



body puts Baby in a corner

HUVUDENTRÉ

Karlstad Business School

SELF-EVALUATION

Periodic Research Review

1. Summary

Karlstad Business School (KBS) is an AACSB-accredited practice-oriented business school. It consists of five subject groups: Business Administration, Working Life Science, Information Systems, Law, and Economics and Statistics (the first four offer doctoral education) and has strong ties to the multidisciplinary Service Research Centre (CTF). The research is internally and externally funded and often co-produced in projects with public and private organizations, which generates empirical grounded contributions and societal impact. International collaboration is steadily increasing through involvement in international journals, participation to international networks and conferences, Erasmus+ exchanges, visiting scholars and co-authorship. Internal structures such as KBS' strategic plan, subject specific research strategies, KBS Doctoral Academy, subject seminars, supervisors' collegia and assurance-of-learning processes shape research and link research and education across all levels. Examples of research profiles include service innovation, digital transformation, sustainable working life and HRM, legal governance for sustainability, crisis preparedness and human–technology interaction. Publication outlets span leading international journals and books, complemented by reports and practitioner tools, reflecting a dual focus on academic excellence and practical application. Strategic leadership underpins recruitment, succession, and junior-faculty development. While productivity is high relative to resources, strategic steering is hampered by working-time rules that constrain flexible research use, uneven gender distribution at senior levels in some subject groups, limited internal research funds, and inadequate university-level data/reporting systems for tracking funding flows and outputs.

SWOT analysis

<i>Strengths</i>	<i>Weaknesses</i>
• Collegial culture with strong internal forums linking research and education. • Extensive collaboration with external partners and documented societal impact. • High research productivity relative to economic resources. • International visibility within networks. • Clear strategic leadership and new structures supporting research operations. • University-level initiatives enhancing funding and flexibility for research. • Actively engage in public events to disseminate research findings.	• Imbalance between teaching and research time. • Insufficient time for article writing in external funded projects. • Complex access to support and insufficient resources for writing larger applications. • Gender inequality in several subject groups. • Fragmentation across strong subject identities limiting KBS-wide coordination. • System support for tracking funding, output and performance data. • KBS located in different buildings. • Absence of a unified position that drives KBS's research agenda.
<i>Opportunities</i>	<i>Threats</i>
• Increase external funding, especially EU-funding. • Internationalization through networks, strategic agreements and partnerships. • Productive use of AI in research processes. • New interdisciplinary initiatives combining the expertise of several subjects. • Develop joint strategy for research with CTF. • Lack of a co-produced and recognized, theme-/topic-driven thought leadership as a unique selling point for KBS.	• Continued reductions in governmental funding for teaching and research. • National STEM funding priorities reducing resources for social sciences. • Increasing competition for funding reduces the piece of the cake for everyone. • Limited partner capacity to engage in co-production. • Administrative and evaluation demands reduce research time. • AI-related publication delays.

2. Organization and leadership

Karlstad Business School (KBS) is part of the Faculty of Arts and Social Sciences (FAS). It is led by a management team consisting of a head of school and two deputy heads overseeing different subject groups. KBS is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and has around 135 academic staff and 3,200 students in nine undergraduate and nine graduate programmes. The management office includes a communication and a human resource officer, administrative support and two development leads - one for internationalization and quality and one for data analysis and accreditation.

KBS consist of six subjects that are organized into five subject groups: Business Administration (BA), Economics (ECON) and Statistics (STAT), Information Systems (INF), Law (LAW), and Working Life Science (WLS). The head of school manages ECON and STAT, and WLS, while the two deputy heads are responsible for BA, and INF and LAW, respectively. Each subject group has a head of subject, typically a professor, who is responsible for the quality of research and education and a director of study. Connected to the school is the multidisciplinary Service Research Centre (CTF), one of the world's leading research centres focusing on service marketing and management. While CTF is positioned directly under the dean of the FAS and managed by a separate director, about 65% of CTF researchers are KBS faculty members from BA and INF.

KBS is governed by a strategic plan, which the current ranges from 2024 to 2028. The plan is based on the KBS mission statement: *We educate responsible professionals and conduct research with high societal impact*. To achieve this mission, the strategic plan has three overarching goals of which two are particularly relevant to this self-evaluation of our research: (1) We co-produce competitive education and research and (2) We empower faculty to contribute to solutions in society. KBS thought leadership emphasizes recognition through impactful research, research-based learning and industry engagement in a global context. The strategic plan is also our basis for educating responsible professionals who create value for engaged stakeholders in a sustainable way. KBS's faculty members actively contribute through their publications, research projects, education, collaborations with business and public organizations and media visibility. CTF enables positive change in practice by world leading research on value creation through service.

The strategic plan consists of nine strategic initiatives and an extensive action plan, that was formulated jointly by KBS faculty members in 2024. Examples of actions which support initiatives include: provide a research leader function at FAS, KBS, and CTF in order to drive strategic direction; implement, govern and support the research strategy and connect research and education; develop a clearer focus and prioritization in research and decide what not to do or focus on; continue to promote and support initiatives to co-produce knowledge with organizations in national and international settings; share more knowledge about research initiatives across KBS; create arenas for joint publications and research applications across subject groups and showcase KBS' high ranked publications at KBS events.

Research staff at KBS (see section 1.2 of the background data) consist of professors, senior lecturers (some of whom have been promoted to associate professors), lecturers (including some enrolled in doctoral studies), PhD candidates, a few career development positions in the form of postdoctoral researchers (BA) and a four-year associate senior lecturer (BA, 75% research time) and adjunct lecturers (BA and ECON). Positions such as professor and senior lecturer have largely remained unchanged since 2024. However, it is important to note that several of these positions are only part-time. Consequently, the number of active full-time equivalent (FTE) professors is significantly lower than the nominal headcount, which affects the interpretation of gender distribution and resource allocation within KBS.

In recent years, KBS has increasingly hired lecturers to meet growing teaching demands and to provide our PhD graduates with the opportunity to apply for ongoing employment with us. Since 2024, three PhD candidates in BA, one in INF, and two in WLS have successfully competed for and obtained

lecturer positions. Among existing lecturers, offered the opportunity to pursue research education through a PhD training position, one female lecture in Law has recently completed her PhD and will now apply for promotion. Currently, two lecturers in INF, one in WLS, one in BA and three in Law have also been given the opportunity to begin doctoral studies with the goal of earning a PhD. Among the new PhD candidates since 2024, two are industry-based PhD students (INF and Law). Following a long series of successful PhD defences', the forward-looking strategy is to increase the number of new PhD candidates by securing funding through project applications, responding to targeted calls for lectureships and leveraging our international research collaborations to establish joint Cotutelle agreements. In WLS, there is a long-standing tradition of admitting PhD candidates from other institutions that do not have the right to award doctoral degrees, such as Dalarna University and Østfold University College in Norway.

Recruitment, promotion, and succession as well as consideration of gender equality

A strategic initiative at KBS is to attract and retain teachers, researchers, and PHD candidates of high standard. This is commonly challenging for us, as the labour market for most academic ranks at business schools is highly competitive. One action to achieve this is the annually developed *competence supply plan*, led by the head of school in collaboration with deputy heads, heads of subject and directors of studies. The plan is a steering document for strategic recruitment and reorganization of skills in areas where there are capacity gaps or untapped potential. A central input to the plan is a clearly *defined research strategy from each subject group* that specifies the overall strategic plan and outlines the needs for competence development and succession planning. The recruitment and hiring of faculty members is supported by KAU's central human resources office, which manages organizational procedures, vacancy promotion, and employee evaluation.

The gender distribution within KBS subject groups reveals notable variations and persistent imbalances across academic ranks (see section 1.2 of the background data) that highlight structural disparities, particularly in the BA, ECON, STAT, and LAW subject groups, where senior academic positions remain largely male-dominated. In contrast, INF and WLS show more inclusive trends, suggesting that gender equality strategies may need to be tailored to specific subject groups to address persistent gaps in leadership and career progression. Our aim is that gender equality and diversity are considered throughout the recruitment process. However, since several of the subject groups are gender imbalanced among senior faculty the actions taken so far have not been sufficient. At KBS, 15 associate professors have been hired externally or promoted internally to full professor, of whom 2 are female (13%), and 19 senior lecturers have advanced to associate professor, of whom 7 are female (37%).

We are vulnerable when the underrepresented gender leaves for positions elsewhere or take on administrative roles. We need to strengthen our ability to form equitable groups and be aware of, and responsive to, the mechanisms that influence them. There is significant room for improvement here and we can certainly do more and better. A recent recruitment of a female associate professor in Law, with potential for promotion, is a positive step. Such success needs to be supported by collegial networks encouraging strong candidates, especially from underrepresented genders, to apply. However, we also need to make sure that the environment supports women in the same way as men. Since 2022, the head of school has introduced targeted initiatives for research to support academic promotion, with mixed outcomes, as promotion is voluntary. For some, the extra time and pressure created stress, intensified by unclear expectations regarding the required quantity and quality of publications, as well as fear that an associate professor application might be rejected. However, incentives for promotion have improved through salary supplements and explicit goals from the subject level. Coaching by heads of subject and strategic planning with explicit gender balance indicators are key to progress in combination with explicit promotion plans. Leading research projects may offer visibility and leadership experience but can limit time for publishing that are essential for promotion. Inclusion in project applications and the opportunity to supervise PhD candidates are also key conditions shaping the possibilities for academic advancement and need to be considered in strategic planning for career development.

Lecturers are encouraged to prepare for a master's degree to obtain an advanced level qualification and a foundation for further PhD studies. The latter is funded either by FAS or external project grants. Two lecturers in INF, one in WLS, one in BA and three in Law currently hold PhD candidate positions, with gender balance in INF. Additionally, recently there are two industrial PhD candidate positions (not employed) at KBS, one female in INF and one male in Law. Upon completing their doctoral studies, lecturers may undergo a competence assessment by the school and an expert evaluation to determine eligibility for promotion to senior lecturer. Given the dual emphasis on research and teaching, strategic investments are essential to support internal academic progression - from lecturer to senior lecturer, associate professor, and ultimately professor - to increase the number of qualified academic staff.

Competence development and career support for researchers at different stages of their career

The annual employee development meeting is a structured dialogue between the head of school or the deputy heads of school as the employer and the employee about work performance and conditions. Lecturers have at least 10% and senior lecturers 20% of their duties allocated to individual competence development in teaching and research. The conversation with the immediate manager includes research and provides an opportunity to reflect on the past year, discuss goal achievement, and identify areas for development, with a focus on well-being, work environment, performance, development needs, and objectives. It is forward-looking and results in a professional development plan, ensuring that time is allocated for competence development taking both the needs of KBS and the employee into account. The development meeting is mandatory and linked to the leadership and employee policy, work environment policy, secondary employment policy, working time agreements for academics, and the salary criteria outlined in the university's salary policy. The development meeting may result in concrete initiatives, such as time allocation for research.

All academic roles are teaching positions, and a university wide Vice-chancellor (VC) decision mandates that all faculty members teach at least 20% of their time. With external funding, research time may increase to a maximum of 75-80%. As teaching experiences are a pre-condition for positions and promotions, it is important to steer time and resources towards pedagogical courses and teaching to support PhD candidate's opportunities. Promotion to both senior lecturer and associate professor (docent) is based on research outputs and teaching experience and is regulated by FAS common policies. During the evaluation period four people has been promoted to associate professor (see section 1.4 of the background data) which is a relatively low number.

According to KAU's local working time agreement, professors are entitled to at least 51% of their time to research activities providing that teaching assignments and financial conditions allow. KBS has aimed to establish clear guidelines for resource allocation and staff planning to ensure purposeful, efficient and equitable use of resources in line with strategic goals. However, these efforts are currently paused due to ongoing negotiations between the university and the union about how to interpret the local working time agreement, for example about the extent of research time professors are entitled to and what activities that should be included in this time.

At KBS, research time and promotion opportunities are influenced by activities such as granted external funding, project leadership responsibilities, publication output, and senior lecturers' experience in supervising PhD candidates. These activities require situational management through close dialogue, including development meetings and coaching within the research environment, to support individual success. As part of its competence development efforts, KBS offers opportunities for international academic collaboration through staff exchange within the Erasmus+ programme and bilateral exchange agreements, offering global teaching and research experience, networking, English language practice and professional growth.

Priority settings for direct governmental funding and goals for external research funding

KAU is financed predominantly through the Swedish parliament's annual state budget. Research at KBS is funded by KAU's allocation of funds to the FAS and by additional external funding (see section 3 of the background data). Each autumn, strategic funding requests can be submitted to FAS, with priorities determined by KAU's overarching strategy and the VC's designated areas for strategic investment. KBS's strategic plan for 2024-2028 and requirements in the AACSB accreditation also guide decision-making on research initiatives. The head of school consults with heads of subject groups to identify opportunities that would benefit both subjects and individuals. Based on proposals granted, the head of school allocates resources across subject areas. Granted funding for long- and short-term initiatives ranging from e.g., strategic recruitments, new degree programmes, research activities, social events, pedagogical development and internationalization activities.

FAS funds two PhD candidate positions per subject group within a flexible five-year cycle. While funding previously was tied to individual PhD candidates until graduation adjustments can now be made between years, enabling more efficient planning and faster expansion of PhD opportunities. At KBS, this has led to a more agile and efficient use of resources, allowing PhD candidates to benefit from available application funds as needed. Additionally, the VC's strategic initiative to increase PhD positions in strong research areas resulted in the recruitment of two PhD candidates during 2024 in BA conducting research at CTF. Matching funds have also been provided to ensure full financial coverage for successful PhD candidate grant applications. As a result, KBS has been able to support additional PhD positions: one in LAW, one in INF through the MIT research school, and one Cotutelle position in BA with Turku School of Economics, Finland.

KBS strategic plan for 2024-2028 focuses on conducting research with high societal impact and to co-produce research with external partners. Faculty are encouraged to apply for funding that realises the strategy, and we have conducted many externally funded research projects in which co-production has been key, as section 5 on collaboration with the surrounding society shows. However, in line with the Swedish Higher Education Ordinance, we acknowledge that researchers are free to choose their own research topics. This means that faculty members can pursue research of a more theoretical nature - something they are both encouraged to do and actively engage in.

Other contextual aspects of importance for the quality and renewal of research.

