

Strategic framework agreement 2022–2025

Strategic framework agreement between Copenhagen Business
School and the Danish Minister for Higher Education and Science



CBS

COPENHAGEN
BUSINESS SCHOOL

HANDELSHØJSKOLEN



Ministry of Higher Education
and Science – Denmark

Copenhagen, 8 December 2021

Torben Möger Pedersen
Chair of the Board

Copenhagen, 20 December 2021

Jesper Petersen
Danish Minister for Higher Education and
Science



Strategic framework agreement 2022–2025

The strategic framework agreement sets out strategic goals for Copenhagen Business School's core tasks.

Status and duration

The strategic framework agreement is effective from 1 January 2022 to 31 December 2025.

Both the institution and the Minister may initiate renegotiation of the strategic goals if, for example, the financial conditions of the institution diverge significantly from what is presupposed, or if, owing to new challenges, it would be appropriate to modify the strategic goals in the agreement. Changes to the agreement must be agreed between the Board and the Minister.

Reporting and follow-up on goal completion

The institution submits an annual status report on performance regarding the goals of the framework agreement. The status report must include an overall evaluation of the prospects for goal completion, with documentation of progress with respect to the specified indicators. The status report must also include a description of measures implemented to support goal completion that clearly sets out the institution's basis for fulfilling the goals.

Indicators with accompanying specific data sources have been established for each strategic goal. If, during the term of the agreement, new relevant data sources are identified that can elucidate the progress made relating to a specific indicator, these may replace or supplement the data sources indicated in the agreement. The use of new data sources in the framework agreement requires the agreement of the parties.

Upon expiry of the agreement, the institution assesses the completion of each strategic goal by reviewing the progress made concerning each of the specified indicators in the strategic framework agreement, and also by describing the supporting measures implemented during the term of the agreement.

Based on the institution's report, the Ministry evaluates overall fulfilment of the goals of the framework agreement.

Strategic goals in the framework agreement

In 2020 the CBS Board of Directors officially adopted the university's new strategy *We transform society with business*.

The strategy builds on a number of CBS' current strengths, such as:

- Our highly sought-after research-based degree programmes, the popularity and success of which can be seen from the high number of applicants and the high rate of graduate employment in the business community
- The superior and steadily increasing quality of research at CBS, which is evident from the growing quality of scientific publications
- The flourishing international student and staff environment at CBS and its close links with the business community both on the degree programmes and in its research activities

At the same time the strategy puts CBS on a path towards even greater and more active responsibility for responding to and helping to resolve major issues and challenges in society. The green transition, digitalisation and a new world order are just some of the challenges which the business community is affected by but which it is also playing an essential part in solving. As a university serving the business community, CBS must play a pivotal role in this area.

The solutions require transformations within business and industry as well as society. And we at CBS – staff and students alike – need to be able to play our part by producing top-level, relevant research, by training graduates and leaders with solid skills and transformational capabilities who have the courage to strike out and make a difference, and by encouraging staff and students to assume greater individual responsibility and actively help to bring about the necessary changes in business, industry and society.

To succeed, it is important that:

- We are bold, sharpen our ambition and raise the bar even higher when it comes to our research activities (both basic and applied research), taking as our starting point the major issues in society and joining forces with other academic fields, institutions and sectors
- Our graduates acquire strong research-based business skills and the transformational capabilities that the labour market and the business community are increasingly calling for and will need in the future
- We have a highly qualified, international staff and student body with even greater diversity in terms of gender, social background and origin
- We focus on sustainable teaching and academic environments and support the wellbeing and mental resilience of our students
- We work dedicatedly towards linking and facilitating mobility between different types of degree programmes so that as a society, we can develop and learn throughout our entire working lives anywhere in Denmark

Thus, during the term of the agreement from 2022 to 2025, CBS will focus on the following five strategic goals:

1. Ensuring that CBS' knowledge plays a part in solutions to big societal issues
2. Ensuring that CBS graduates acquire skills that match the future needs of the business community
3. Increasing diversity among staff and students at CBS
4. Fostering the academic development and wellbeing of CBS students
5. Ensuring that CBS promotes lifelong learning and leads the way in the development of the "learning society"

It should be noted that the five strategic goals vary in focus and scope. Comparatively wide-ranging, the first two goals are both closely linked to CBS' core tasks. Accomplishing these goals will involve intensive use of the organisation's resources. The other three goals have a narrower focus and correspond in scope and use of resources more or less to one of the first two goals, which is why each of them will require fewer resources.

