



Learning Environment Assessment 2023

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Introduction

CBS has a strong desire to have attractive and modern learning environments that support students' well-being and learning. Therefore, every three years, we conduct a Learning Environment Assessment (UMV). The UMV report is CBS's official status review of its Learning environment and includes an assessment of its psychological, social and physical aspects.

This report presents an analysis of the study environment at CBS. This analysis has been used to identify current challenges and explain how they are addressed. The report also contains a number of recommendations aimed at promoting and maintaining a good study environment.

This report has been prepared by a multi-disciplinary task force that has based its work on a combination of qualitative and quantitative data sources.

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Follow-up on the recommendations of UMV 2020

The last UMV report presented a number of themes and recommendations, and this section provides a brief status on them. For practical reasons, the themes are reviewed in the order in which they were listed in the last UMV report.

CBS AFTER COVID-19

COVID-19, the lockdown and restrictions were prominent in the last UMV, and CBS has made a point of making the transition for students back to study life a positive experience. For example, an extensive project was underway when the campus re-opened in the autumn of 2021 to re-integrate students after a long lockdown period. Named the *Reboot Project*, it included a catalogue of ideas for individual study programmes to choose from when re-introducing students to study life.

Although COVID-19 and the lockdown themselves have ended, we are still experiencing the long-term effects. We have observed that students are not spending as much time on campus as often as before the lockdown period. For example, several campus facilities are being used less. The canteens have recorded a considerable drop in turnover, and the library has significantly fewer visitors¹, indicating that students go home after class more often than they used to. Student Affairs staff are also in contact with more students saying they do not participate as extensively in teaching sessions.

Furthermore, both Student Affairs staff and teachers find that students are more passive than previously – listeners rather than participants in class. Students also attach less importance to the community and collaboration, and at a practical level find working in groups harder.

ON CAMPUS, ONLINE AND HYBRID

Since the last UMV, knowledge of digital teaching forms has increased significantly at CBS. This is due to the special, urgent need for pure online teaching that arose during lockdown. Teaching students online using streaming and online meeting tools, for example, has given CBS's teaching staff new skills, and many have

become more confident about recording teaching videos. This means students encounter a teaching environment that is better prepared to take advantage of online options.

STREAMING

The streaming equipment CBS installed in 70-80 classrooms during lockdown now enables us to provide extensive streaming support. Streaming means students can sit at home and follow a lecture being given live in a lecture hall. Students can see the lecturer and any slides presented, but cannot pose questions during the session nor join group conversations. Live streaming has not become the new normal since lockdown, and the format is generally not widely used.

ONLINE MEETING TOOLS

CBS implemented Zoom and Teams during the spring of 2020. This opened up the opportunity to conduct lectures online and, for example, to divide students into groups during a session or ask them to answer quiz questions. Since lockdown, Teams has become part of everyday life at CBS for both staff and students for meetings. Online meeting tools are still used in teaching to give students personal feedback or to conduct a lecture or workshop. This tool is more flexible than streaming, as it does not require instructors to use a specially equipped classroom and also offers pedagogical functionalities that support activity-based teaching.

TEACHING VIDEOS

At CBS, the recommended teaching form is blended learning, which is organised as a combination of in-person teaching and online teaching. While some instructors transferred their teaching to Teams and thus taught students synchronously, others opted to provide asynchronous teaching by recording video lectures using the Panopto video platform and combining them with pedagogical design in Canvas. Teachers had the option of recording video lectures long before the COVID-19 pandemic, but the lockdown period gave many the chance to acquire new skills in using this educational resource to prepare and record material. Panopto is still used extensively to record videos at CBS for teaching purposes, although at a slightly lower level than during lockdown. In the graphic below, the blue columns show how the use of videos increased sharply in 2020 and continued at a considerably higher level in 2023 compared to before 2020.

¹ The number of library visitors has declined significantly. In 2019, there were 988,796 student visitors. By 2023, this number had fallen to 676,979 – a 31% decline.

ONLINE TEACHING

An important exception to CBS's blended learning principle is the graduate diploma programmes, where the flexibility that pure online teaching formats offer is particularly attractive. The number of online graduate diploma students has risen over the past five years. Furthermore, there are teaching options that allow students to choose, on a weekly basis, whether to attend a given lecture on campus or online.

In general, CBS gained valuable teaching experience from the COVID-19 lockdown, and we are now in a completely different place as regards preparedness, skills, equipment, hardware and software. As yet it is hard to determine how this development will impact teaching culture norms.

However, it should be stressed that CBS continues to be a campus university and is strongly interested in students being present on campus to participate in classes. This also helps build strong academic communities that foster well-being and shape students' academic identity.

TRANSFORMATION OF CLASSROOMS INTO NEW PEDAGOGICAL LEARNING SPACES

The transformation of classrooms is moving ahead as an integrated element of the work of Campus Services. For practical and financial reasons, these changes are being made gradually, providing an opportunity to learn from experience along the way.

Spaces equipped with group tables have been widely adopted and are in high demand among teachers. Supporting active learning to a greater extent, this set-up enables students to use the rooms for group work after classes and also makes more efficient use of campus facility capacity. More whiteboards have been purchased for the classrooms to meet the need for group work.

Equipping group tables with electric power while ensuring they can still be moved around – as many have requested – has posed challenges. An ad hoc assessment is made whenever premises are converted to decide whether tables in a given room are to be connected to electric power or not. Campus Services is conducting an analysis to assess the need for power vs. flexibility in rooms. In future, all tables with electric power will be fixed to the floor. This will minimise flexibility but also ensure that the tables have properly functioning electricity.

A catalogue containing a description of the various room typologies is being prepared. It is intended to help instructors find a room that meets their teaching and pedagogical needs in future.

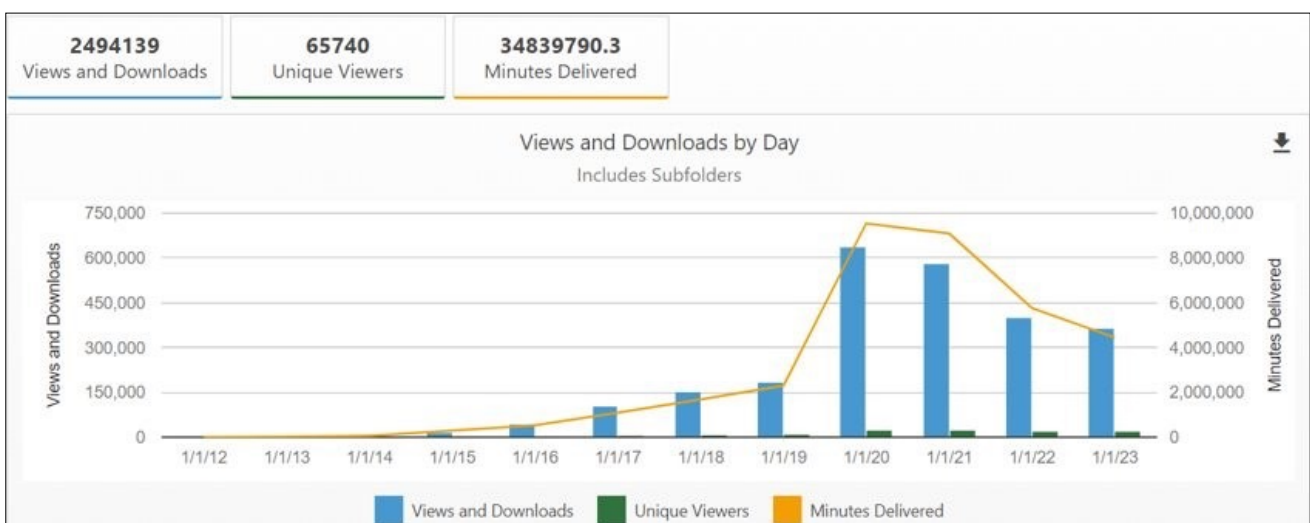
PHYSICAL LEARNING SURROUNDINGS

Air quality, acoustics and lighting are a focus of continuous attention, and as such, 4-yearly building inspections and 10-year maintenance plans are carried out to ensure premises and facilities are well maintained.

At Solbjerg Plads, daylight simulators have been installed in one classroom and one auditorium as test rooms. A boost function providing extra light on dark winter days has also been fitted. The aim is to evaluate whether this addition of extra lighting and an enhanced colour scale contribute positively to the environment. The results of this initiative are being evaluated on an ongoing basis.

New microphones and loudspeakers have been installed in the rooms to improve the acoustics, particularly in connection with streaming.

Campus Services and the IT department are working together to develop standard solutions for the layout and AV equipment of classrooms to make it easier for instructors to choose rooms suited to their teaching approach.



STUDY ZONES AND INFORMAL MEETING PLACES

The lack of study zones and informal meeting places is a recurring challenge, and the number of group rooms or places where students from all years and degree programmes can get together to socialise is still inadequate.

The work of establishing more meeting places and study zones is moving ahead, but practical and financial limitations are a constraining factor. The challenge is being addressed by the SUL theme group² as well as through the general campus development strategy. Special attention is drawn to the following concrete initiatives:

- › The Academic Lounge at Dalgas Have opened in 2021. The purpose of the lounge was to create a place where students can meet during normal opening hours for academic work and discussion. The lounge has been a success and is used frequently.
- › A Social Lounge established at Graduate House was completed in January 2023, and a committee was appointed in autumn 2023 to run it.
- › Construction of The Station is complete. It is currently used mainly by students interested in start-ups and entrepreneurial ventures. Steps are being taken to boost its visibility and make it more accessible to all our students.