The Grants and Innovation Office (GIO), supports research cooperation between KAU and companies, organizations, and authorities. They also offer expert advice to researchers in connection with applications, utilization and commercialisation of research, see the GIO [website](#) for further information.

Organization and leadership at the subject group level

Organization and leadership: Business Administration

The research strategy of BA highlights strengths in accounting, marketing, and management, with distinct specializations in auditing, financial accounting, and management control, service marketing and management and project management. Research in BA is characterized by societal engagement, involving collaborations with companies, public organizations, and regional networks. The service marketing and management research is conducted at CTF, which is an internationalized research environment that for example hosts five guest professors (three in BA) and regularly welcomes visiting scholars. While recruitment and promotion processes follow the KBS competence development plan and key KAU policies, a central challenge is the under-representation of women among senior faculty. To address this, KBS has implemented inclusive recruitment practices with the help of the HRM-department. The goal is to reach at least five female full or associate professors by 2028, supported by mentorship and succession planning.

Early-career researchers benefit from structured competence development through seminars, collaborative article writing, grant applications, and participation in international conferences. Senior researchers contribute by leading forums and doctoral education, linking individual career development with collective academic responsibility. Due to limited direct governmental research funding - approximately 7 MSEK annually - in relation to the number of staff (see background data), funding is prioritized for essential needs, including two PhD candidate positions and one career development position. Under these circumstances, external funding remains crucial and must be increased. BA benefits significantly from externally funded research at CTF, which contributes to KBS's overall research output.

In 2025 new collegial forums were introduced in BA, including a management team, a research forum (with two research leaders for the sub-fields of Accounting and Marketing & Management), and a renewed supervisors' collegium. These structures enhance research management, succession planning, and gender balance monitoring. KBS also fosters a collaborative and learning-oriented culture through cross-school forums and collegial activities.

Organization and leadership: Working Life Science

WLS at KBS is a small but cohesive subject group. Senior researchers actively contribute to research leadership and mentoring of early-career colleagues, fostering both research development and career progression. A conscious approach to workload planning helps balance teaching responsibilities with opportunities for research and scholarly engagement. WLS has long maintained a strong awareness of gender and equality issues through its research, teaching, recruitment, promotion, and succession planning, resulting in long-term gender equity across levels of seniority. This inclusive approach is embedded in the culture of the subject group and contributes to a healthy and diverse academic environment.

Career development is supported through mentoring, collaborative research, and active participation in a collegial research environment. Early-career researchers benefit from opportunities to engage in new research initiatives, develop publications, and apply for funding. The presence of emeritus professors and visiting academics further enriches the research culture, offering additional mentoring and scholarly exchange. Internal funding for internationalization has enabled guest researcher visits and supported travel for early-career staff, enhancing professional development and internationalization.

Decisions regarding the allocation of direct governmental research funding are made through dialogue between the head of subject and school as well as senior staff, with a focus on supporting both ongoing and emerging research projects. While internal funding is limited, there is a clear ambition to increase external research funding. Academic staff are actively encouraged to apply for national and international grants, which are essential for sustaining and expanding research activities. The small size of the WLS subject group is both a strength and a vulnerability. It allows for close collaboration and efficient decision-making but also makes the unit sensitive to changes in staffing and resources. Nonetheless, the supportive and collegial research environment has proven effective in generating new ideas, publications, and funding applications. The group's commitment to equality, mentoring and international collaboration contributes significantly to the quality and renewal of its research.

Organization and leadership: Information Systems

The INF research leadership is structured around a head of subject, supported by a collegial group of senior staff. Senior researchers actively contribute to research development and career progression by mentoring early-career colleagues, particularly in areas such as research funding applications and academic writing. However, efforts to balance teaching responsibilities with research opportunities have not always been optimal, and teaching assignments have not consistently been aligned with strategic career advancement goals. INF has maintained a relatively balanced gender composition over

time, distinguishing it from other tech-related disciplines. To keep this balance, the subject group has recently begun to consciously integrate gender and equality awareness into its research and teaching, and engagement activities. Recruitment and promotion processes are evolving to reflect this growing awareness, with an emphasis on inclusive practices and equitable career development.

INF has cultivated a supportive and collegial research environment over several decades, contributing to the generation of new research ideas and active participation in interdisciplinary research centres and networks. This engagement has led to numerous funding applications, although publication output has not always matched expectations. One contributing factor may be the practice-oriented nature of interdisciplinary projects, which often prioritize dissemination to practitioners over academic publishing. Encouragingly, newly recruited assistant professors have shown strong motivation to produce academic papers, including collaborative work with master's students - a promising approach that strengthens research visibility and supports funding discussions. Recent career progression includes one assistant professor promoted to associate professor and another who submitted a promotion application in September 2025.

Decisions regarding the allocation of direct governmental research funding are made through dialogue between the director of studies, the head of subject and the head of school. For FAS-funded PhD candidates and postgraduate positions - the head of subject coordinates needs to support both ongoing and emerging research areas. Additional funding decisions are made in consultation between the head of subject, head of school, and individual researchers, reflecting a shared ambition to increase external research funding. Staff are actively encouraged to apply for national and international grants to support research expansion. The INF subject area's long-standing collegial culture and interdisciplinary engagement have been instrumental in sustaining research quality and innovation. While challenges remain in aligning teaching loads with research goals and boosting publication output, the subject area is well-positioned to strengthen its academic profile through strategic mentoring, inclusive practices, and targeted support for early-career researchers. Continued efforts to enhance gender awareness and external funding capacity will further contribute to the renewal and impact of INF research at KBS.

Organization and leadership: Economics and Statistics

The ECON subject group is led by a formal head of subject, a professor in economics, for both ECON and STAT subjects. The ECON unit consists of eight faculty members plus one adjunct lecturer engaged in research. Among the six senior lecturers, two hold the title of docent. Due to the small size of the subject group and the absence of a PhD programme, the organizational structure is relatively informal. Recruitment efforts in recent years have strategically targeted researchers in macroeconomics and financial economics, reflecting both a shift in student interest and a desire to broaden the subject's research profile. The informal structure and small size imply that recruitment and promotion are handled on a case-by-case basis, with potential to integrate more formalized gender equality considerations in future planning. Career development within ECON is supported through research activities and publication efforts.

The ECON unit is focused on increasing external research funding to support its academic ambitions. The subject's research traditionally centres on applied microeconomics, with strong profiles in health, public, labour, social, and behavioural economics. Specific areas of expertise include discrimination, gender issues, public choice, public policy, cost-benefit analysis, and risk-related topics. These themes align well with societal challenges and offer strong potential for attracting external funding. While the small size of the unit presents challenges in terms of capacity and formal structure, it also allows for agility and close collaboration.

The STAT unit consists of seven faculty members of which two are engaged in research. Among the two active in research, one holds the title of docent. Due to the small size of the unit and the absence of

a PhD programme, the organizational structure is relatively informal. The STAT unit is focused on increasing research activities and research funding.

Organization and leadership: Law

The Law subject group at KBS is organized with a head of subject who represents the discipline in intra-departmental and university-wide matters. Leadership is further supported by a director of studies and programme director for the Law programme. Strategic and operational decisions are guided by several collegial bodies: a Strategic Council composed of professors and representatives from docents, lecturers and PhD candidates, which meets at least three times per semester to address research and teaching strategy; a broader Law Council including all academic staff, meeting monthly to discuss current issues; and a dedicated PhD supervisors' council, under the leadership of the Head of Subject, that convenes once or twice per semester.

Law in Sweden has generally achieved gender balance, but the KBS subject group retains a male-dominated structure, particularly in leadership roles. This imbalance is being actively addressed, including through the recent recruitment of a female senior lecturer (2025). Looking ahead, the trend suggests a growing dominance of women in the field, prompting the need to ensure gender balance not only in management but also among PhD candidates. Recruitment and succession planning are increasingly informed by these considerations, aiming for a more inclusive and representative academic environment, without overlooking the formal academic criteria. Early-career researchers in Law are supported through active participation in seminars, collaborative scholarly writing, grant application development, and international conference attendance. The subject group is working to further develop its seminar structure as a central platform for academic exchange and internal competence development. These efforts are complemented by mentoring and peer support within the collegial councils, fostering a culture of shared responsibility and professional growth.

While specific details on direct governmental research funding are not outlined, the subject group demonstrates a clear commitment to supporting both ongoing and emerging research initiatives. Academic staff are encouraged to pursue external funding opportunities; the organizational structure facilitates strategic dialogue around resource allocation and research development. Law at KBS benefits from a robust internal structure that supports strategic planning, collegial engagement, and academic development. However, there is recognition of the need to avoid duplication in management structures, which could lead to administrative overhead. The subject group is committed to continuously refining its organization and leadership to better align with its research ambitions.

3. Scientific results and academic impact

KAU joined CoARA (Coalition for Advancing Research Assessment) in 2023. Members are committed to developing assessment systems that focus on research quality, openness, diversity and societal relevance - rather than relying solely on quantitative indicators. For KBS, this implies that research is not only about academic impact but also about how it creates societal impact. This is clearly stated in the strategic plan for 2024-2028 which emphasises that KBS shall conduct research that has high societal impact in co-production with external partners.

To be noted is that researchers at KBS apply for external funding for projects conducted within their own subject areas at KBS and/or within CTF. Consequently, Table 3.1 and Table 3.2 of the background data do not reflect the full scope of KBS' external revenue streams. The figures below provide a more accurate picture. In 2024, KBS staff were involved in all 5 approved CTF projects (SEK 8.4 million). In 2023, they participated in 6 out of 9 approved projects (SEK 9.3 million), and in 2022, 5 out of 12 projects (SEK 5.7 million). This means that the actual external research funding granted to KBS was:

- 2024: SEK 13.8 million - not SEK 5.4 million
- 2023: SEK 19 million - not SEK 9.5 million
- 2022: SEK 12 million - not SEK 6.5 million

Although the figures above provide a more accurate picture, they are still not entirely precise. This is because funding awarded to certain CTF projects is shared with colleagues from other departments, and project participants receive funding to varying extents. Currently, there is no system support at KAU to efficiently extract these figures, and manual processing is required - a service that is currently unavailable at the central level. For the period, seven researchers from some other departments were involved in the granted projects, indicating that the KBS share of awarded funds should be slightly reduced compared to the above. Additionally, funding for faculty members participating in research projects at other departments within KAU and/or at other universities is not included in either the background data or our revised figures. Due to the lack of comprehensive information, the success rate presented in Table 3.3 (background data) is likely to be inaccurate.

Nevertheless, KBS demonstrates strong scientific output relative to academic staff profile and resources in line with research priorities of the strategic plan. BA, WLS, INF, and ECON have an international publication tradition while LAW, by contrast, follows a more nationally oriented publication tradition. During the evaluation period, 324 publications were produced, including 161 peer-reviewed journal articles, 70 book chapters, and 37 conference papers (the actual number of conference papers is much higher, as not all have been registered in the Diva, the electronic repository for publications used by Swedish universities). Additionally, seven doctoral theses were completed (see section 2 of the background data). These results are notable in relation to the total research funding during the period. According to the annual report of KAU, the average cost for an academic peer-reviewed article is 1.1 MSEK. The corresponding number for KBS is around 0.5 MSEK. This productivity is further highlighted by the academic staff profile: KBS has approximately 40 full-time research equivalents annually, with nearly half of the research time allocated to PhD candidates (see Figure 1, background data) or lecturers with PhD candidate positions. About 40% of research involves international collaboration. Table 5.2 of the background data shows that we are involved in many international collaborations suggesting that this number could be further improved in line with KAU's internationalization goals. Open access publishing stands at 81%, supporting broader scientific impact.

A KBS forum for heads of subjects promotes strategic collaboration and research direction. Strategic leadership meetings within this body have strengthened research quality, for example through the development of subject-specific research strategies and a KBS defined thought leadership forming a part of the KBS strategic plan. To support PhD activities across the school, the KBS Doctoral Academy has been established. The Academy is led by a professor and provides research support, interdisciplinary development for PhD candidates through joint courses, thesis seminars with peer-review opportunities, writing support, opportunities for co-authored publications, and workshops on topics including research methods, publication strategies, and communication to non-specialist audiences. These activities facilitates both academic and social networking, promotes good research practice, and enhances the quality of doctoral education. In addition, there is a director of doctoral education in BA due to the large number of PhD candidates in recent years who works together with the director of the KBS Doctoral Academy.

Initiatives such as the annual cross-disciplinary writing and research application retreat foster collaboration and funding applications. High-quality journal publications, editorial roles and academic awards confirm KBS's competitive standing. Of the peer-reviewed original and review/survey articles in journals 30% were published in Norwegian register level 2 journals. Recent examples include articles in top-tier journals such as *Journal of Marketing (BA)*, *Public Management Review (BA)*, *Journal of Service Research (BA)*, *Organization Studies (BA)*, *Work, Employment & Society (WLS)*, *British*

Journal of Industrial Relations (WLS), *Social Science and Medicine* (ECON & WLS), *Value in Health* (ECON), and *Journal of Business Ethics* (General). Faculty also serve as editors and advisory board members for leading journals, including *Marketing Theory*, *Journal of Service Research*, *Journal of Service Marketing*, and *New Technology, Work and Employment*.

Scientific results and academic impact at the subject group level

Scientific results and academic impact: Business Administration

Research in BA has a strong international profile, with frequent co-authorship across borders. In marketing and management, service research conducted at CTF has positioned KAU and KBS as a recognized actor in areas such as service innovation, servitization, and service design. In accounting, the focus lies on auditing and management control in public organizations, while project management research and research supporting industrial engineering management also contribute to the subject's breadth.

BA produces around 30 peer-reviewed articles annually, alongside books and book chapters. The publication strategy follows the CABS academic journal guide and Norwegian register for scientific journals, with ambitions to increase output in CABS 3-4 and Norwegian level 2 journals. While output is strong in relation to resources, it is unevenly distributed among staff. An example of a research area is the examination of Trust-Based Management (TBM), where research has been published in renowned journals such as *Public Management Review* and *Critical Perspectives on Accounting*. The TBM research project titled "*Increased Autonomy in Female-Dominated Welfare Professions – Beneficial or Detrimental to Employee Well-Being?*" has received financial support from FORTE. The project investigates the impact of TBM on employee well-being in female-dominated professions. It offers a critical analysis of the potential risks associated with idealizing trust-based models and contributes to a deeper understanding of long-term work-related well-being.