Strategic goal 1

Ensuring that CBS' knowledge plays a part in solutions to big societal issues

To achieve this goal, CBS wants to prioritise excellent disciplinary and interdisciplinary research that explores the big societal issues and challenges, including developing current incentive and administrative structures so that they provide more effective support for ambitious, larger-scale projects spanning different disciplines, institutions and sectors.

Motivation and ambitions for the goal

As a publicly funded research institution, we have a particular responsibility for developing our knowledge and bringing it to bear in the search for solutions to major societal issues and challenges such as the green transition and digitalisation of society. These are challenges that affect business and industry, which are simultaneously pivotal to the solutions. CBS, as an internationally recognised business school with Scandinavian roots, could contribute with solutions developed through our globally excellent business-oriented research.

Over the last decades CBS has systematically enhanced the quality of its research and is now an internationally high-ranking business school.¹ However, despite the high standing of CBS' research programmes, this goal requires us to reach beyond that. CBS thus wants to continue to raise the quality of its monodisciplinary research, measured according to the number of academic articles in the two highest quality categories in the Academic Journal Guide (AJG).²

CBS also wants to cross academic boundaries and work more across academic fields and sectors to make a bigger contribution to finding solutions to big societal issues that call for a broader approach. CBS wants to increase the number of its publications in the top cross-disciplinary journals outside the social sciences and humanities. At the same time, we need to boost knowledge collaboration to smooth the way and make it attractive for CBS' researchers and students to enter into large, cross-disciplinary, pioneering projects with other disciplines and sectors, in which CBS' researchers use their special profile to develop advanced solutions to the major societal issues and challenges of our time. Accordingly CBS expects to see a rise in the number of large-scale cross-disciplinary research projects with external partners and in the volume of external funding in general. Moreover, CBS also expects external stakeholders and staff to see CBS increasingly shouldering responsibility for and playing a part in solutions to major societal issues such as the green transition and digitalisation.

To achieve this goal, CBS must:

- Continue to prioritise and improve the quality of disciplinary and interdisciplinary research, as reflected in publications in top disciplinary and interdisciplinary journals
- Develop strategic cooperation across academic fields and in partnership with other institutions (e.g. DTU), private- and public-sector companies and foundations, and

¹ CBS' research is principally within the social sciences. Currently ranked among the 55 best universities in the world, CBS is the best university in Scandinavia in the QS World University Rankings by Subject 2021: Social Sciences and Management. Source: <https://www.topuniversities.com/university-rankings/university-subject-rankings/2021/social-sciences-management>

²AJG lists recognised, peer-reviewed journals that are particularly relevant to business schools.

other innovation stakeholders, thus effectively pooling knowledge to develop solutions to the major issues of relevance to the business community and society

- Create structures and incentives at CBS that promote ambitious ideas and large-scale cross-disciplinary projects and an entrepreneurial mindset, as well as foster a more adventurous spirit by, for example, further developing CBS' REEAD³ model and strengthening support for external project applications and administration

Basis for evaluating goal completion

Goal completion is based on an overall evaluation of the impact that has been achieved when the term of the agreement expires. When evaluating goal completion, the concluding status report is taken into consideration, which (see above) includes documentation of progress regarding the specified indicators and details of the supporting activities that have been carried out.

