

# Strategy of the Faculty of Business Studies and Economics



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# Foreword

Independent teaching, independent research, independent minds: With these three principles, the University of Bremen outlined its essence on its fiftieth anniversary in 2021. Economics has been anchored at the University of Bremen since its founding, and these principles are central to us as well.

Research and teaching contents at the Faculty of Business Studies and Economics reflect the major societal changes of the last five decades. There is, however, one clear constant: these contents go hand in hand with high expectations for ourselves and our willingness to change. Open and critical discussions about the right way allow us to find a common approach of the subject for successful development. We are continuing this line with the faculty's strategy for the next decade, which fits with the University's "Strategy 2018–2028". It highlights the special features of our subject and identifies our own fields of action within the framework of the University's overall concept.

Our strategy is the result of discussions and consultations within the faculty and with university management. All groups in the faculty were involved in various communication formats. In 2022, the faculty council adopted the strategy. This process, with its good proposals, has resulted in a viable strategy.

Only with scientific excellence can we repeat our success story going back decades. Economy and society are changing rapidly, and so are the expectations placed on us. The faculty will therefore have to realign itself again and again in order to live up to its claim of scientific excellence and social relevance. For the needed future changes, the strategy intends to provide an orientation framework in which independent teaching, independent research and independent minds continue to shape our actions.

Prof. Dr. Dr. h.c. Jochen Zimmermann

Dean of the Faculty of Business Studies and Economics



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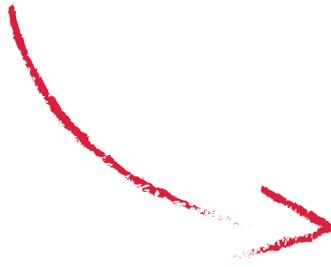
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# The “Bremen Spirit”



## We aim high

We combine high ambition with the willingness to match ourselves against others in a spirit of scientific competition – both within the University as well as with other scientific institutions in Germany and abroad.

## We learn together

We develop as a learning community, exercising self-criticism, seeking external advice, and acting in dialogue with all members of our University. We engage in unhurried discussion in search of the best way forward and then pursue it together.



## We are agile and creative

We are quick to seize opportunity and respond to change. We implement our plans and ideas with determination within flat and efficient organizational structures.

## We experiment

We are eager to explore new approaches. Founded as a reform university, we embrace change. Over the past decades, we have shown that a lot can be achieved on the basis of trust and creative freedom.



## We cooperate

Our University fosters short lines of communication on a growing campus and cultivates an open-door policy. Working together in an atmosphere of mutual trust, we maintain close relationships within the Federal State of Bremen and with other research and educational institutions beyond the region.

(taken from: Strategy 2018–2028 of the University of Bremen)

# Our Mission

The faculty strives to be the top name for research and teaching in business studies and economics in Northern Germany. We combine regional roots with global networking and thus make a decisive contribution to solving the social challenges of today and the future – from problems in our immediate environment to global societal issues. To this end, we link disciplinary and interdisciplinary topics in research, teaching and transfer at the regional, national and international level.

## “Shaping the Future with Our Strengths” – Our Research Mission

Being particularly strong in research, we contribute nationally and internationally to the further development of relevant economic questions and have an impact on the advancement of our field of science. We combine high-ranking individual research with collaborative research projects, cultivate a strong third-party funding culture, and attach great importance to supporting our junior researchers.

## “Developing the Next Generation’s Potential” – Our Teaching Mission

We educate the economic decision-makers of tomorrow as well as committed young scientists. We use innovative teaching and learning methods to equip our students with specialist knowledge and to support them in the development of individual decision-making and problem-solving skills. Our lecturers combine established economic and business-related teaching content with new findings and developments, and apply a comprehensive teaching concept that combines basic and specialist knowledge.

## “Taking Joint Responsibility with Partners” – Our Transfer Mission

We understand networking with economic partners, other universities and research institutes as an indispensable prerequisite for the innovative development of our research. In this context, we strive to further strengthen our networking in the region and to deepen and expand our international partnerships

# Our Vision

The  
University  
of Bremen  
is a  
leading  
European  
research  
university  
and an  
inspiring  
place  
of  
education –  
it is  
diverse,  
responsible,  
cooperative  
and  
creative.

(taken from: Strategy 2018–2028 of the University of Bremen)

# Our Values

In accordance with the principles of the University, we believe in the values of

## Responsibility

We research, teach and learn in recognition of our responsibility towards society and for peaceful and sustainable global development. To achieve that, we willingly share our knowledge and seek open discourse.

## Integrity

We are deeply committed to the highest academic standards and an approach to scientific thinking and practice that upholds academic freedom and the autonomy of the University and is driven by independent thought.

## Curiosity

We approach our research, teaching and learning activities with passion, expanding the borders of knowledge and developing personalities who share a thirst for new insights and innovative solutions.

## Esteem

We value the diversity of people and their opinions as well as the contribution of all members of the University to our mutual success, and we promote equal participation in all areas of the University.