Faculty contribute as editors, associate editors, reviewers (see Table 5.1 in the background data), present at international conferences, and organize and host conferences - in 2024 the BA subject group hosted the national BA conference. Faculty also serve as opponents, reviewers for doctoral theses nationally and internationally and guest professors internationally. Collaborations with companies and public organizations generate both academic and applied impact, with recognition from bodies like the American Accounting Association's Impact Hub. Externally funded projects, especially from national councils, are vital. Many researchers in marketing and management are funded through external projects managed by the CTF not reflected in the background data (see above for corrections). BA's limited direct governmental funding is used strategically for doctoral education, junior research positions, and research time for senior staff. Recent reviews of doctoral education highlight the importance of strong research culture and leadership. The new Research Forum provides structured arenas for addressing these needs and strengthening research quality.

Scientific results and academic impact: Working Life Science

Research in WLS includes senior and junior researchers, including PhD candidates all actively engaged in publishing. Outputs span leading international journals, book chapters, and edited volumes. Research is funded by external sources such as AFA Försäkring, BFUF (Besöksnäringens Forsknings- och UtvecklingsFond), and Forte, as well as internal development funds.

Staff regularly present at major international and national conferences, and research covers areas like management, HRM, industrial relations, sociology of work, equality and diversity, working conditions, education, and health management. Editorial roles include Editors-in-Chief for *Nordic Journal of Working Life Studies* (from Januari 1st 2026), *New Technology Work and Employment*, and *Arbetsmarknad & Arbetsliv*. Staff also serve as referees, PhD opponents and examination board members.

International engagement includes visiting professorships at the Universities of Manchester and Leeds. The department has received awards for best thesis, publications and HRM research. Overall, WLS's academic impact is supported by diverse expertise, strong funding and active participation in the global research community.

As an example, the Forte funded project, 'A Comparative Study of the Long-Term Experiences of Restructuring: Structural Influences on Successful Transitions to Sustainable Working Lives', reflects a long-standing international collaboration within IRIS (International Restructuring in Steel) involving researchers from Sweden, the UK and Australia. Results from the Forte project have thus far resulted in a book chapter, three published journal articles (three more in progress) plus dissemination via presentations at five international conferences, to OECD and the Work and Equalities Institute 6th Annual Lecture, University of Manchester, UK.

Scientific results and academic impact: Information Systems

INF includes senior and junior researchers, including PhD candidates, all actively publishing. Non-PhD academic staff also contribute through pedagogical development, mainly in national university forums and conferences. Research output is primarily made through international conferences and books, with fewer journal articles, largely due to time constraints and the nature of societal projects that require significant administrative and communication work.

Funding comes from a wide range of external sources, often through participation in large European and regional projects. Research spans areas such as usable privacy, crisis preparedness, virtual reality in training, AI uptake in various sectors, digital maturity, user-centered systems design and methodological development in relation to this. Our research is often directly connected to our teaching and a part of the research concerns pedagogy in higher and further education where our researchers teach and develop their means of research communication.

Staff hold editorial roles for proceedings and books, and many serve as referees for international journals. While no current Editors-in-Chief or Associate Editors remain after recent retirements, several have received Best Reviewer Awards. Reviewing assignments, aside of conferences, include journals Journal of Computer and Security, International Journal of Human- Computer Interaction, Behaviour & Information Technology, International Journal of Information System Modeling and Design. INF has played a prominent role in organizing conferences like Mobile for Development (M4D), project management, privacy and security, and will co-host ISD 2027 at Karlstad University alongside Computer Science.

Faculty also contribute as PhD opponents, examination board members, and expert reviewers for promotions and recruitment at other universities. Despite limited journal output, INF maintains strong academic engagement and visibility through interdisciplinary collaboration and conference leadership.

Scientific results and academic impact: Economics and Statistics

ECON has a strong research output relative to staff size and resources. Between 2022–2024, the subject produced 19 peer-reviewed international journal articles, including 3 at Norwegian level 2 and 2 above CABS level 3, along with 1 book, 4 book chapters, 2 edited collections, and 2 public reports. Faculty members regularly review for international journals and present at conferences. Collaborations with public organizations contribute to both applied and academic outputs, though publication distribution among staff is somewhat uneven. Faculty also contribute as PhD opponents, examination board members, and expert reviewers for promotions and recruitment at other universities. External funding is crucial, with notable support from Jan Wallanders and Tom Hedelius Stiftelse, Tore Browaldhs stiftelse, and Systembolagets alkoholforskningsråd. In 2024, our Professor also began collaborating with Malmö University's Centre for Police Research. According to Web of Science, peer-reviewed

articles from the subject were cited 445 times during the period, with about 40% of citations in economics journals.

The STAT unit is small and focused on teaching, but one lecturer frequently provides statistical advice to researchers in nursing and BA at KAU. This has led to a few co-authorships over the years. One senior lecturer has also recently been collaborating with researchers in BA, a fruitful collaboration that will lead to scientific publications. A crucial step will be to jointly apply for external funding within STAT and across disciplines at KBS, guided by a recently recruited senior lecturer whose extensive experience in securing research grants will be instrumental. This expertise will serve as a foundation for building a research environment where dedicated research time can gradually increase. In this process, a mentoring role may prove essential as the subject group moves toward a greater emphasis on research and collaborative research projects.

Scientific results and academic impact: Law

Research in Law is particularly strong in tax law, but has further strengths in criminal law, environmental law, and legal informatics. The subject group is also strong in social dimensions of law including Jurisprudence, with additional expertise in data, procedural, and administrative law. Faculty members are active as editors, reviewers, and PhD opponents, and regularly participate in national and international conferences. Research output is medium to good, but the subject group faces a challenge in the fact that Swedish legal publications, while highly respected nationally, are not always sufficiently recognized in international ranking systems like the Norwegian list. This has traditionally led to underrepresentation in ranked journals, despite the highly substantial impact of the research, which often influences legal decisions and contributes to the development of Swedish law.

The subject group maintains strong international connections, including annual PhD candidate participation in a masterclass at the University of Oxford and a new research exchange with the University of Bonn. Although not formalised, there are ongoing discussions with universities in other countries, notably Japan.

One example of research is the project, “Ruling for sustainable development: New ideas on collaboration for an improved knowledge base in environmental courts”, is funded by FORMAS (2023-2028) and brings together researchers from Uppsala University, Lund University, and the Swedish University of Agricultural Sciences to strengthen the role of law in achieving sustainable development. While environmental law is a key instrument for sustainability, it often struggles to address the complexity of issues such as climate, water, and biodiversity within the constraints of legal requirements for predictability, equal treatment, and rule of law. Focusing on pre-judicial collaboration processes preceding cases in the Land and Environmental Courts, the project examines how legal, scientific, and societal knowledge can be more effectively integrated to improve the knowledge base for environmental decision-making. Using re-examinations of hydropower plants in regulated rivers as case studies, the research develops and tests tools to facilitate interdisciplinary collaboration and strengthen the evidentiary basis for judicial review.

4. Academic culture

KBS has an academic culture characterized by collegiality, openness, and continuous development. The strategic plan for 2024–2028 emphasizes the need to continue strengthening this area and outlines several activities to support it. The school’s work is embedded within KAU’s broader commitment to creating a stimulating and sustainable research environment. KAU’s recognition with the HR Excellence in Research Award from the European Commission underscores this commitment, acknowledging the university’s systematic efforts to improve the conditions for researchers in line with the *European Charter and Code for Researchers*. This recognition influences KBS directly by ensuring

fair and transparent recruitment processes, career development opportunities, and strong institutional support for researchers at all career stages. Ongoing initiatives—such as peer supervision, professional development for PhD supervisors, improved career guidance (including information about non-academic career paths), co-authorship policies, and clearer guidelines for PhD work—contribute to a culture of quality and integrity in research across KBS.

At KBS, the quality and renewal of research are supported through well-established collegial structures and meeting routines. Regular staff days engage all faculty members in strategic discussions and quality development initiatives, although not all of them concern research. Weekly information meetings combined with *fika* (coffee time) gatherings provide an informal forum for academic exchange, promoting collegiality and fostering a shared sense of identity across subject groups. These routines not only sustain internal dialogue but also facilitate cross-disciplinary interaction and collective reflection on ongoing research activities and emerging themes.

Much of KBS's research is conducted within externally funded projects, often in collaboration with national and international partners (cf. section 5 of the background data). The activities within these projects strengthen both the internal research culture and the quality of the school's research by connecting KBS scholars to international research networks. Outreach and collaboration are also supported through international staff exchanges via Erasmus+ and bilateral partner agreements, which promote competence development, internationalization, and sustained academic engagement beyond KAU.

A central forum for supporting and renewing the internal academic culture is the KBS Doctoral Academy. The Academy brings together PhD candidates from across KBS's subject areas to encourage interdisciplinary collaboration, critical dialogue, and communication of research beyond disciplinary and academic boundaries. The director of the Academy collaborates closely with the head of school, as well as the Academy's steering group and the BA director of PhD studies, to ensure coherence in research training and to strengthen the school's research community.

Recent areas of development that have significantly contributed to the internal academic culture include increased emphasis on interdisciplinary research training, more structured career support for PhD candidates and early-career researchers and enhanced collegial forums for sharing research practices. Together, these initiatives have reinforced KBS's collective capacity for high-quality, ethically sound, and internationally relevant research.

Academic culture of the subject groups

Academic culture: Business Administration

The academic culture at BA is built on collegiality and open internal dialogue as well as on the fact that much of the research is conducted within externally funded research projects. The seminar series serve as the core platform for research exchange, involving everyone, though attendance and frequency could improve. Subject group meetings and informal gatherings during coffee and lunch breaks further support collegial identity. With the new organizational structure (see section 2 above), more meetings are held at sub-group level (e.g., Accounting and Marketing & Management), while subject-wide meetings continue on broader themes like career development and publishing.

Good research practice is promoted through policies and regular seminars on ethics and methods. The appointment of research leaders and the creation of a new research forum aim to strengthen research quality and support junior academic staff.

Outreach is central to research renewal. Faculty members serve as editors, reviewers, and members of scholarly associations, and collaborate with leading universities nationally and internationally (see

Table 5.2 of the background data). PhD networks such as MIT (Management and IT), SNABS (The Swedish Network for Advanced Business Studies), and FIRE (Forskarskolan I Redovisning) provides further input and enhance engagement. Most research active staff regularly present their research at international conferences. PhD candidates and junior research staff are actively encouraged to do so and are members of relevant international networks. CTF further connects researchers to global service research networks, boosting the subject's reputation.

Academic culture: Working Life Science

Research development is embedded in WLS's regular activities, with research discussions included in bi-weekly staff meetings and annual strategy sessions. Staff engage in funding seminars and PhD supervisor meetings, fostering a shared research culture. Mentoring supports good practice and skill development, including joint reading and feedback on papers.

Junior scholars are encouraged to present ongoing work in internal seminars, often with senior discussants. International collaboration enriches the environment, with visiting scholars, a joint early-career symposium with CERIC/DIGIT from the University of Leeds, and PhD visits to Grenoble Ecole de Management, establishing lasting exchange relationships.

Research output remains strong, with growth driven by early-career researchers and a rise in funding applications. These developments reflect a sustained commitment to building a collaborative and internationally engaged research environment.

Academic culture: Information Systems

The academic culture in INF is built on collegiality, internal dialogue, and a bi-weekly seminar series, often featuring guests from industry or other universities. Longer seminars are held for quality assurance, such as vetting major manuscripts or collaborative research applications. Most publications are co-authored, reflecting strong internal and external collaboration.

PhD candidates are often affiliated with the national research school Management and IT, which expands their academic networks. Others take courses at KAU and beyond, contributing to INF's research culture. Notably, Malin Wik served as Sweden's PhD representative in IRIS and edited two seminar volumes (2021-2023).

INF is part of a joint Knowledge Foundation application with Skövde, Blekinge, Malmö, and Karlstad for a research centre in Digital Games Development, addressing a gap in production methodology research. Within KBS, INF collaborates with BA (e.g., project management and e-services via CTF) and Law. Outside KBS, strong ties exist with Computer Science, Risk and Environmental Studies, and the Centre for Societal Risk Research (CSR). While this broad engagement strengthens research, it also means INF researchers are not always present locally at KAU.

Academic culture: Economics and Statistics

The academic culture in ECON is built on collegiality, internal dialogue, and a seminar series open to both internal staff and external presenters. However, of the 19 publications produced between 2022-2024, only three were co-authored within the ECON research group at KBS, due to different research area interests. As STAT is not very active in research, staff participate in the ECON seminar series and engage in scientific dialogue with researchers from other subjects at the university. The recently recruited senior lecturer, along with closer collaboration with ECON, will be crucial to fostering a culture conducive to scientific development and publication.

Academic culture: Law

Law has historically focused on teaching, with the law programme launched in 2017 and its first graduates in 2022. It is currently one of the most sought after academic programmes in Sweden. The

master programme in tax law has a decade-long history, with significant upgrades in 2009, and again in 2021. While maintaining a strong commitment to education, the subject has continued to strengthen its structured research environment, including ongoing seminars for PhD candidates and faculty members, and efforts to support resources for research funding applications. Going forward emphasis is on further fostering the PhD research environment and the higher seminar in law.

Law collaborates actively across disciplines - within KBS with INF and in environmental research with Risk Studies, and externally with KTH and international partners like the Universities of Oxford and Bonn. *A key development need* is to continue to further strengthen structures that balance teaching with sustained research development.

5. Collaboration with the surrounding community

KBS' mission and strategic plan for 2024-2028 emphasize the importance of societal impact. Collaboration with the surrounding community is extensive at KBS, reflecting the applied and practice-oriented nature of its research. KBS researchers work closely with an extensive number of partners in both the private and public sectors (see Table 5.2 of the background data), often within externally funded research projects (see Table 3.4 of the background data) where collaboration is integral to the design, implementation, and dissemination of results. These partnerships provide access to valuable empirical material and ensure that the research creates societal impact, remains relevant, and aligned with societal needs. Funding from national and regional agencies such as the KK Foundation, VINNOVA, FORMAS, and Interreg Sweden–Norway further supports these collaborative efforts, with KAU and KBS providing strong institutional assistance in securing such funding. Table 3.4 of the background data provides an overview of externally funded research projects during the evaluation period.