Contribution by CBS to top-quality monodisciplinary and interdisciplinary research

- Number of publications in recognised journals rated 4 on the AJG list (baseline 2020: 67 articles per year on average for 2018–2020; source: Pure; determined annually for a rolling three-year period)
- Number of publications in recognised journals rated 4* on the AJG list (baseline 2020: 41 articles per year on average for 2018–2020; source: Pure; determined annually for a rolling three-year period)
- Qualitative reporting on research articles outside of the humanities and social sciences (baseline 2022; reported in the 2022 status report; determined annually)⁴

Acquisition by CBS of more large interdisciplinary research projects with external partners

- Number of new projects with total funding exceeding DKK 20 million, of which at least DKK 2 million is allocated to CBS (baseline 2020: seven projects; source: Navision Stat; evaluated annually)
- Total acquisition of external research funding (pledged funding) (baseline 2020: DKK 162 million per year on average for 2018–2020; source: Navision Stat; determined annually for a rolling three-year period)

More responsibility taken on and input provided by CBS towards finding solutions to major societal challenges seen from the stakeholder perspective

- “On a scale of 1 to 5, to what extent do you agree with the following: CBS takes on responsibility for helping to find solutions to major societal challenges?” (baseline 2021: 2.5 on a scale of 1 to 5; source: CBS stakeholder analysis report; re-evaluation due in 2024)
- “CBS takes on responsibility for and contributes towards addressing major societal issues and challenges.” (baseline 2021: 3.7 on a scale of 1 to 5; source: CBS, 2021 Psychosocial Working Environment Survey; re-evaluation due in 2023)

³ The **R**esearch, **E**ducation, **E**xternal funding, **A**cademic citizenship and **D**issemination (REEAD) model uses a set of criteria to describe what CBS expects of each member of academic staff and the requirements for transferring from one job category to another (from PhD student to professor).

⁴ CBS originally wanted to report on Bibliometric Research indicator (BFI) articles at BFI levels 2 and 3 outside of the humanities and social sciences. Since, pursuant to the agreement on basic research funding of 3 December 2021, BFI has been discontinued, it will not be possible after all to use this data source.

Strategic goal 2

Ensuring that CBS graduates acquire skills that match the future needs of the business community

To achieve this goal, CBS wants to improve the quality and relevance of its programmes through new learning targets and competence development by ensuring a high level of fundamental research-based business skills on all of CBS' degree programmes and by developing and including transformational capabilities on all of CBS' degree programmes (implementation of Nordic Nine).

Motivation and ambitions for the goal

CBS graduates are sought-after and valuable to the business community and thus need to be equipped with skills that match current and future needs. CBS graduates will increasingly be expected to play a role and lead the way in the necessary transformations, and this means that the fundamental research-based business skills for which our graduates are known today must continue to be honed. It also means that graduates must be capable of taking responsibility and adopting a more system-oriented approach and must be able to activate their expertise in combination with other disciplines (e.g. science, technology, engineering and mathematics) and in different contexts, so that they can play a part in developing solutions to complex future issues such as the green transformation of society.

To accommodate these future needs of employers, CBS, in close cooperation with around 3000 stakeholders, has devised nine institutional learning goals – called the Nordic Nine – which balance the need for high-level research-based business skills with broader human skills and transformational capabilities.

To achieve this goal, Nordic Nine will be implemented in the coming years across the entire range of CBS degree programmes – bachelor's and master's alike – to ensure that CBS graduates can meet the needs of the future, measurable in terms of low unemployment and how employers view their skills. In addition to revising competence profiles and learning targets for all the programmes, there will be a need for various supplementary measures with a view to improving research-based, transformational teaching and to developing teaching skills to ensure the effective implementation of Nordic Nine.

To achieve this goal, we need to:

- Revise competence profiles and teaching goals to integrate Nordic Nine into all degree programmes (about 50) and into all course descriptions (around 1400) at CBS
- Develop CBS' teaching practice and quality by implementing a national framework for teaching certification that ensures both incentives for good teaching and also the systematic recognition and development of pedagogical skills
- Create linked course packages that can be applied across the programmes and which can help to ensure a uniformly high level and that basic business skills are more strongly oriented towards research
- Devise and implement more transformational elements in the programmes, also developing the necessary teaching rooms and facilities
- Devise and implement a new model for teaching evaluation that includes peer feedback

Basis for evaluating goal completion

Goal completion is based on an overall evaluation of the impact that has been achieved when the term of the agreement expires. When evaluating goal completion, the concluding status report is taken into consideration, which (see above) includes documentation of progress regarding the specified indicators and details of the supporting activities that have been carried out.