A desire for densification and effective space utilisation means a number of leases have been terminated, and there are plans to sell some properties. This means a number of dedicated rooms for small student organisations have been phased out (Solbjerg Vej 3 and Howitzvej 11 and, as of 2024, the basement of the Blicher villa). Accordingly, having dedicated club facilities is becoming a rare phenomenon. CBS Students, CBS Sport and CBS Case Competition are the only student organisations that now have such facilities available to them. Many student organisations under the CBS Students umbrella would like to have their own clubroom but are instead referred to using common facilities or booking CBS Students' meeting rooms.

It should be mentioned that the discontinuation of the controversial Thursday parties at Nexus has met considerable opposition from students, who are requesting more focus on positive alternatives. A trial period with monthly Friday parties is currently being run, but to date, these events have been poorly attended.

² SUL theme group consists of representatives from relevant CBS units such as Teaching & Learning, IT, students, and others. The head of building management chairs the group. The group discusses proposals regarding the physical study, teaching, and learning environments 2-3 times annually.

INCORPORATING ART

As part of its responsibility for ensuring that art is incorporated when existing spaces are remodelled and new ones fitted out, Campus Services supports the plans and projects of CBS's art committee. The art committee's efforts have attracted renewed focus since the end of the COVID-19 pandemic.

Students and staff returning to campus at the start of the academic year 2021 were greeted by the New Bloom art project, a huge decorative art installation displayed at all the campus's main entrances. The start of the 2022/23 academic year was marked by a large-scale photographic exhibition on the Rambla and inside the Rotunda.

Similarly, The Station launched significant art-related initiatives, including a competition that resulted in the installation of four major artworks that now enhance its interior and exterior. The New Carlsberg Foundation has also donated several artworks to The Station.

Other entities actively contributing to promoting art at CBS include the CBS Art Club for staff and CBS Art for students.

LONELINESS AND WELL-BEING

Since the last UVM report, well-being has been a key platform issue, and much effort has been and continues to be devoted to this area. A comprehensive strategic well-being project – *Student Life Transitions and Well-being* – has been launched. Through a wide range of activities and sub-projects, this initiative is intended to foster student well-being at CBS. Additionally, efforts are ongoing to improve the Study Start programme for new bachelor's and master's students to ensure everyone gets off to a good start.

RETHINKING THE STUDY START PROGRAMME AND OTHER ACTIVITIES THAT SUPPORT STUDENT WELL-BEING

The Study Start and induction programmes have undergone important changes to broaden their reach and include more students. For example, the sharply criticised freshers' camps, which often included the consumption of alcohol, have been discontinued. On the other hand, sharper focus has aimed at the introduction to academic work and a smooth transition to student life – which includes a sense of community spirit and cooperation. What is more, in 2021-2022 a number of reboot activities were organised aimed at re-introducing second- and third-year students and easing them smoothly back into campus life.

In 2022, the Student Counselling Service was involved in introducing a study start course, *How to Uni*, which is intended to gently transition first-time bachelor students to their study programme. Evaluations of *How to Uni* from 2022 and 2023 show students are highly satisfied with the course. Many point out that it helped

them overcome their nervousness before starting their studies, that it gave them a sense of involvement from day one, and that having other students to identify with was generally reassuring. Moreover, in the winter of 2022/23, CBS launched a new digital universe focusing on study technique and well-being (UNIverse).

All initiatives and activities help prepare students as best possible for student life at CBS.

SPECIAL INITIATIVES FOR THOSE WHO NEED THEM MOST

Both during lockdown and afterwards, student guidance counselors conducted outreach guidance activities, calling selected students who had been particularly affected in some way by the lockdown to inquire into their well-being and offer support. Students welcomed these conversations, which meant many received help faster than if they had had to take steps themselves to contact the counsellors.

Another group attracting special focus is students who need special educational support (SPS). The number of students receiving such assistance has risen sharply in recent years. Targeted efforts have been made to draw attention to the support and help available to this group, and a number of initiatives have been launched. Examples in point are information campaigns, walk-in guidance sessions and online information meetings at an early stage of their studies. Furthermore, the internal application processes at CBS have been simplified to ensure these students are granted the special assistance they need more swiftly. Two new exam areas have been set up at Dalgas Have, which make allowance for students who need special exam arrangements (designated SPS places).

The marked increase in the number of students needing SPS strains the School's capacity, complicating the possibilities for providing these students with the timely assistance they deserve.

INTERNATIONAL STUDENTS

A range of events targeting international students have been revived and new initiatives taken.

In August 2023, an online pre-arrival event was organised for the first time for newly admitted international students. It is hoped that the event, intended to prepare this group for student life at CBS and life in Denmark in general even before they start their studies, will ease their entry into their new life here. Two hundred students took part in the event, which was followed up by a large Welcome Event at Solbjerg Plads in August. Here, the focus was on creating a sense of belonging, providing an introduction to CBS and forging a community across our international student body. About 400 students participated in 2023.

In September the School held a Global Event, a smaller event for non-EU-students. Its two-fold aim was to give these students answers to various practical questions about such topics as visas

and scholarships and to create a setting where they could get together to socialise broadly.

CBS's corps of voluntary International Student Ambassadors (ISA) is up and running again, and a great deal of work has gone into improving the set-up. A new structure based on smaller teams with individual team leaders has been introduced and is intended to ensure a clearer allocation of responsibilities, better coordination and greater drive within the group. The ISA comprises 31 student volunteers (50/50 Danish and international students).

In October 2023, the ISA established an alumni network on LinkedIn to create a forum where our international students can network after graduating.

STUDENT-RUN ACTIVITIES

The student organisations have renewed their activities and are organising variously sized events. CBS Students has compiled a networking book aimed at providing a practical overview of upcoming events.

Efforts to provide support and promote cooperation are still needed if organisations and students are to be more closely involved in activities. Although a few study programmes have launched positive initiatives, creating engagement across degree programmes and student years continues to pose significant challenges.

In September 2022 a successful Student Society Day was held. Attracting 65 various societies and 5,000 participants, it marked a successful return after lockdown and the COVID-19 restrictions. The event's figures for 2023 show continued progress, with 74 student societies and about 6,500 students participating.

In autumn 2022, CBS Students and Student Affairs co-organised 'Awareness Week', whose range of activities focused on mental well-being.



Evaluations of the study environment

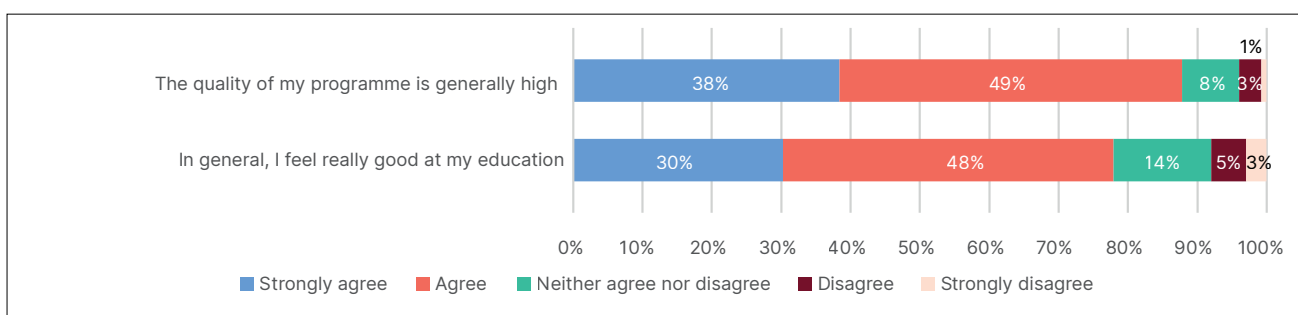
The student evaluations of the study environment at CBS are reviewed in this section. The evaluation results are grouped under two general categories: bachelor's and master's programmes and Continuing Education programmes (HD/Master). This is because different data resources are used. Data for the graduate diploma area stems solely from CBS's own evaluations, whereas the results for bachelor's and master's programmes also draw on data from the Danish Student Survey (Danmarks Studieundersøgelse), compiled every other year by the Danish Ministry for Higher Education and Science.

Danish Student Survey 2023 is based on 3400 responses, while CBS' own annual evaluation and study start evaluation had 1361 and 1273 responses, respectively.

BACHELOR'S AND MASTER'S PROGRAMMES

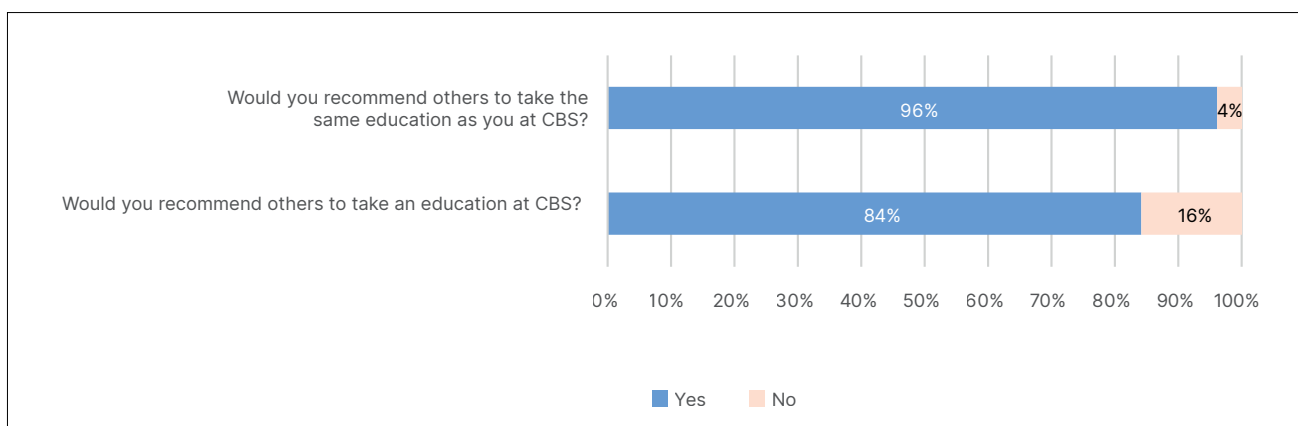
SATISFACTION AND SENSE OF BELONGING

The majority of students express that they generally feel comfortable in their education and that the programme is of high quality.

