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GENDER EQUALITY PLAN

Copenhagen Business School (CBS)

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1. INTRODUCTION

1.1 Diversity, Equity, Inclusion and the CBS Strategy

CBS' strategy rests on the imperative that "we must continue to cultivate the diversity and resilience of our student, faculty and staff communities." We believe that everyone with the talent and ambition should have equal rights and opportunities to contribute to CBS' value creation in society and that we should promote diverse, equitable and inclusive working and learning environments – both to improve our value creation and as a fundamental pillar of a democratic society.

As a consequence, CBS pursues two core strategic priorities, viz. to "attract, develop and retain a diversity of highly talented staff and internationally leading scholars" and to "attract the best students and transform them into lifelong learners". Moreover, CBS has the driving ambition to conduct high-quality, creative research that adds value to society and to educate graduates who provide the innovative and transformative capabilities that will positively transform society with business.

To meet these ambitions, CBS needs to attract and develop a diversity of perspectives through a diversity of students, faculty and staff and to develop and nurture attractive and inclusive environments in which creativity can thrive. Diversity in research and administration fosters diversity in themes, perspectives and solutions, which are all crucial elements if we are to make the most relevant contributions to addressing big societal challenges and to transforming society with business. Diversity in the student population feeds through to the labour market to meet a growing demand for diverse graduates.

Ensuring **diversity** in faculty, staff and students and in the experience and perspectives they can contribute is essential, but in order to achieve the transformative impact desired, the diversity in the population of experience and perspectives needs to be accompanied by **equity** in all processes, such that processes and resources throughout the organization become accessible to everyone with the relevant talent and ambition. Diversity and equity are *sine qua non*, but in order to ensure that students and staff unfold their full

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potential, it is essential that they feel that CBS is a place for them and that they are included in safe and supportive communities at CBS. Diversity and equity without **inclusion** is not an end goal. The feeling of belonging and the shared appreciation of contributions must be anchored in the processes and in the culture of learning and working environments in order to build supportive and safe communities.

This Gender Equality Plan is a key contribution to CBS' strategic desire to ensure *diversity, equity and inclusion* (DEI).

1.2 Diversity, Equity and Inclusion are in CBS' DNA, but more needs to be done

Innovation in research and teaching as well as diversity of thought have long been part of CBS' DNA, and CBS has actively pursued a policy of promoting diversity, equity, inclusion and gender balance. In 2012, CBS appointed its first Equal Opportunities Officer (EOO) to spearhead initiatives to promote gender balance and in 2014, CBS established the Council for Diversity and Inclusion (CDI) with members representing both management, staff, students and DEI scholarship. The EOO and CDI have worked as organisational resources providing advice to management, engaging in dialogue with the organisation to raise awareness of diversity and inclusion and generating and reviewing CBS DEI data.

However, in spite of almost a decade of dedicated work to promote DEI and gender balance, current surveys and data from across CBS indicate that more can and should be done to increase DEI, including gender balance of academic and administrative staff as well as of our student population. Among other things, data reveal areas of notable horizontal and vertical gender imbalances in both academic and administrative staff, as well as some areas of imbalances in gender and demographics of students across our programme portfolio. Since such imbalances go against the fundamental beliefs and strategic aims of the organisation, CBS intends to leverage and strengthen its efforts to improve its

gender balance across the organisation. This Gender Equality Plan is part of these efforts. It is, however, also clear that efforts to improve the gender balance cannot and should not be pursued in isolation, so this Plan aimed at gender balance constitutes only one element in a more general drive to attract and retain a greater diversity of students and staff, to ensure equity and to build inclusive working and learning environments.