Collaborations with the surrounding community are characterized by mutual learning and co-creation, where researchers and partners jointly define problems, test solutions, and evaluate outcomes. This approach enhances both the quality and renewal of research by integrating theoretical insight with practical relevance, stimulating new research questions and methods. A clear example of successful cross-sector collaboration is the RETAKE project (2022-2023), funded by Energimyndigheten, Vinnova and Formas, where researchers from BA at CTF worked with Chalmers Industriteknik, Panter, Light My Fire, Samhall, and regional stakeholders to test reusable packaging systems at major public events. The project produced tangible results, including reduced litter, lower cleaning costs, and improved visitor satisfaction, with several event organizers subsequently adopting or expanding reusable systems. Dissemination of results has been extensive, including coverage on Swedish national and local radio, presentations at major events such as Almedalsveckan and Göteborgs Kulturkalaset, and participation in seminars and webinars organized by platforms like Circle Economy and Cradlenet. Findings have also been published in the *Handbook of Service Experience*, co-produced with the Service Alliance at Cambridge University, further highlighting the project's academic and societal impact.

Another example, the Robot as Colleagues project (2022-2025), funded by Afa Försäkring, brings together researchers from WLS and BA to study how workplaces are affected when robots are introduced as colleagues. The project involves collaboration with both private and public organizations—including Liseberg, Karolinska Universitetslaboratoriet, Helsingborgs Stad, and AMAB—and combines traditional qualitative methods with advanced technology developed by a KBS researcher to measure employee experiences in real time. The study contributes new knowledge on digitalization and work environment, informing both workplace practice and policy development.

The CriseIT project and its successor project Cross-border Climate Resilience through Collaborative Learning Models and Digital Transformation (2024-2026), funded by Interreg Sweden–Norway and conducted at INF, demonstrate how digital tools and gamified learning can be used to build climate resilience and strengthen societal preparedness. The projects involve extensive collaboration with Norwegian partners and preparedness actors, developing simulation-based learning environments that support public agencies and municipalities in handling climate-related crises, exemplifying how research at KBS delivers concrete societal benefits and capacity building in critical sectors.

In Economics, KBS researchers maintain a longstanding partnership—spanning more than 30 years—with the Swedish Civil Contingencies Agency (MSB), from 2026, the Swedish Civil Defence Agency. This collaboration has resulted in numerous reports, working papers, and peer-reviewed articles on the economics of risk, accidents, and cost-benefit analyses. It also involves partnerships with municipalities, national organizations such as the Swedish Association of Local Authorities and Regions (SKR), and other KAU departments and universities across Sweden. This sustained collaboration illustrates how research in economics contributes directly to evidence-based policymaking, risk assessment, and societal resilience.

Legal scholars at KBS engage closely with government agencies and the legal community, contributing to law commentaries used in practice and providing expert input on proposed legislation and regulation. KBS law researchers are also active in national innovation arenas, such as the Dig-IT Lab at the Royal Institute of Technology (KTH), which brings together major construction-sector firms and academic institutions to explore the digital transformation of the sector. Another local example is Karlstad Liv-In-Lab, a testbed jointly developed by KBS, Karlstad Energy, Karlstad Housing (KBAB), and Karlstad Municipality to examine demographic challenges and the resilience of municipal services in times of crisis. These collaborations ensure that legal research contributes directly to innovation, governance, and the development of sustainable societal systems.

Knowledge dissemination is a key element of KBS’s collaboration strategy. Researchers actively share results through practitioner-oriented conferences, workshops, and digital channels. The Value-Creating Conversations seminar series (Värdeskapande samtal), organized by CTF in collaboration with the Hamrin Foundation, is a conversation between one practitioner and one researcher on a “hot topic,” such as service robots. These conversations are available on YouTube and is one example of how researchers and practitioners engage in dialogue to translate research findings into societal impact. Similarly, projects such as CriseIT have used interactive formats—such as serious games and demonstrations at national and cross-border events—to ensure that research outputs are accessible, relevant, and continuously refined through feedback from users. The ISE project (2020–2024), funded by the KK Foundation and conducted at CTF engaging personnel from BA, further exemplifies this approach by integrating research and education through 20 co-created master-level distance courses developed with industry partners. Over 300 professionals from more than 100 organizations have participated, applying research-based theories and tools to real challenges in areas such as service development, digital transformation, and sustainable innovation. The ISE model strengthens lifelong learning, competitiveness, and the exchange of knowledge between academia and practice.

KBS researchers also co-produce knowledge and learning materials that extend research impact beyond academia. Examples include *The Curious Case of Usable Privacy: Challenges, Solutions, and Prospects* (Springer), co-authored by a KBS researcher and a professor in Computer Science, exploring privacy from technical, legal, and social perspectives, and a book based on the KK founded project DISCERN with chapters written together with industry managers from Volvo and Kongsberg on value creation in practice. Research dissemination also occurs through partnerships such as the collaboration with Elvenite, a consultancy in digitalization and business support for the food industry. This collaboration produced a white paper on sustainable data management and a co-authored academic

publication with researchers from the University of York. Supported by KK Foundation funding and involving over ten companies, this collaboration exemplifies how KBS research bridges academia and practice to promote sustainability and innovation.

Overall, collaborations with external partners are central to KBS's identity and success. They strengthen research quality and renewal and that academic work contributes meaningfully to societal development. Recent developments, such as the expansion of interdisciplinary and cross-sector projects, enhanced dissemination strategies, and deeper integration of partners into research design, have yielded significant results, further reinforcing KBS's role as a trusted, innovative, and engaged academic actor in the surrounding community.

6. Interaction between research and education

At KBS, research and education are closely intertwined and mutually reinforcing. The strategic plan for 2024–2028, which highlights the goals of educating employable students to a high academic standard and promoting co-production in education, underscores our commitment to this approach. The interaction between research and education at KBS is characterized by a dynamic exchange where both domains continuously enrich each other. Our approach ensures that students develop the ability to apply theory to practice, while research remains relevant and informed by real-world challenges and educational experiences. Knowledge development and dissemination are integrated into a continuous exchange. KBS has systematically strengthened the connection between research and education through several *measures to link research and education*.

- *Research-based education* - includes course literature authored by KBS academic staff, intellectual contributions (e.g. concepts, methods, frameworks, perspectives, tools) are directly integrated into teaching materials, assignments, and case discussions, ensuring that students are exposed to high relevance and cutting-edge content.
- *Researcher-led education* – academic staff actively bring their latest findings and ongoing projects with experiences from practitioners and challenges / opportunities in firms into the classroom. Assurance of learning activities as a part of the AACSB work at the KBS level and subject-based fora function as key arenas for linking research and education. Students at all levels encounter academic staff and PhD candidates, where thesis supervision plays a particularly strong role in this process, with students often conducting theses in collaboration with private and public organizations.

Research enriches education by providing a solid theoretical foundation while addressing emerging societal challenges, ensuring intellectual depth. Students engage with the latest insights in their fields, sharpening their analytical and reflective skills. For example, recent research on servitization and digitalization has been translated into practical models and strategic tools used in master's courses and professional education. Moreover, research on cost–benefit analysis conducted with the Swedish Civil Contingencies Agency informs advanced policy evaluation teaching, and peer-reviewed work on econometric causality and experimental design shapes methods courses and seminars in Economics. Research also drives pedagogical innovation. New teaching methods—such as playful learning and simulation-based exercises—have been developed within research projects and later implemented in degree programs. Students have recently worked with business simulation games in project management and portfolio analysis, gaining experiential learning rooted in both theory and empirical findings. The integration of the UN Sustainable Development Goals (SDGs) into education is another area where research plays a key role. KBS has defined a baseline for SDG integration across programmes, embedding sustainability not only in content but also in learning goals and assessment. This is driven by active researchers in sustainability and lecturers with professional expertise, giving

students a mature understanding of the connections between theory, societal transformation, and their future professional practice.

Education enriches research by generating new insights, perspectives, and questions. Student thesis, often developed in collaboration with external partners, highlight emerging challenges and opportunities in organizations - sparking further academic inquiry. Case-based teaching and real-world projects bring practitioners' voices into the classroom, stimulating new lines of research. Collaborative research with private and public organizations not only enhances student learning but also contributes empirical material and fresh perspectives to ongoing studies. Professionals in lifelong learning courses, frequently share cases from their own organizations, enriching classroom discussions and providing researchers with valuable data and practical insights. Teaching also encourages faculty to communicate their findings in accessible ways, bridging scholarly complexity with practical application. This strengthens the societal impact of research while maintaining academic rigor.

Recent developments have further consolidated KBS's role as a business school where *education and research are deeply integrated*, supporting the shared mission *to educate responsible professionals and conduct research with high societal impact*:

- **Co-produced education and research:** Courses developed within the ISE project are co-created with partner organizations, first as modules for practitioners and then adapted for degree programs. Conversely, elements from academic courses are repackaged for professionals through collaboration with Karlstad University's Commissioned Education Ltd, enabling a two-way flow of knowledge between academia and practice.
- **Lifelong learning initiatives:** Co-created courses allow students and professionals to work with real-life cases and data, often leading to new research collaborations and practical applications.
- **Executive education synergies:** Integrating executive education with degree programs enables students and professionals to learn side by side, enhancing relevance and strengthening research-practice links.
- **SDG integration:** Systematic inclusion of SDGs in programs has led to a sharp rise in student theses focused on sustainability, showing how education, both applies and extends research into socially important areas.
- **Internationalization:** Clearly identified mobility windows in all programmes, with access to 250 international universities through Erasmus+ and bilateral agreements, and membership in the EUNICE European University alliance offer students opportunities for cross-border learning and research.
- **Research-based infra-structure development for education:** The usability lab is used in several courses within the INF subject group based on their research in co-design, interaction design, and usability testing. The credibility of such courses makes external organizations rely on course output and students' thesis work for developing digital services. The lab is also a practical placement for exchange students.



Karlstad Business School

BACKGROUND DATA

Periodic Research Review

INTRODUCTION

Background data covers a three-year period (2022-2024) and contains information about staff, third-cycle education, financial resources and research outputs. Data is collected from the university administrative systems to provide an overview and illustrate preconditions for research at the evaluation unit.

1. STAFF

1.1

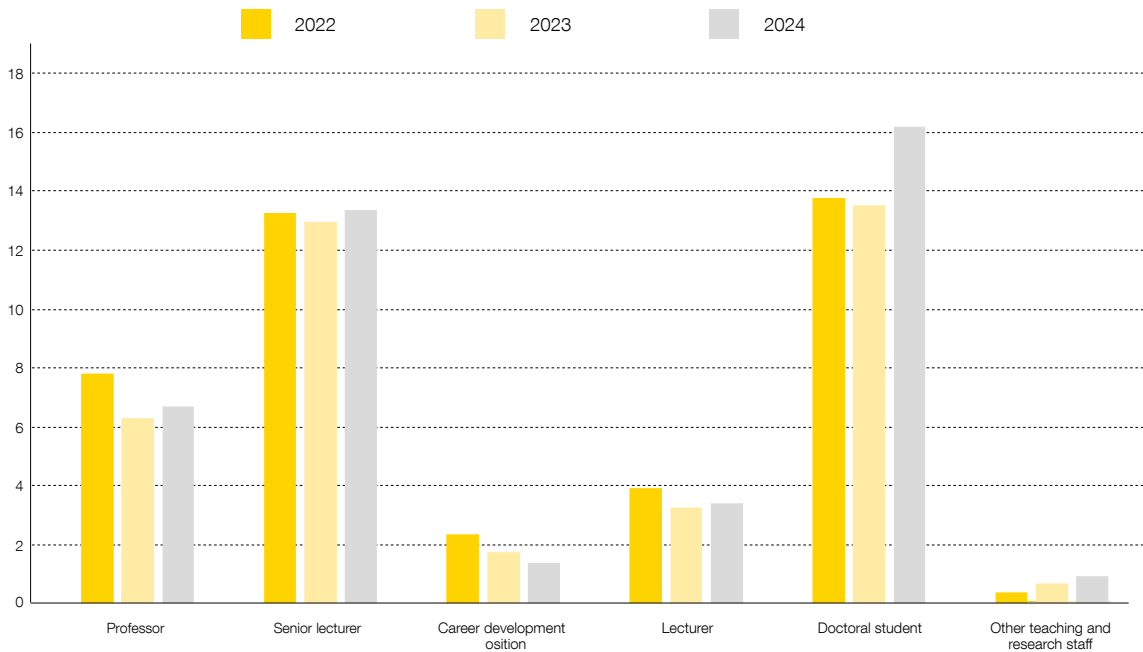


Figure 1.1 Workforce by staff category

The graph shows the workforce, full-time equivalents*, registered for research activity and connected to the evaluation unit over a three-year period. Staff categories are professor, senior lecturer, career development position, lecturer, doctoral student and other teaching and research staff. See table 1.2 for individuals in each category.

Source: Primula

* Full-time equivalent (FTE) is a unit of measurement to illustrate the number of full-time hours spent on research for all employees at Karlstad University. Research includes recorded time covered by internal funding, external research funding and commissioned research funding.

Table 1.2 Staff at the evaluation unit

Staff, based on position, engaged in research at the evaluation unit during 2024.