Continued low unemployment rate among CBS graduates and continued demand for graduates in the private sector

- Graduate unemployment, 4th–7th quarter after completion of degree programme (baseline 2020: 5.6 percent; source: Danish Ministry of Higher Education and Science's data warehouse)
- Proportion of graduates employed in the private sector (baseline 2020: 87 percent; source: Danish Ministry of Higher Education and Science's data warehouse)

Growing perception among employers that CBS graduates possess fundamental business skills and transformational capabilities

- “On a scale of 1 to 5, how do you rate the business skills of CBS graduates?” (baseline 2021: 3.9 on a scale of 1 to 5; source: CBS Stakeholder Analysis Report; re-evaluation due in 2024)
- “On a scale of 1 to 5, how do you rate the transformational capabilities of CBS graduates?” (baseline 2021: 3.2 on a scale of 1 to 5; source: CBS Stakeholder Analysis Report; re-evaluation due in 2024)

Improvement of research-based, transformational teaching at CBS

- Number of students enrolled on courses with signature course packs, which are linked course packages intended to boost the research-based approach and fundamental business skills across CBS programmes (baseline 2020: 0 students; source: Study Administrative System (STADS)/course catalogue; determined annually)
- Proportion of scheduled teaching hours completed by academic staff, see post structure for academic staff (baseline 2021; baseline to be established in 2022; source: Danish Ministry of Higher Education and Science's data warehouse, determined annually)

Strategic goal 3

Increasing diversity among staff and students at CBS

To achieve this goal, and thus make better use of the talent available in society, CBS wants to step up and review recruitment efforts and endeavours to improve equality in relation to both staff and students.

Motivation and ambitions for the goal

For a number of years CBS has purposefully recruited top national and international staff and attracted talented students from Denmark and abroad. As a result we have a strong international environment with 40 percent of our academic staff and 28 percent of our full-time students coming from an international background. At the same time CBS' programmes are currently among the most sought-after in Denmark.

Nonetheless CBS identifies a number of challenges in relation to diversity, such as a low proportion of female associate professors and professors, a low proportion of male staff in the majority of the administrative units, a gender imbalance on some degree programmes, and a limited geographical and socio-economic spread in student admissions.

For CBS to be able to fulfil the ambitions of its new strategy and the expectations of society and the business community, the university must attract a broad range of talented students and staff. We therefore need to focus on improving diversity among both students and staff without compromising on quality to allow us to make better use of the talent available in society.

To achieve this goal, we need to:

- Continue to focus on boosting recruitment of academic staff at the highest international level by, for example, professionalising recruitment processes and providing supporting structures, such as spouse programmes, externally funded professorships and talent tracks
- Develop and implement an action plan for gender equality that covers academic and administrative staff, as well as the degree programmes, and which will include initiatives to promote diversity in our staff hiring and student admissions policies and the development of (alternative) career paths so that multiple talents can be harnessed and retained
- Boost cooperation with other types of education institutions (both secondary and higher education programmes), particularly in Region Zealand, with the aim of ensuring a linked education system with multiple entry and exit points that serves to boost diversity in student admissions to CBS and generally raise education levels outside the Capital Region of Denmark

Basis for evaluating goal completion

Goal completion is based on an overall evaluation of the impact that has been achieved when the term of the agreement expires. When evaluating goal completion, the concluding status report is taken into consideration, which (see above) includes documentation of progress regarding the specified indicators and details of the supporting activities that have been carried out.