(taken from: Strategy 2018–2028 of the University of Bremen)



# Our History from the Founding of the University until Today

Economics is one of the founding subjects of the University of Bremen. Students have been educated in economics since 1971. After six identifiable phases of change the Faculty of Business Studies and Economics is today a broadly based, locally networked and internationally recognized faculty with highly qualified researchers and dedicated students.

On the occasion of the University's 50th birthday in 2021, the faculty traced its development and presented it in the "50 Years of the Faculty of Business Studies and Economics" project. With original quotes from professors involved, the path of 50 years of Faculty 7 was retold. With some of these quotes, we trace the six phases of development here.

## ○ Founding 1971–1975

"The University of Bremen gained a special reputation even in its founding phase. For some, [the university] and its concept were a beacon of hope and a pioneer for a new and better university, which would finally overcome the shortcomings of the old 'Ordinarienuniversität' (full university). But even before its opening, the 'Reform University Bremen' experienced headwinds. [...] The characterization of the university as a 'red cadre school' [...] has [...] deterred several hopeful scientists from joining the university and also several talented students from studying at a university with such a bad reputation." (Peter Kalmbach, professor at the faculty from 1975 to 2005)

“In ISES, the Integrated Introductory Studies in the Social Sciences, lecturers and students from the three study programs economics, social science and law came together. The aim was to make students aware of the interconnectedness of these three disciplines. Interdisciplinarity is still generally welcomed today, but perhaps that of ISES was too broadly conceived.”  
(Klaus Grenzdörffer, professor at the faculty from 1972 to 2002)

“Undoubtedly, clear mistakes were made when reforming the economics studies. But the positive reform elements of the ‘Bremen Model’ have paid off to date. Incidentally, this is proven by the many professional success stories of graduates who have spoken out as alumni. [It was] a serious foundational mistake, however, not to establish and expand business studies from the very beginning.”  
(Rudolf Hickel, professor at the faculty from 1972 to 2009)

## ○ Setup 1976–1990

“In the second half of the 1970s, some consolidation began. The Integrated Introductory Studies in the Social Sciences and the Project Studies were professionalized. In the 80s, cooperation with national and international scientific organizations and with the regional economy in Bremen was intensified. Since the first professors were not entitled to staff and secretariats (‘in order not to exploit manpower’), there was a compulsion to raise third-party funds very early on.”  
(Karl Wohlmuth, professor at the faculty from 1971 to 2008)

“The weak representation of business studies in the faculty [...] changed rapidly and vigorously in the following years. Even if the preponderance of economics remained, new professors covered all classical areas of business studies soon. [...] To my surprise, however, there was a lack of recognition of the faculty and the economics degree in the regional and national economy and its associations. [...] By the end of my time at the faculty, there was no longer any question of recognition from the regional economy. [...] The changes in the curriculum certainly contributed to this. Systematic, subject-related basic studies with business and economic, legal and methodological basic knowledge replaced the pure project-oriented course of study. Project work followed on an advanced level by work on complex projects over several semesters, ideally integrating several disciplines.”  
(Heinz Rehkugler, professor at the faculty from 1977 to 1988)

## ○ Expansion 1991–2000

“[At the end of 1989 I started to] manage the venerable ‘Bremen Committee for Economic Research (BAW)’ [...] and [...] the planning department of the Bremen Economic Authority. [...] Sometime during the transitional period from ‘old industrial’ decline to proactive structural change at the beginning of the 1990s, the economic policy of the Hanseatic city finally discovered the university, and here naturally especially the economics faculty. [...] Recurring conceptual meetings initially concerned logistics research in Bremen. [...] Then, the potentials of the gradually emerging business studies and statistics/econometrics became apparent. A major topic in the 1990s was the development of research on small and medium-sized enterprises. [...] In May 1995, I accepted the appointment [to the University of Bremen to the endowed professorship for regional structural research]. I may have disappointed one or the other by throwing myself into international networking and teaching abroad, on institutional theory, initially focusing on Bremen, then quickly on clusters and networks in general. [...] I hope I have [...] made a modest contribution to raising the profile of a modern Faculty of Business Studies and Economics at the University of Bremen.” (Wolfram Elsner, professor at the faculty from 1995 to 2016)

“In June 1996, I took over the chair in finance. [Already before that] there were early attempts [...] to initiate a development of business studies in the faculty. [...] This development did not turn out to

be easy, especially since the development of business studies was in a way opposed to the central founding idea that economic science is used in the singular at the faculty (an idea that is still charming to me). Likewise, this structure (viewed more critically by some colleagues as a restoration) also meant a partial break with the very open idea of project studies. In my memory, during the time of expansion there were considerable divergences and struggles to find the 'right' way. In retrospect, I think that integrating the old founding ideas into a new configuration turned out well." (Thorsten Poddig, professor at the faculty since 1996)

