitment: KBS has a commitment from the vice chancellor and dean for a long-term recruitment plan for new faculty across all subject areas. Our policy is the recruitment of scholarly academics and faculty who can bring professional experience to the teaching. Some subjects have found it challenging to recruit, as there is a shortage in the area, such as economics. In 2019, we advertised, selected, and offered places to new faculty who have then declined our offer due to competition from other national and international business schools, this does happen occasionally. Such a decision means a new round of recruitment and delays the arrival of new faculty to subject groups. The latter has been the case for information systems, where junior lectures have been hired, at short notice, to fill in for senior lecturers who have declined our offer. During 2018, we hired five senior lecturers and two full professors to the school. For the last two years we have continued this aggressive recruitment strategy, with the aim of increasing the number of scholarly academics and decreasing the proportion of others. Figure 15.1 below provides an overview of recruitments for made in 2019 and 2020.

Figure 15.1 Recruitments per subject group 2019-2020.

	2020				2019			
	Full professors	Senior lecturers	Junior lecturers	PhD students	Full professors	Senior lecturers	Junior lecturers	PhD students
Business administration	3	1	1	5		2	2	2
Economics	1	2						
Information systems		1	2			1	2	
Working life science		2	1	1		2		4

Business administration: Five new PhD students were hired during the fall of 2020. Two full professors and one senior lecturer in marketing have signed contracts and will start in early 2021. One area in which it has been hard to recruit full professors is accounting. We are now happy to announce that we have had one since September 2020.

Economics: For several years we tried to hire a full professor in economics; finally, an internal candidate from KBS was selected and commenced as a new professor in January 2020. This is the first full professor in economics in the school's history. Currently two senior lecturers are in the process of being hired. One such recruitment will increase our overall score to 90 percent and the second will increase it to 91 percent.

Information systems: In a highly competitive international market, both within academia and the private sector, we recruited one lecturer in 2019 and one lecturer in early 2020 (who has just completed her PhD), but our demand is greater than that. Therefore, a new recruitment strategy was to advertise for a junior lecturer who is close to finishing their PhD and therefore a scholarly academic. We managed to do this in 2019 and this faculty member has now been promoted to lecturer in 2020. In this way, we will continue to raise the numbers of scholarly academics within information systems.

Working life science: Historically, working life science has been a larger research group at KBS. Due to fierce competition for external research grants, the group has declined in numbers. However, during 2019 four PhD students joined the group (two employed as staff and two as purely students) as external funds have been granted and two additional senior lecturers were recruited in early 2020. Unfortunately, we experienced the loss of a full professor who passed away unexpectedly and much too soon this summer. As this report is written, recruitments to fill their spot are being planned.

The main profile we are looking for in all subject groups is a publishing lecturer who is also proficient in teaching. When junior lecturers leave, our ambition is to replace them with senior lecturers. We have roughly 15–20 recruitments running at any given time and a target of having at least 40 PhD students. Whilst most recruitments are replacements, we have grown in numbers in recent years, particularly in working life science and information systems, which was needed based on both teaching and research activities. Our main target for 2020 is to finish the recruitments mentioned above with a focus on employing the right faculty to achieve KBS' mission. The most crucial short-term goals are to raise the portion of SAs in information systems and decrease the proportion of others in economics. Long-term goals for 2021–2025 are to continue to recruit scholarly academics and expand with external research funding.

2. Publication strategy: Increasing the number of peer-reviewed journal articles required for scholarly academics from one to two did reduce the overall number of scholarly academics at KBS. Through annual staff appraisals with the head of school, department meetings, and the professor committee, this decision and the requirement for two articles has been disseminated and discussed. Faculty who did not meet the threshold are being encouraged to work towards this higher goal by changing their publication strategy. For example, there is a tradition in information systems of publishing conference papers in highly ranked conference proceedings rather than journals. Following discussions with the head of school, staff have started to change their publishing strategy to focus more on peer-reviewed journal articles, whilst still meeting the demands of the subject area publishing strategy. Having said this, it is important to note that most of our researchers do produce peer-reviewed journal articles.

3. Improved data collection: We are continually working to improve our data collection for engagement activities from staff. Previously, the data were requested annually from staff via the directors of study in each subject group. However, some staff found it difficult to recall all activities or recognize that activities they had carried out during the year could contribute to their classification. We have now developed an online web form, which is continually available, where staff can upload activities as soon as they have taken place and look back at what they have already entered. Staff can later access their activities to update their CV or bring to annual staff appraisal meetings with the head of school. KBS can also draw upon this data to highlight and disseminate the wide range of activities carried out by faculty, such as contact with industry.

4. Strengthening of faculty classification criteria: The work, outlined above on our criteria, has built in flexibility to include staff who appear to fit into a classification, but have previously missed out due to one criterion.

As a result of the above activities, KBS now meets all the faculty qualifications indicators overall; see Appendix 5.3 and Table 15.2 in Appendix 15.2. The subject areas of business administration, information systems, and working life science also meet all the indicators. The economics subject group meets two of the indicators: number of scholarly academics and scholarly academics + practicing academics + scholarly practitioners. With the recruitment of one or two new scholarly faculty outlined above, we will meet the final indicator of scholarly academics, practicing academics, scholarly practitioners or institutional practitioners in 2020/2021. Overall, 58 percent of KBS's faculty are scholarly academics; 91 percent are scholarly academics, practicing academics, or scholarly practitioners, and 95 percent are scholarly academics, practicing academics, scholarly practitioners, or institutional practitioners.