Greater diversity among students on CBS' regular degree programmes

- A diverse student population measured in terms of entry qualifications and socio-economic background (baseline 2021: baseline to be established in 2022; source: STADS, Danish Ministry of Higher Education and Science's data warehouse; determined annually)⁵

More recruitment of highly qualified staff from diverse backgrounds to CBS

- Diversity among CBS staff, measured in terms of gender, age, nationality, academic background (baseline 2021: baseline to be established in 2022; source: CBS Human Resources; determined annually)⁶
- Recruitment of academic staff at a high international level (baseline 2022: baseline to be established in 2022; source: CBS Human Resources, Scopus; determined annually)⁷

Development of new forms of cooperation between CBS and other education institutions on Zealand, focusing on easy transition and a linked education system

- Qualitative reporting on new forms of cooperation with other education institutions on Zealand (baseline 2022: reported in 2022 status report; determined annually)

⁵ This data source is defined based on Simpson's Diversity Index (SDI), which is an expression of the diversity in a given population assigned a value of between 0 and 1. The closer the indicator is to 1, the greater the diversity regarding the chosen variables comprising the indicator.

⁶ See footnote 5.

⁷ This data source is a calculated value involving publication points adjusted according to post category. The points are weighted. Likewise the post is weighted, and seniority is taken into account. An average is calculated (indicator value) for all recruited staff.

Strategic goal 4

Fostering the academic development and wellbeing of CBS students

To achieve this goal, CBS wants to develop various tools, structures and communities to boost academic motivation and social wellbeing among its students, with a view to also ensuring significant learning outcomes and solid academic development over the course of their studies.

Motivation and ambitions for the goal

The students' academic motivation and social wellbeing are essential to good learning outcomes and solid academic development. Many students today experience considerable individual pressure from the weight of expectations from, e.g. family, friends, their study course and social media. This pressure can lead to a decline in social wellbeing and motivation, which can be compounded by a lack of awareness of how they as students can bring their knowledge to bear in a societal context.

CBS cannot and should not remove the many expectations, but as an education institution we need to be better at helping the students to manage them. We can develop tools, structures and communities that can act as a counterweight to the pressure being experienced and help to stimulate and develop the students' academic motivation and social wellbeing on the programmes. This can lead to greater study intensity and greater learning outcomes, which also help to retain the students.

Implementation of Nordic Nine (see goal 2) is a concrete example of such a community. Sharing clearly defined competences with fellow students creates cohesion, just as referring to competences that are unique to all graduates from CBS fosters a sense of attachment to the study programme and institution.

Nordic Nine also involves working directly in the individual subjects by articulating what students learn at CBS and how they can contribute in a societal context. This allows students to view their degree programmes in a larger, more meaningful context and can help to boost individual academic motivation and social wellbeing.

With this goal we expect a long-term change in the students' learning outcomes and their academic development. However we think it will be difficult to measure the concrete development during the first years, which is why, regarding the indicators for the coming years, we aim to maintain the existing relatively high level at CBS.

To achieve this goal, we need to:

- Implement and institute Nordic Nine (see goal 2) as a common and unique set of competences for CBS graduates
- Develop an internal structure for prevention and work with wellbeing, including rolling out a number of student-oriented projects under five overarching themes: transitions and choices; academic communities; social communities; motivation; and compassion, all of which focus on improving academic motivation and social wellbeing for the students
- Develop and roll out courses on study ethics to support the students' academic practice
- Educate on and offer various methods of self-reflection, including inspiration and exercises for managing pressure and challenges and how to take short breaks to create more breathing space between thoughts. Ways of doing this might be, *for example*, meditation, mindfulness, yoga or other physical exercise.

Basis for evaluating goal completion

Goal completion is based on an overall evaluation of the impact that has been achieved when the term of the agreement expires. When evaluating goal completion, the concluding status report is taken into consideration, which (see above) includes documentation of progress regarding the specified indicators and details of the supporting activities that have been carried out.

