

# STRATEGY FOR DEPARTMENT OF MARKETING

## COPENHAGEN BUSINESS SCHOOL

### 1. Background

The Department of Marketing is one of the most well-established academic centers of marketing in Europe. The Department embodies a superb combination of broad and deep expertise. Our faculty also represent a diverse mix in terms of age, gender, nationality, and seniority. In addition, the Department has about 90 part-time lecturers who offer strong marketing practice-relevant experience.

In terms of research, our academic productivity has remained fairly stable for many years, with the exception of a recent increase in the number of articles published in top journals. The Department ranks at the top in Scandinavia in terms of publishing productivity, both quantitatively and qualitatively. In addition, the Department's candidates regularly complete their Ph.D. programs.

In terms of education provision (i.e., number of students [STÅ] or full-time equivalent students), the Department offers superior productivity compared with other departments at Copenhagen Business School. Beyond Denmark, it is Scandinavia's largest provider of research-based higher education in marketing, covering all core marketing business areas.

Finally, in terms of entrepreneurship and innovation, the Department contributes to academic research (e.g., journal articles, research anthologies, special issues), as well as to practice through novel lessons and findings (e.g., when the company no longer controls its brand, marketing needs to develop a more proactive role; marketing courses address these implications).

### 2. Marketing Discipline

Ever since Peter Drucker first proclaimed that the only valid definition of marketing was the creation of a customer, and that marketing represents the whole business from the customer's point of view, these concepts have been cornerstones of the marketing discipline. Differences in companies' performance relate to the degree to which companies implement market orientations that enable them to create differential customer value. As a result, marketing needs to be more than a simple tactical activity that focuses on the 4Ps (i.e., product, price, product, and place). It must permeate all elements of a company's primary and support activities. A market-oriented company puts the customer's interest first, though it also balances this focus with the interests of other stakeholders to develop long-term profitability. These demands in turn require the marketing discipline to draw on other disciplines (e.g., strategy, economics, human resources, innovation, logistics, communication) to define customer targets accurately and satisfy customer needs and wants competitively and profitably, as well as to achieve desired exchange outcomes. Because the education we offer is consistently research based, Department faculty members represent a wide variety of research interests and methodologies, which together embody our excellent combination of broad, deep marketing expertise.

### 3. Identity, Vision, and Mission

In terms of the Department's identity, our scholarship is driven by creativity and curiosity. It advances fundamental knowledge (research) and applied knowledge (education), such that we fulfill social, cultural, and economic commitments to our stakeholders. Faculty members are committed to rigorous theory-driven empirical research and theory development in marketing, which is a core and dominant field for any business school. Using conventional indicators of research impact, our goal is to be the undisputed leader among marketing departments in Scandinavia and one that other leading marketing departments, outside of Scandinavia, hold in high esteem. Our mission is to deliver excellent, research-led education in marketing to a worldwide audience at all levels (undergraduate, postgraduate, and executive). In turn, we seek to ensure that job markets in Denmark and beyond find Copenhagen

Business School graduates highly attractive, because they have learned to be independent and critical thinkers who can apply research to a practical setting.

#### **4. Current Challenges**

The Department operates in a highly competitive market. We compete against and collaborate with Danish and international universities to attract and retain the top students, high-performing faculty members, and external research funding, as well as to ensure that our graduates are sought after by recruiters. This competition is intense, and to remain innovative and appealing, we collaborate with various stakeholders, including private businesses, governmental organizations, internal and external research environments, and others.

#### **5. Governance Structure and Processes**

We recognize the value of developing a resilient strategy and focusing on sustaining its execution over time. We have adopted a governance structure that reflects and supports key considerations, including research, esteem and dissemination, education and Ph.D. provision, entrepreneurship and innovation, engagement and internalization, external research funding, citizenship, work environment, and administration and management. The governance structure also reflects our efforts to recruit, retain, and expand staff, along with the all-important issues of performance development and peer review of teaching of practices.

Currently, we have established several committees, whose broad range reflects not only our faculty members' expertise but also their diversity in terms of gender, nationality, and seniority.

