



DIVERSITY, EQUITY & INCLUSION REPORT 2022

Copenhagen Business School

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1. DIVERSITY, EQUITY & INCLUSION AT CBS

1.1. LETTER FROM THE PRESIDENT

As a publicly funded, research-based business university, CBS is responsible for representing and producing high-quality and innovative research and based on such research, for educating students to the highest possible level of capabilities and competences. By meeting this responsibility, CBS can contribute to the positive transformation of business, organizations, and society.

To ensure the broadest scope of societal impact, it is, however, also imperative that CBS can attract a diversity of scholars and students to innovative and supportive working and learning environments. Diversity cuts across many variables such as disciplines, gender, ethnicity, social background, and geographical and educational origin. With our new strategy, CBS has made it

a core strategic priority to increase diversity among our staff and students as well as the inclusiveness of our working and learning environments, which is also reflected in our Strategic Framework Agreement for 2022-2025 with our Ministry. CBS is by no means alone in paying attention to diversity and gender issues. We are also experiencing increased attention from both our students and staff as well as our corporate partners on this agenda along with a great willingness to work together to ensure more equitable and inclusive conditions in higher education. I look forward to moving the needle on this important agenda together with all of you!

-Nikolaj Malchow-Møller



Nikolaj Malchow-Møller, President of CBS

Photo: Bjarke MacCarthy Bjørk

2. EXECUTIVE SUMMARY

The data and reflections of this Report are structured into staff and working environments and students and learning environments, which may be summarized as follows:

Staff and Working Environment

- 53% of academic staff have a citizenship other than Danish, 47% other than Nordic, 13% other than European, indicating a notable diversity in cultural, linguistic, and educational backgrounds.
- 7% of technical and administrative staff have a citizenship other than Danish.
- The aggregate gender balance of TAP and VIP staff is close to 50:50.
- Disaggregated into TAP and VIP separately, TAP is constituted by 67.9% women and VIP is constituted by 60.4% men.
- Gender diversity in leadership levels 1 to 3 is satisfactorily within targets, except for the category Heads of Department, who are constituted by 82% men.
- Data reveals that the gender diversity in leadership is horizontally segregated. Women occupy administrative leadership positions as Heads of Secretariat while men occupy the positions of Head of Department.
- The median age of leaders at levels 1 to 5 is 52.5 years.

Main initiative in 2023

CBS will initiate a revolving training and workshop program to equip CBS' leaders with insights and tools to promote diversity, equity, and inclusion.

Students and Learning Environment

- Six out of 18 bachelor programs have a gender diversity in the total population which is critical in that one gender exceeds 70%, three of which have a majority of women, and three of men.
- The 2022 bachelor intake sees two of the six going in the direction of better balance, but two other programs going in the wrong direction.
- Nine out of 23 master-level programs have a gender diversity in the total population which is critical in that one gender exceeds 70%, seven of which have a majority of women, and two of men.
- 60% of the student intake in 2022 originated from Copenhagen City, the Greater Copenhagen Region, and North Zealand, while only 10% came from Region Zealand, i.e., East, West and South Zealand. The remaining 30% include the rest of Denmark as well as international students.

Main initiatives in 2023

CBS will run a pilot with selected program directors and study boards as well as external stakeholders going over the identity and narratives of programs to make them more inclusive.

CBS will scale up its Masterclass concept in collaboration with selected upper-secondary schools across Region Zealand to give upper-secondary pupils insight into CBS, its programs and learning environments.

3. STRATEGIC WORK WITH DEI

2022 kicked off with two solid commitments to Diversity, Equity, and Inclusion. Firstly, CBS introduced its first-ever Gender Equality Plan, in compliance with requirements in the EU funding framework Horizon Europe. Secondly, the new Strategic Framework Agreement 2022-2025 includes a goal of increasing the diversity among staff and students.

Institutionalization of DEI

In 2022, CBS established a Diversity & Inclusion Office and introduced Diversity and Gender¹ Equality as a cross-cutting strategic initiative. The D&I Office employs subject matter experts in the fields of diversity, equity, and inclusion². Among other things, the Office offers internal consultancy, oversees organization-wide DEI initiatives, and brings issues of exclusion, inequity, and discrimination before Senior Management. The Office is currently staffed by DEI Lead Sofie Skovbo Gottlieb, Equal Opportunities Officer Alex Klinge, and part time student worker Pil Hjort Blicher.

Advisory Board

Over the summer, a DEI Advisory Board was assembled, comprising of members who can help to monitor progress and offer recommendations that will further strengthen diversity, equity, and inclusion. All the members have a deep understanding of diversity, equity and inclusion either from theory, practice or lived experience. The Board currently consists of three internal and seven external members in addition to the D&I Office. The Board met for the first time in November 2022.

Guidelines for preventing and responding to sexism and sexual harassment

At CBS, everyone – regardless of gender and sexual orientation – has the right to be able to go to work without having to worry about being subjected to or witnessing sexism or sexual harassment. In August 2022, new HR guidelines were published regarding prevention and handling of sexism and sexual harassment at CBS, delivering, in part, on the Gender Equality Plan (GEP) focus area “countering sexism”. The guidelines were accompanied by workshops on sexism and sexual harassment, complaint procedures, anonymity and confidentiality, and leaders’ duty to act. Workshops were offered to all health and safety representatives, union representatives, and people leaders.

Workshop on inclusive leadership, language, and communication

In August, Executive Support and Communications (SLK) had an introductory workshop to inclusive communications and leadership, and in September, 50 employees working with communication participated in a workshop on inclusive language and communication facilitated by the D&I Office and an external consultant. Training and upskilling in DEI are core components of both CBS’ GEP and Action Plan for Gender Diversity in Leadership. These efforts will include ad hoc workshops by demand as well as various programs tailored to different target groups.

Procurement of inclusive language software

In CBS’ Action Plan for Gender Diversity in Leadership and in the GEP, CBS commits to ensuring diversity and minimizing bias in the recruitment process. To aid these efforts, CBS’ has acquired Develop Diverse’ software tool, which supports inclusive job advertisements by scanning the text for non-inclusive words and offering inclusive alternatives. Moreover, microlearning is incorporated into the tool so that the user is continually educated on the mechanisms behind non-inclusive language. Senior Management has decided that leaders will use the tool for all recruitments to ensure that CBS attract a diversity of talent and, furthermore, nurture a culture of inclusion.