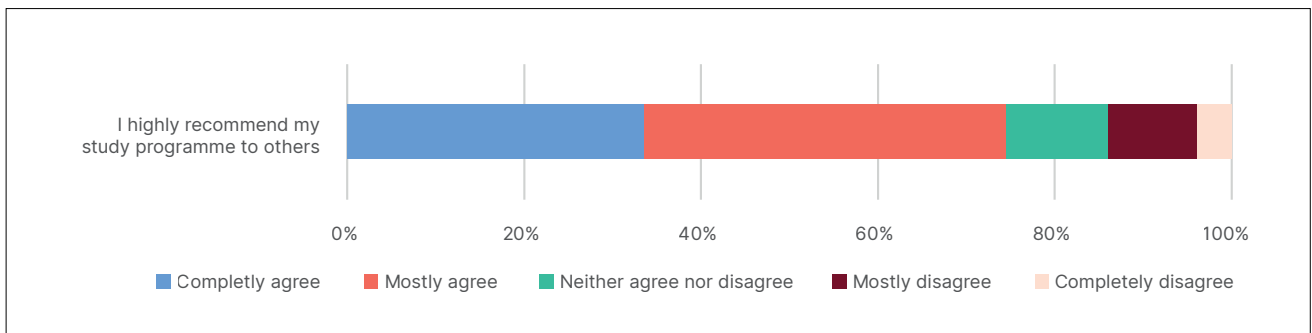


Source: Danish Student Survey 2023

Evidence of satisfaction with CBS is also seen, for example in the high percentage of our master's graduates who would recommend their programme, and the even higher percentage who would recommend CBS in general.

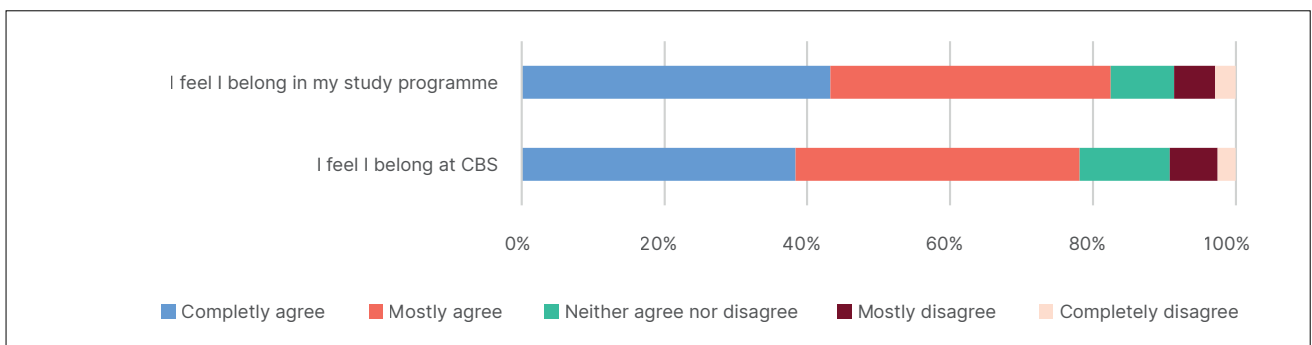


Source: Danish Student Survey 2023, Graduate Survey

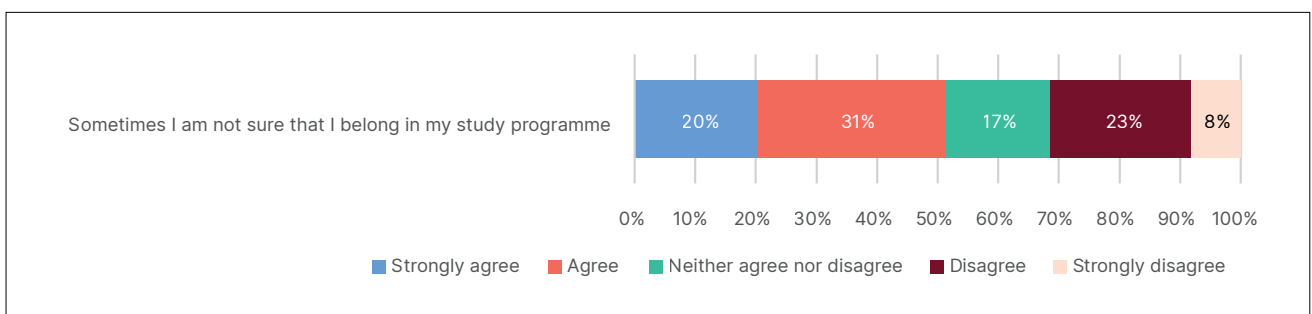


Source: CBS's Annual Evaluation, academic year 2022/2023

Although the vast majority of students feel a sense of belonging in their study programme and at CBS generally, about half of respondents are sometimes in doubt.



Source: CBS's Study Start Evaluation, academic year 2022/23



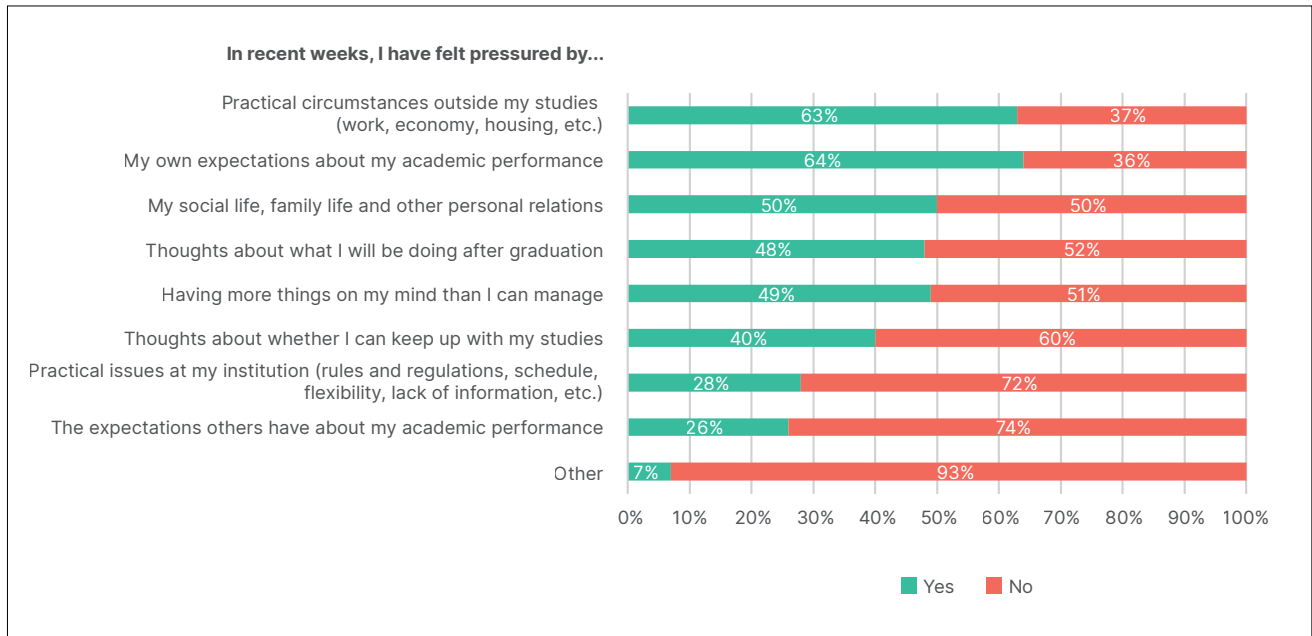
Source: Danish Student Survey 2023

Research indicates that a lack of sense of belonging is a major source of low well-being and increases the risk of students dropping out of their academic programme. We know that the sense of belonging is challenged at CBS. In the Danish Student Survey, 31% of students responded that they agree or completely agree with the statement *I sometimes wonder whether I belong in my study programme*. Last year's Study Start Evaluation shows that some students already feel challenged when starting their studies about whether they belong at CBS and in their study programme.

Challenges regarding sense of belonging are a societal trend, and the Student Counselling Service pinpoints this tendency as a significant challenge in all areas of the higher education sector. As such, it is thus not a challenge unique to CBS, but an issue on which we should focus.