## ○ Consolidation 2001–2010

"Few things in life come without harbingers. This also applies to the faculty consolidation phase. Embedded in an increasingly grim economic and social situation in Germany and accompanied by a drastic upheaval in the teaching staff, it became clear at the beginning of the 2000s that the development of the first three decades could not continue in this way. And so it happened: many initiatives, still financed by special state equalization payments, had no future due to a lack of follow-up financing. [...] The new university development plan stipulated that of the 27 professorships that had once existed, only 14 could be continued. [...] This consolidation in numbers was accompanied by a structural upheaval. The teaching staff, which had once been mainly from economics, changed to one with a strong business management orientation. This change was also market-driven, as around 80 % of graduates were or wanted to be employed in business. In this respect, it was logical to launch a business studies program in 2001, which enjoyed great popularity in the following years and was to become a model for success." (Jörg Freiling, professor at the faculty since 2001)

## ○ Time of Change 2011–2020

"In the first 10 years of my service, the faculty has become more and more internationally set up, maybe not in terms of personnel, but in terms of organization; sometimes perhaps too much in one direction. [...] Nevertheless, the freedom of research and teaching is still lived in the faculty and is an asset that I value highly. I was surprised about [the] diverse possibilities of interpretation in processes. [...] I am enthusiastic about our faculty administration, without which I would certainly be lost." (Herbert Kotzab, professor at the faculty since 2011)

"During my negotiations with Bremen University, I quickly realized that the faculty was different from the economics departments at the universities where I worked before: more collegial, more open, more appreciative, more agile and, above all, more determined not only to talk about but to actually initiate change. Much has changed since then – not always, but fortunately mostly for the better. In terms of personnel, the faculty has been able to create many new professorships and thus (almost) return to its old staffing levels from before the 2000s. [...] In addition, there are the recent efforts to expand the postdoc, senior lecturer, and assistant professor positions and to bind the personnel to the faculty. All these developments were and are accompanied by various initiatives, all of which aim to [...] think in terms of common (innovative) topics instead of thinking in terms of individual professorships." (Maik Eisenbeiß, professor at the faculty since 2014)

## ○ Time of the Future 2021–

"Fifty years the Faculty of Business Studies and Economics has been in existence. In these 50 years, many things have changed, but there are also constants that are and remain our commitment. First, this includes the idea of the founding members of a unified, but plural economic science (in singular), i.e. a common foundation of business studies and economics which continues to apply to us. [...]

In the 50 years of our existence, the research landscape has become more international. We will be even more open to this in the future. [...] We want to make greater use of tenure procedures in order to retain research excellence at an early stage. Even more than in the past, we want to become an attractive location for longer-term visiting of researchers and to network further with the rest of the world. We will break new ground in the training of doctoral students. Here, we are increasingly focusing on research methods, which are to be acquired in larger groups. [...] In teaching, we have diversified: From a single diploma program in economics to the system of bachelor's and master's programs, and also in a greater differentiation of programs. [...] Socially relevant work includes close ties to entrepreneurial practice, and society provides us with impulses for research and teaching. [...] We have resolved to continue the successes we have achieved. They always depend on people. We are therefore committed to continuing to work with team spirit and good humor on the challenges for the economy and society. May we continue to be successful." (Jochen Zimmermann, professor at the faculty since 1998, dean of the faculty since 2007)

## 50 Years Faculty of Business Studies and Economics

<https://blogs.uni-bremen.de/50jahrewiwi/>



The phases of development of the Faculty of Business Studies and Economics

# The Faculty in the University

As part of the University of Bremen, we support its strategic objectives. For faculties, some challenges and partial goals can be broken down into their own goals and measures. Other aspects, however, belong to the overall University level. We understand our role as a faculty both in supporting the University's objectives as well as in the specific configuration of these objectives at the subdivision level.

# The University's Objectives

- Objective 1 Strengthening Interdisciplinary Profiles
- Objective 2 Stimulating New Ideas
- Objective 3 Promoting Talent and Academic Independence
- Objective 4 Innovative Learning and Teaching
- Objective 5 Diverse Learning Opportunities
- Objective 6 Developing Staff Potential
- Objective 7 Building Bridges to the World
- Objective 8 Intensifying Cooperation in the Region
- Objective 9 Shaping Digitalization

# Objective 1

## Strengthening Interdisciplinary Profiles

### The University Level Challenge

Complex solutions and innovations call for collaboration across boundaries between subject areas. This gives rise to large interdisciplinary research clusters. Today, these interdisciplinary profiles of universities are becoming increasingly important: they build national and international visibility, attract the best minds, and inspire top-level research. Interdisciplinary research is both challenging and rewarding. Success depends on excellent fundamental research and strong individual disciplines that communicate beyond their subject perspectives. At the same time, the concepts, techniques and tools established in other fields can also help a discipline gain new insights into its own research topics. The prerequisite for an institutional culture of interdisciplinary research is that universities afford students and up-and-coming academics the scope to develop an interdisciplinary perspective already at an early stage of their career.

### How We Approach the Challenge

We are interdisciplinary in our research projects and in teaching with our cooperative study programs. As an applied science, business studies and economics needs permeable boundaries: between research and practice as well as between disciplines and sub-disciplines. An interdisciplinary education of students not only reflects our understanding of a comprehensive education, but also the requirements of practice.