Position	Subject
Professor	
Edvardsson, Bo	Business administration
Hultqvist, Anders	Law
Jakobsson, Niklas	Economics
Karpen, Ingo Oswald	Business administration
Larson, Mia	Business administration
MacKenzie, Robert	Working Life Science
Magnusson, Peter	Business administration
Olsson, Stefan	Law
Palm, Kristina	Working Life Science
Pettersson, John Sören	Information systems
Siverbo, Sven	Business administration

Professor

Skålen, Per	Business administration
Tronvoll, Bård	Business administration
Witell, Lars	Business administration
Ågren, Jack	Law

Senior lecturer

Alaqra, Ala Sarah	Information systems
Almasri, Abdullah	Statistics
Artusi, Federico	Business administration
Axelsson, Jonas	Working Life Science
Bellström, Peter	Information systems
Bergkvist, Linda	Information systems
Camen, Carolina	Business administration
Daruvala, Dinky	Economics
Davoudi, Sara	Business administration
Dimitriewski, Nick	Law
Ekman, Mats	Economics
Fellessen, Markus	Business administration
Fransson, Martin	Business administration
Fredriksson, Odd	Information systems
Fyrberg Yngfalk, Anna	Business administration
Gottfridsson, Patrik	Business administration
Gustavsson, Tomas	Information systems
Holm, Cyril	Law
Humayoun, Muhammad	Information systems
Huric-Larsen, Jesper Fredborg	Economics
Håkansta, Carin	Working Life Science
Höglund, Mats	Law
Högström, Claes	Business administration
Ivarsson, Lars	Working Life Science
Jagstedt, Siri	Business administration
Jaldell, Henrik	Economics
Johansson, David	Law
Johnson, Mikael	Business administration
Karegar, Farzaneh	Information systems
Karlsson, Jenny	Business administration
Lid Falkman, Lena	Working Life Science
Lindroos-Moll, Sebastian	Law
Lindskog, Carin Erika Isabella	Information systems
Lorentzon, Johan	Business administration
Löfberg, Nina	Business administration
Magnusson, Monika	Information systems
Maneschiöld, Per-Ola	Business administration
Moden, Karl-Markus	Economics
Netz, Johan	Business administration
Nordström, Martin	Economics
Quist, Johan	Business administration
Rahnert, Katharina	Business administration
Rouis Skandrani, Sana	Information systems

Senior lecturer

Samuelsson, Peter	Business administration
Sebhatu, Samuel Petros	Business administration
Shams, Poja	Business administration
Staal, Klaas	Economics
Stenseke Arup, Gustav	Law
Stoll, Jane Elisabeth Lindell	Law
Sukhov, Alexandre	Business administration
Trischler, Jakob	Business administration
Wiklander, Per-Ola	Law
Ågren, Åsa	Law
Åkesson, Maria	Business administration

Career development position

Abay, Zelalem	Business administration
Brodén, Karin	Information systems
Mehran, Javaneh	Business administration

Lecturer

Appelgren, Jari	Statistics
Fotoh, Lazarus	Business administration
Hasselberg, Henrik	Information systems
Hillerström, Germaine	Law
Johansson, John	Business administration
Lillieh, Peter	Law
Magnell, Lasse	Business administration
Nilsson, Elin	Information systems
Prochazka, Andreas	Law
Vestin, Alexander	Information systems
Vänerhagen, Kristian	Working Life Science
Wik, Malin	Information systems
Öborn Regin, David	Working Life Science

Doctoral student

Abadzhiev, Andrey	Business administration
Ali, Muhammad Murtaza	Business administration
Asp, Annica	Working Life Science
Bäcklund, Olle	Business administration
Caravelli-Svärd, Kristin	Business administration
Fryklund, Helena	Law
Gustafsson, Amie	Business administration
Heino, Alexander	Law
Hjorth, Fredrik	Law
Holmgren, Johan	Law
Huck, Jana	Business administration
Karlsson, Per	Business administration
Khumalo, Akhona Cikizwa	Information systems
Millmark, Suzanne	Working Life Science
Paas, Sylvia Anne-Charlotte	Business administration
Padhi, Pritam	Business administration
Palani, Elena	Business administration
Rasaei, Janet	Business administration

Doctoral student

Roshanzade, Tahere	Information systems
Stawicki, Henryk	Business administration

Other academic staff

Björkman, Hans	Business administration
Hedvall, Klas	Business administration
Sanden, Bodil	Business administration
Sund, Björn	Economics

Source: Primula

Table 1.3 Recruitment

Number of recruited staff, total/women during 2022-2024. Year of employment certificate

	2022	2023	2024
Recruitments with doctoral degree from another Swedish university	4(2)		3(1)
Recruitments with a doctoral degree from outside Sweden	1	1	
Recruitment with doctoral degree from own university	1(1)	2(1)	
International guest researchers			1(1)
Adjungations - fellowship	1		
Shared positions	1		1(1)

Source: Varbi/evaluation unit

Table 1.4 Promotion

Number of promoted staff, total/women, during 2022-2024. Year of employment certificate.

	2022	2023	2024
Docent promotions	2	1(1)	1(1)
Professor promotions	1(1)	0	1
Total	3	1	2

Source: Primula

THIRD CYCLE STUDIES**Table 2.1 Doctoral students**

The table contains doctoral students by discipline, year of admission and degree of activity during the year 2024. Industry/collaboration/external doctoral students are marked with (I).

Name	Admission subject	Year of admission	Degree of activity 2024	Industry / external / collaboration (I)
Amie Gustafsson	Business Administration	2020	80	
Andrey Abadzhiev	Business Administration	2018	88	
Elena Palani Jafi	Business Administration	2023	90	
Henryk Stawicki	Business Administration	2024	13	
Jana Huck	Business Administration	2017	80	
Janet Rasaei	Business Administration	2021	76	
John-Erik Hassel	Business Administration	2021	100	(I)
Kristin Caravelli-Svärd	Business Administration	2019	62	
Lazarus Elad Fotoh	Business Administration	2024	75	
Martiina Salokangas	Business Administration	2024	33	(I)
Muhammad Murtaza Ali	Business Administration	2019	72	
Olle Bäcklund	Business Administration	2024	14	

Name	Admission subject	Year of admission	Degree of activity 2024	Industry / external / collaboration (I)
Per Karlsson	Business Administration	2021	72	
Pritam Kumar Padhi	Business Administration	2021	79	
Sylvia Anne-Charlotte Paas	Business Administration	2019	90	
Akhona Cikizwa Khumalo	Information Systems	2021	80	
Henrik Hasselberg	Information Systems	2021	80	
Malin Wik	Information Systems	2016	37	
Tahere Roshanzade	Information Systems	2023	80	
Alexander Heino	Law - civil law	2024	74	
Andreas Roland Wolfgang Prochazka	Law - civil law	2023	45	
Germaine Pointis da Conceicao Hillerström	Law - civil law	2015	42	
Johan Holmgren	Law - criminal law	2018	50	
Fredrik Hjorth	Law - procedural law	2018	100	
Peter Lillieh	Law - public law	2018	54	
Helena Fryklund	Law - tax law	2021	32	
Annica Asp	Working Life Science	2020	80	
David Regin Öborn	Working Life Science	2018	67	
Elin Storman	Working Life Science	2020	80	(I)
Elin Sörum Skjeklesaeter	Working Life Science	2018	55	(I)
Josef Ringqvist	Working Life Science	2018	47	
Kristian Vänerhagen	Working Life Science	2023	52	
Maja Ekeröth	Working Life Science	2024	27	(I)
Suzanne Millmark	Working Life Science	2022	53	

Source: Ladok

Table 2.2 Completed a Degree of Licentiate or Doctor

Number of students that have completed a Degree of Licentiate and Doctor over the past three years.

Name	Subject	Degree (L/D)	2022	2023	2024
Andrey Abadzhiev	Business Administration	L	1		
Carin Lindskog	Information Systems	D	1		
Malin Wik	Information Systems	D			1
Åsa Maria Helena Ågren	Law - jurisprudence	D	1		
Charlotte Sørensen	Working Life Science	D			1
David Regin Öborn	Working Life Science	D			1
Josef Ringqvist	Working Life Science	D			1
Åsa Bergman Brun	Working Life Science	D		1	
Total			3	1	4

Source: Ladok

FINANCIAL RESOURCES

Table 3.1 Research funding

Research funds spent at the evaluation unit for the period of 2022-2024. Amounts in SEK 1000.

	2022	2023	2024
Faculty funding ¹	23 247	22 599	26 599
External funding ²	5 339	4 579	8 100
Total	28 586	27 178	34 699
Percentage external funding	19%	17%	23%

Source: KULI/Raindance

¹ Faculty funding: Includes revenue from governmental funding and other internal incomes that includes, for example, grants and/or compensations from other parts of the University.

² External funding: Includes revenue from fees, other reimbursements and funding. Funding which can include grants from Councils, other public research funding agencies, municipalities, regions and research foundations.

Table 3.2 External research funding

Distribution of external research funds spent during the period of 2022 - 2024. Amounts i SEK 1000.

Funding source	2022	2023	2024
EU and Foreign organisations	307	81	1 417
Swedish research councils ¹	1 809	2 485	2 020
Other Swedish government foundations	1 657	259	2 926
Country councils and municipalities	1 426	1 629	1 652
Private foundations, industries, companies etc.	140	126	84
Total	5 339	4 579	8 100

Source: KULI/Raindance

¹ Research Councils include the Swedish Research Council (Vetenskapsrådet), the Swedish Research Council for Health, Working Life and Welfare (Forte), the Swedish Research Council for Sustainable Development (Formas) and the Swedish Institute for Educational Research (Skolforskningsinstitutet).

Table 3.3 External research funding statistics

Number of grant applications submitted to external funding bodies, number of granted applications, amount applied for and granted refers to Karlstad University's share. Amounts in SEK 1000.

	2022	2023	2024
Number of grant applications	25	18	19
Number of granted applications	2	5	3
Amount applied	60 520	51 484	31 109
Amount granted	6 499	9 527	5 399
Success rate*	8,0	27,8	15,8

Source: KULI/Raindance

Table 3.4 External research projects involving KBS academics. Amounts in SEK 1000.

Project leader (PL)	PL Subject Area	Project Title	Years	Funding (SEK)	KBS Academics involved
Erik Wästlund	CTF	Digital Health for All	2024-2028	3 156	Maria Åkesson Linda Bergkvist Jenny Karlsson
Sven Siverbo	BA	Workplace Structure and Health	2024-2028	1 549	Sven Siverbo
Carolina Camen	CTF/BA	Circular Public Transport	2024-2028	2 400	Carolina Camen
Niklas Jakobsson	ECON	The Rationality of the Homeless	2024-2027	144	Niklas Jakobsson

Project leader (PL)	PL Subject Area	Project Title	Years	Funding (SEK)	KBS Academics involved
Lars Witell	CTF/BA	DISCERN	2024-2026 2020-2023	1 180	Nina Löfgren Poja Shams
Maria Åkesson	CTF/BA	Re Value	2024-2026	1 472	Maria Åkesson
Jenny Karlsson	CTF/BA	AGAIN Reuse in Trade	2024-2026	1 968	Lars Witell Klas Hedvall
Peter Bellström	INF	Cross-border climate resilience through collaborative learning models and digital transformation	2024-2026	5 538	Ala Sarah Alaqra Monika Magnusson John Sören Pettersson Malin Wik
Siri Jagstedt	CTF/BA	PerUpp (Visitors eXperience Lab Värmland)	2024-2026	3 071	Peter Magnusson Johan Netz
Erik Wästlund	CTF	Dhino 2 HS	2024-2026	3 039	Jakob Trischler Karin Brodén
Jenny Karlsson	CTF/BA	Bruksort 2.0	2024-2025	236	Jenny Karlsson
John Sören Pettersson	INF	Pre-study Computer games and gamification	2024-2025	1 312	Sarah Ala Alaqra Peter Bellström Patrik Gottfridsson John Johansson Jenny Karlsson John Sören Pettersson Alexander Vestin Malin Wik
Gothenburg University	NOT KBS	Methods for targeting and evaluating public health interventions to residents in areas where disease burden is high or participation in organized screening is low	2023-2029	23 900	Carl Bonander (STAT)
Beatrice Hedelin	Risk & Environment	Ruling for sustainable development	2023-2026		Åsa Ågren
Helen Williams	CTF	Värmland's Food; The sustainable mealtime	2023-2026	3 809	Jakob Trischler Per Skålen Peter Samuelsson Ingo Karpen Elena Palani
Sven Siverbo	BA	Trust-based governance and management	2023-2026		Sven Siverbo
Lena Lid Falkman	WLS	Sustainable hybrid work practices	2023-2026	546	Lena Lid Falkman
Kristina Palm	WLS	Robot as a colleague - help or yippee?	2023-2026	4 322	Poja Shams Carin Håkansta Annica Asp (1st year) David Regin Öborn (last years)
Kristina Palm	WLS	Help or yippee? Robot colleagues in the private sector	2023-2026	2 200	Poja Shams Carin Håkansta David Regin Öborn
Per Skålén	CTF/BA	Meeting to develop RJ research program on the theme of services as practice	2023-2025	140	Per Skålén
Sana Rouis Skandrani	CTF/INF	Health Data Sweden	2023-2025	521	Karin Ählin
Poja Shams	CTF/BA	CNRL Vinnova (Climate Neutral Rural Logistics)	2023-2025	1 248	Poja Shams
Björn Sund	ECON	Reduction of suicide in the transport sector	2023-2025		Björn Sund
Mikael Johnson	CTF/BA	ITDNS (Innovation & Service Design in the new organisational landscape of collaboration)	2023-2025	2 354	Mikael Johnson, Hans Björkman, Bodil Sandén, Lisa Johnsson
Christina Olin-Scheller	Teacher Education	INSPECT Nordforsk	2023-2025		Jari Appelgren
Johan Netz	CTF/BA	Innovation Exchange Karlstad (INEKA)	2023-2024	343	Johan Netz
Erik Wästlund	CTF	Smart and Safe	2023-2024	298	Karin Brodén

Project leader (PL)	PL Subject Area	Project Title	Years	Funding (SEK)	KBS Academics involved
Stefan Olsson	LAW	Sustainable securities trading: market and accountability	2022-2026	1 468	Stefan Olsson
Erik Wästlund	CTF	DHINO Digital Health Innovation	2022-2025	2 500	Jakob Trischler Karin Brodén
Erik Wästlund	CTF	DWA CTF phase 2	2022-2025	2 500	Jakob Trischler Karin Brodén
Lars Witell	CTF/BA	Resource	2022-2025	950	Lars Witell
Christina Olin-Scheller	Teacher Education	VR Teachers in the Classroom	2022-2025		Jari Appelgren
Christina Öberg	CTF/BA	Is a Sustainable Rural Area Sustainable?	2022-2024	1 600	Christina Öberg
Mats Ekman	ECON	The Impact of Earlier Pub Closing Hours on Emergency Calls	2022-2024	550	Niklas Jakobsson
Mats Ekman	ECON	Applied Amp microeconomics (Vaccination nudges)	2022-2024		Niklas Jakobsson
Poja Shams	CTF/BA	Customer Experiences in Change	2022-2024	547	Poja Shams
Mikael Johnson	CTF/BA	The New Collaboration Landscape	2022-2023	700	Hans Björkman Bodil Sandén
Per Skålén	CTF/BA	RJ Sabbatical	2022-2023	1 708	Per Skålén
Mikael Johnson	CTF/BA	The Swedish Transport Administration's governance philosophy	2022-2022	100	Mikael Johnson
Niklas Jakobsson	ECON	Efficiency and goal achievement in the Swedish pharmaceutical market	2021-2024		Niklas Jakobsson
Cyril Holm	LAW	Optimal operation of smart buildings through collaboration	2021-2024	957	Cyril Holm
Cyril Holm	LAW	Collaboration for optimal operation of smart buildings	2021-2024	168	Cyril Holm
Kristina Palm	WLS	The New Normal? A study on Organisational Disabilities	2021-2024	4 490	Suzanne Millmark
Martin Fransson	CTF/BA	Collaborative system design	2021-2024	4 400	Siri Jagstedt
Anna Fyrberg Yngfalk	CTF/BA	Gender and service work Nordic perspective	2021-2023	1 093	Marcus Fellelsson
Kristina Palm	WLS	CoWorkCare (Combining work and care for older parents)	2021-2023	223	Kristina Palm
Erik Wästlund	CTF	IoT in Schools for Everyone	2021-2023	200	Karin Brodén
Jakob Trischler	CTF/BA	Digital Transformation Methods	2021-2022	195	Peter Magnusson
Johan Netz	CTF/BA	Digital Service Innovation Success	2021-2022	81	Johan Netz
Bridget Kane	INF	Nordforsk Nordic eHealth for patients	2021-2022	199	Bridget Kane
Robert MacKenzie	WLS	IRIS (International Res-structuring in Steel)	2019-2023	4 986	Robert MacKenzie

Source: Evaluation unit

5. EXTERNAL COLLABORATION AND ACADEMIC ENGAGEMENT

Table 5.1 Engagement in the scientific community.