#### **6. Research**

The overall aim of the Department's research strategy is to conduct demonstrably impactful research—that is, research that influences extant marketing management research; can be usefully deployed in developing education; and can be communicated to and used by practitioners. Fulfilling this aim starts with publishing research with a high impact on the research community, generally in influential journals. Reaching this aim requires that all faculty members regularly publish in ABS 3/4/4\* journals. However, we also recognize that research cannot just be about publishing in influential journals. We believe research with an impact builds the Department's reputation among several stakeholder groups, including not just scholars but also the business community, students, and so on. For example, our faculty members publish their innovative insights in practitioner-oriented journals. This effort also is evident when the media finds it relevant to publish our research results and when we work with various government-sponsored research networks that are responsible for communicating information to industry.

Ultimately though, we measure research quality by the ability to be published in international journals. Journals that are particularly relevant for the Department are ABS 3/4/4\* marketing journals that relate closely to our research topics. However, as discussed previously, marketing scholars draw on other business disciplines, which creates other potential outlets for publication that likewise are ranked ABS 3/4/4\*. We make use of citations and other metrics (e.g., Hirsch's h-index, Egghe's g-index, the hg-index, the i10-index) to assess the quality of the research produced by our faculty.

#### **7. Esteem and Dissemination**

The Department aims to be proactive in both academia and business, as well as in broader society, by contributing to the ongoing debate about present and future societal challenges for which our research and education are relevant. In terms of esteem, senior faculty members are members of advisory and editorial boards for prestigious journals; younger faculty members are *ad hoc* reviewers for such journals and some major marketing conferences. Faculty members are regularly invited to speak at international meetings, guest edit special issues of prestigious journals, organize workshops, or act as

conference track chairs. Equally important, faculty members participate in commissions and boards appointed by national, regional, or municipal government agencies. Some members hold honorary posts at other academic institutions. We seek to ensure that this level of esteem persists in the future. In terms of dissemination, faculty members regularly appear in the media as experts to systematically share the results of their research with business actors and wider society.

## **8. Education Including Ph.D. Provision**

The Department offers research-based education in the core business areas of marketing. Our students are taught by faculty members who have up-to-date knowledge and actively publish in the field. In turn, education is based on research-related teaching material. However, research-based education may take several forms; in “teaching-based research” for example, faculty members even include students in the research process, granting them incomparable experience and insights.

Our education also reflects modern, relevant, qualified didactics and pedagogy. We schedule programs and a range of electives that are relevant to businesses and society, to meet present and future challenges. For example, we undertake skills mapping to ensure that the skills we teach our students are compelling, coherent, and comprehensive. Our overall aim is that faculty members deliver educationally outstanding teaching, according to student feedback questionnaires (i.e., 3.0 or above on a 5-point scale). We also have implemented a structured peer review approach to teaching practices, with a revised supervision document.

Managing supervision has been delegated to the chairperson of the education committee. The purpose of this committee is to discuss strategy, share knowledge about didactical and pedagogical issues, and use one another as visiting expert lecturers across courses. To improve job satisfaction and competencies among faculty members, as well as strengthen the link between research and teaching, we will recruit and extend contracts with DVIPs without any research obligation only if those DVIPs are active in the business community and thus can provide students with pertinent knowledge about the focal topics in their courses.

In terms of Ph.D. provision, all doctoral students in the Department are encouraged to submit their work to international conferences and international journals. Most of our Ph.D. students succeed in getting their research accepted at such conferences, and some get their first journal publication accepted even before defending their dissertation.

## **9. Finances**

The Department’s budget mainly consists of the so-called TAP Annum, which comprises various calculations from the year before, such as the number of VIP employees, research assistants, visiting professors, external lecturers, courses (ECTS), STÅ calculations, and contributions to secretarial assistance for programs hosted by the Department.

## **10. External Research Funding and Cooperation with Business in Society**

Our external research funding committee aims to promote both the quality and quantity of outgoing applications, by working to lower the barriers to applying for funding, spreading know-how and information locally, and supplementing centrally coordinated funding support from the Dean of Research’s office. This committee works on all critical matters related to external research funding.