## What We Build On

- On the diverse professional backgrounds of our faculty members
- On the interdisciplinary research connections with the natural sciences, engineering and social sciences faculties
- On our eight interdisciplinary degree programs, for which we cooperate with various faculties of the University

# Objective 2

## Stimulating New Ideas

### The University Level Challenge

Science is the quest for new insights. These can emerge by trial and error, along proven pathways or just as likely through more unconventional means, in cooperative projects, open networks and platforms, and in dialogue and exchange with other people and other cultures. Universities must ensure that fundamental research remains the key starting point of their activities. This entails not always pursuing the safest option but having the courage to tread new territory – more often than not without regard to any considerations of practical benefit. To be able to pursue new lines of research – but also to build up pioneering infrastructures, collaborative ventures and new study programs – universities must be autonomous and free to decide for themselves on the course they take.

### How We Approach the Challenge

The acquisition of new knowledge is the main driver of our actions, both in our research as well as in the knowledge transfer and the student work results in our courses. In our contribution to the overall University objectives, we are working to create forward-looking infrastructure, cooperation and study programs. Therefore, we focus on areas of potential beyond the University's main scientific foci. We combine basic research with the analysis of societal developments and actively shape them in our research, teaching and transfer activities.

## What We Build On

- On close contacts with the business community and civil society, and their involvement in our research projects and courses, such as in research programs like our Diginomics Research Group or the practice-oriented courses offered by the Office for Practice and Transfer
- On the methods of research-based learning, for example in teaching projects, which enable our students to participate in the course design and initiate their own problem-solving processes
- On qualification formats integrated into the study program, like training as a certified derivatives trader in cooperation with the Capital Markets Academy of the German Stock Exchange

# Objective 3

## Promoting Talent and Academic Independence

### The University Level Challenge

In research and scholarship, what counts is the better idea, the stronger argument, the more convincing interpretation, or the deeper insight. Universities worldwide strive to recruit the highest-caliber academics, whether just for a time or permanently. Traditional career trajectories, oriented towards appointment to a professorship and embedded in rigid hierarchies, can attract long periods of support – but by the same token, also entail dependency. This can be an obstacle to attracting the very best researchers from across the globe for a career at German academic institutions. To develop their individual talents to the full, talented early-career academics need freedom of scope, encouragement to develop their own ideas, and the possibility to work independently and on their own initiative.

### How We Approach the Challenge

Only with the best brains can we live up to our claim of conducting cutting-edge research and offering high-quality teaching. We use the various career paths that the university provides to attract them, and we design the career offers according to our very own needs. A capacity-oriented ratio of tenure and non-tenure positions allows us to prepare our established structures for emerging and intended change processes. For our staff we create the possibility of a long-term commitment to the faculty with a profile in their own fields of research.

## What We Build On

- On the use of all career opportunities in tendering procedures – from temporary qualification positions and tenure track procedures up to permanent professorships
- The regular review of denominations and work fields in the faculty
- On different orientation offers for students to consider career options in science or in practice, such as by means of information events on major fields of study or practice-oriented courses
- Increasingly structured support during the qualification phase including participation in the BIGSSS doctoral program and the use of the BYRD offers

# Objective 4

## Innovative Learning and Teaching

### The University Level Challenge

Over the past fifty years, Germany and other countries have significantly expanded the tertiary education sector. Maintaining the quality and distinctiveness of academic university education in the face of large student numbers – while already preparing for the forthcoming demographic changes and the subsequent increased competition for students – presents a double challenge for the decades to come. This challenge is further exacerbated by the numerous other providers of tertiary education that are rapidly gaining in strength and appeal. German universities are already stepping up their efforts to recruit students at home and abroad with innovative and attractive study courses.

### How We Approach the Challenge

Within the overall range of German-language degree programs in Business Studies and Economics, we offer a broad range of programs. Classical teaching content is supplemented by our very own special features in the course of study and in our diverse majors. We aim to train highly qualified graduates with a mixture of classical means and the use of newly developed teaching methods. We create and test innovative learning settings with and without digital aids. In doing so, we take into account current recommendations for teaching quality and didactics in all of our course formats.

## What We Build On

- On the early use of research-based learning methods and the introduction to independent scientific work, like in the projects within the majors
- On regular evaluations of new and existing teaching formats in group and individual feedbacks
- On a comprehensive range of services for students and lecturers in the faculty about studying and teaching
- On many years of experience with professionally planned, produced and supervised digital teaching and examination offerings

# Objective 5

## Diverse Learning Opportunities

### The University Level Challenge

Ensuring that university populations adequately reflect the diversity of society at large represents a challenge for the coming decade – but also a rewarding opportunity. This will not only entail continual efforts to facilitate access to higher education for under-represented groups: it also means creating support structures and study formats that permit heterogeneity. It will involve the difficult but productive task of taking different levels of students' prior knowledge and their differing motivations for studying into account, as well as learning goals that range from preparing for careers in academia to qualifying for non-university professions. The multitude of organizational challenges in higher education shows itself in new study formats, including offers of digital learning, the growing importance of part-time study courses and stays abroad, and in the increasing number of study programs delivered in collaboration with other universities.