1.3 The CBS Gender Equality Plan

The CBS Gender Equality Plan sets out the ambitions, priorities and activities as well as the trajectories and targets of CBS. Section 2 outlines the ambition and makes explicit the need to attract and nurture diverse, talented and dedicated faculty, staff and students to secure a working and learning environment in which curiosity, a spirit of innovation and dedication combine with rigour to ask new questions and produce new answers. Section 3 provides the four priorities chosen as key to this Plan. The priorities are derived from: (a) the need to stimulate the organisational learning and capacity building that will promote better gender balance across working and learning environments, (b) the need to provide incentives and talent nurturing tailored to a higher degree to diverse talents at different stages of their career trajectories, and (c) the need to counter gender biases at a deeper cultural and behavioural level, which sometimes surface as 'sexism'. Section 4 sets out the concrete local and central activities to meet the ambition and key priorities. Section 5 identifies the governance structure put in place to ensure that adequate progress is made towards meeting the ambitions and the specific key gender indicators (KGIs) and targets specified in Section 6.

It is worth noting that the Plan brings together distinct policies and processes pertaining to staff and careers which are continually reviewed and revised, so goals and implementation may also change as the overall context changes.

1.4 Background and key concepts

An organisational taskforce was set up in autumn 2020 to identify key barriers to gender equality and potential measures to overcome such barriers at CBS. The taskforce consisted of representatives of faculty, staff, students and DEI scholars, and it was chaired by the EOO. The work of the taskforce resulted in a

Gender Equality Catalogue setting out 18 recommendations that were deemed to promote gender balance and DEI more generally.

The Catalogue was submitted to Senior Management in February 2021. The Catalogue and the recommendations were subsequently discussed and qualified by relevant fora across CBS, including the Directors of Programme, the Heads of Department, the Heads of Administration, the Academic Council and the General Consultations Committee. The outcome of this process of qualification is integrated into this comprehensive Gender Equality Plan. The preparatory work of identifying barriers and possible ways to dismantle or overcome them is documented in the Catalogue, which is available at CBS.dk, whereas this Plan represents the priorities and activities subsequently determined by Senior Management following the consultations with relevant agents and bodies at CBS.

It is worth noting that in this Plan "gender balance" is a recurring phrase. This raises two perfectly reasonable questions, viz. what do we mean by "gender" in this Plan, and what do we mean by "balance".

The institutionalised reporting practice that currently applies to Danish universities means that "gender" is monitored statistically in terms of women and men, following the distinction signalled by Danish social security numbers. In this Plan, CBS follows this practice, but only until a new non-binary reporting practice is introduced in public institutions.

When it comes to the concept of "balance", given the reporting practice described above, it makes sense to operate with three focal ratios. A strict balance would of course imply a 50:50 ratio. However, as a goal in a dynamic culture and a loosely coupled organisation, a strict 50:50 balance would be unattainable over time and thus unrealistic. CBS considers a ratio at or better than 40:60 to be an indicator of balance. Studies (following from i.a. Rosabeth M. Kanter 1977) suggest that there is a critical lower boundary of around 30% below which underrepresentation is actually felt, in particular by the minority, so CBS considers a ratio below 30:70 to be critical. Once a non-binary reporting practice is introduced, the concept of balance will be revisited to take into account non-binary categories.

Moreover, it is important always to approach ratios and the concept of balance at both aggregated and disaggregated levels. An ambition of a 40:60 balance at the aggregated level may unproblematically contain local units with a 33:67 ratio, but a local ratio of for instance 25:75 falls below the critical limit and needs to be addressed. The general policy of CBS is to aim for a ratio of 40:60 or better at aggregated levels and not below 30:70 at disaggregated levels, such as study programmes, organisational units or departments.

Finally, it is worth noting that while ratios may constitute targets and key gender indicators, they are only indicative of diversity, and do not capture neither equity, nor inclusion.

2. THE OVERALL AMBITION OF CBS

CBS is built upon the core values of equal rights and opportunities and an obligation that we have as a university to promote diversity, equity and inclusion in all working and learning environments.

Moreover, CBS firmly believes that the diversity in people and perspectives as well as the attractiveness and inclusiveness of environments are catalysts of the creativity and innovation that translate into higher quality and relevance in our core activities. Diverse working and learning environments attract diverse talents and open up CBS to a larger pool of faculty, staff and students who work together to increase CBS' transformative capabilities. This belief and this logic apply equally across research, administration and learning environments, so CBS will work concurrently to increase diversity, equity and inclusion across these three main areas.

