

INTERNATIONALIZATION IN CBS EDUCATION

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This memo outlines a strategy for the Education area of CBS. Several measures, issues and choices depend upon the other two areas – Research and Services – and assumptions are made about the development of those; suggestions in the present memo, however, are meant to be valid for Education.

I. Goals and status

Societies today can only be understood in an international context. Any analysis or action plan for a project in business or society needs the international context to be valid. As a social science university, CBS aims at giving its students

- An **International experience** – personal development and communicative skills through internationalization at home and abroad
- **International academic contents** – a curriculum meeting international standards, reflecting global diversity and the effects of globalization.
- Opportunities for **an international career** - programs at a globally competitive level of academic quality, linked to excellent institutions in other regions, and degrees that are respected globally.

These general goals are spelled out as 8 more operational goals in the schedule below, which also lists the status of goal attainment:

AREA	GOAL	STATUS 2014
<i>1. Program compatibility and standards</i>	All programs must comply with international business school standards. In a number of fields/respects, <i>excellence</i> must be demonstrated.	CBS's three international accreditations are valid evidence of compatibility and basic standards. Successful performance in CEMS, in Case Competitions and in some rankings show excellence.
<i>2. Student international experience at home</i>	Students meet foreign students and professors in the classroom and international aspects in the curriculum.	Most programs include English medium courses; all programs must accept non-Danish-speaking professors. Around 50% of classes are taught in English and include foreign students. 33% (and growing) of CBS faculty are non-Danish
<i>3. Student international experience abroad:</i>	All pre-career programs contain an opportunity for going on exchange (the 'mobility window') to locations that offer both immersion and academic quality.	Almost 50% of CBS pre-career students spend a semester abroad, on exchange or through other channels
<i>4. Exchange partners</i>	Exchange agreements are developed according to a quality	In recent rounds, the exchange places offered have matched student demand.

	principle – partners at least at an equal academic level with CBS - and according to student demand.	The partner list has been revised to match the quality criteria. New invitations from foreign schools are numerous.
5. <i>Programs and courses</i>	Double degrees, joint degrees and other special programs and modules are established where special opportunities for cooperation are found.	“Certificates” like CEMS MIM and GLOBE are well reputed and popular. The new BSc Maritime also uses the certificate model. Eight Double Degree agreements with excellent schools are offered.
6. <i>Corporate connections</i>	CBS works with Danish and foreign companies in the international market	CEMS, GLOBE, ENGage and CIEL have developed strong corporate contacts.
7. <i>Recruitment</i>	Students are recruited from all over the world.	20% of the student body are non-Danish, FT MBA and E-MBA have significant international participation,
8. <i>International Associations</i>	CBS is a member of numerous international associations, institutions and projects with the aim of learning from others and branding CBS in the global context.	CBS has a high international status, and a huge international network. A large number of faculty, management and staff are involved in constant maintenance and development of the network.

II. Points of attention; priorities

The suggestions below reflect two main points:

1. Internationalization of CBS education is already very well advanced and is a large task, consuming a significant part of CBS resources. Revenues like Erasmus subsidies and the Internationalization taximeter cover some of the direct expenses, but far from all. This existing achievement has been built over 25 years and demands constant effort to keep up and develop.
2. CBS’s resource situation does not allow a proliferation of costly new initiatives. Most or all future development must be in improving existing programs and developing opportunities for students that are cost-neutral to the institution. The only exceptions are in those areas where new revenue can in principle be generated: full-degree students paying tuition, and in-career programs. CBS experiences with developing those two areas have not been successful so far, and initiatives must be carefully planned and cautiously undertaken.