### How We Approach the Challenge

As a faculty with large student populations, we encounter diversity every day. Our student body includes a wide variety of backgrounds, lifestyles, and origins. As a faculty, we create conditions based on university-wide guidelines for studyability that make learning equally possible for all of our students.

## What We Build On

- On the successive addition of English-language courses and study programs to the regular German-language courses offered, like the International Advanced Student Program in Business Studies
- On support programs for female students at all career stages, such as the mentoring program for female master's students
- On professional processes for recognition of courses taken abroad and of practical experience
- On a non-overlapping study program with room for employment

# Objective 6

## Developing Staff Potential

### The University Level Challenge

Motivated and competent staff are the prerequisite for ensuring that an organization can realize its ambitions. Universities seeking to attract and retain highly qualified and committed people in research, teaching, innovation and public engagement, continuing education, technical services, administration and management need to enable participation and equal opportunity, ensure information and involvement, and provide good working conditions and reliable career prospects. This calls for a holistic approach to diversity, leadership and organization. In order to be successful, universities must ensure that all members of the institution are able to develop their potential to the full.

### How We Approach the Challenge

Progress and quality arise when people work under conditions that challenge, encourage, and support them. We supplement the University's comprehensive offering for professional and personal development with faculty-specific support services. In addition to professional and personal competence development, we see the opportunities for developing potential particularly in organizational and work processes that are designed in a participatory and reflective manner.

## What We Build On

- On experience in supporting personal development, such as in innovation workshops and didactic teaching support
- On optimization processes to eliminate reasons for complaints, and on continuous improvement processes, like on the basis of student interviews
- On our demand-oriented structures and the support for all kinds of ideas, teaching, and project plans by the faculty's administration and service facilities
- On a close exchange with the student council and the anticipation of evolving student needs, such as the use of new communication channels or practical offers

# Objective 7

## Building Bridges to the World

### The University Level Challenge

Global networking as a result of digitalization, European programs, international partnerships and alliances as well as international rankings are just a few of the highly diverse aspects that characterize the worldwide scientific community today. Over the past few decades, science and academic education, especially in the European Union, have benefited to an unprecedented extent from increasing cross-border cooperation and easier international access. Nevertheless, open international exchange among academics and academic freedom are at risk wherever democratic values are flouted. Universities consistently build bridges by cultivating personal contact and establishing joint programs based on clear standards in the areas of research, the promotion of early-career researchers, and study programs.

### How We Approach the Challenge

We strive for and live a cosmopolitan culture in our work. We pursue an outwardly open self-perception and see exchanges at all levels as an opportunity for further developing our topics as well as ourselves. In doing so, we consistently pursue a deepening of international content in our studies, involve international experts in the education of our students and in our research, internationalize our structures, use new communication channels and participate in the extensive university initiatives.

## What We Build On

- On our large network of partner universities in Europe and beyond
- On our “Internationalization at Home” programs, individual English-language courses, and international study programs
- On our popularity as a host faculty for about 80 international students per year
- On our appointment and staffing policy, which is not only national but also international in scope

“Internationalization” is one of the faculty’s strategic fields of action

# Objective 8

## Intensifying Cooperation in the Region

### The University Level Challenge

Cooperation is integral to science – internationally, regionally, with colleagues from other academic institutions and with private enterprises as well as societal actors. Especially within the local region, manifold opportunities exist to complement competences and develop synergies in close cooperation based on mutual trust. In the face of today's growing demands on research and education, it is possible to benefit mutually from cooperation in the areas of teaching and learning, research and development, innovation and public engagement. Moreover, changes in the law and in funding policies within the German science system will impact on the collaboration between universities and non-university research institutions in future years. The universities are in a position to help shape this process.

### How We Approach the Challenge

For us, thinking internationally and acting regionally are not mutually exclusive. Especially with regard to the inclusion of practical questions and the work with alumni as well as for future graduates, the cooperation with regional partners greatly benefits us. We consider a strategic anchoring and consolidating existing collaborations as essential for our future orientation. The collaboration creates synergy effects for everyone involved, and the inclusion of other viewpoints generates unexpected innovations and research ideas. Research topics, and economics themes in particular, often come from and have an impact outside of faculties and research institutes.

## What We Build On

- On our practical cooperation with the business world
- On close contacts with alumni
- On professional as well as interdisciplinary application-oriented teaching offers with practice partners, such as the “2030 Future Challenges”
- On networking and support through the wiwib e.V. association

“Local networking and alliances” is one of the faculty’s strategic fields of action

# Objective 9

## Shaping Digitalization

### The University Level Challenge

The digitalization of research and teaching, learning and administration is changing all aspects of university life: gaining access to research data has become easier worldwide, large volumes of data are available for research, teaching and learning, and new possibilities for publishing, open educational resources and integrated campus information systems are emerging. This gives rise to new learning, working and cooperation formats that are independent of time and space. Digital teaching and learning are fast becoming an integral part of university education. Shaping this development calls for both new and innovative teaching and learning arrangements, as well as digital media and IT competencies that allow opportunities and risks to be weighed. At the same time, it is important to maintain the opportunities for personal encounters in teaching, learning and research that are so important for stimulating critical discourse, motivation and enthusiasm. In management and administration, IT-supported processes will change how academic institutions are run.