Appreciative inquiry dialogue

In order to identify DEI challenges and opportunities already experienced across CBS, the D&I Office began a series of appreciative interviews with leaders of administrative and academic units as well as directors of programs and study boards. The interviews will be conducted throughout 2023 and beyond. The insights generated from these interviews will provide input to organizational learning through training and workshops starting in late 2023.

4. KEY STRATEGIC INDICATORS

In CBS' Strategic Framework Agreement, goal no. 3 is to increase diversity among staff and students. CBS already has various targets addressing gender diversity, which will be addressed in the coming chapters, but for the Framework Agreement, CBS wanted to include a measure of diversity integrating more categories than one, and thus the Simpson Diversity Index (SDI) was chosen. A score of 0 indicates complete homogeneity, whereas a score of 1 indicates maximum possible diversity with the chosen set of categories. The index combines the number of categories with the representation of each category such that more categories will positively affect the score while unequal representation of the different categories has a negative effect on it.

To calculate the SDI for CBS' employees, separate indicators are composed for Technical and Administrative Staff (TAP) and Academic Staff (VIP) respectively, and these are then combined for a weighted average (50/50).

To calculate the SDI for CBS' students, separate indicators are composed for our full-time students (the bachelor and masters programs) and for our in-career students (MBAs and HD) respectively, and these are then combined for a weighted average (75/25).

Staff	Students
<p>TAP employees</p> <p>Categories that are included in the calculation of the TAP indicator are: <i>gender, age, seniority, and collective agreement</i>.</p>	<p>Full-time students</p> <p>Categories that are included in the calculation of the full-time indicator are: <i>gender, age, educational background,³ parents' educational level, ethnicity⁴ and geography⁵.</i></p>
<p>VIP employees</p> <p>Categories that are included in the calculation of the VIP indicator are: <i>gender, age, seniority, and citizenship¹.</i></p>	<p>In-career students</p> <p>Categories that are included in the calculation of the in-career indicator are: <i>gender, age, educational level, ethnicity, and geography⁶.</i></p>

KSI for diversity among CBS employees

2021 (baseline)	2022
0.64	0.63

KSI for diversity among CBS students

2021 (baseline)	2022
0.48	0.48

5. STAFF AND WORKING ENVIRONMENT

It is a core priority of CBS' strategy to attract, develop and retain a diversity of highly talented staff and internationally leading scholars. More diversity in administrative and academic staff brings together more experience and more perspectives to devise innovative solutions to challenges in administration, research, and teaching. Moreover, as a broad business university developing transformative capabilities, CBS should host scholars who represent diversity in the identification of topics researched, methods applied and types of conclusions reached, as well as channels of dissemination chosen.

5.1. STAFF DIVERSITY

In order to attract and retain diversity in its staff, CBS must ensure that the working environments offered support inclusive and creative communities. It follows that it is a task of all leaders to identify and dismantle barriers to horizontal and vertical diversity and to develop working environments which promote equal and equitable opportunities to all staff.

CBS has set targets for gender diversity in leadership as required by Danish law. Furthermore, we have set targets for

gender diversity in our staff population as well as in teaching programs, both with regard to students and to teaching staff.

In the following pages, we follow up on the status of these targets. In addition, we present visualizations of the diversity as is, on the categories that Danish law permits us to register on our employees, namely Citizenship, Gender, and Age.

Citizenship

One important diversity variable in staff is the *cultural* and *educational background*. As an internationally recognized and highly ranked business university, CBS attracts international staff. International members of administrative and academic staff enrich CBS with other ways of working and other scholarly traditions.

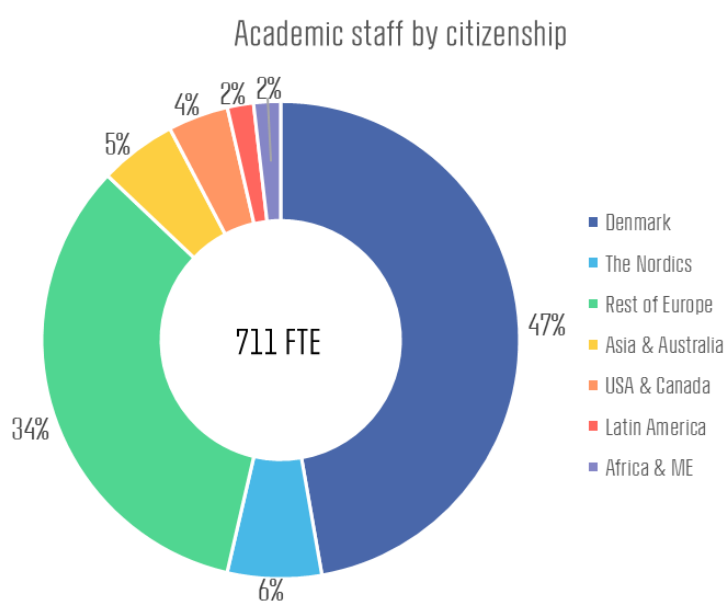


Figure 1

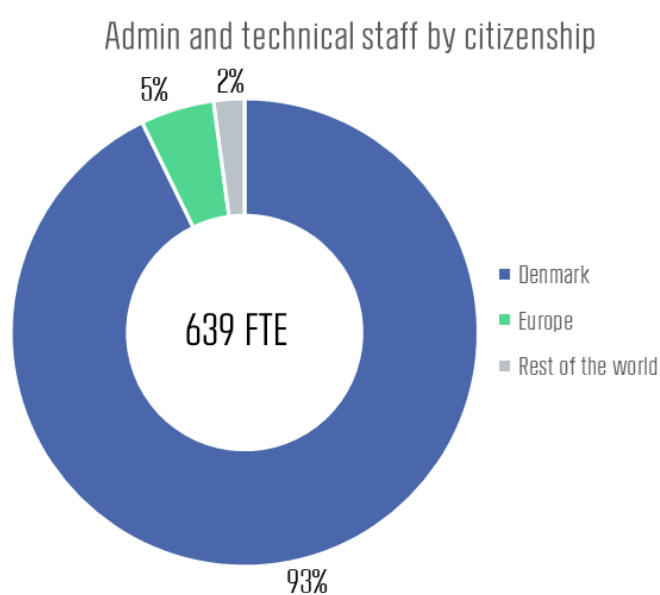


Figure 2

It is a notable that more than half of CBS' academic staff has a citizenship other than Danish, which, although not a perfect proxy, is a fairly good indication of cultural, linguistic and educational diversity. It is hardly surprising that the majority of international academic staff come from Europe. However, a not insubstantial 13% of total academic staff have joined CBS from more remote locations. CBS' academic departments are thus highly international environments, albeit with substantial local variations between departments.