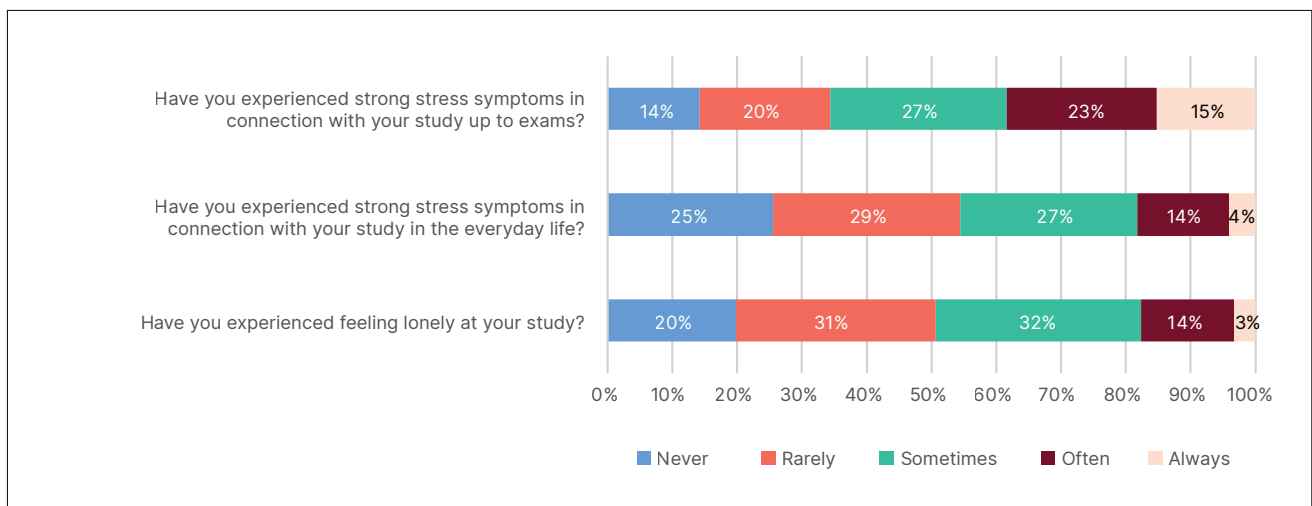
THE PSYCHOLOGICAL ENVIRONMENT

A great deal of students often feel stressed. They experience stress symptoms particularly at exam times, but many also feel stressed in their everyday lives. More than half respond feeling pressured by their personal expectations of their academic performance. Students also cite pressure from circumstances unrelated to their studies as another cause of stress.



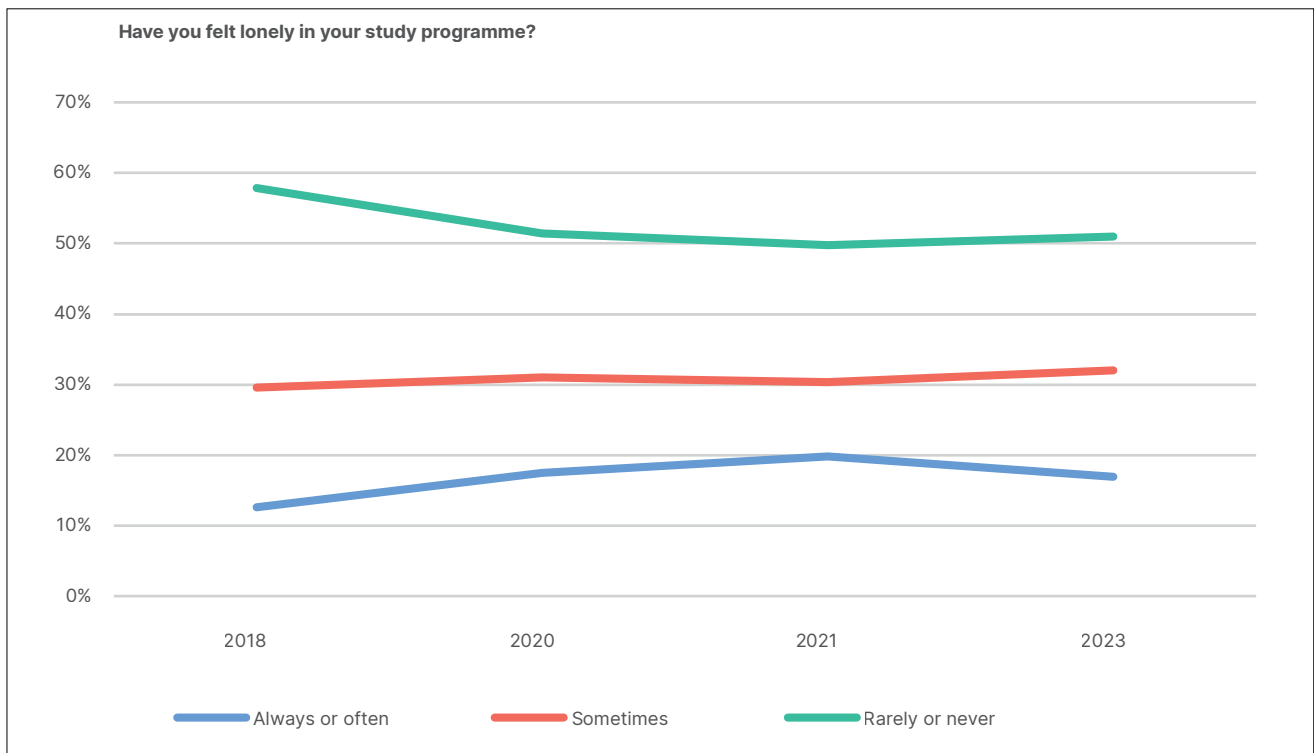
Source: Danish Student Survey 2023

Additionally, a significant percentage of students respond that they always or often feel lonely.



Source: Danish Student Survey 2023

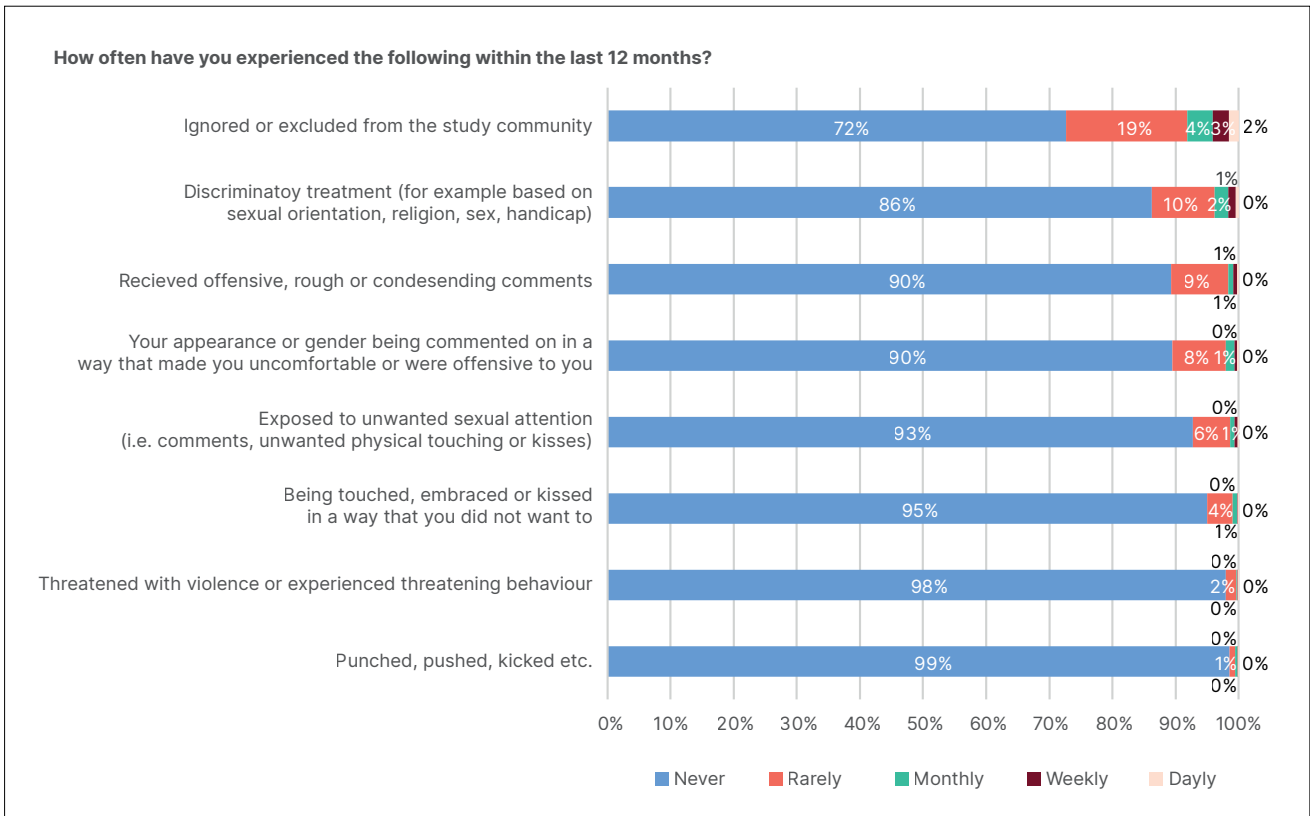
The number of students who have felt lonely has generally been increasing during the period of lockdowns and restrictions. We now observe that the percentage of students who respond that they always or often feel lonely has decreased slightly from 2021 to 2023, while the percentage who respond that they sometimes feel lonely continues to rise.



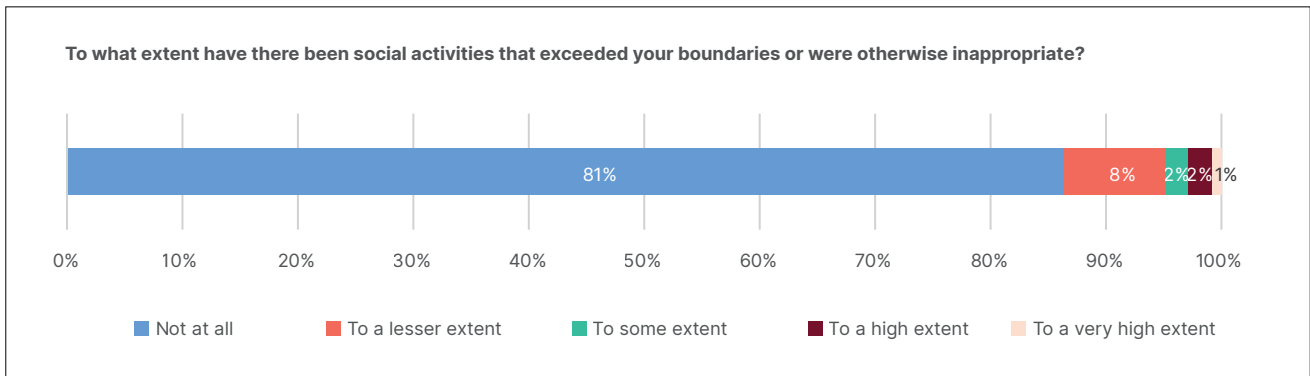
Source: Danish Student Survey 2023

The high percentage of students feeling lonely can be linked to the relatively high percentage who also feel ignored or excluded from the student community.