### How We Approach the Challenge

We deal with the digital transformation in our research and teaching as well as in its application. We helped shape the digitalization trend in teaching at an early stage and pioneered Open Educational Resources to reach many more people with our offerings. Today, research at the intersection of digitalization and economics is also institutionally anchored. In all our areas of activity, we use new tools of digitalization and thus enrich not only our teaching offerings but our research and transfer activities as well. To this end, we constantly keep our IT infrastructure up to date.

## What We Build On

- On our expertise in researching economic issues of digitalization with our graduate group Diginomics and its exchange formats
- On our many years of experience as pioneers in the creation and support of online teaching formats, like with the Virtual Academy of Sustainability established at the faculty
- On our professional IT infrastructure for staff and students, such as our video lecture hall, film studio, PC pool and BreLAB experimental laboratory

“Digitalization” is one of the faculty’s strategic fields of action



# Our Strategic Fields of Action in Details

Together with the University, the Faculty of Business Studies and Economics has helped move and shape change from the University's founding days over 50 years ago to the present. From the beginning, the faculty has anticipated and driven political and social developments. What has survived the test of time are, above all, the ideas of the "collective" and the concept of research-based learning from the project studies of the early years. With these historically consolidated pillars, we are oriented to the state of the art of the international higher education landscape and to strategic research and application fields of the future.

**Internationalization:** With the strategic preparation of the University's internationalization efforts, the faculty has also increased its international activities. For about 20 years the faculty already has an Office for International Affairs serving the concerns of students and employees. With an increasingly interconnected global research community, declining barriers to international study experiences, increasing foreign language and intercultural requirements for business employees, and increasingly formalized exchange structures, the faculty feels vindicated in its goal to become more international. The successes already achieved form a solid basis for our further internationalization efforts.

**Local Networking and Alliances:** Our Bremen location has a history characterized by cohesion and cooperative action. Even today, there are alliances here that remain not only for reasons of tradition. The university as a social actor on the one hand and educator of future workers on the other is never isolated in this environment. Exchange with the local and regional economy, with other universities in the state and with civil society is a natural part of what we do. We used to call this transfer, but today it is part of our third mission.

**Digitalization:** Digitalization is not just the megatrend of the present. It also describes a development that we do not just accept but want to consciously help shape. We research digitized processes and the future role that digitized structures, tools and infrastructure will play for us and test their application. The faculty has identified digitalization as a research focus, which manifests itself in a graduate group. In the area of teaching, we developed, tested and established teaching-learning formats that use digital means many years before the digitalization boom began. Today, we are building on this experience in testing new digital teaching formats with modern infrastructure.

# Strategic Field of Action 1

## Internationalization

Internationalization and global interconnectedness are a priority concern for us, with which we optimize the design of our own structures, processes and methods. Just like the University as a whole, we think about the goal of internationalization in all of our areas of activity, since economics is an internationally oriented science, such as

- ... in research, since researchers today no longer necessarily have to share an office in order to achieve joint findings, and because high-ranking publications are mostly in English in international journals;
- ... in teaching, because after graduation our students are not only employed by regionally active institutions, but as global citizens are able to understand overall economic contexts and trained to work in internationally oriented companies as well;
- ... in the third mission area, because the findings of economic research as well as economic education reflect globally effective economic problems and offer solutions, and because the exchange with teachers, students and practitioners around the world is part of our daily business.

# Our Internationalization Successes

## Research

- We maintain research partnerships with international researchers around the world. We have special partnerships with Kyiv National Economic University (Kyiv, Ukraine), Mahidol University (Bangkok, Thailand) and the University of the Free State (Bloemfontein, South Africa), among others.
- We organize international conferences and research seminars, ensure a broad visibility of our research activities and provide our young researchers with access to international exchange formats, such as in the framework of the annual Bremen – Shanghai Research Conference or the Economic Colloquium of the Institute for Economic Research and Policy, which takes place several times a semester.

## Study Programs

- We have established an International Advanced Student Program for Business Studies.
- Every year during the second half of the summer semester, we organize an English-language Summer School during which international guest students together with Bremen students attend courses taught by renowned international as well as Bremen lecturers.
- We have established the UBremen Summer Campus in Business Studies and Economics program for students from selected partner universities with English-language teaching programs, which includes participation in the Summer School, an intercultural training program, and a practice-oriented application course.

## Organization and Structure

- We are a member of the Business Education Alliance of the Association to Advance Collegiate Schools of Business (AACSB) and seek AACSB accreditation.
- We have more than 90 partner universities in over 35 countries, send more than 100 students abroad, and host approximately 80 international students at our faculty each year.
- We have professionalized student mobility, study abroad organization and recognition practices so that studying in another country does not necessarily extend the regular study time.

# Our Internationalization Vision

## Research

### **Expand Research Partnerships Worldwide**

We are working to further expand our research network. Our aim is to establish, maintain and deepen research partnerships on all continents. In doing so, we focus not only on bilateral agreements but also and increasingly on exchanges in groups of partners. We are convinced that the researchers in our as well as our partner faculties and universities will benefit from an intensified worldwide exchange.