If we consider the citizenship of CBS' administrative and technical staff, the picture that emerges is more homogenous. Only 7% of administrative and technical staff have another citizenship than Danish. This may also not be a surprise, given that many administrative tasks require very good Danish language skills.

Gender

While CBS wishes to attract, develop, and retain staff representing diversity broadly, CBS has particular focus on achieving better *gender* diversity in working and learning environments.

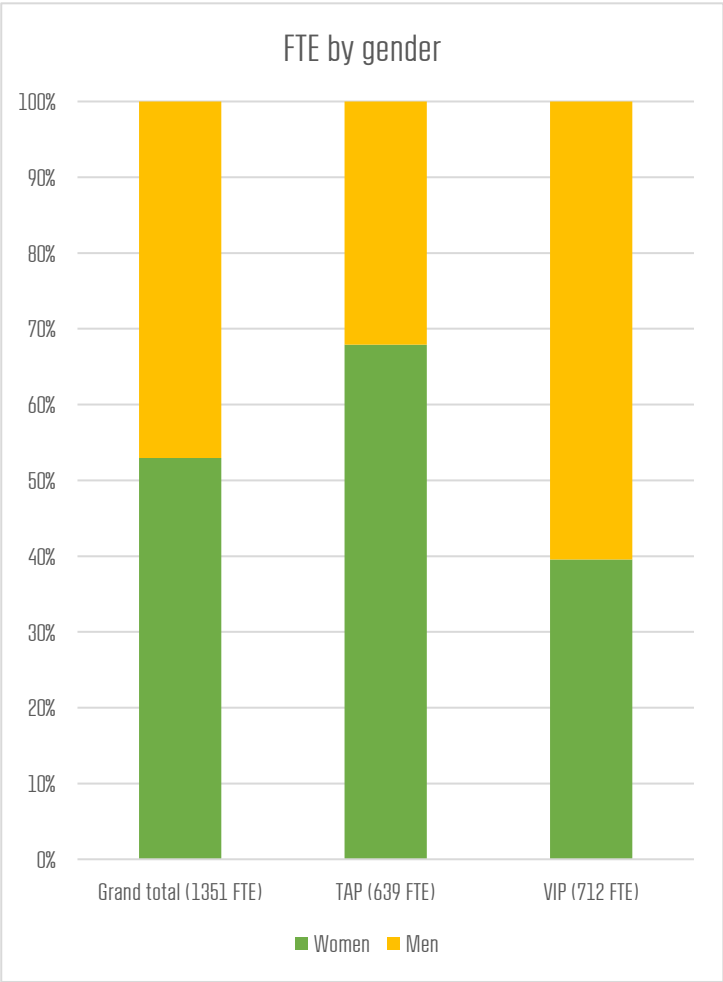


Figure 3

In its *Gender Equality Plan*, adopted in 2021, CBS has set the general ambition that in working and learning environments no gender should account for more than 60% at aggregate levels. A representation of more than 70% of one gender is deemed critical. Moreover, the Plan specifies that, by 2032, no gender should account for more than 60% within defined job categories of both administrative/technical and academic staff⁷.

If we focus on the overall gender composition at CBS, the gender balance is very nearly 50/50. However, looking at TAP and VIP populations separately, it becomes clear that an overweight of women among TAP is evened out by an overweight of men among VIP. Specifically, we have 60.4% men among VIP employees, which is just balancing on the 2032 *GEPT* target, whereas 67.9% of TAP are women, which is still some distance away from the 2032 target, but similar to public administration more broadly⁸.

Age

If we look at the age distribution of the total population (Figure 4), there is a fairly even distribution across age groups from 30-59 years with slightly fewer employees under 30, 60-64, and over 64. The age distribution within the group of TAP employees (Figure 5) is more centered on the age brackets from 35 to 59, with a spike in the bracket from 50-54. Finally, if we look at the VIP group separately (Figure 6), 9% are under the age of 30, about a third (32%) fall into the 30-34 and 35-39 age brackets and from there is a slight fall in population as the age increases.