The table shows the number of individual peer-review assignments within the evaluation unit during 2024.

Assignment	Total numbers
Plenary or keynote talk at international conferences	2
Assignment as expert evaluator in research councils and foundations	0
Assignment as expert evaluator for position of professor, associate professor (docent) and/or senior lecturer	2
Assignment as opponent for PhD thesis	5
Assignment as member of examination board for PhD thesis	3
Assignment as editor or member of editorial board for journal	23
Assignment as reviewer for international journal	58
Assignment for national scientific councils	2
Assignment for international scientific councils	0

Source: Evaluation unit

Table 5.2 Collaborative partners

Collaborative partners, reported by the name of organization, for the period 2022-2024. Research collaborations given here are limited to those with joint research grants and/or joint publications with the evaluation unit.

Regional	National	International
Academic	Chalmers University of Technology Högskolan Dalarna Jönköping University Karolinska Institute Kristianstad University Kungliga Tekniska Högskolan Linköping University Linnaeus University Lund University Malmö University Marie Cederschiöld University Mid Sweden University Mälardalen University Royal Institute of Technology Stockholm School of Economics Stockholm University Swedish Defence University Umeå University University of Borås University of Gothenburg University of Gävle University of Skövde Uppsala University Örebro University	Aalto University Aarhus University Arizona State University Cardiff University Central Michigan University City University of New York Copen- hagen University Deakin Business School Delft University of Technology Dublin City University Durham University EGADE Business School Free University of Bozen-Bolzano Freie Universität Berlin Grenoble Ecole de Management Hanken School of Economics Harvard Medical School Hertie School HU University of Applied Sciences Utrecht Indian Institute Management Calcutta Inland Norway University of Applied Science Jyväskylä University Kedge Business School King Abdulaziz University King's College London Kristiania University College Kyoto University Makerere University Maastricht University McMaster University MINES ParisTech Mudra Institute of Communications, Ahmedabad Norwegian Business School BI NTNU, Norge Oslo School of Architecture and Design Oslo Metropolitan University Oslo University Politecnico di Milano Pontificia Universidad Católica de Chile

Regional	National	International
		Queen Mary's University of London Reykjavik University RMIT University Roskilde University Royal College of Surgeons, Ireland Sapienza University of Rome SDA Bocconi Sejong University Stellenbosch University Swinburne University Tallinn University of Technology Tampere University Texas A&M University Texas State University Tilburg University TU Berlin TU Darmstadt Uganda Christian University Universidad Austral Universidad de Valparaíso Università Cattolica Del Sacro Cuore Universitat Pompeu Fabra Universiti Malaysia Kelantan University Magna Graecia of Catanzaro University of Adelaide University of Agder University of Birmingham University of Cambridge University of Cologne University of Florida University of Ghent University of Helsinki University of Leeds University of London University of Manchester University of Massachusetts University of Maryland at College Park University of Miami University of Melbourne University of Naples Federico II University of New York University of North Carolina at Chapel Hill University of Novi Sad University of Oldenburg University of Queensland University of Rwanda University of Strathclyde University of Sheffield University of Southern California University of Tasmania University of Toronto University of Turku University of Utah University of Vaasa University of Verona University of Wollongong Vin University Vishwakarma Institute of Technology Vrije Universiteit Brussel Yonsei University Østfold University College

	Regional	National	International
Industry	Rundgång MittiCity	Adda Inköpscentral Einride Elgiganten Garderoben GIAB Nordic AB Got Event Iboxen IF Metal Ikea Kongsberg Maritime Sweden Light My Fire Löfbergs Maxi Ica Stormarknad Miller Graphics Nitor Agile AB OVAKO Panter Postnord Samhall SSAB Sverige's Bussföretag Tobii Pro Tydligt ledarskap AB Uddeholm AB Volvo Valmet	Binom BlueScope Steel Works British Steel Exercitium AS Fynd Reality AS Innlandets fylkeskommune Li Ka Shing Knowledge Institute Nitor Delta Helsinki Nobina Europe AB T-Kartor VTT Technical Research Centre of Finland Ltd
Public sector	Compare Hagfors Kommun Karlstads Kommun Karlstads Energi Karlstad Innovation Park (the game node The Great Journey) Paper Province Region Värmland Startkraft AB Visit Värmland	Arbetsmiljöverket AMAB Chalmers Industriteknik Foundation Dalarna Regional Development Council Elverum Kommune Förvaltningsrätten Funktionsrätt Sverige Fyrbodals kommunal förbund Gröna Lund Göteborg & Co Helsingborgs Kommun Helsingborgs Stad Interreg Sweden-Norway Jämsställdhetsmyndigheten Karolinska Universitets laborator Lindholmen Science Park (Xperience Next) Myndigheten för delaktighet Oestersund Kommun Regeringskansliet Region Gotland Region Uppsala Region Örebro RISE Research Institutes of Sweden Stockholms Stad Sunne Kommun Supreme Administrative Court Sveriges HR-förening Swedish Association of Industrial Employers Swedish Public Employment Service Swedish Retail and Wholesale Council Swedish Transport Administration Systembolaget Södertälje Kommun Universell utformning av arbetsplatser Åmot Kommun Åsnes Kommun Östgötatrafiken	CSIRO, Australia CUNY, Department of Community Health and Social Sciences Department of Employment, Australia Massachusetts Department of Public Health, USA Unabhängiges Landeszentrum für Datenschutz Schleswig-Holstein, Germany University Hospital of North Norway
Other		Red Cross Situation Sthlm	Frisch Center for Socioeconomic Research Foundation ServCollab

Source: Evaluation unit

6. SCIENTIFIC PRODUCTION

The research activity at Karlstad University is expressed, among other things, in scientific publications. This report aims to map the publishing activity and its development over time for Karlstad Business School. The report also shows the proportion of internationally co-authored publications where at least one of the authors is affiliated with a university outside Sweden as well as the proportion of publications that are open access, i.e. freely available online.

METHOD

To get a complete coverage of what is published within the unit, the following tables are based on registered publications in DiVA (Digital Scientific Archive), the local publication repository where researchers, teachers and students register their research publications and essays. It covers all subject areas and publication types.

Publication extraction for the years 2022-2024 has been based on the researchers individual Kau: ID, which links them with their respective publications. The list of researchers that are included in the analyses was provided by the HR department at KAU and includes also researchers that are no longer part of the unit but were employed during 2022-2024.

The analysis includes all publications where at least one of the authors is affiliated with Karlstad University. The publication types included in the report consist of article in journal, article review, book review, book, chapter in book, conference paper, collection (editor), proceedings (editor), and report. The publication subcategories presentation, poster, abstracts and “other” have been omitted from the analysis because these entries are registered to a very varying extent by the researchers. Doctoral dissertations and licentiate theses are reported in detail in other parts of the evaluation and have therefore also been omitted here.

PUBLISHING OUTPUT

Counting the total number of publications is the simplest bibliometric measure for reporting publications over a period of time for a research-producing unit. The evaluation unit Karlstad Business School, shows that the 169 people connected to the unit, have published 324 publications between 2022-2024 (for full publication list see appendix 1). Figure 6.1 shows publication volume changes between 2022 and 2024.

Figure 6.1 The annual total number of publications during 2022-2024.

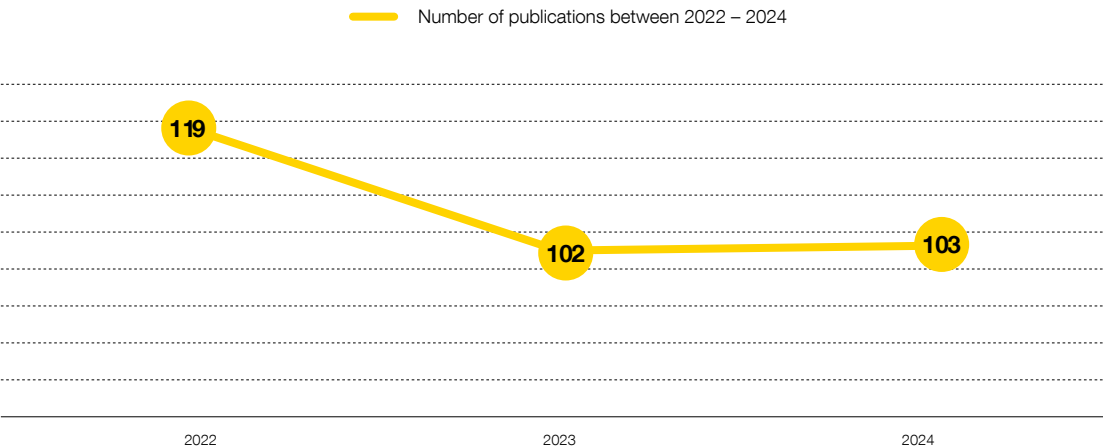


Figure 6.2 Number of peer-reviewed publications per year for the unit (bars). Percentage of peer-reviewed unit publications (line) out of the total annual number of publications.

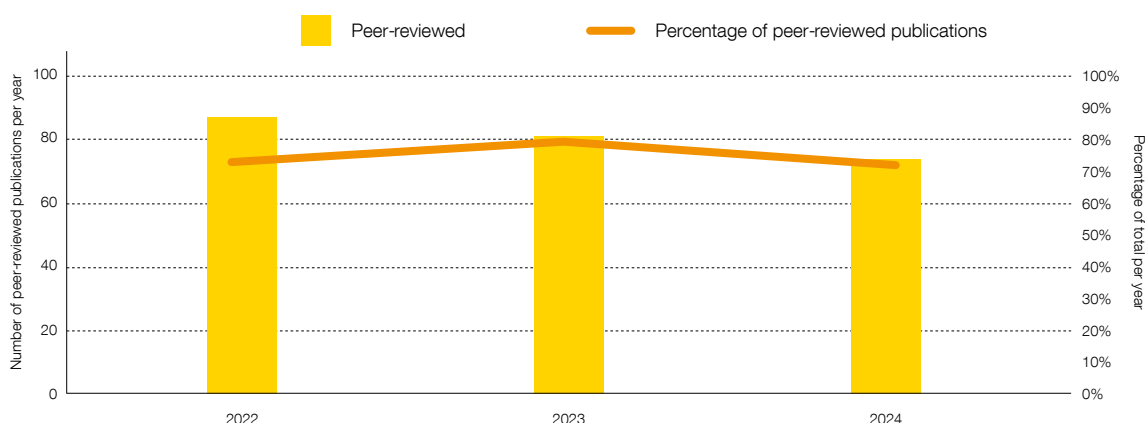


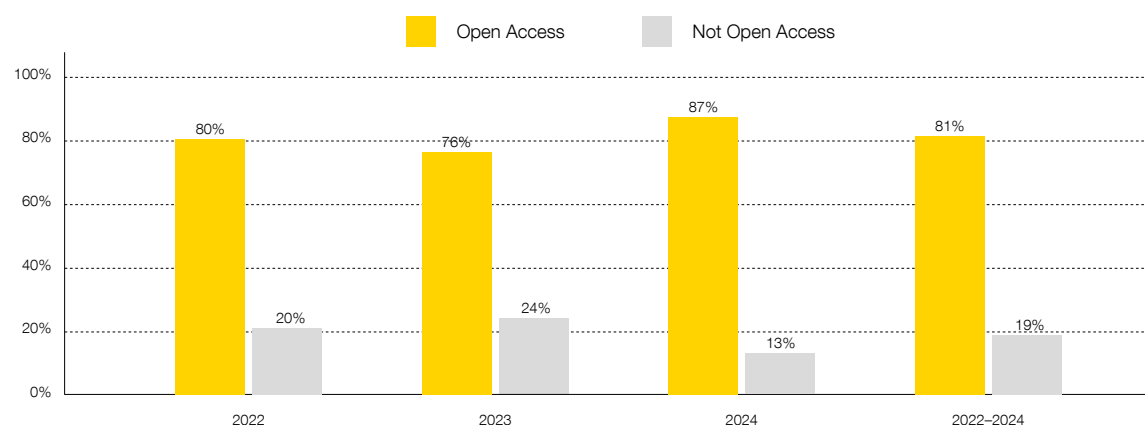
Table 6.3 The unit's publications sorted by publication and content type for the years 2022-2024.

	Peer-reviewed	Scientific but not peer-reviewed	Other (popular scientific, debate)
Article in journal	161	11	2
Article, review/survey	7		
Article, book review		3	
Book		4	1
Book chapter	32	38	1
Conference paper	37		
Proceedings (editor)	1		
Report		12	1
Collection (Editor)	4	9	

OPEN ACCESS

The Swedish government and many research funders demand that research that is financed with public funds needs to be published open access to make it more accessible for anyone who is interested. So far, this requirement has been applied predominantly to scientific publications in journals, which is why this report focuses on the proportions of open and closed access for scientific articles.

