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POLICY FOR RESEARCH- BASED EDUCATION AT CBS

As a business university, CBS is characterized by a unique balance between research of the highest international standard and close relations to business practice. This combination comes to the benefit of both staff and students enabling an ongoing dialogue which keeps both research and graduates relevant to society.

According to the Danish University Act, one of CBS' primary tasks is to offer research-based education to the highest international level. This entails that CBS students are acquainted with the latest research and ultimately graduate as highly qualified members of both society and future workforce, which also is reflected in the following policy of research-based education at CBS.

The Nordic Nine sets the overall framework for the capabilities that all CBS graduates should possess within the 3 levels of knowledge, values and action ([Nordic Nine](#)). Following the strategic vision of transforming society with business, CBS continuously seeks to broaden the impact of its research. The transformative capabilities of graduates educated on the basis of this research is a key element in this endeavour.

For a business school, close collaboration with the business community is a central aspect in the development of the students' skills and competencies. It is therefore the policy of CBS that the resources of full-time faculty staff (VIP) are strategically supplemented by part-time faculty (DVIP) whose primary employment is in the business community or in the public sector. The DVIP's professional expertise is an important element in the teaching, as this expertise helps add a practical element and incorporate a key business-related aspect into the teaching. The practitioners also play a significant role in securing the graduates' Nordic Nine capabilities.

Minimum standards

CBS' Quality Assurance System includes two minimum standards concerned with research-based education. The point of departure is the measurement of research-coverage (VIP%) from the perspective of respectively a bachelor and a graduate student. The report of contact hours (either covered by VIP or DVIP) from a student perspective at programme and course levels made for the Ministry is used to determine the VIP-coverage at programme and course levels.

- For bachelor programmes, the minimum standard is set to 40% VIP-coverage
- For graduate programmes the minimum standard is set to 50% VIP-coverage.

The difference is due to the general prioritization of VIP-coverage on graduate programmes where courses to a large extent build upon basic competences acquired at bachelor level. The standards set are also based on the strategic ambition to supplement VIP with DVIP. These standards have been set by Senior Management as the lowest standards acceptable within the institutional boundaries of CBS.

Exemptions

The general expectation is that most programmes will have a much higher VIP-coverage than the minimum standards. In special cases, in which the programme does not live up to the minimum standards, the possibility for an exemption is to be negotiated with the Dean of Education in the yearly dialogue with the programmes. Such exemptions could for example be granted upon the basis of staffing courses with DVIPs that hold a PhD or have their primary employment at another research institution. Other special cases might be considered in the dialogue and formulated in a programme specific action plan.

Employment and Management of part-time faculty

All DVIPs are employed by a department, and it is in general the responsibility of the department to ensure that DVIPs are connected to the research environment. The integration of DVIPs into relevant research environments is governed by *department-specific sub-policies on Managing part-time faculty*. To secure that DVIPs are used strategically and take active part in ensuring research-based education, [a series of principles are stipulated in *Managing part-time faculty and each department has a DVIP policy*](#).

Allocation of teachers

Study boards, programme directors, heads of departments, departmental teaching coordinators and course coordinators are involved in the academic quality of the course, including the staffing of programmes and courses with the right balance between VIPs and DVIPs.

Some courses need researchers as teachers; in other courses, practical experience, technical or empirical knowledge is relevant. Researchers teach where their research qualifications are most relevant and most needed.

Course descriptions contain learning objectives according to which the students are assessed at the exam and describe the course curricula, pedagogy, student workload, and assessment formats.

Based on the learning goals in the course descriptions, the study board considers within which courses VIPs are most relevant. Departments allocate teachers with consideration to the study boards' recommendations and the quality standards.

In order to secure that programmes and courses are research-based and meet the quality standards for VIP-coverage, CBS makes use of the following principles by which teachers are allocated:

1. Course responsibility lies with a VIP and in general the course coordinator should also teach in their course. Planning and development of programmes and course curricula is designed by researchers who either teach themselves or staff the courses with qualified teachers.
2. VIP resources are prioritized for lectures, as opposed to e.g. exercise classes which to a larger extent can be taught by more practice oriented DVIPs. In this way, VIPs come to the benefit of as many students as possible.
3. All VIPs are obligated to offer Consultation Hours to their students in periods of teaching. Consultation Hours take different forms and can be online or on campus but are often used for feedback on different activities and questions in relation to lectures. DVIPs are not obligated to offer Consultation Hours.
4. VIPs are prioritized for master thesis supervision. A more practice oriented DVIP can be allocated for master thesis supervision if this is relevant regarding the nature of the thesis subject in question. Programme directors and course coordinators should then consider adding researcher-led cluster supervision, offering of methodological seminars or thesis workshops.

Monitoring

The quality standard for VIP-coverage at programme level is monitored through the programme director report and addressed at the yearly meeting between the Dean of Education and programmes. Local needs for action plans, additional budget requirements and follow-up are discussed and agreed upon at the yearly meeting.

Responsibility

The matrix organization at CBS and the resulting collaboration between programmes and departments ensure that the responsibility of finding the right teachers is shared and frequently negotiated based on e.g. student evaluations and programme development.

The Deputy President has the overall responsibility for staff management of the departments, but the day-to-day responsibility for the individual department and its staff lies with the head of department. The head of department is responsible for both the academic and the financial aspects of the department.

The Dean of Education has the overall responsibility for the educational quality across the programme portfolio. This entails that the Dean of Education leads the monitoring and follow-up procedures of programme specific quality challenges including insufficient research coverage or lack of practice orientation, i.e. the balance between full-time and part-time faculty.

Senior Management has the overall responsibility for staffing of programmes.

In cases where particularly complex challenges in securing a programme relevant balance between VIPs and DVIPs is identified, the Dean of Education and the Deputy President hold the joint responsibility for finding a solution.

Programme directors are VIPs who in their function as researchers refer to the head of department and in their function as programme director refer to the Dean of Education, cf. the matrix organization of CBS. The programme directors have the responsibility for quality assurance and development at programme level. This means that the programme director considers the right balance between VIPs and DVIPs within the general framework of their particular programme. The programme director is responsible for ensuring that the programme lives up to the standard for VIP coverage and informs the head of department of their needs. One programme, due to the matrix organisation, may be staffed with teachers from several departments. The head of department must accommodate the needs of the programme with consideration of the quality standards for VIP coverage.

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