## Study Programs

### **International Study Programs / YUFE**

With its membership in the YUFE alliance, the University is participating in the development of a European university. The path to common curricula starts with the mutual approval of study programs offered by the participating universities. As one of the first faculties, we have opened our course offers to our YUFE partners. The goal of the faculty's participation in the developments of the YUFE alliance is the establishment of international business programs with a common curriculum and degree program at the emerging European university.

### **Double Degree Programs**

Double degrees offer a unique chance for students to combine their studies with international experience. We will use our experience with a double degree program already being run successfully for several years to conclude further agreements for double master programs. For this purpose, we will also use the contacts established through our YUFE network membership.

### **English-Language Degree Programs**

We see ourselves as an international faculty and would like to reflect this in our study programs. With the International Advanced Student Program, we have already established an English-language sub-program of the Bachelor of Business Studies program. Further English-language degree programs will follow.

## Organization and Structure

### **Partner University Network for Student Exchanges**

We have already built up a large network of partner universities but still want to further expand the range of study abroad options for our students. We are striving for a network of 100 partner universities and want to conclude partner agreements that include the waiving of high tuition fees.

### **International Students**

We want to remain an attractive host faculty for visiting students and researchers, and we would like to welcome about 100 students per semester in the medium term.

### **International PhD Program**

We expand our study abroad offerings to include international research stays for our doctoral students and welcome PhD students from our partner universities as part of a structured doctoral training program.

### **Guest Stays**

With the first structured programs to enable research stays of international guest researchers in Bremen, we have already been able to deepen collaborations and establish new partnerships. Further structured research exchange programs will strengthen our links abroad and explicitly support research collaborations with more than two international partners.

### **Staff Mobility Abroad**

To date, we have only sporadically sent scientific and administrative staff abroad. We will advertise the offers of staff mobility more distinctly and communicate the variety of offerings in the subject area more clearly.

### **AACSB Accreditation**

We are a member of the AACSB and join the league of top business schools with our commitment to providing high-quality teaching. We complement our internal monitoring processes with an external international quality control and strive to meet the highest international standards for business schools.

### **Use of Digital Media in International Exchange**

With our many years of experience in developing and offering digital teaching formats, we are ideally equipped to expand hybrid or distance offers in international exchange. We have already implemented student collaboration projects with foreign partner universities on a pilot basis and strive to expand such formats in order to also expand our “internationalization at home” options.

# Strategic Field of Action 2

## Local Networking and Alliances

Just as we as a faculty cannot consider ourselves detached from the University, we also see ourselves embedded in local networks and alliances. For our discipline, which – being a normative-practical one – cannot exist just for its own sake, working without testing and application is insufficient. As researchers, teachers and students, we see our task in the linking of science and practice at the level of content and personnel. We do this

... in research by linking our research interests with real-life business problems;

... in teaching, to prepare our students for their future fields of activity, bring them into contact with practitioners, and bind them to us in the long term;

... in the area of transfer, because the cooperation with local actors, inside and outside of science is always of mutual benefit.

# Our Network and Transfer Successes

## Research

- We maintain close contacts with entrepreneurs and start-ups, small and medium-sized enterprises, and large corporations from the region and beyond.
- We develop current solutions to problems in cooperation with practical partners, whereas practitioners provide financial support without restricting the freedom of science.
- We work on our socially relevant research topics in exchange with the practice. We have experienced confirmation in this approach several times by the establishment of endowed chairs.
- We support and accompany our employees with their spin-offs out of academia.

## Teaching

- We integrate our practice partners into our majors' courses. Our students benefit from useful insights provided by practitioners.
- We offer practice-oriented courses for the acquisition of professionally relevant soft skills, ranging from occupational field orientation to the processing of real practical problems in full-time projects such as the PRAXIS Summer Camp.
- We operate our own career portal 7Careers and organize a variety of career events with our practice partners to support our students in their professionalization and career entry.
- We encourage and advise our students to integrate practical experience into their studies and recognize internships as course achievements.

## Third Mission / Transfer

- We maintain contact with our alumni, both in person and via our career portal or digital business network portals.
- We exchange ideas with civil society and create discussion formats, like before state elections.
- We network with other universities in the federal state of Bremen in order to identify common challenges and exploit

synergy effects, for instance, within the framework of the Career Alliance Bremen (CAB).

- Through the association wiwib e.V., we connect with students, alumni, companies and citizens, create networking opportunities, and facilitate the funding of projects.

## Our Networking Vision

### Research

#### **Cooperation Projects for Application-Oriented Research**

We are working to further strengthen collaboration with external partners and strive to realize joint research projects via larger funding contributions.

#### **Cooperation Projects for Collaborative Research Plans**

We deepen our collaboration with local institutes and create joint research and transfer formats, such as with the Hamburg Institute of International Economics (HWWI) or the Bremen Chamber of Crafts.