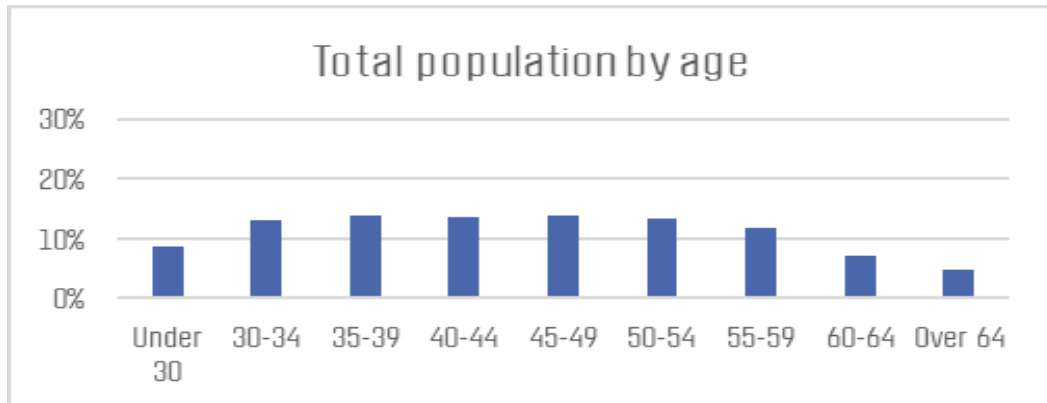


Figure 4

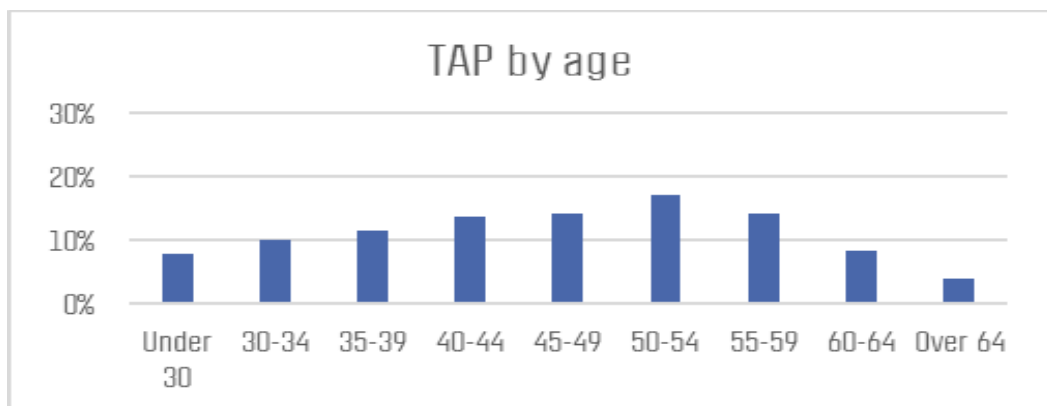


Figure 5

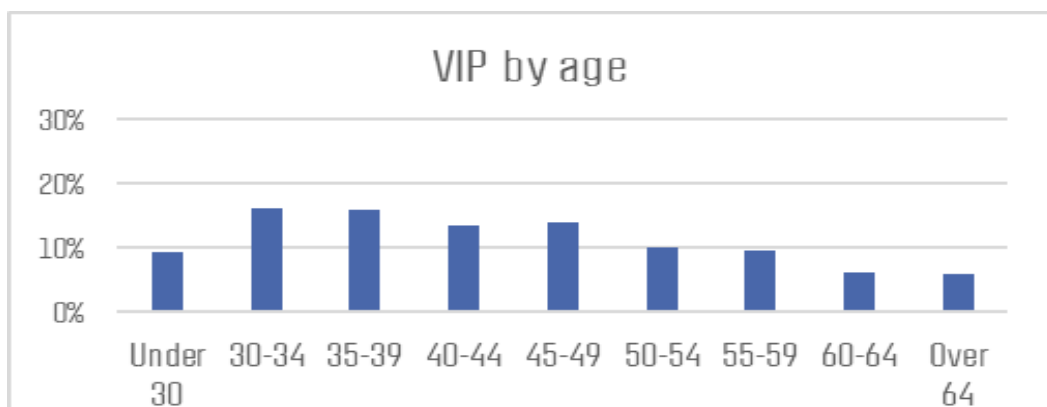


Figure 6

5.2. DIVERSITY IN LEADERSHIP

In its statutory action plan for Gender Diversity in Leadership 2022-24 (Handleplan for kønsdiversitet i ledelse), CBS has set gender targets for the three top levels of leadership to be realized by the end of 2024. For the Board of Directors, the Senior Management and Administrative Heads, no gender should account for more than 60%, and for Heads of Department, the target percentage is 67.

In Figure 7 showing all leadership levels at CBS, we can see that the gender distributions for the above-mentioned groups are within target except with regard to heads of department, where the percentage of men is 82. This percentage is

unchanged from last year and is a number that is expected to take time to move because employee turnover is limited.

It is also worth noting that the gender segregation in leadership is not so much vertical as is it horizontal, meaning that we tend to see more women in administration and secretariat head roles, and more men in department head roles, which is not specific to CBS but corresponds to the Danish society at large⁹.

Finally, it is worth noting that, even though the gender diversity among administration heads looks good on the surface, relative to the total population in our administration, there is an overrepresentation of men among the admin heads.

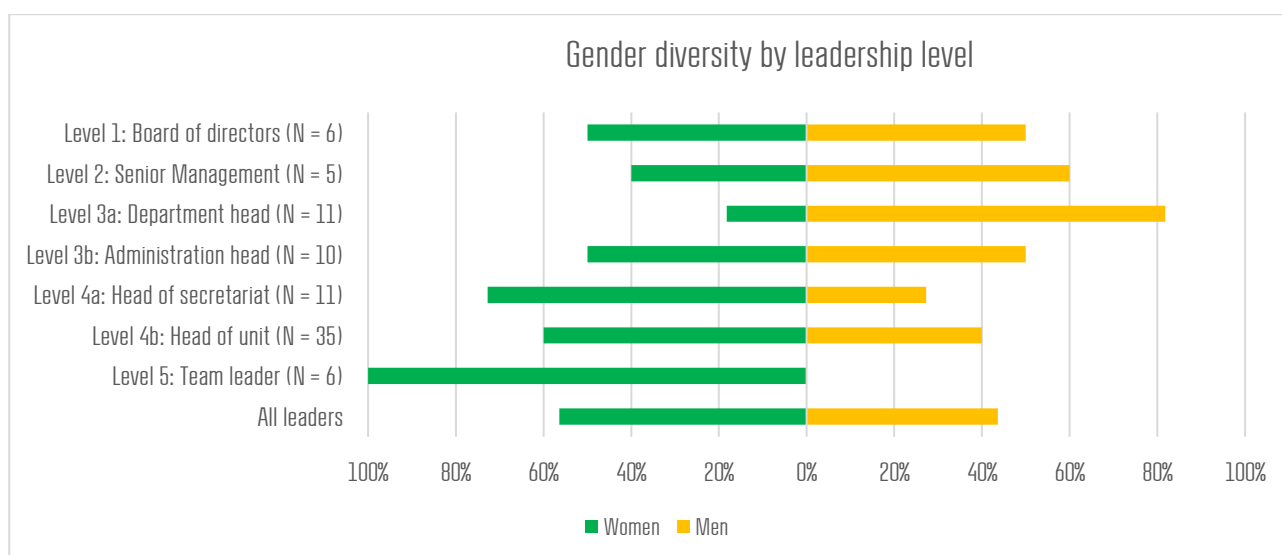


Figure 7

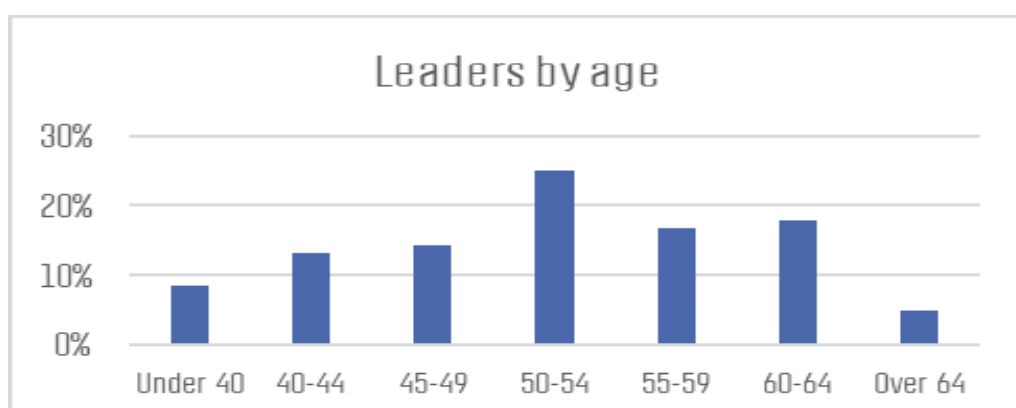


Figure 8

If we look at the age distribution (Figure 8), we have a concentration on leaders in the 50-54 age bracket. CBS has quite a flat organizational structure with not many leadership levels, which have an effect on the age profile.