It is therefore the ambition of CBS to promote and leverage diversity and ensure that through equity and inclusion, the diversity is reflected across all organisational activities and at all organisational levels. The working and learning environments of CBS must nurture diverse talent and ambitions that can contribute to CBS and to positive transformational impact on businesses and society, and the working and learning environments of CBS must be averse to any form of discrimination, sexism or unfair preferential treatment.

Moreover, CBS will work proactively to minimize the negative impact of structural disadvantages and disabilities that stand in the way of unfolding talent and ambition, including disadvantages which originate in biases and cultural practices in wider society.

CBS has formulated the following overall ambition that is integral to its strategic development:

CBS has the ambition to ensure diversity of its faculty, staff and students and to offer equitable and inclusive working and learning environments in all units and programmes so that CBS can attract and develop dedicated talents who will:

- ensure the highest quality in our research, administration and education,
- generate transformative solutions through a diversity of perspectives, and
- promote a culture of diversity and inclusion in business and society

3. THE PRIORITIES

While the data representing gender across CBS shows clear and obvious imbalances between the gender representation and inclusion, the underlying causes and the most effective remedies are not so easy to identify.

Decades of organizational studies and gender research as well as surveys and tried and tested policies suggest a range of possible causes and possible remedies, and to that can be added the local experience of management, staff and students at CBS, as partly captured in the Gender Equality Catalogue. The priorities below emerged out of challenges and recommendations captured by the Catalogue (available at CBS.dk).

In order to fulfil our ambition to ensure diversity of our faculty, staff and students and to offer attractive, equitable and inclusive working and learning environments in all units, departments and programmes, CBS will pursue four priorities. CBS will:

- Increase the local **leadership capacity** to conduct diversity management that nurtures a diversity of talents, fosters inclusive environments and counters the operation of biases;
- develop a comprehensive **staff and career policy** to facilitate and support diverse career paths and flexible work-life-balance solutions that even out typical gender differences in career trajectories, for instance in parental leave;
- conduct a **gender review of learning environments** and introduce measures in programmes with the aim to improve the diversity and gender balance of our student population and to increase diversity awareness in our pedagogical approach to improve gender inclusion and thus strengthen diversity in the supply chain both to the external labour market and to academic environments;

- develop policies and measures to **counter sexism** in working and learning environments, so that those environments are equally inclusive and attractive to all genders.

The four priorities call for both local and central engagement and resources to initiate and support the measures and activities outlined in the next section.

4. THE MEASURES AND ACTIVITIES

In order to achieve its ambitions through the four prioritised areas, CBS needs to nurture a culture of engagement and inclusion in which we collectively set organisational ambitions and locally identify the solutions that best suit the local working or learning environment. Some measures and activities are best determined and managed on the institutional level, while others are best determined and managed on a local level, but ultimate success depends on engagement, dialogue and coordination throughout CBS.

Activities will be initiated and measures put in place in the four prioritized areas as follows:

Leadership capacity:

- Competences in conducting diversity management are key to management and leadership at CBS, so an annually revolving series of interlinked workshops will be developed to equip managers and leaders, such as heads of academic departments or administrative units, programme directors, principal investigators, centre managers and project managers, at CBS to work strategically and tactically with diversity, equity and inclusion.
- A toolbox will be devised with concrete recommendations that managers and leaders can use locally to further diversity, equity and inclusion
- Senior faculty at CBS are key agents in talent spotting, talent nurturing and network integration, so workshops will be offered also to faculty addressing leadership and diversity in research projects.

Staff and Career Policy:

- A consolidated policy will be drafted and instituted to provide a coherent institutional framework for staff development and talent nurturing.
- Concrete tools will be offered that can be implemented in local units to support individual talent nurturing and facilitate individual career trajectories, such as boost hours upon return from parental leave or research assistance during part-time sick leave.