Better prioritisation and completion of studies by CBS students

- “How many hours did you spend on lessons, independent study and practical exercises during a typical week this semester?” (baseline 2020: 32 hours a week (median); source: Danish Ministry of Higher Education and Science, nationwide student survey (Danmarks Studieundersøgelse); conducted in uneven years)
- Dropout rate during the first year of studies (baseline 2020: 9.6 percent for bachelor’s students and 2.7 percent for master’s students; source: Danish Ministry of Higher Education and Science’s data warehouse)
- Proportion of bachelor’s and master’s degrees completed within the standard period of time (baseline 2020: 70 percent; source: Danish Ministry of Higher Education and Science’s data warehouse)

Continued high learning outcomes for CBS students

- “My learning outcomes from the teaching are high.” (baseline 2020: 3.9 for bachelor’s students, 4.0 for master’s students on a scale of 1 to 5; source: Danish Ministry of Higher Education and Science, nationwide student survey (Danmarks Studieundersøgelse); conducted in uneven years)

Continued sense among CBS students of wellbeing and quality on their degree programmes

- “I feel confident that I can manage what is expected of me on my degree programme.” (baseline 2020: 3.8 for bachelor’s students and 3.9 for master’s students on a scale of 1 to 5; source: Danish Ministry of Higher Education and Science, nationwide student survey (Danmarks Studieundersøgelse); conducted in uneven years)
- “Overall the quality of my degree programme is high.” (baseline 2020: 4.2 for bachelor’s students and 4.2 for master’s students on a scale of 1 to 5; source: nationwide student survey (Danmarks Studieundersøgelse); conducted in uneven years)

Strategic goal 5

Ensuring that CBS promotes lifelong learning and leads the way in the development of the “learning society”

To achieve this goal, CBS wants to increase activities within its existing continuing and higher education portfolio. At the same time CBS wants to join forces with the business community, other institutions and other partners to create opportunities for better connectivity and to ease the transition between different types of programmes, with the aim of providing education and upskilling opportunities throughout a lifetime.

Motivation and ambitions for the goal

Despite CBS’ standing today as one of the country’s leading providers of research-based continuing and higher education programmes, there is still large, unused potential for expanding this activity and making the transition between education and employment smoother than it is today. The vast majority of students at CBS complete a five-year study programme, most of them never to return – or if they do, certainly not because of a systematic approach to lifelong learning. This is partly a reflection of the general education model in Denmark, where we pursue our education for the most part early on in life and there is no easy passage between different education programmes. This model falls short of the competence requirements of the future, where we can expect to experience the continuous need for further development and education. This must take place in close connection with business and industry and be flexible in terms of time and place. Today we often talk of the need for lifelong learning, but we still lack a model for ensuring this as a society.

Taking our solid range of continuing and higher education programmes as a basis, CBS wants to use this goal to improve lifelong learning and to spearhead the development of the “learning society”. CBS’ long-term ambition is for Denmark to have an education system with multiple entry points, exit points and bridges so that initial choices made during primary education do not end up determining an individual’s education and employment paths for the rest of their lives.

CBS thus wants to increase activity within its existing portfolio of continuing and higher education programmes by increasing the number of students and introducing new programmes, as well as develop future concepts for lifelong learning (in close collaboration with other education institutions, business and industry, and other stakeholders).

To achieve this goal, we need to:

- Enlarge and renew CBS’ present range of continuing and higher education programmes
- Develop initiatives for attracting more students to existing and new programmes, including increasing CBS’ digital presence in the field
- Conduct exploratory studies of continuous and flexible continuing and higher education programmes in cooperation with the business community and involving programme and learning elements from other institutions and partners
- Develop a concept for research-based lifelong learning that can form the foundation for promoting lifelong learning and developing the learning society

Basis for evaluating goal completion

Goal completion is based on an overall evaluation of the impact that has been achieved when the term of the agreement expires. When evaluating goal completion, the concluding status report is taken into consideration, which (see above) includes documentation of progress regarding the specified indicators and details of the supporting activities that have been carried out.

Increased activity in continuing and higher education programmes at CBS

- Number of annual full-time equivalent students on Graduate Diploma in Administration programmes and on Executive Master's programmes (baseline 2020: 1406 annual full-time equivalent students; source: STADS; determined annually)

Greater publicity and cooperation on CBS' efforts concerning lifelong learning

- Qualitative reporting on CBS' collaboration with the business community, other institutions and the academic environment for developing a concept for lifelong learning (baseline 2022: baseline established in 2022; determined annually)