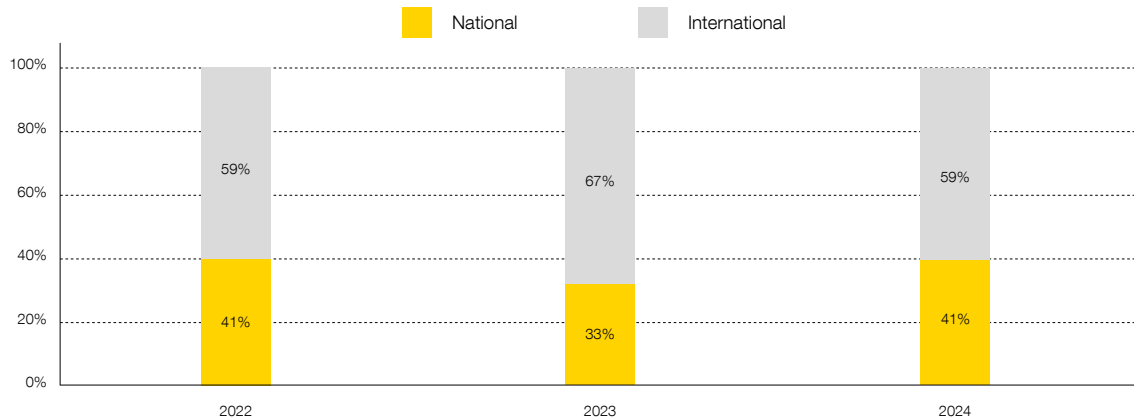
Figure 6.4 Comparison of the percentage of peer-reviewed articles that are open access and the percentage that are not.



National and International Co-Authorship

International cooperation in R&D is assumed to increase the quality of research and strengthen the country's competitiveness and attractiveness. One way to measure international research collaboration is to measure the proportion of publications that are co-authored with researchers from other countries. As a double affiliation of Kau researchers to both Kau and an organization abroad also indicates an ongoing international collaboration, these publications have been counted as publications with an international profile as well.

Figure 6.5 Proportion of the unit's publications with an international profile and publications where all authors were affiliated to Swedish organizations.



7. RESEARCH INFRASTRUCTURE

If applicable, specify the most significant research infrastructure available.



Innehåll

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Article, review/survey.....	13
Article, book review	14
Book	14
Book chapter.....	14
Collection, editor	19
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Article in journal

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Appendix 1
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Evaluation Report

13 March 2026

Evaluation Unit: Karlstad Business School

Evaluation Panel: Mats Bergman (Umeå University; chair), Chris Hackley (Royal Holloway University of London) and Hanne Søndergaard Birkmose (The University of Southern Denmark)

1. Summary (250 words)

This evaluation assesses the research performance, organization, academic culture, societal impact, and the relationship between research and education at Karlstad Business School (KBS). Overall, the assessment panel finds that KBS demonstrates good research performance relative to its available resources, with clear strengths but also notable internal variation.

KBS hosts a large and diverse academic staff, with a substantial number of research-active faculty and PhD students. The estimated research volume corresponds to around 40 person-years annually, a significant share of which is carried out by doctoral candidates. Given the number of active PhD students, the rate of awarded doctoral degrees appears broadly reasonable, though slightly below what might be expected, possibly reflecting recent expansion of doctoral education. The recruitment pattern is assessed as appropriate in the Swedish context, while there may be reasons for KBS to evaluate the promotion rate to associate professor (docent).

Research output is strong relative to direct research funding, with a high share of publications appearing in well-ranked journals. Citation indicators for several senior researchers—particularly in business administration and economics—compare favorably with those at larger Swedish universities. At the same time, research activity and impact are unevenly distributed across subject groups and academic ranks, with output concentrated among professors and with more limited engagement in some subject areas outside business administration.

Recent organizational reforms at KBS have strengthened leadership structures and improved communication across subject groups. However, substantial differences remain in research culture, leadership capacity, and access to structured research support. These differences particularly affect early career researchers, whose opportunities for mentoring, collaboration, and external funding vary across subject groups.

KBS demonstrates strong engagement with external partners and societal actors, but societal impact is not yet systematically conceptualized or documented. Finally, while ambitions to integrate research and education are clear, uneven research engagement and workload pressures pose challenges to achieving this consistently across the school.

2. Scientific Results

- Scientific production and academic impact taking personnel and financial resources into account.
- National and international positioning of the evaluation unit.

According to the self-evaluation, KBS has 135 academic staff, of which 105, including 15 full professors, 54 senior lecturers, 13 lecturers, 20 PhD students and 3 faculty members at career-development positions, had time set aside for research during 2024. While we have good information on research-active faculty and PhD students, we have not been able to confirm the exact number of non-research active lecturers and senior lecturers. In this analysis, we assume that the total number of lecturers and senior lecturers is about 20 and 60, respectively, and that the total academic staff and faculty, defined as lecturers and senior lecturers, professors, PhD students, faculty at career positions and other teaching positions except TAs and not including PhD students employed elsewhere than KBS, is about 110.

During the period of reporting, the professors did research at KBS at a rate corresponding to about 50 % of full time. In some instances, the remainder was presumably used for teaching while in other instances, the professor may have another main affiliation or may not, for some other reason such as part-time retirement, be working full time.

The corresponding fractions for the other categories were 20 % for senior lecturers and lecturers, between 50 and 75 % at career-development positions, and about 70-75 % for PhD students.

In total, this sums to about 40 person-years' worth of research, more than a third of which for PhD students. According to the background data provided, an additional 13 PhD students were registered with KBS. On average, these 13 PhD students had a reported research activity degree of about 60 %. Eight of them, with a high degree of activity, are lecturers. (And recorded as such in the background data.) Some of the others have their main employment elsewhere, such as at a university without the right to award PhD degrees or outside of Academia, if they are "industrial" PhD students.

The number of PhD students and their activity level would suggest that KBS should be able to award 3-5 doctoral degrees per year, given 20 to 33 active students. KBS reports an average of 2 over the 2022 to 2024 period. The discrepancy is not large and may be a small-numbers effect or due to a recent expansion of the PhD program.

In the self-evaluation, KBS itself considers the rate of promotions to docent to be on the low side. Our understanding is that there are currently about 20 docents (associate professors) among the 60 or so senior lecturers. There were four promotions to docent in the three reporting years or approximately one promotion per 30 work-years made by senior lecturers. The panel agrees that this is lower than what would be desirable.

According to the background data, the amount of external funding averaged about SEK 6 M over the three years. Relative to the direct funding, about SEK 24 M, this is low. However, according to the self evaluation, an additional SEK 9 M or so of external funding to CTF should be attributed to KBS. Adding this to the annual average gives a ratio of 0.6 – 0.65, still lower than would be desirable, but an acceptable ratio within the social sciences at a relatively teaching-intensive university.

Relative to the reported amount of research time, however, the funding available for research seems to be on the low side. Available funds add to just short of SEK 40 M. PhD students have relatively low salaries and constitute a relatively high share but even so, 40 person years' worth of research should cost more than 40 M. It is likely that about 10 person years of research is funded with means outside of that amount.

We are aware of and sympathetic to Karlstad University's support for the CoARA Principles. However, it is difficult to evaluate research at the institutional level without to some extent resorting to bibliometrics – at least unless the assessment is very well resourced. Relative to its funding, SEK 30-40 M, an average of a little more than 50 articles per year in peer-reviewed journals is a good output. Relative to an adjusted funding of SEK 50 M, according to the above discussion, it is still good. Relative to a count of just over 70 research-active faculty with a PhD degree, it is somewhat on the low side. Relative to an assumed total count of about 80 faculty with a PhD degree and 20-30 active PhD students, it is low. Another way of saying this is that the per-faculty funding for research is low.

According to the self-evaluation (p. 10), 30 % of the journal publications were in journals registered at level 2 according to the "Norwegian list". This is an impressively high fraction, given that by design only the best 20 % of the journals are at level 2. In terms of citations, the eight professors in Business Administration and the Economics professor are all successful and in some cases very successful. All of them have more than 2000 google scholar citations and the median value is as high as a little bit more than 7000. Their impact, in terms of citations and accumulated research, stands up well against professors at Sweden's largest universities. Of the six professors in the other three disciplines, only one meets the 2000 mark. A concern is hence that the research output is concentrated to Business Administration.

Another possible concern is that the scientific production is highly skewed towards the professors. A small random sample among the research-active senior lecturers suggests that at least within Business Administration, with more than 40 % of all research-active senior lecturers, many faculty members that are not full professors have been successful in their research.

Yet another possible concern is that among the nine professors in the economic disciplines, four have their main affiliation elsewhere or have reached retirement age.

In summary, overall research output at KBS is good, especially relative to the resources available, and the quality indicators suggest that quality is good to very good. About ten full professors, mainly in the economic disciplines, have a very strong record in terms of output, quality and impact. A strength is KBS's research in business administration. However, even considering variations in publishing traditions, research output in some of the other disciplines appears to be more limited, and there is a concern that a large share of faculty, especially outside of business administration, to a low degree engages in research.

Recommendations for scientific results

- Develop KPIs for research (as discussed below)
- Strengthen research in subjects that currently are less active or have a more limited research output

3. Organization and Leadership

The evaluation unit's organization and governance with regard to research.

Karlstad Business School (KBS) is part of the Faculty of Arts and Social Sciences (FAS). It is led by a management team consisting of a head of school, and two deputy heads overseeing different subject groups. Of the five subject groups, which make up KBS, the head of school manages ECON and STAT, and WLS, while the two deputy heads are responsible for BA, and INF and LAW, respectively. This entails among other things that they have personnel responsibility, and thus annual development conversations with the members of the subject groups which they are responsible for.

The organisation of the business school is relatively recent. The assessment panel finds that this has strengthened the organisation as a whole, but also local management and that it has increased communication and interaction between subject groups and disciplines.

Each subject group has a head of subject, typically a professor, who is responsible for the quality of research and education and a director of study. Connected to the school is the multidisciplinary Service Research Centre (CTF), which is positioned directly under the dean of the FAS and managed by a separate director. CTF is not part of the scope of this assessment panel. However, a number of researchers from KSB are conducting research at CTF. This is particularly the case for researchers at the BA group. The interconnectivity of CTF and members of faculty results in some uncertainty regarding the performance measures of some subject groups but also the business school as such.

The assessment panel finds that the five subject groups differ in a number of ways that influence research culture, output, and quality. BA seems to be at one end of the spectrum being the largest subject group with a management team, a research forum, and a renewed supervisors' collegium. Many faculty members belonging to this subject group have strong research profiles and a sub-group of faculty members is taking part in CTF. At the other end of the spectrum are small subject groups with few research active faculty and a very informal management structure.

The assessment panel finds that these factual differences have clear implications for the research foundations at the business school, resulting in differences in research culture and research support across subject groups.

This may have substantial implications for the individual researcher. For early career researchers (ECRs) in particular, it means that some have access to a more formalised set-up, where support is easily accessible, while others rely heavily on the good will of

colleagues, primarily senior faculty. The assessment panel notices that there seems to be a common understanding that when you ask a colleague for sparring or feedback on a research idea, proposal, etc. you take up time which they could have used on their own research. In particular, in an informal setting, it may prove to be a barrier to ECRs to reach out and ask for guidance. Moreover, it may be easier for ECRs in research intensive subject groups to get the necessary support to be successful in finding external funding, which is so crucial for securing research time in the form of buy outs from teaching.

ECRs most often face a situation where they have limited time for research as they are hired as either lecturers or senior lecturers. An exception is assistant lecturers and other career positions – of which there are few at KBS. If a strong focus on supporting and developing their research is lacking, it may create an unhealthy work-life-balance with teaching taking up more time than what is anticipated in a given position. Changing the current organisation around annual development talks may be a key to change this, if these talks take place with a research active senior researcher within the subject group rather than a member of the business school management group.

According to the self-evaluation, KBS has taken initiatives to support promotions to associate professor (docent), but that further improvements in this regard would be desirable. As mentioned, only four persons were promoted to associate professor (docent) during the evaluation period. This may indicate either that it is difficult to qualify within current structures or that promotion to a more research-intensive position is not attractive. Either way it seems to be problematic for KBS, which is having an increased focus on research. A larger number of research-active associate professors would facilitate creating a support-structure for ECRs, as discussed above. Consequently, KBS should have continued attention to how promotions can be supported.

Strategic work and priority setting in support of quality and renewal of research.

The KBS clearly has strong priorities when it comes to research and strategic initiatives to strengthen and develop research culture and quality. These are set out in KBS' strategic plan, an action plan and subject specific research strategies (the latter two are mentioned in the self-evaluation report but were not presented to the assessment panel).

The assessment panel finds that the recent managerial reorganisation has created a strong foundation for the continued strategic work regarding the development of high-quality research. The assessment panel notices, though, that no KPIs have been established, nor does it seem clear what the success criteria are in relation to the research strategy.

It is mentioned in the self-evaluation report that KBS has a development lead for internationalization and quality. It is unclear to us whether this is in relation to research and how this position plays a role (if any) in the research support set-up.

Recommendations for Organization and Leadership:

- Annual development talks (at least for juniors) should be at subject group level
- A stronger focus on research leadership/management in subject groups with lower research activity
- Evaluate how promotions to docent can effectively be supported
- Clear (long-term) strategic targets (KPIs) for research should be established.

4. Academic Culture

Collegial work to support good research practices.

In the self-evaluation report, KBS emphasises an academic culture characterized by collegiality, openness, and continuous development. Ongoing initiatives to support and strengthen academic culture at KBS take place at the school level as well as at the subject group and individual levels.

The strategic framework described in section 3 includes a number of activities and initiatives at KBS that aim to increase and support research at subject group level and individual level. The initiatives are briefly described in the self-evaluation report, and some of them were also mentioned by, in particular, the senior researchers during the online meetings. However, the initiatives seemed to be less familiar among the early career researchers (ECR). An exception is the staff days that cover topics relevant for research as well as other topics, and which seem to be appreciated by all. However, the initiatives at the business school level that cut across subject groups seem to be viewed as an offer, that it is left to the individual to decide whether to participate in or not. The assessment panel was left with the impression that these initiatives, including more informal initiatives, such as weekly "fika", were appreciated by senior faculty, but ECR had lower attendance.