Gender Review of Learning Environments:

- A survey will be conducted of the gender composition of teaching staff and students across CBS' programme portfolio to provide a foundation for strategic management of diversity in programmes and learning environments.
- Training modules will be developed for programme directors within the management of diverse classrooms and within the integration of diversity perspectives into didactics and curriculum planning.
- The content and learning objectives of the training modules will furthermore be offered to all teachers and will also be made an integral part of the mandatory Assistant Professor Programme
- Collaboration will be initiated with external stakeholders, such as key major corporate employers and key upper-secondary institutions to improve the gender balance of skewed programmes through the dissemination of information countering stereotypes and through the projection of alternative-gender role models.

Countering sexism:

- A set of definitions and illustrations will be formulated and disseminated to raise awareness of the nature and negative impact of sexism.
- A taskforce will be set up to devise effective awareness raising across all working and learning environments across CBS.
- Clear guidelines will be made public and easily accessible that clarify the reporting and handling procedures if sexism in working and learning environments occurs.

5. ORGANIZATIONAL EMBEDDING

CBS' Senior Management are responsible together with the relevant middle managers and other organisational agents for the implementation and success of this Gender Equality Plan. Progress and updated action plans are reported in two-year intervals by Senior Management to CBS' Board of Directors.

Monitoring progress, coordinating activities and measures as well as facilitating the gender-diversity dialogue across the organisation are delegated to CBS' Equal Opportunities Officer in collaboration with a dedicated DEI consultant embedded in CBS' HR Department.

An advisory board will be set up with internal and external stakeholders and DEI experts with the task of conducting an annual review of DEI data and activities, including the gender-balance ambitions addressed in this Plan and specifically the statutory review of the gender-balance of CBS management as reported in the annual *Action plan for Gender Diversity in CBS' Management* (In Danish: *Handlingsplan for Kønsdiversitet i Ledelse på CBS.*)

Organisational resources will be dedicated to securing organisational learning, dialogue, guidance and administrative support to further the activities and measures in this Plan.

6. PRIORITIES, IMPLEMENTATION AND TARGETS

The table below provides an overview of the four priorities, activities, implementation, indicators and targets set as outcome of the priorities, as well as the review and monitoring cycle.

Development of the activities mentioned below is a part of the overall strategic work at CBS and is an integrated part of the strategic annual cycle that ensures a continuous dialogue and monitoring inside the organisation, between Senior Management and the Board of Directors and with the Ministry of Higher Education and Science.

It should be noted that the targets set reflect the general policy of CBS that the gender ratio at the aggregated level should be 40:60 or better, and that the ratio should not fall below 30:70 at the disaggregated level, such as units, departments or programmes. Since the current gender balance and the rate of staff turnover varies considerably across units, departments and programmes, the challenge of achieving a ratio within the targets may in some areas be considerable, but CBS wishes to set and pursue ambitious targets which underline the need for concerted action across the entire organisation.