Only a very small percentage state having experienced transgressive or offensive behaviour. However, it must be borne in mind that low figures are not necessarily only positive. If the small percentage of those responding that they have experienced transgressive behaviour is evenly distributed across the student body, this is a smaller problem than if these responses come from a small, uniform group. We need to learn more about the small percentage who feel transgressed or excluded. If the demographics subsequently point to a specific marginalised group, we potentially have a bigger problem on our hands that we might inadvertently write off as minor because the figures generally look respectable.



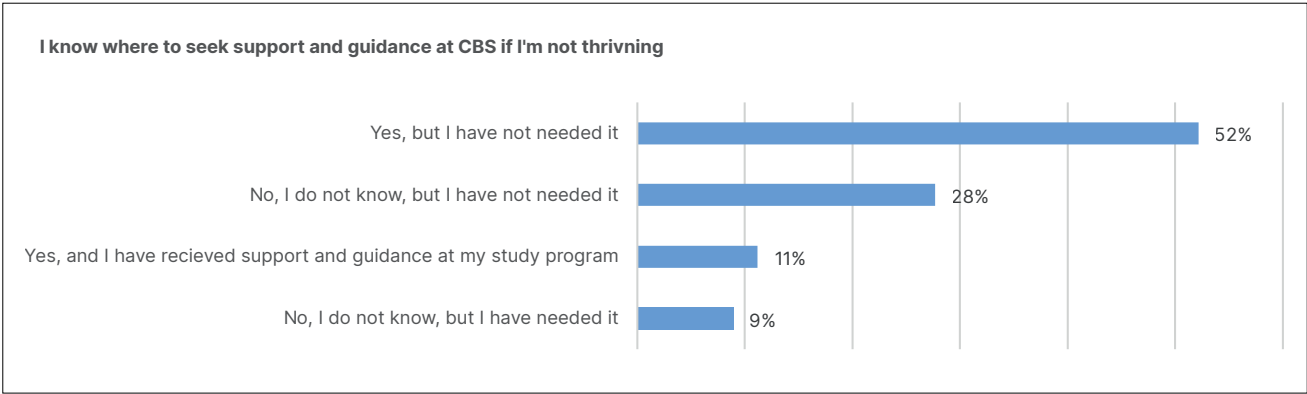
Source: Danish Student Survey 2023



Source: CBS's Study Start Evaluation, academic year 2022/23

20% of students have needed help, support and/or guidance in connection with lack of well-being. This may reflect a general trend in society, but it is important to remember that the issue here may be the special culture at CBS, where academic achievement is generally strongly in focus.

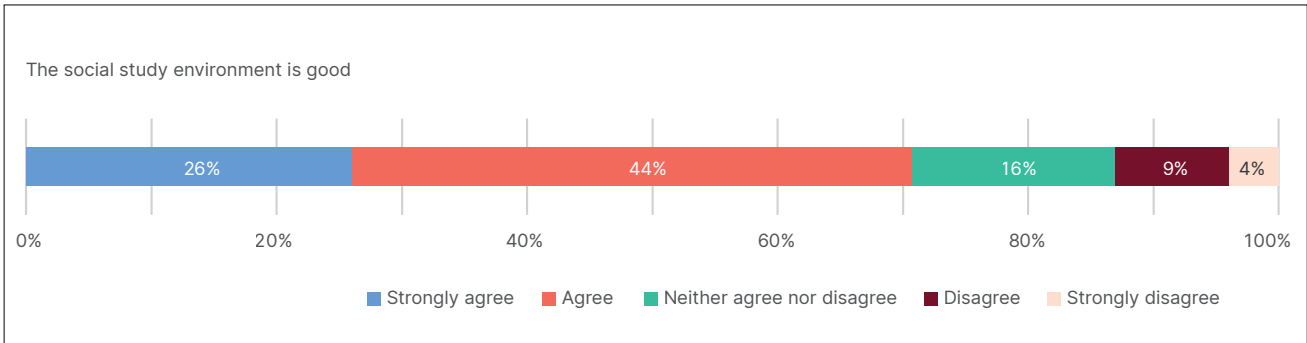
Along with a huge need for guidance and support we see that 37% of students do not know where to find help at CBS. This may partly be because those who started their studies during a period of lockdowns and restrictions did not receive the same introduction to the various available options that they would otherwise have received. Introduction weeks normally place great emphasis on this, but circumstances at that time complicated this aspect.



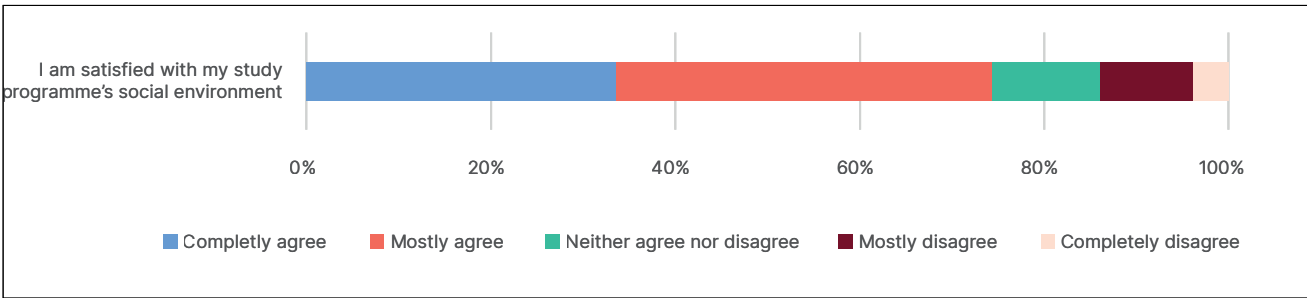
Source: Danish Student Survey 2023

THE SOCIAL ENVIRONMENT

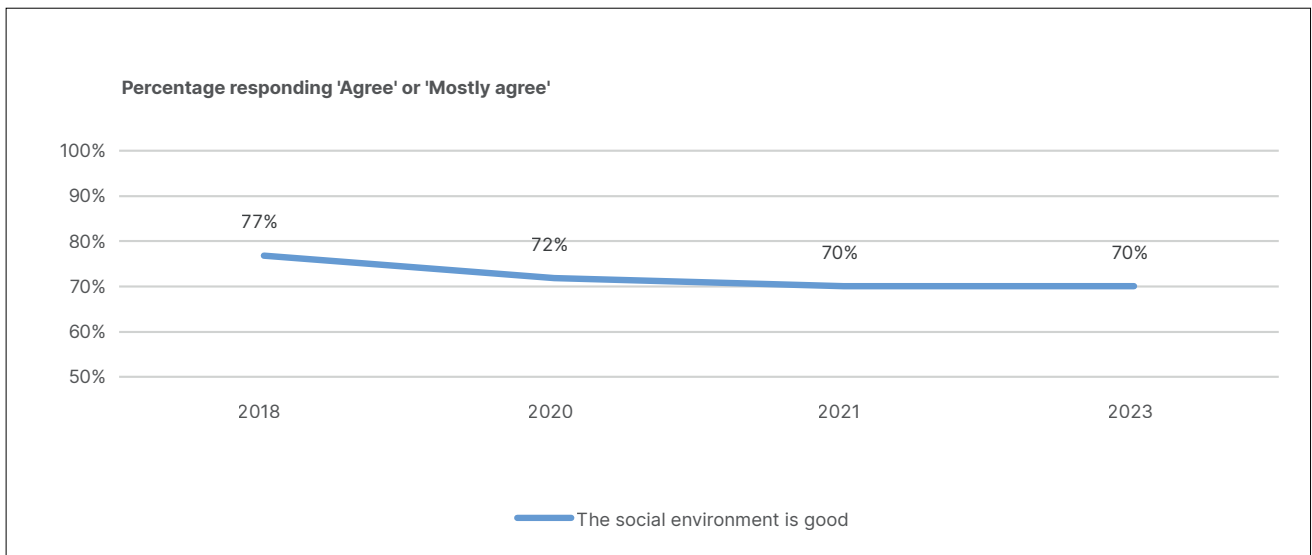
A notable percentage of respondents reported being dissatisfied with the social environment at CBS, and unfortunately we have noted that satisfaction on this point has declined in recent years.