The assessment panel finds that diversity among the different subject groups greatly affects academic culture in the groups. Again, the larger subject groups, in particular BA, describe different structured activities, such as seminars, collaborative article writing, grant application development and mentoring activities whereas the smaller, less research-intensive groups seem to rely on a supportive and collegial research environment, including staff-meetings and seminars of varying frequency.

KBS Doctoral Academy is mentioned in the self-evaluation and also during the online meeting with senior faculty as important for strengthening the academic culture in particular among PhD students. The assessment panel did not meet with any PhD students during the online visit and is therefore not able to assess the actual impact of this initiative. In general, though, the panel finds that such an initiative is important for the PhD community.

No formal activities are in place for the most junior ECRs. It could be of value to this group to meet regularly (including with an appointed junior mentor) to discuss issues in relation to the transformation from being a PhD candidate to an ECR.

The assessment panel notices that Karlstadt University has signed the CoARA and that it is currently considering how it can lead to a more balanced approach to career advancements and promotions. The panel notices in addition that while CoARA to some extent seems to be reflected in the assessment criteria in the Appointments Procedure at KAU as described in the paper from September 2022, it seems to be missing from the qualification description. Moreover, it is not clear from the online meeting with the senior faculty how (and if) it has affected the practices of the subject groups and the emphasis on a strong publication record.

The implementation of CoARA could possibly also affect the gender balance at KBS where it is mentioned in the self-evaluation report that the balance is quite skewed within some subject groups. In addition, the assessment panel finds that KBS should pay close attention to how tasks not conducive to promotions are allocated and who does the academic housework.

Recommendations for academic culture

- De-emphasis of (but not ignoring) bibliometrics at management level to support the implementation of CoARA in the research environments
- A friendly and helpful environment should be upheld and supported, but management must pay particular attention to the variations in research culture and research support that may result in early-career researchers in different subject groups being left with a heavy working load and little time to apply for external funding
- Participation in school activities should be encouraged to break down the (still) relatively high fences between subjects
- Important to pay close attention to who does the academic housework in order to improve gender balances

5. Collaboration and Societal Impact of Research

- Collaboration with the surrounding society and societal impact.
- Work to support good practices for collaboration with the surrounding society.

Research with high societal impact and collaboration with external partners are strategic priorities for KBS as expressed in the KBS strategic plan 2024-28. Section 6 of the self-assessment document details some impressive examples of societal impact achieved through research collaboration. Examples include the externally funded RETAKE project, the Crrise-IT project and the long-standing collaboration with the Swedish Civil Contingencies Agency. There are full lists of collaborations in tables 5.2 and 4.4 of the background data.

The self-assessment document further states that international collaborations take place in the form of "involvement in international journals, participation in international networks and conferences, Erasmus+ exchanges (and) visiting scholars..." and are "steadily increasing". Here and at other points in the narrative the concept of societal impact seems to be conflated with academic impact. The university is conducting ongoing work to measure societal impact, but currently the societal impact by the school and university seem to be lacking in conceptual clarity and formal recording.

This lack is hinted at in the self-assessment document where it states that research "generates empirical grounded contributions and ("documented") societal impact" but it also concedes that there are "inadequate university level data/reporting systems for tracking funding flows and outputs". It seems slightly unclear how documented impact is recorded, archived and disseminated.

The Service Research Centre (CTF) is evidently a major potential source of collaboration and impact for KBS and the wider university, but while 65% of CTF researchers are KBS faculty (from the Business Administration and Information Systems subject groups) it is not entirely clear to us how this plays out in practice. For example, what proportion of KBS research, collaboration or impact are generated through CTF, and what forms do these outputs or impacts take? Furthermore, it is surprising that only two of the six KBS subject groups seem to be represented in CTF.

The AACSB accreditation is a commendable achievement that places demands on KBS consistent with supporting collaboration and internationalisation, in addition to encouraging frameworks for research-informed teaching.

The self-assessment document states that “research in BA is characterised by societal engagement, involving collaborations with companies, public organisations and regional networks”. There is an impressive level of collaborative activity, and clear circumstantial evidence of societal impact emanating from at least some of these collaborations, but it seems unclear as to whether impact is sometimes implied by the proxy measure of collaborations. An external collaboration is de facto a societal impact, but it would be helpful if KBS could tease out distinct societal contributions with greater granularity. Academic and societal impact often overlap but should be conceptually distinguished for the purpose of documentation, as should dissemination, which falls somewhere between the two.

There are active seminar and visiting speaker programmes across subject groups in KBS, and these contribute to deepening the research culture, its integration with pedagogy, and to broadening international links. However, it appears that there is somewhat of an imbalance in research activity and external collaboration across subject areas. As mentioned in earlier sections, it appears to the assessment panel that BA seems to be doing some heavy lifting in both areas. WLS has some excellent activity in international collaboration, visiting appointments and a major international and collaborative funded project, but, while the excellent academic publishing outputs are listed in the self-assessment document, there is little discussion of societal impact. Econ has produced two public reports alongside academic outputs, but again there is no elaboration on the societal impact of these reports. The Law FORMAS project on the role of environmental law in sustainable development does seem to have some major potential practical (societal) impact implications, but these are only briefly outlined in the self-assessment document without substantive evidence of outcomes.

In summary, KBS evidently has a well-developed culture of external collaboration focused on research that has societal impact. The further development of this culture might be assisted by developing the “stronger reporting systems” to which the self-assessment document alludes where it refers to information gaps in the analysis of outputs. No doubt, most collaborations are subject to a reporting system, but perhaps these reports are under-utilised. Societal impacts could be detailed in case studies or other forms of publication outlet. It must be acknowledged that academics vary in their appetite for leveraging impact. Doing so can be seen as yet another burden, with little personal benefit accruing to the academic. Academics could receive stronger support in leveraging the potential for societal impact to generate profile, publicity or further academic papers and research projects, by the appointment of an impact administrator. KBS and the university could develop initiatives (conferences, exhibitions) to give societal impact a higher profile within the university. Societal impact could be included more

explicitly in appointment and promotion criteria. The appointments procedure does acknowledge the value of “third-stream activities and of disseminating research findings and development work to the surrounding community”, but is this highlighted with sufficient weighting in promotions processes?

Societal impact is a pressing issue that is prioritised in Swedish universities with recent reports on societal impact from Malmö¹, Umeå², Örebro³ and others. With its many long-standing and fertile collaborations, KBS and the university are important sources of societal impact and achieving a higher profile for this could yield both tangible and intangible benefits to the institution.

Recommendations for collaborations and social impact of research

- KBS has an excellent record of collaborations with societal impact, but the assessment panel feels that there could be greater formalization around collaborative and societal impact in order to...
- ...generate stronger formal reporting and documentation processes to enable clearer recording and dissemination of societal impact of research
- ...deepen the impact awareness amongst academic staff by making societal impact a more explicit feature of promotion processes
- ...leverage impact more effectively through publicity and dissemination to raise the profile of KBS and the university, which in turn would create a channel for potential new collaborations.

6. Relationship Between Education and Research

- Engagement in strengthening the links between education and research.
- Work to strengthen the links between education and research.

The self-assessment document states that there are “strong internal forums linking research and education” in the unit, aided by “KBS’s strategic plan, subject specific research strategies, KBS Doctoral Academy, subject seminars, supervisors’ collegia and assurance-of-learning process”. As noted in Section 4 above, the academic culture at KBS

¹ See

https://www.avise.org/sites/default/files/media/document/Social_impact_evaluation_%20Sweden_nov13.pdf

² https://www.umu.se/en/news/how-swedens-new-innovation-program-aims-to-drive-sustainable-societal-transformation_12097248/

³ <https://www.oru.se/english/collaboration/oru-innovation/social-impact-lab--innovation-to-overcome-societal-challenges/>

is collegiate, open and focused on continuous development. As also noted in Section 4, the research culture is uneven between subject groups. The uneven concentration of research activity in the subject groups is likely to be an inhibiting factor on the integration of research with pedagogy. There is limited reporting by subject groups, which makes it difficult for the assessment panel to evaluate the integration of teaching with research. However, it appears that, for example, one subject group with a major new teaching programme, Law, has a significantly lower concentration of research activity than, say, BA.

The assessment panel noted some anecdotal evidence that ECRs, in particular, could become marooned in teaching duties in subject groups with a low research intensity, further perpetuating the uneven research intensity of the different subject groups. The panel appreciates that KBS is accredited with AACSB; a significant undertaking that further underscores the relevance and importance of linking education and research.⁴ However, only some of KBS's activities are within the scope of the accreditation. Hence, there is a risk that different standard of research and societal impact ("engagement activities") are applied within KBS, if AACSB's strictures are applied to KBS's core business school education but not to other areas (Law, WLS.) within KBS but outside the scope of AACSB.

The self-assessment document outlines various initiatives that have been taken to broaden the research culture at KBS. These are commendable but clearly may be received differentially in subject groups with a high research intensity, compared to subject groups with a low research intensity. In other words, they may not have much impact on subject groups with low research intensity where there may be little tradition of research, or research may be seen as not relevant to pedagogy.

To be sure, just because an academic is not active in research does not necessarily mean that they do not or cannot include research perspectives in their pedagogic practice. Indeed, there is an argument to have over how research is defined, especially as regards the pedagogy of practice-facing subjects. There is considerable practice-focused pedagogy in KBS, and research that is directly connected to practice might not necessarily be the kind that ends up in refereed academic journals.

Nonetheless, the uneven research intensity across subject groups is clearly an issue for the depth and breadth of integration of research into pedagogy at KBS. To this end, one

⁴ With AACSB accreditation comes a requirement to track teachers' research performance via "faculty qualification criteria". While there is a risk that the measures used lean towards standard bibliometrics, AACSB also strongly emphasizes collaboration (a.k.a. engagement activities) and societal impact.

recommendation could be to undertake more cross-disciplinary research studies so that, for example, quantitative studies incorporating the skills of statisticians and economists as well as specialists in marketing, HRM or other subjects could be deployed.

It is noted that KBS operates a career development plan for all staff and that “research time and promotion opportunities are influenced by activities such as granted external funding, project leadership responsibilities, publication output, (and research supervision)...”. As we have noted in earlier sections, the annual development interview is an important vehicle for KBS to understand the challenges academic staff, and especially ECRs, face in developing their research trajectory. The assessment panel feels that it might be good practice to locate the annual development interview at subject group level, or, at least, have senior subject group representation in the annual development interview. In this way, the outcomes of the interview, rather than merely being pieties or good intentions, could be tangible changes in workload structure that genuinely facilitate the personal goals of the academic within the context of their personal circumstances. The personal development interview might also serve as a device to connect ECRs more strongly with the wider organisational research strategy.

Recommendations for deepening the relationship between research and pedagogy.

- KBS boasts some excellent research output. There are also worthy initiatives supporting the integration of research with pedagogy. In the view of the assessment panel the uneven research intensity in different KBS subject groups places a limitation on the depth and breadth of this integration.
- One partial solution could be to encourage more cross- and inter-disciplinary research that draws on the skills and contributions of different subject group members in collaboration. In this way, the research of the more research intensive subject groups, such as BA, might support and elicit research from the less research intensive subjects groups, for example, where Statistics and/or Economics might participate in inter-disciplinary research studies with BA.
- The annual staff development interview is potentially a useful channel between KBS research strategy as an aspiration and the grounded reality of academics, some of whom are so busy with teaching duties that they are finding it difficult to develop their research career. There is likely to be a gendered aspect to this issue, so it also plays into the matter of gender representation in KBS. As also noted in section 3 above, the assessment panel feels that the development interview could be conducted by subject group heads with senior KBS staff to facilitate a stronger connection between workload realities and research output aspirations.

7. Recommendations for Further Development

Based on the assessment, the panel proposes the following recommendations for consideration.

First, KBS should establish a limited and well-defined set of key performance indicators (KPIs) for research that align with its strategic ambitions. These KPIs should be used primarily for strategic follow-up and learning, not as rigid targets for individual researchers. In line with CoARA principles, qualitative assessments of research quality, leadership, collaboration, and societal engagement should complement quantitative indicators.

Second, targeted measures are needed to strengthen research in subject groups that currently show lower levels of research activity and output. This includes developing clearer research leadership at subject level, ensuring access to structured research forums, and providing systematic mentoring—especially for early career researchers. Reducing disparities between subject groups should be a strategic priority.

Third, support for early career researchers (ECRs) should be formalized and made more consistent across KBS. Annual development dialogues should be anchored at subject group level or include strong subject-level representation, ensuring that discussions about research ambitions lead to tangible workload adjustments and realistic career planning. Dedicated mentoring schemes for the most junior ECRs would further strengthen research capacity and long-term sustainability. Support for ECRs could also be linked to already ongoing activities to support the promotion to associate professor (docent).

Fourth, KBS should clarify and strengthen its approach to societal impact. This includes developing a shared understanding of what constitutes societal impact, distinguishing it clearly from academic impact and dissemination, and improving documentation and reporting practices. Case-based approaches, better use of existing reports, and dedicated administrative support for impact activities could significantly enhance visibility and effectiveness.

Fifth, the role and contribution of interdisciplinary centers, particularly the Service Research Centre (CTF), should be clarified in relation to KBS's research performance and impact. Greater transparency regarding how research outputs, funding, and societal impact are attributed would improve strategic oversight and internal coherence.

Sixth, strategic initiatives aimed at more cross- and inter-disciplinary research should be considered. Potentially, such research could benefit from complementary skills between disciplines while using the momentum in research-intensive groups to boost research activities in the less research-intensive groups.

Seventh, management should continue to de-emphasize narrow bibliometric measures at the strategic level while still recognizing their informative value. This shift would support the implementation of CoARA principles and help promote a more balanced and inclusive research culture, particularly with regard to career advancement and promotion.

Finally, KBS should pay close attention to the distribution of non-promotable tasks and academic service work. Ensuring a fair and transparent allocation of such tasks is important both for research productivity and for improving gender balance and equality within the organization.

Taken together, these recommendations aim to build on KBS's existing strengths while addressing structural and cultural challenges that currently limit the full realization of its research potential.