5.3 INITIATIVES & ACTIVITIES IN 2023 TO IMPROVE DIVERSITY IN WORKING ENVIRONMENTS

The employee data generated across administrative and academic working environments at CBS reveal horizontal and vertical gender imbalances. In order to facilitate CBS' ability to attract, develop and retain a diversity of highly talented staff and internationally leading scholars, the D&I Office will:

- Continue its appreciative dialogue with leaders to identify DEI challenges, opportunities and best practice experienced across CBS
- Start developing a revolving training and workshop program to equip CBS' people, program, and research leaders with insights and tools to promote diversity, equity, and inclusion in their daily work
- Re-run the workshops on sexism and sexual harassment with health and safety representatives, union representatives, and people leaders
- Support the implementation of language software which will ensure the use of inclusive language in job advertisements and other key texts related to staff.

In addition to the specific initiatives in focus in 2023, the D&I Office runs the day-to-day activities and tasks related to Diversity, Equity and Inclusion (DEI) including, but not limited to: internal consultancy and sparring with leaders by request, facilitating and initiating dialogue about DEI-related issues as they come up, reporting on gender diversity in leadership to the Ministry, and project managing the CBS cross-cutting strategic initiative "Diversity and Gender Equality".



Photo: Kasper Kristoffersen

6. STUDENTS AND LEARNING ENVIRONMENTS

CBS wishes to attract and educate a diversity of students with the ability and the desire to study in the programs offered by CBS, and we are committed to breaking down barriers and create equitable conditions for this to happen.

6.1. STUDENT DIVERSITY

Diversity in our student population is important because it represents a diversity of experience, perspectives, and personalities, which is conducive to better learning environments and social integration, and diversity in our student population is important because it will make CBS graduates more relevant to a broader range of future employers.

CBS has committed itself in its Gender Equality Plan and its Strategic Framework Agreement to making a special effort to improve the gender diversity across programs and to attract Danish students from a more diverse geographical background.

Gender diversity in learning environments

For at least a couple of decades the aggregate student intake has yielded a good gender balance (the current total population is 52% men and 48% women), but the sum total of

students masks significant imbalances internally in the portfolio of programs. CBS' targets in respect to gender diversity in its programs are set out in its Gender Equality Plan:

- The gender composition of the total student intake must remain within 40:60,
- In no single program should one gender account for more than 70% of students by 2025,
- Among teachers across all programs, no gender should account for more than 60% by 2032,
- In no single program should one gender account for more than 70% of teachers by 2032.



Photo: Kasper Kristoffersen

The gender distribution of the population across the portfolio of bachelor programs in autumn 2022 was as follows:

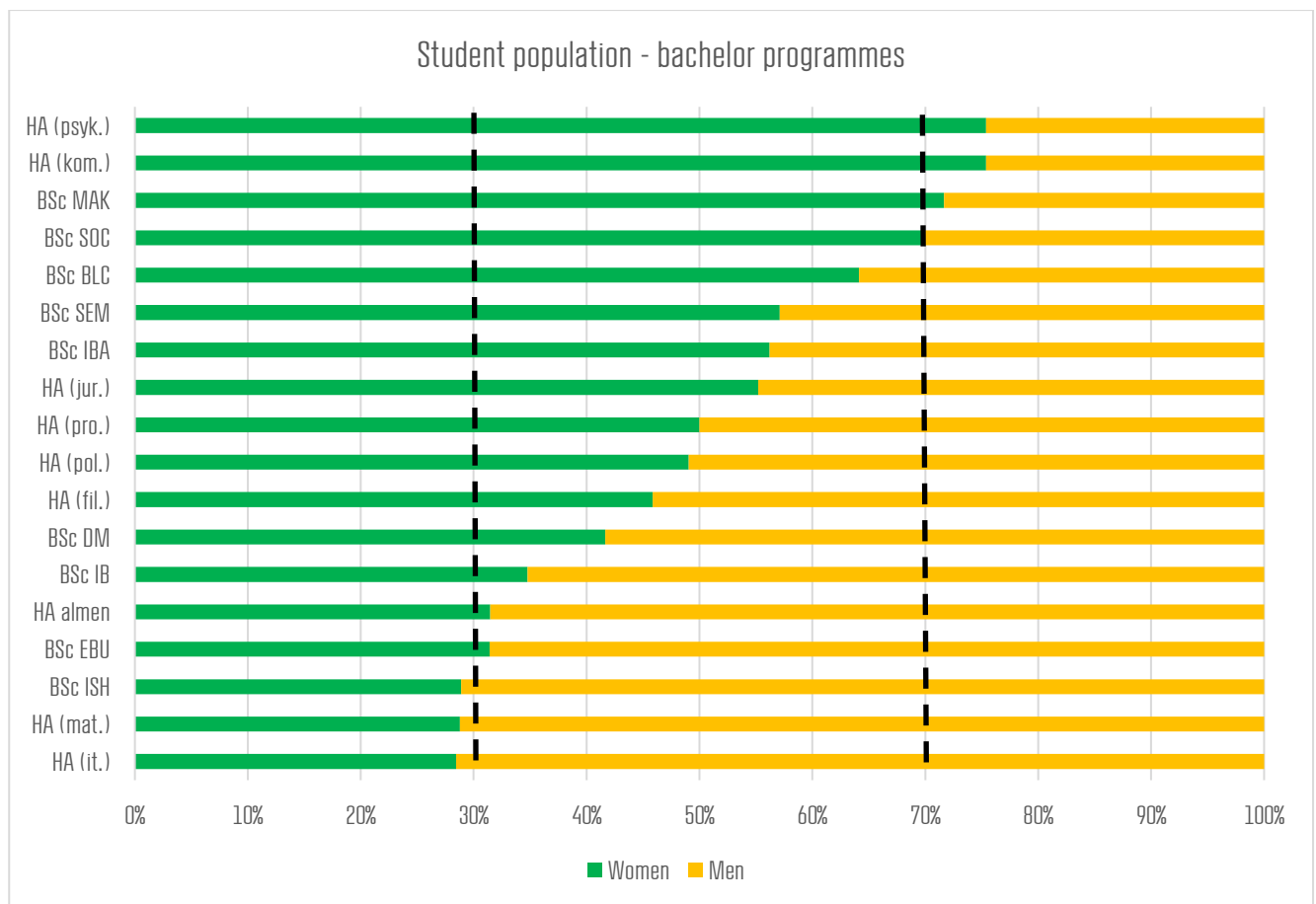


Figure 9

Figure 9 reveals that six out of 18 of the programs (33%) are below the critical target of max. 70% of one gender, incidentally, falling into three programs with a critical minority of men and three with a critical minority of women. Moreover, it is worth noting that three further programs are dangerously close to the limit. In other words, it would take little fluctuation to tilt half of the bachelor programs to the wrong side of the critical limit. The pattern of gender distribution we see in CBS' bachelor programs follows the rough pattern seen across faculties in other Danish universities: men seem to be disproportionately attracted to programs mainly drawing on math and computing skills and women seem to be disproportionately

attracted to programs drawing on people and interaction skills. If we contemplate the medium-term prospects of change towards 2025, we need to factor in the 2022 student intake. In terms of 2022 intake, four of the six critical programs remain critical, whereas two are moving in the right direction. Conversely, in terms of the 2022 intake, prospects are going in the wrong direction for two other programs that were otherwise not critical. In other words, if anything, prospects are a cause for concern. The real societal impact, however, lies in the graduates entering the labor market from the master programs, and the master programs are populated by a mixture of CBS students and students from other Danish or international universities, which in principle opens up for a new gender composition.

The gender diversity of the population across the portfolio of master programs in autumn 2022 was as follows:

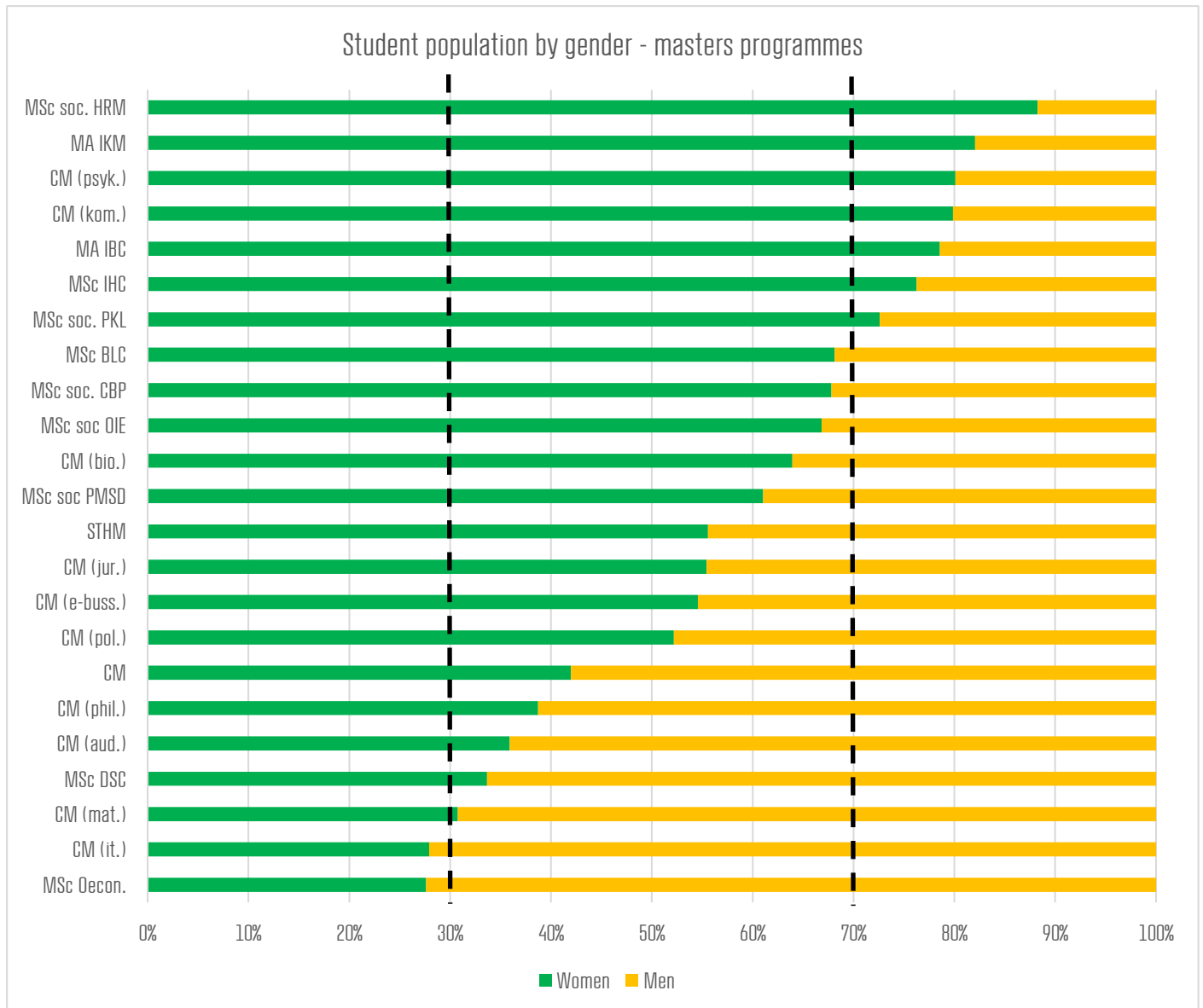


Figure 10

As can be seen in Figure 10, nine out of 23 programs (39%) exceed the critical limit of 70%, which is a higher proportion than in the bachelor programs. The nature of the imbalances has, however, changed. At master level, seven out of the nine critically skewed programs have a critical minority of men.

Two programs have a critical minority of women. CM (mat), however, is balancing on the critical edge with a ratio of 31:69. Data for the gender distribution of teachers will only be available in spring 2023, so this particular perspective will be included in the reports going forward.

Geographical background of CBS students

CBS has established itself as an attractive university for Danish students, as indicated in the total population of nearly 16,000 full-time students and an annual output of some 3000 master students graduating each year. However, the geographical origins of the students¹⁰ are remarkably uneven, such that a substantial majority come from the Greater Copenhagen Region and North Zealand, cf. Figure 11, which presents the geographical origin of CBS intake in 2022 in terms of percentage.