Source: Danish Student Survey 2023



Source: CBS's Annual Evaluation, academic year 2022/23

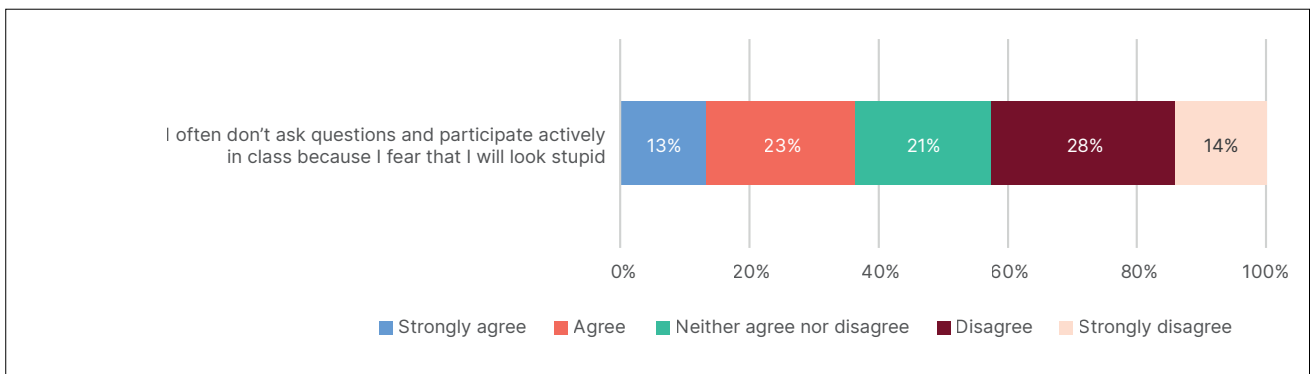


Source: Danish Student Survey 2023

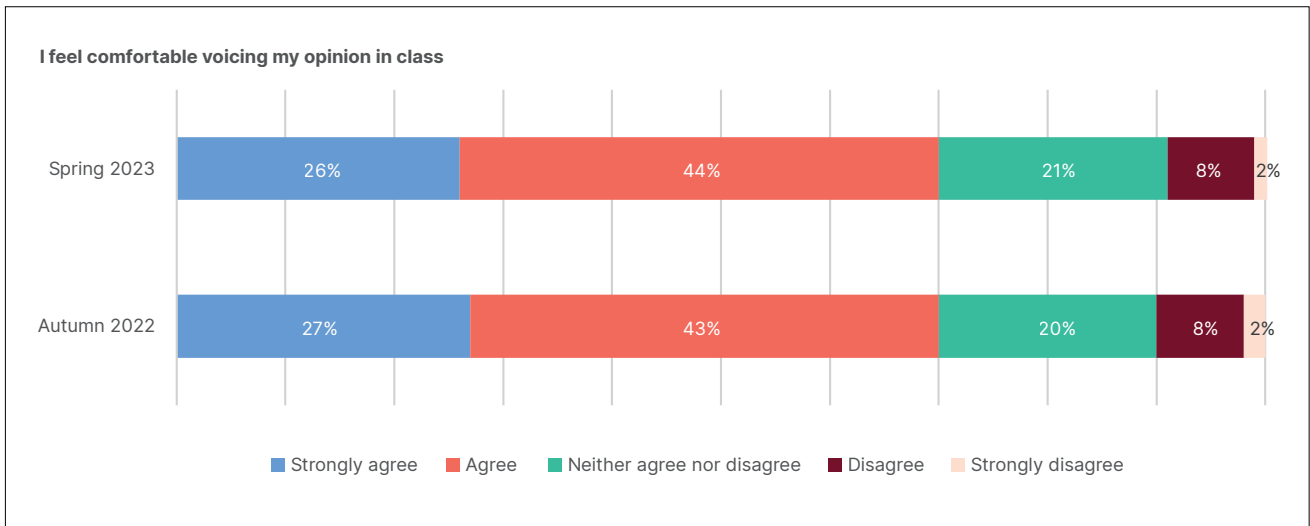
Comments in the responses indicate that some of the growing dissatisfaction concerns the closure of the Thursday bar at Nexus. It is hard to be more specific about the degree to which the responses relate to the study environment in general (and to which parts of it).

PSYCHOLOGICAL SAFETY IN THE CLASSROOM

A large number of students are reluctant to ask questions and take active part in class because they are afraid of looking stupid. This may be connected to not feeling a sense of belonging in the study programme. Student Affairs believe that students' reluctance to take active part has as much to do with how their fellow students perceive them as with concern about their teachers' reaction.



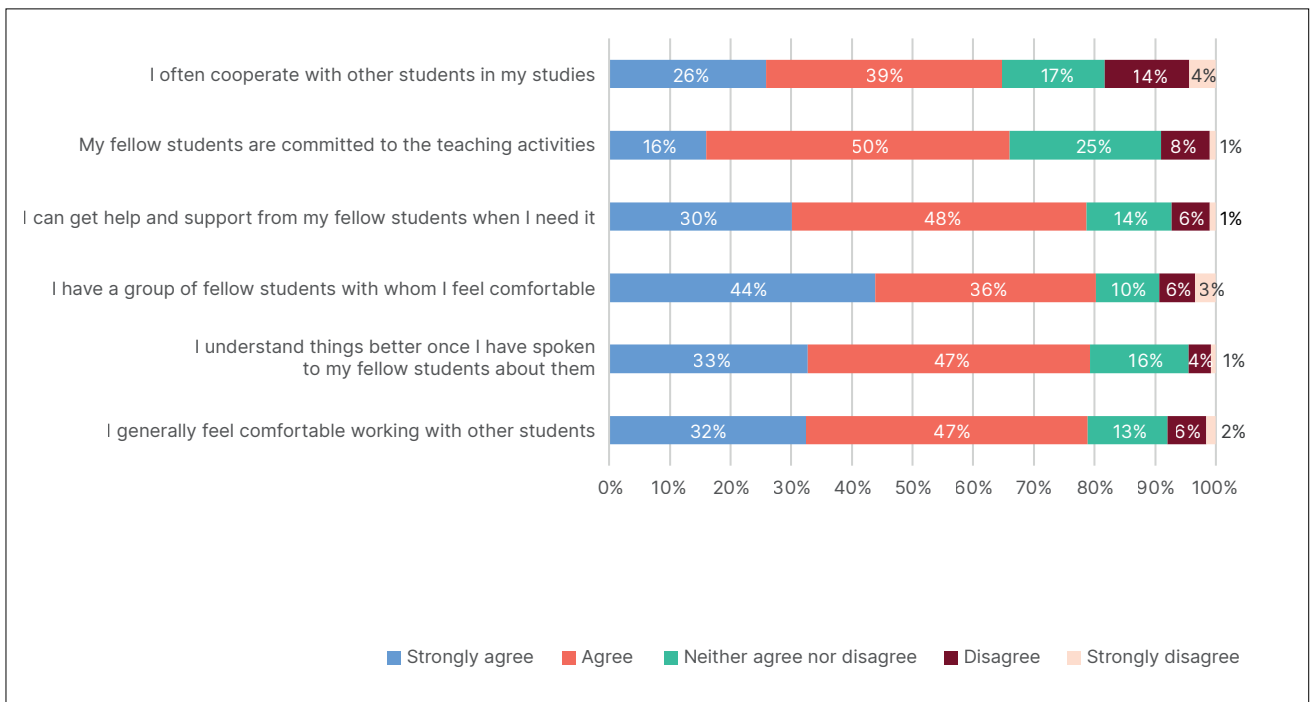
Source: Danish Student Survey 2023



Source: CBS's course evaluation, 2022/23

CO-STUDENTS AND COLLABORATION

The vast majority of students respond that they derive benefit from their fellow students and that they often work together to complete study assignments; however, a notable percentage do not experience having a group of fellow students with whom they feel comfortable.



Source: Danish Student Survey 2023

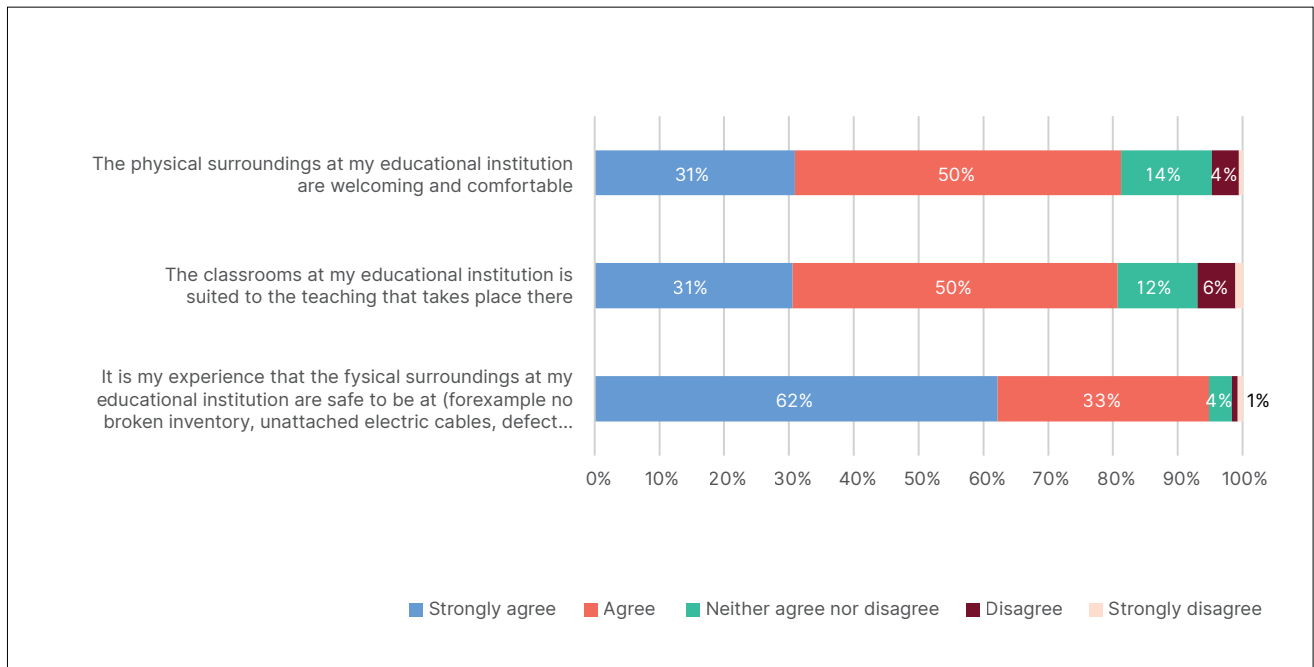
Although most students express that they generally feel comfortable with their study programme, that the quality of their study programme is high, and that they would recommend CBS to others, they also mention significant challenges related to stress, loneliness, social belonging and psychological insecurity. A possible explanation is that, particularly after COVID-19 and lockdown, lack of well-being has arisen as a worrying new norm in youth culture generally, and many young people accept it as a basic condition of life. Although lack of well-being has become easier to talk about, there are also indications that more students are finding that this state is something they simply need to accept. This interpretation is supported by the experiences student counsellors hear about during their conversations with students about poor well-being.