We have decided to support promising research applications (judged on the quality of the research topic and rationale, as well as the strength of the applicants) with Prophix hours. If the application is successful, the researcher will pay back these Prophix hours. The Executive Board’s decision to decentralize overhead from successful external research funding also has represented a welcome move. The Department prioritizes research projects that contribute to academic publications. Consequently, we do not prioritize consultancy tasks or funded activities, including empirical analyses, that do not

meet the requirements for potential publication in influential journals (e.g., relationships measured in aggregate, non-dyadic research).

### **11. Citizenship**

Much of the Department's success ultimately depends on its faculty members' willingness to engage in citizenship activities. Thus, faculty members are expected to contribute actively to the development, implementation, and evaluation of the Department's strategy, policies, and processes; this contribution does not necessarily result in the allocation of Prophix hours. The contributions can take various forms. For example, faculty members can enhance the Department's research culture by mentoring less senior colleagues and participating in different seminars hosted by the Department. Faculty members use and share their external network to benefit the Department and their colleagues, such as by pointing a fellow member to another researcher doing similar work. Another valuable way to demonstrate citizenship is by inviting colleagues to collaborate on research or external funding applications. In terms of education, faculty members should agree to offer constructive peer reviews of their colleagues' teaching practices.

### **12. Work Environment**

The Department embraces equality and diversity. All faculty members are treated fairly and equally. No faculty member is treated differently due to ethnicity, gender, disability, religion, belief, sexual orientation, age, or any other personal category. No forms of bullying, harassment, or victimization are tolerated. To promote equality and diversity, we ensure our culture is inclusive for faculty members, DVIPs, doctoral students, and the support team. Whenever possible, we provide resources to help faculty members develop to their full potential. The governance structure and processes within the Department all have been discussed, revised, and agreed on through a consultation process within the Department and then incorporated into the Department's strategy document, which is distributed to every member. The Head of Department works closely with the union representative and all newly established committees to ensure that their policies, procedures, and processes meet the law and do not discriminate inadvertently against any particular groups.

### **13. Administration and Management**

An effective, efficient administration and management of the Department's work and associated processes is paramount. Therefore, each committee has met with the Head of Department to discuss their brief; ongoing dialogue continues between the Head and each committee. When determining membership on the committees, our goal has been twofold: Ensure that members have the necessary expertise and interest, as well as meet our goals of equality and diversity. Furthermore, we endeavor to plan as many activities as possible before the beginning of each new academic year. Finally, the Department has agreed that, as a rule, all faculty members will read their emails at least once per day and answer their emails the same day (unless they are on vacation, are sick, or are away on conferences without Internet access).

### **14. Support Team**

The support team seeks to be recognized as a modern, professional, well-functioning team that can meet any new challenges with creativity, then solve them productively to benefit the Department and Copenhagen Business School. The main goal is to provide timely and qualified support, in the form of service excellence and clear information related to teaching, communication, and research. The support team also acts as coordinators between faculty members and the Head of Department. Currently, the support team is undertaking various initiatives to ensure it continues to meet these goals.

### **15. Staff: Recruitment, Retention, and Expansion**

The Department has limited control over recruitment, so it is difficult to formulate an explicit recruitment strategy. We will hire the best job candidates available; in some cases, an outside candidate

thus may be preferred over an inside candidate. The Department works to retain talented faculty members, mainly by enhancing their sense of ownership and delegating responsibility, decision power, and competence development to them. We also ensure that we maintain a positive, supportive culture.

#### **16. Performance Development and Peer Review of Teaching Practices**

Our Department is a joint project, so faculty members must deliver excellent research and education but also partake in other important elements of the Department's activities. Their engagement in the delivery of the Department's vision and mission is critical. We therefore recognize the need to support faculty members in their efforts to develop, as well as respond to changing demands and expectations. To that end, we have revised the performance document distributed by the Copenhagen Business School, to detail specific expectations for the contributions and engagement of faculty members within the Department. Along with the revised performance document, we have created a framework of indicators of expected performance at all levels, from Ph.D. student to full professor. Finally, we have developed a guide for peer review of teaching practices.