60% of the student intake in 2022 originated from Copenhagen City, the Greater Copenhagen Region and North Zealand (out of a population of approx. 1.9m). By contrast only 10% originated from the Region Zealand, i.e., East, West and South Zealand (out of a population of approx. 845,000). The relatively low intake from Region Zealand has at least two negative consequences: (1) based on the assumption that there is a positive correlation between the area of origin of students and the prospects of subsequent

return to the same area in later work life, we can assume that CBS is contributing relatively little to the level of education in Region Zealand, and thus potentially, (2) the business competences available to local business in the Region.

The geographical discrepancy raises the question why it is so. The relative distance undoubtedly plays a part. The distance variable essentially hinges on factors such as public transportation and the availability of student accommodation, which are outside CBS' agency. The inconvenience of distance may, however, be offset by the perceived attractiveness of the educational institution in terms of programs as well as social and learning environments offered. Awareness raising, interesting and inclusive learning environments thus becomes keys to attraction.

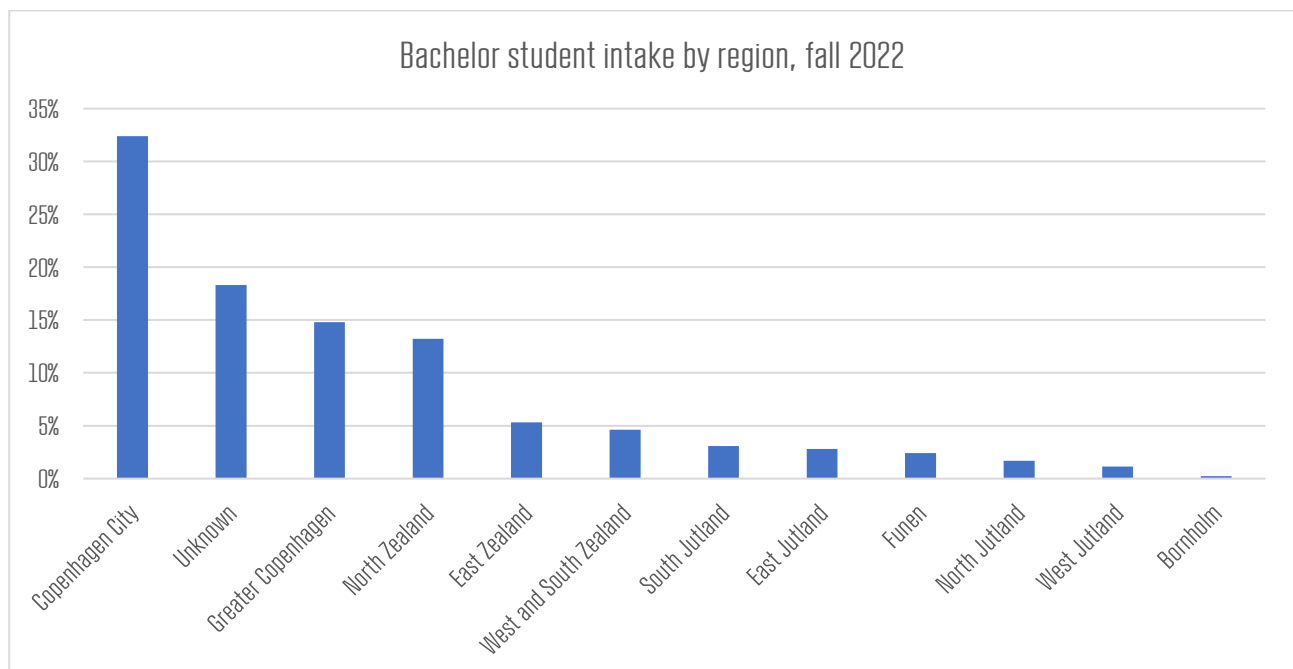


Figure 11

6.2. INITIATIVES AND ACTIVITIES IN 2023 TO IMPROVE DIVERSITY IN LEARNING ENVIRONMENTS

There is little doubt that the gendered distribution of students across CBS' programs is a result of deeply rooted, culturally determined gender stereotypes which are instilled already from early childhood. CBS can however actively contribute to countering the stereotypes and thus motivate educational pathways driven more by aptitude and aspiration than by gender.

CBS can counter gendered stereotypes in education through three main initiatives aimed at gender-skewed programs.

Via the D&I Office, CBS will run a pilot with selected program directors and study boards as well as external stakeholders about the identity and narratives of programs to make them more inclusive.

Furthermore, a collaboration between the D&I office and Student Affairs will scale up the Masterclass concept, which is a tried-and-tested concept designed to offer pupils at selected upper-secondary schools across Region Zealand a day at CBS where they learn about the range of academic areas and learning environments, they can join at CBS.

Moreover, once students enroll in a program, we also need to make sure that the day-to-day learning environment and social environment are perceived as inclusive to a broad diversity of students. There is ongoing alignment between the strategic initiatives Diversity & Gender Equality and Student Life Transitions & Well-being to ensure that DEI perspectives are included in student well-being and vice versa.



Photo: Bjarke MacCarthy Bjark

7. HIGHLIGHTS FROM THE ORGANIZATION

Student Affairs

In Student Affairs (SA), diversity, equity and inclusion are a way of thinking and operating. In 2022, the campaign at the beginning of the school year was especially focused on making students feel included. A new *@cbsstudentlife* Instagram was launched, aimed at showing the diversity of students, programs, and study experiences that CBS is. The student interface *mycbs.dk* was analyzed for web accessibility and the work to increase accessibility for all is an ongoing task. A web accessibility declaration was also produced, find it here: <https://www.was.digst.dk/studentcbs-sharepoint-com>. Efforts to spread knowledge and awareness of SPS (Special Educational Support) have resulted in a 400% increase of students who receive support over the last four years. SPS is aimed at students with functional disabilities such as dyslexia, chronic illness, anxiety disorders, ADHD, and more, to ensure that they can study and succeed on more equitable terms. The inclusion of international full-degree students is supported by a network of voluntary International Student Ambassadors, and in 2022, a project was launched to improve information on *cbs.dk* to incoming international students about Denmark, Copenhagen, and CBS.

We come from all around the world. We have different backgrounds, interests, and dreams. Some of us are extroverts. Others are introverts. Some of us like pineapple on pizza and others don't. There is room for all of us.

This is CBS. Our CBS.