Additionally, many students have a preconception of CBS as a tough, demanding environment where they have to meet high expectations.

THE PHYSICAL ENVIRONMENT

Most comments in the evaluation of the physical study environment at CBS concern the lavatories and indoor climate. Complaints are made about the inadequate number of lavatories at Solbjerg Plads and the unsatisfactory standard of cleaning – in the lavatories and in general.

Another frequent point of complaint in the comments is the lack of facilities for group activities and seating in the reading room.



Source: Danish Student Survey 2023

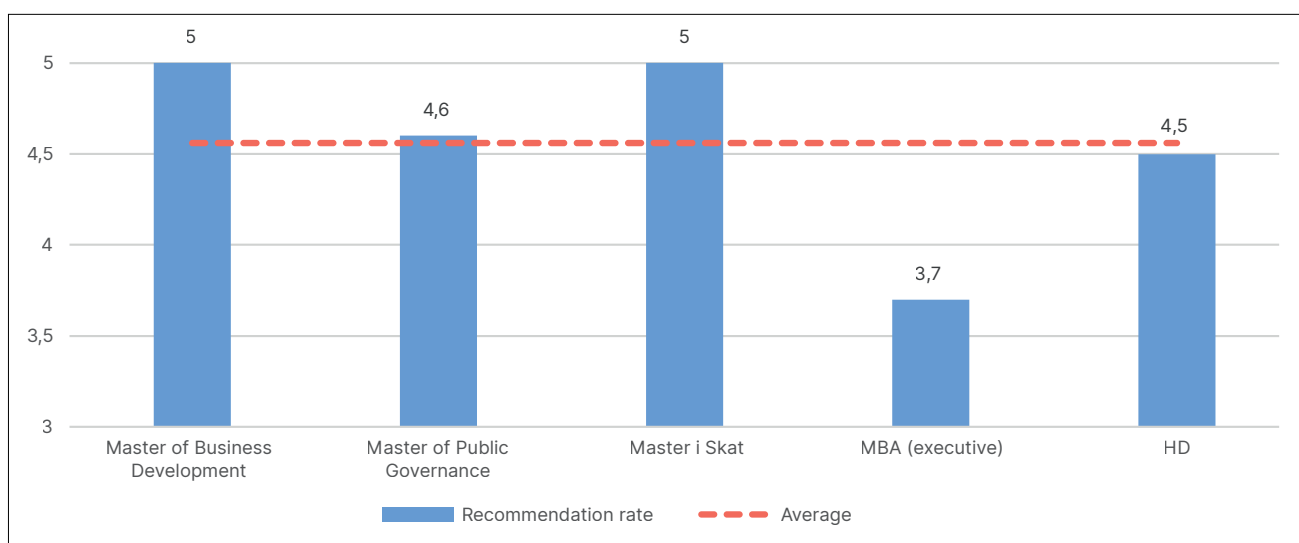
CONTINUING EDUCATION PROGRAMMES

The following data derives from exit and course evaluations across most of the Continuing Education programmes. As the evaluations and their wording vary from programme to programme, the results have been grouped according to the following themes:

- > Recommendation rating – an expression of students' overall satisfaction with the study programme
- > Satisfaction with the physical teaching surroundings

RECOMMENDATION RATING

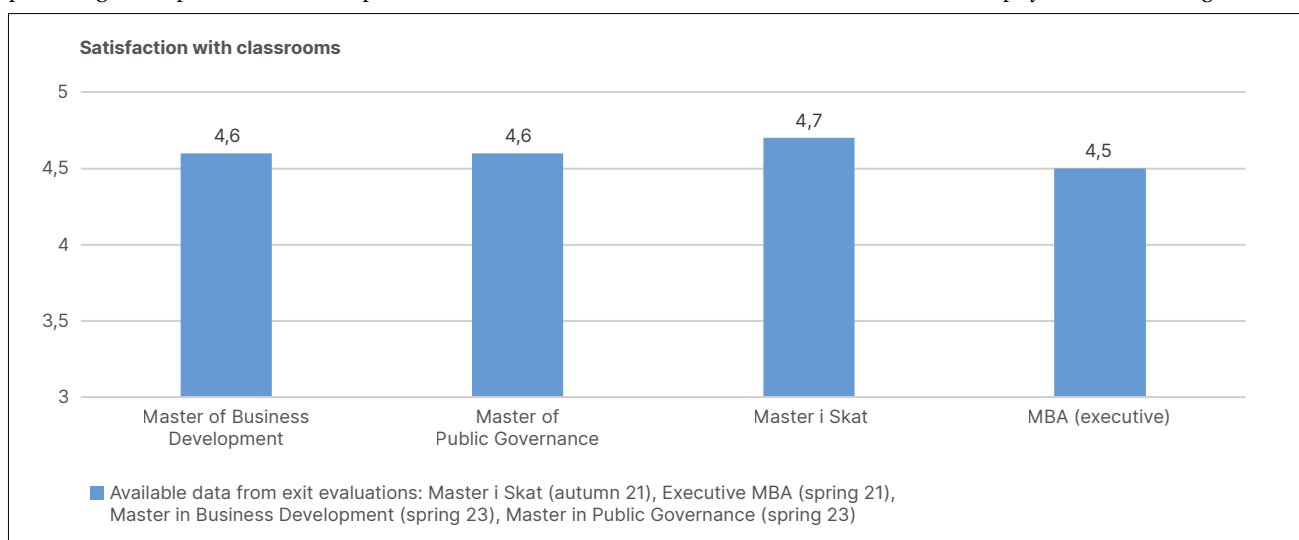
Students across the board generally appear to be satisfied with their study programme, with ratings ranging from 3.7-5.0. Two programmes have a recommendation rating of 5.0.



SATISFACTION WITH THE PHYSICAL SURROUNDINGS

Students taking Continuing Education programmes are asked about their satisfaction with the physical surroundings through questions formulated in various ways, depending on the programme. The table below comes from exit evaluations in the period from spring 2021 to spring 2023.

Until spring 2022, the evaluation at Master of Business Development contained questions about the physical surroundings in the students' course evaluations. These evaluations were done immediately after the end of teaching and mustered a slightly higher percentage of respondents. For comparison, satisfaction with classrooms here scores 4.2, while other physical surroundings score 4.1





Recommendations

On the basis of the latest evaluations and follow-up on the last UMV report, the task force has identified a number of focus areas. The following pages present recommendations and milestones for each recommendation for the coming three-year period until the next UMV report – first for bachelor's and master's programmes, and then for Continuing Education programmes.

RECOMMENDATIONS: BACHELOR'S AND MASTER'S PROGRAMMES

Focus areas and recommendations are categorised according to the following general areas:

- > Psychological and social environment
- > Physical and aesthetic environment

This categorisation was chosen for reasons of clarity and to make future follow-up easier. The task force is aware that some challenges impact several areas and therefore neither can nor should be resolved separately.

PSYCHOLOGICAL AND SOCIAL ENVIRONMENT

The psychological and social environments both refer to various aspects of the general atmosphere and well-being at CBS. The psychological environment focuses on the individual's emotional and mental health and well-being, while the social environment concerns interpersonal relationships and the social climate – covering inclusion, community spirit and social activities.

The psychological and social environments are closely linked, and both can significantly impact students' well-being and experience of CBS. Accordingly, in the following, the two areas are addressed together.

INCLUSIVE COMMUNITIES

Both the quantitative and the qualitative data show that students' sense of being part of a community is challenged. Although most say they are getting on well and enjoy good social relationships at the School, far too many feel lonely and excluded from the various communities. CBS should focus on this area in future.

The task force recommends:

It is recommended that CBS sharpen its focus on creating settings for healthy, inclusive communities. All the communities offered at CBS – whether within the individual programmes, in student societies, on various councils and boards or in CBS-wide communities – must be open, accessible and inclusive for everyone.

Milestones:

- > Diversity, Equity and Inclusion training for study start coordinators with a view to bolstering inclusion and diversity from the students' very first days at CBS.
- > Social Belonging interventions³ focusing on strengthening students' sense of belonging in a study programme and to CBS were piloted in 2022/23 and are expected to be rolled out as an activity in all bachelor's programmes in the period 2024–2030
- > CBS Students will map out the access to the wide variety of societies available.
- > Thorough examination of the data we have, to see if a pattern emerges regarding the students responding that they feel excluded. Is the student body broadly represented or do particular groups – for example, minorities, students with special needs or similar requirements – tend to experience more exclusion?

Anchoring and Follow-up

The above milestones are partially anchored in the strategic initiative 'Diversity and Gender Equality' and in the strategic well-being project 'Student Life transitions and Well-being'.

Additionally, some of the milestones will be addressed in collaboration with CBS Students, the Study Administration and CBS Business Intelligence Analysis.

HELP TO STRENGTHEN COOPERATION

Unsuccessful group work is among the biggest sources of low well-being. We see this both in the evaluations and at Student Affairs, whose staff increasingly have conversations with students who struggle with group work and group conflicts – or have difficulty finding anyone at all to work with in a group.