The director of studies allocates the teaching responsibilities of all faculty members belonging to the discipline in close contact with course instructors and program leaders. If there is a lack of capacity, new recruitments are requested by the director of studies. The head of school must start the recruitment process after approval from the dean of faculty. Some capacity gaps can also be solved with temporary solutions. Every subject group has a network of counterparts at other business schools (nationally and internationally) to draw upon. When appropriate, guest lecturers from private or public organizations in the society can also fill these gaps. The directors of study ensure that temporary staff meet the school's quality requirements.

In summary, KBS maintains a faculty who demonstrate engagement that sustains the high-quality intellectual outcomes commensurate with the school's mission. We have faced challenges along the journey aligning to the faculty sufficiency, but as a school we have proactively and systematically worked together to identify, develop, and achieve improvements in our activities to meet these goals overall.

Achievements, Strengths, and Future Plans

Our continuous improvements since our initial self-evaluation report (iSER), originally described in 2017, are summarized and aligned with EOs in the KBS strategy, followed by a short comment on strengths and future plans in line with our mission.

Improvements	Expected outcome (EO)
<ul style="list-style-type: none"> Focus on providing quality teachers who can bring real life business experience and/or their own research into the classroom 	EO1: We offer the labor market competent and responsible professionals
<ul style="list-style-type: none"> Increased ICs, increased focus on publishing research, improved quality thresholds for ICs Focused recruitment on hiring scholarly academics 	EO3: Our research is competitive with leading business schools in our areas of expertise
<ul style="list-style-type: none"> Co-produced ICs, real-life examples, identified challenges and solutions in private/public organizations to be used in education 	EO4: Our researchers are co-producing knowledge and abilities that have an impact in private and public organizations and in society at large
<ul style="list-style-type: none"> Improved faculty sufficiency criteria to help identify and capture more engagement activities performed by KBS faculty Increased use of appraisal meetings to develop KBS faculty sufficiency 	EO5: We empower faculty with a variety of competencies and provide an open and vibrant environment

Strengths with potential to further improvement:

- Data collection system, next stage to develop reporting mechanisms from data collected. The data collection system use will be expanded and shared with CTF
- To utilize the collected engagement activities and disseminate impacts and successes more broadly

Room for improvements and short-term plans:

- To raise the proportion of scholarly academics in information systems and decrease the proportion of others in economics

Future long-term plans:

- Long-term goals for 2021–2025 are to continue to recruit scholarly academics and expand with external research funding

Appendices

Standard 1:

- Appendix 1.1 – Karlstad Business School Roles and Forums
- Appendix 1.2 – Karlstad Business School Quality Management System
- Appendix 1.3 – PRME First Progress Report
- Appendix 1.4 – Karlstad Business School Code of Conduct
- Appendix 1.5 – Karlstad Business School Alumni Data Report 2019
- Appendix 1.6 – Examples of Impact and Innovation by Karlstad Business School

Standard 2:

- Appendix 2.1 – Table 2:1 Summary of Intellectual Contributions
- Appendix 2.2 – List of Intellectual Contributions by Karlstad Business School
- Appendix 2.3 – Table 2:2 Summary of Peer Reviewed Journal Articles

Standard 3: No appendices

Standard 4:

- Appendix 4.1 – Regulations for First- and Second-level Education
- Appendix 4.2 – Admissions Ordinances on First-, Second- and Third-cycle Degree Programs
- Appendix 4.3 – Local Ordinances on Degrees
- Appendix 4.4 – Guidelines on Disciplinary Procedures
- Appendix 4.5 – Providing Alumni Data Process

Standard 5:

- Appendix 5.1 – Local Working Time Agreement for Teaching Staff at Karlstad University
- Appendix 5.2 – Criteria for Participating or Supporting Faculty
- Appendix 5.3 – Table 15.1

Standard 6

- Appendix 6.1 – Employee Appraisal Guidelines
- Appendix 6.2 – Promotional Criteria for Faculty
- Appendix 6.3 – Excellent Teacher Criteria (Swedish only)
- Appendix 6.4 – Salary Setting Appraisal Guidelines
- Appendix 6.5 – Gender Integration Policy
- Appendix 6.6 – Parental Leave Policy

Standard 7: No appendices

Standard 8:

- Appendix 8.1 – Program Portfolios
- Appendix 8.2 – National Program Learning Goals
- Appendix 8.3 – Assurance of Learning Report: Improvements 2016-2020

Standard 9: No appendices

Standard 10:

- Appendix 10.1 – Courses with Focus on Student-Student and Student-Faculty Interactions in Karlstad Business School Degree Programs

Standard 11: No appendices

Standard 12: No appendices

Standard 13:

- Appendix 13.1 – Courses with Focus on A (academic engagement), P (professional engagement) or A & P in Karlstad Business School Degree Programs

Standard 14:

- Appendix 14.1 - Managing Executive Education Process

Standard 15:

- Appendix 15.1 - Criteria for Faculty Qualifications
- Appendix 15.2 - Table 15.2



kau.se/hhk