The accessibility and inclusion agenda has been promoted through webinars and workshop offerings, individual conversations with faculty, institutional and cross-institutional events, as well as posts on LinkedIn. New pedagogical development courses have been introduced in Design tools for inclusion in the classroom; Universal Design for Learning (UDL) for group work; Diversity and power: an experiential learning process; Understanding and supporting student well-being; How to integrate well-being in teaching using tools to improve collaboration capabilities.

Diversity & Difference and Inequality platforms

For the Business in Society platforms, 2022 was the last of their five-year term. In the past year, the D&D platform has provided advice on new research in the DEI field to consultancies that work with equality in Danish businesses. Both platforms have hosted a number of events including International Women's Day that launched a special issue of *Women, Gender & Research* titled "Unconscious bias in organizations" and a talk with Lise Vesterlund, one of the authors behind the book *The No Club*, about women's invisible work in the workplace. The Inequality platform has also been visible in the public sphere about inequities in parental leave policies. Finally, the D&D platform coordinated CBS' participation in Copenhagen Pride bringing together CBS students, staff, and CBS-stakeholders to celebrate diversity and mark our commitments to this agenda.

Teaching & Learning

In 2022, T&L has initiated, created, circulated, and promoted the "Accessibility Guides" – a set of recommendations for the CBS faculty on how to create accessible PowerPoint presentations and video recordings. Teaching & Learning has supported the development and facilitation of the pilot Diversity in the Classroom workshop led by CBS researchers Florence Villeseche and Stina Teilmann-Lock offered to Department of Marketing.



7.1. LEADERSHIP FOR AN INCLUSIVE AND HARASSMENT-FREE ENVIRONMENT

Our IT supporters are an integral part of the CBS employees' work life. Whether you work with administration, teaching, or research, they are your lifeline, and most of us would be lost without them. However, being an IT supporter also means that you often meet people when they are frustrated, running late, or in other ways struggling. Not surprisingly, this is not always when we are our best selves, and consequently, handling inappropriate or even transgressive behavior is a recurrent theme for the support team.

"You have to create a space for talking about inappropriate behavior. No matter how busy we are, there is always time to take a breather, get some air, a cup of coffee, and talk to a colleague, if you've had a difficult conversation", emphasizes Jeppe Udsklit, Head of IT support. Moreover, wellbeing is an integrated part of his everyday leadership; at staff meetings, in 1:1s and just when he physically walks around the premises. "If there's clutter in the corners, it's also an indication that we have too much going on".

In the IT support team, wellbeing and inclusion are woven into the culture

When talking about how he as a leader creates an inclusive and psychologically safe environment, he humbly highlights the employees, "they are also very concerned with each other's wellbeing and take responsibility for carrying this culture – I can't take credit for that". However, it's important to him to be explicit about the fact that transgressive behavior is not something his employees should tolerate, and that people should always speak up and come to him.



Jeppe Udsklit, Head of IT Support

"We perform a service function, but we are not anyone's minions, we are their colleagues", he asserts, while underlining that by far the most interactions with both students and employees are perfectly cordial.

Dealing with a broad variety of people is a part of the job, and already in the hiring process, Jeppe looks for how aware candidates are of their own personality and strengths/weaknesses, and whether they can bring that into play when meeting people who are different from themselves. He is also very conscious and strategic about hiring staff with a diversity of backgrounds, "when you are used to cooperating with a diverse group of colleagues, you are better equipped to embrace and handle all kinds of different users." To Jeppe, diversity is not necessarily something they explicitly talk about, but it's a natural condition across everything they do, "we all approach tasks differently, so when we lay down guidelines for how we cooperate, we strive for a 'one-size-fits-most' solution while making it clear that it's ok to deviate from a given 'norm'.

7.2. COPENHAGEN SCHOOL OF ENTREPRENEURSHIP (CSE) WINS “DIVERSITETSPRISEN 2022”

CSE has existed since 2007 and is a learning space that offers university students consultancy and mentoring to nurture and grow their start-up from idea to business. All university students and recent graduates in Denmark can join CSE. CSE is deeply aware of the homogeneity that characterizes entrepreneurship and the start-up environment, and therefore, thinking of diversity and gender is an integrated way of how CSE works. In the past years, CSE has changed subtle design features in their processes, and this has paid off so much so that the Danish Foundation for Entrepreneurship awarded them this year's Diversity Prize (Diversitetsprisen) in September 2022 at the annual Tech BBQ. Ashlea Wallington, Interim Director at CSE, explains “we weren't going to apply because we feel like we have so much more work to do, but they encouraged us to apply”. The Prize is given to “an institution, a project or initiative, or a study program in a higher education institution” working to improve diversity in entrepreneurship. The Prize was awarded to CSE for their environment that is inclusive and sensitive to the challenges particularly facing founders who are women. For example, Ashlea explains, promotion video content in Danish is



CSE at the Tech BBQ 2022

more likely to attract women, so CSE has made sure to make all their material in both English and Danish. They've also made sure to have equal representation in their photos and other promotion material. Moreover, CSE's entrepreneurial business developers are both women and men so the founders can choose who they want to work with. And their efforts not only yield results in terms of prizes; “last year, 51% of our founders were female”.



CSE Team

8. REFERENCES

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¹ The word “gender” is used throughout this Report to refer to the binary category of women and men, which is in compliance with the institutionalized monitoring and reporting practice of Danish universities based on the Danish binary social security numbers. CBS acknowledges that there are a number of gender identities besides the binaries of “woman” and “man”.

² *Diversity* refers to the surface-level and deep differences among members of a social unit. *Equality* refers to sameness or equivalence in quantity or quality (from the Merriam-Webster dictionary). *Equity* refers to the recognition of different points of departure which call for different types of support required to achieve real equality, such as countering systemic biases, cf. the illustration below. *Inclusion* refers to an environment which respects and values all members equally and which engages all diversity of members in both social and professional dimensions. Definitions are adapted from Harrison & Klein, 2007 and Luthra, 2021.

Equality



Equity



Source: [City for All Women Initiative \(CAWI\) 2015](#)

³ Type of high school diploma.

⁴ Own country of birth and parents' countries of birth – methodology from Danish Bureau of Statistics.

⁵ Address when in high school.

⁶ Current address.

⁷ In 2022, TAP and VIP categories are not broken down into job categories, but these data will be included in future reports to track progress on *GEP* targets.

⁸ See for example Larsen, Holt, & Larsen 2016 for statistics on horizontal gender segregation in the Danish labor market.

⁹ Bloksgaard, 2011.

¹⁰ Place of residence on June 30th of the year they were accepted – in this case 2022.