### Teaching

#### **Practice-Oriented Course Offering**

We are expanding the range of practice-oriented courses and events and enabling a larger number of students to participate. To this end, we are developing a professional communication concept to introduce this offer to students at an early stage and give them the opportunity to integrate participation in courses into their planned study paths at different levels.

#### **COIL**

We increase the number of practice-oriented courses offered in English and plan them beyond national and time zone boundaries. By this, we bring together our claim of regional networking with practice partners, the intensification of our internationalization efforts and the use of innovative, digitally supported teaching formats.

#### **Cross-University Teaching Portfolio**

We develop cooperative and transdisciplinary course offers that are accessible to students from all of Bremen's universities in order to establish regional exchange among the student body and to benefit from different perspectives.

## Third Mission / Transfer

### Alumni Work

We are professionalizing our alumni outreach to make our graduates aware of the benefits of staying connected with our faculty early on, to recruit them for mentoring programs and as contacts for new practice partnerships.

### Practice Advisory Board

We establish a Practice Advisory Board to advise the faculty on strategic issues related to the development of teaching and research programs, practice orientation and interaction with its network of practitioners.

### Association Work

We are intensifying our cooperation with the wiwib e.V. association and will integrate it more closely into our transfer activities in terms of organization and content in the future.

# Strategic Field of Action 3

## Digitalization

Even though digitalization is everywhere – digital transformation remains a topic and task area that can and will be actively shaped and driven forward. We encounter digitalization in our everyday lives, adapting to digital documentation, communication and work fulfillment. We address the upcoming challenges and how our work, studies and university processes are affected

- ... in our research, both at the level of individual sub-disciplines and from an interdisciplinary perspective with our Diginomics research group;
- ... in our teaching as a pioneer in the use of digital teaching scenarios and the provision of open educational resources as well as the use of digital tools to enrich classic teaching formats;
- ... in our daily work with the use of our modern IT infrastructure.

# Our Successes in the Digital Transformation

## Research

- With the Diginomics graduate group, we have established a research group that links the training of young researchers with the innovative research field of digital markets. The two newly created business studies professorships focusing on digitalization also contribute to our digitalization field of action.
- We run regular exchange formats on topics of digitalization in business in the Diginomics Brownbag Seminars and the Diginomics Research Talks.
- We accompany the research processes of our young scientists in the Diginomics Working Papers series.
- We bundle our expertise, publish it in top-ranked journals, and further expand it with the help of third-party funded projects with, for instance, funding from the DFG (German Research Foundation), the BMBF (Federal Ministry of Education and Research), the BMAS (Federal Ministry for Labor and Social Affairs) or the ESF (European Social Fund).

## Teaching

- We offer high-quality online courses that are accessible to everyone as open educational resources, both in the area of basic teaching and on specific topics via the Virtual Academy of Sustainability founded at the faculty.
- We use digital examination formats beyond e-exams to compensate for difficulties in content, time and capacity with large examination groups.
- We use digital tools to extend analog learning formats, like with the WiWiNow app.
- We emphasize digitalization in our newly established master's degree program in Management Information Systems and incorporate digitalization aspects in our undergraduate study programs.

## Operations

- We provide the faculty members with a video lecture hall and a studio for film recordings. We operate the BreLAB experimental laboratory and a PC pool with comprehensive software equipment for on-site digital teaching.
- We offer our students media-equipped study rooms and learning islands for self-study in individual and group work.
- We coordinate the use and application of software solutions to avoid friction losses caused by the use of different programs.

# Our Digitalization Vision

## Research

### **Diginomics Research Group**

We aim to expand the research topics within the Diginomics research group in order to participate in shaping current developments.

### **Diginomics Graduate School**

We offer our young scientists a structured doctoral education with a clear training and supervision concept and an intensive embedding in the international research community.

## Teaching

### **Methods Training**

We provide our students with in-depth methodological training at the undergraduate level already. We enable them to understand and use digitally supported data analyses and evaluations. In this way, we prepare our future graduates for changing fields of activity in business as well as science.

### **Digitally Supported Teaching Collaborations**

We want to make greater use of our digital teaching offer in the context of university collaborations. This applies to both local collaborations with universities in Northern Germany and to national and international cooperation projects and teaching links. In particular, there shall be a larger offer of courses taught by international guest lecturers accessible especially to students who are locally bound.

### **Digital Teaching Competence**

We encourage the lecturers in our faculty to take advantage of advanced training measures in digital media pedagogy, thus combining the classic advantages of face-to-face teaching with new forms of digital teaching concepts.

## Operations

### Digital Administration Processes

We want to take the chances of digitized administrative processes and examine software solutions to simplify coordination processes in various places.

### Removing Digital Barriers

We aim to make the programs and software solutions our students need for their studies fully accessible for their own devices, to reduce barriers in taking digitally supported classroom courses.

# The Faculty in Numbers

2.523 students  
24 professors  
10 researchers and lecturers  
110 research assistants  
26 employees in technology and administration

## Founding Faculty of the University

Awards: 35 (2015–2019)  
Third-party funding: 2 million euros annually

## International Networking

almost 100 partner universities  
of which about 25 are outside Europe

## Graduates

> 600 per year  
10.000 since foundation

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