Priority:	Activities/measures:	Implementation:	Key Gender Indicators (KGIs):	Targets:
Leadership Training	<ul style="list-style-type: none"> Workshops Toolbox 	<ul style="list-style-type: none"> Revolving workshops will be organized for formal managers and faculty with leadership roles. Toolbox will be elaborated to cover possible activities to further gender balance. 	<ul style="list-style-type: none"> Aggregated and disaggregated annual data representing the gender composition of staff – academic, administrative, and managerial - both aggregated and disaggregated into categories and units where relevant Annual participation data in diversity management workshops 	<ul style="list-style-type: none"> The aggregated gender composition within defined job categories of both administrative and academic staff must be within 40:60 by 2032. The aggregated gender composition within units must not be below 30:70.
Staff and Career Policy	<ul style="list-style-type: none"> Drafting a consolidated policy 	<ul style="list-style-type: none"> A consolidated and comprehensive career and family policy will be drafted. Scouting, promotion and hiring procedures will be reviewed to counter possible biased practices. 	<ul style="list-style-type: none"> The annual distribution of maternal and parental leave across administrative and academic staff The annual use of parental leave boost hours 	<ul style="list-style-type: none"> Consolidated policy implemented before the end of 2022
Gender Review of Learning Environments	<ul style="list-style-type: none"> Conducting survey and generating data Offering pedagogical/didactic training modules Initiating stakeholder collaboration 	<ul style="list-style-type: none"> Survey will be designed and conducted. Data will be generated. Training modules will be tailored. Stakeholder collaboration will be initiated. 	<ul style="list-style-type: none"> Aggregated and disaggregated annual data representing gender distribution of teachers and students in programmes 	<ul style="list-style-type: none"> The aggregated gender composition of the total student intake must remain within 40:60. The disaggregated gender composition of the student population within individual programmes must be within 30:70 by 2025. The aggregated gender composition of teachers across programmes must be 40:60 by 2032. The aggregated gender composition of teachers within programme must not be below 30:70 by 2032.

Priority:	Activities/measures:	Implementation:	Key Gender Indicators (KGIs):	Targets:
Countering sexism	<ul style="list-style-type: none"> Definitions and illustrations will be elaborated and communicated. Awareness raising Clear guidelines for students and staff 	<ul style="list-style-type: none"> Definitions and illustrations will be elaborated as input to awareness raising programme. Taskforce undertakes a programme of awareness raising. Reporting and response procedures will be reviewed. Guidelines for staff and students will be formulated and communicated. 	<ul style="list-style-type: none"> Cases reported and handled in working and learning environments Satisfaction survey data on bullying and harassment 	<ul style="list-style-type: none"> Awareness raising programme completed in 2022 Effective reporting and response procedures in place and clearly communicated in 2022
Monitoring:				
Annual review and monitoring	<ul style="list-style-type: none"> Annual review seminar with DEI Advisory Board Statutory annual review and report of gender balance in CBS' management (<i>Handlingsplan for Kønsdiversitet i Ledelse på CBS</i>) 	<ul style="list-style-type: none"> An annual seminar will be held with Advisory Board to ascertain progress, which will serve as input every other year to scrutiny by CBS' Board of Directors. The statutory annual review of gender balance in management will be conducted and reported to the CBS Board of Directors. 		

7. APPENDIX

COMMUNICATION IN CONJUNCTION WITH IMPLEMENTATION

CBS' Gender Equality Plan identifies the following four priorities:

- Increase the local **leadership capacity** to conduct diversity management that nurtures a diversity of talents, fosters inclusive environments and counters the operation of biases;
- develop a comprehensive **staff and career policy** to facilitate and support diverse career paths and flexible work-life-balance solutions that even out typical gender differences in career trajectories, for instance in parental leave;
- conduct a **gender review of learning environments** and introduce measures in programmes with the aim to improve the diversity and gender balance of our student population and to increase diversity awareness in our pedagogical approach to improve gender inclusion and thus strengthen diversity in the supply chain both to the external labour market and to academic environments;
- develop policies and measures to **counter sexism** in working and learning environments, so that those environments are equally inclusive and attractive to women and men.

Each priority is associated with activities and measures designed to enable CBS to reach the ambitions and targets set out in the GEP.

In addition to a general announcement of the Plan and its goals through CBSshare, and CBS.dk and SoMe platforms to cater for external stakeholders, communication efforts should to the extent possible be undertaken in context with implementation activities to ensure uptake and integration into practice.

Implementation is planned to commence 2022. At the current juncture our expectations include a variety of activities and communication opportunities including the contexts of Leadership training, Staff and Career Policy adjustments, Review of learning environments and potentially an internal awareness campaign.

Torben Møger Pedersen



Chairman of CBS Board of Directors

Nikolaj Malchow-Møller

President

Copenhagen Business School
Solbjerg Plads 3
2000 Frederiksberg
Denmark

cbs.dk

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