Suggestions:

⇒ Priority A: Maintain and develop existing strong points

The ***gains already made*** in international aspects of CBS Education have to be maintained and protected: the large and excellent exchange activity, the International Summer University, the special programs and modules (CEMS MIM, GLOBE, Double Degrees, Case Competitions, International Summer University Program, the courses and programs in International Business, etc.). They are the building block of CBS’s

reputation in the global field. In several places, there is still work to be done. These are the points where attention is required:

Concern	Possible Remedy
Some bachelor programs do not have a full elective semester	Program revision
Some programs may need a pre-arranged exchange module	Program revision
The double degrees attract too few student applicants	Better internal marketing
A growing number of students travel on their own, using "udlandsstipendier", with only weak quality control.	Stronger incentives to go on quality-controlled exchange
Most in-career programs are less international.	More cooperation with good foreign schools and programs
CBS struggles to maintain some of the stronger US and Asian schools, where in-career programs are dominant	Developing offers like Summer University and Short Programs to attract US and Asian students
Student housing is expensive, and is in short supply in the fall semester	Prioritize dorm construction in finance plans and fundraising. Recommend spring semester exchange.
CBS does well in the Sino-Danish Center, but has little benefit from it.	Prioritize influence on the center's development, working for its openness to Danish Universities
CBS has a strong presence in many countries, but only scattered relations to Danish companies in those places	Create internship and cooperation arrangements with companies abroad. Use alumni where possible.

⇒ **Priority B: Internationalizing by innovating in-career education**

CBS has won its international status by being in the forefront of curriculum development and growing its pre-career programs: among the first movers on internationalization and on CSR, innovative courses (cross-disciplinary, project work, problem based learning) and programs (combination programs), innovative formats (student-run case competition, GLOBE). Thus, CBS has grown exceptionally large in terms of student numbers. This may soon – perhaps already - have reached its limits.

A position among the front-runners is expensive in terms of extra costs, foregone scale economies and resources for constant innovation and maintenance. The current financial outlook, where class sizes are optimized, all programs have admission limits, all professors teaching above their nominal loads, and student classroom hours are at a minimum, indicates the need for a scaling back of the innovative style.

Only in the fee-charging programs, where more students mean larger revenue, are resource-demanding innovations possible. In principle, it should be possible to develop the **in-career programs**: in the Masters and MBA area, CBS's market share around Øresund is small. To expand that field, it may be necessary to look abroad for customers and partners.

⇒ **Priority C: Developing an ability to attract and nurture foreign full-degree students.**

C. CBS admits almost 1,000 non-Danish students each year – most of them from Europe, where tuition is free. These **Full-Degree, pre-career foreign students** are generally satisfied with their stay at CBS, but we could do more and better:

- establish a pedagogical policy for the “multicultural classroom”,
- develop procedures to ensure proper integration between the different groups
- decide on an active recruitment policy, focusing on attracting good students.

Recruitment in the global market for students is a challenge: the market is practically unlimited, the number of (experienced and strong) competitors huge, the choice that students have to make very complicated. To make it possible, it is necessary to establish a specific procedure for inviting and admitting this group, and possibly some very visible, very attractive programs and modules for them. However, if successful, it makes CBS's future more robust.

⇒ **Priority D: Identifying areas that are relevant for the development of joint degrees, including Erasmus Mundus**

The Danish government, in its International Strategy paper of June 2013, declares a need for **international joint programs**. No extra funding is provided. Currently, CBS provides *Double Degrees*, not Joint Degrees, and Joint *certificates* (covering parts of programs), not Joint Degrees¹.

CBS is currently unable to expand its offerings, due to the limited number of researchers available to teach; teaching capacity is already stretched thin and diluted with a large number of adjuncts. Joint Degree programs, if they must be developed, need to be replacing existing programs; only if existing teaching can be replaced with teaching from partner schools, can CBS's offerings be expanded.

In order to develop Joint Degrees, CBS must identify areas where our academic/professional strength can be complemented with different, but equally strong, competences in another school. Possible areas, for example: sustainability, finance, marketing, international business...etc.

In addition, CBS should work towards establishing Erasmus Mundus schemes with relevant partners. Such schemes receive funding for tuition fees for Master or PhD students.

¹ The only exception is the MSc in Public Management and Social Development offered in Beijing at SDC. The PMSD is a Joint Degree of CBS and UCAS, produced by CBS. CBS takes care of academic coordination and student admission – but it is financed on a unique appropriation from the government, and thus neither scaleable nor repeatable.