³ Mindset interventions co-developed with the Student Counselling Service. The interventions are research-based group interventions that reinforce students' sense of belonging in their academic programme.

The individual programmes define greatly varying frameworks and expectations for group work, and CBS has no standards for this. Students often feel left to their own devices. They are asked to work in groups, but as a general rule are given no tools for handling any issues that might arise.

The task force recommends:

It is recommended that group work and group dynamics be accorded special focus in future. The success of this element of student life is crucial for students' experience of the academic and social environments – as well as for their general well-being and learning.

Milestones:

- > Student-related activities aimed at developing collaborative skills and supporting study groups. All CBS study programmes can use the modules being developed. Pilot projects will be run in spring 2024.
- > In 2024, a pilot project will be run under the auspices of the bachelor's programme HA i Projektledeelse, aimed at giving students tools for successful group work. It will be run as a targeted course called *Kunsten at forstå og udvikle gruppearbejde [The art of understanding and developing group work]* by Pernille Steen Pedersen, whose research includes stress prevention.
- > Guidance aimed at study groups. This project is scheduled to run in 2024 and should be evaluated with a view to assessing whether the course should be expanded and offered permanently.

Anchoring and Follow-up

The above milestones are addressed in the strategic well-being project 'Student Life Transitions and Well-being'. In supporting study groups, it's important to also consider diversity and inclusion. For instance, there may be cultural differences, diagnoses, and other factors that make group work challenging. Therefore, there should also be a connection to the strategic initiative 'Diversity and Gender Equality'.

PSYCHOLOGICAL SAFETY IN THE CLASSROOM

We can see that a striking percentage refrain from asking questions in class because they are nervous about being considered stupid. This indicates a challenge with psychological security in certain teaching situations.

The task force recommends:

It is recommended that dedicated efforts be made to address psychological security in the classroom. It is crucial to students' well-being and learning that they feel confident about actively participating and asking additional questions when in doubt or puzzled.

Milestones:

- > This problem can probably be partly addressed by the Social Belonging interventions mentioned earlier, which are intended to bolster students' sense of belonging and having a place in

their programme – which can also help them feel safe about participating in class.

- > Lecturers have a huge responsibility for ensuring a secure teaching environment. Conscious efforts should be made to raise CBS teachers' awareness of the problem so they can play a more active role in resolving this problem.

Anchoring and Follow-up

The Social Belonging interventions are anchored in Student Affairs.

The perspective of lectures is included as part of the Diversity and Gender Equality initiative but should be addressed in collaboration with Teaching & Learning.

CLEARER OFFERS OF HELP AND GUIDANCE

The evaluations show that a large number of students do not know where to get help, guidance and support at CBS. We are also seeing an increasing trend of low well-being among young people and a steady rise in the group of students who need support.

The task force recommends:

It is recommended that steps be taken to better highlight the guidance and support options available at CBS and how to access them. The task force also suggests continuing the work of providing direct, targeted help to vulnerable groups.

Milestones:

- > Visibility campaigns and better communication materials focusing on the many guidance options already available at CBS.
- > The work of providing outreach guidance – making calls to delayed students and those at risk of dropping out – will be continued.
- > The Study Break⁴ sessions that started in autumn 2023 will carry on through spring 2024 and then be evaluated.

Anchoring and Follow-up

The tasks are anchored in Student Affairs.

STUDENTS WITH SPECIAL NEEDS

The number of students with functional limitations, diagnoses, mental illness and other special needs is growing, and continued focus on this area is needed.

The task force recommends:

It is recommended that the well-being project be continued, as it offers several options precisely for this target group. Particular focus should be aimed at raising awareness about this student group and the School's existing options. More CBS staff should

4 Take-a-breath sessions based on various themes where students learn about the scientific link between the body and mental health, after which they practise breathing exercises that support the theme. A walk-in offer for all CBS students.

be aware of these available options, to enable them to easily and swiftly refer students to the relevant help and support.

Milestones:

- > Clearer, more easily accessible information about help and support.
- > A user survey and focus group interviews with SPS recipients to provide better insight into this group's needs and challenges.
- > A project focusing on teachers as key partners in relation to students receiving special educational support.

Anchoring and Follow-up

The tasks are anchored in Student Affairs.

TARGETED SUPPORT FOR INTERNATIONAL STUDENTS

We know our large group of international students may need more support, guidance and help to navigate their student life – particularly as regards practical matters, frameworks and rules. This help is especially relevant when students start at CBS, and notably so for those new to Denmark.

The task force recommends:

It is recommended that special efforts be made to better accommodate this group. Awareness of the importance of developing initiatives adapted to the target group is essential. Such initiatives should take into account the highly diverse backgrounds from which international students come.

Milestones:

- > The possibility of establishing a special buddy scheme for our many international full-degree students should be investigated.
- > Targeted, timely information for new international students about frameworks, rules and practical matters must be given priority – and preferably before they start their studies. Initiatives like the pre-arrival meeting in August should be retained and developed further.

Anchoring and Follow-up

The task is anchored Student Affairs in collaboration with The International Office.

It is relevant to incorporate the new master's program reform into the work, as one of the goals of the reform is to increase the enrolment of international students. This should be followed up on in the upcoming period - possibly with revised measures that match the new reality.

PHYSICAL AND AESTHETIC ENVIRONMENT

In this section, the focus is on the physical and aesthetic environment. The physical surroundings impact students' behaviour and use of CBS's facilities as well as their academic and social life on campus. The physical and aesthetic environment is being developed in line with the pedagogical visions for the School's

teaching and study environment as well as with the strategic campus plan, which describes how the physical environment can help bolster CBS's overall priorities in terms of society, capabilities, lifelong learning, diversity and well-being.

MORE MEETING PLACES AND AREAS FOR GROUP WORK

Further to the previous issues, the task force points out that the physical surroundings fail to satisfactorily support students' options to meet on campus. This can hinder their efforts to establish the communities they urgently lack, and it should also be borne in mind that students learn a lot and develop skills in many other settings besides the classroom.

Quite specifically, there is a shortage of group work spaces and informal meeting places on campus. The opportunities to meet students from other years are particularly limited. Not only does this pose a problem relative to the social cohesion among students taking a given programme: it also makes it harder for new students to find relevant role models and learn from older students' experience with their subject, study techniques and study-life balance.

The task force recommends:

It is recommended that continued efforts be made to improve social spaces and offer a greater variety of physical meeting and study areas for students to use between classes.

Whenever CBS converts or extends buildings, it would be a good idea to factor in space for group work in the planning process. This would help minimise the barriers for students, making it easier for them to meet.

Milestones:

- > The categorisation and identification of study zones will continue, and the types of room that CBS either lacks or has in over-abundance will be examined.
- > The conclusion of the SPPR⁵ should serve as a basis for how CBS can utilise its study and teaching facilities better and thus improve the study environments of the various degree programmes. For example, can CBS provide the seven future programme areas with their own café/lounge areas, to be run by the students themselves?
- > An analysis of which social spaces the campus needs so a portfolio plan providing more and better spaces for students can be drawn up. These could be social spaces, workshop areas, inter-generational meeting places, IT/AV-equipped workshops, student cafés and group rooms. We must in the best way possible ensure that the facilities students need are available on campus – inside and out.
- > Better information about the study facilities on campus will encourage students to use existing and new facilities more and put them to better use – this includes the facilities at The Station.

⁵ Strategic Programme Portfolio Review. Project regarding the development of CBS' s programme portfolio. The conclusion is expected to be communicated in early 2024.

- > On 1 June 2024 CBS will open a new location at Peter Bangsvej 36. This location will house extra classrooms, more communal study facilities, new exam facilities and more group rooms.

Anchoring and Follow-up

The tasks are anchored in the Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students). The analysis tasks can be planned as sub-deliverables for the building inspection in 2025 aimed at the board.

TRANSFORMATION AND OPTIMISATION OF CLASSROOMS AND AUDITORIUMS

An ongoing focus must be kept on renovating and adapting classrooms and auditoriums to create an attractive study environment that advances the pedagogical visions. Experience shows that the demand for classrooms and auditoriums designed for group- and dialogue-based teaching will steadily increase. Students can use these types of room as an alternative to group rooms, and to this end, CBS has opened up options for more dual-function facilities.

The task force recommends:

CBS should continue transforming and optimising existing classrooms and auditoriums in ways that support the pedagogical vision to offer more group- and dialogue-based teaching.

The options for taking pedagogical and social interests into greater account when rooms are allocated should be examined. Effective space utilisation involves certain limitations, and improving social spaces is therefore an ambitious, long-term wish. Nonetheless, CBS should try to include this in the campus development project.

Milestones:

- > Mapping of the number of classrooms that need transforming or optimising for group- and dialogue-based teaching to meet the next five years' pedagogical aims and teaching requirements, and a portfolio plan drawn up accordingly.
- > A classroom typology and standard to provide a better overview and ensure that all CBS units use the same terms for the various room types. This can help instructors gain a better idea of which rooms they can wish for to ensure a good match between teaching method and teaching space.

Anchoring and Follow-up

The tasks are anchored in the Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students). The analysis tasks can be planned as partial deliverables for the building inspection in 2025 targeted at the board.

IMPROVING THE PHYSICAL SURROUNDINGS AND INDOOR CLIMATE

The physical surroundings contribute to a positive study environment through such means as good architecture and indoor

climate. CBS has a beautiful, aesthetic setting in which student life can unfold but must continue to work to provide the best study conditions and a sustainable campus.

The task force recommends:

CBS should continue its efforts to improve the acoustics, lighting and ventilation in campus buildings as well as green campus areas and how we use them – all these elements indirectly promote better learning conditions for students, their health and their well-being. This can be achieved through daylight control in auditoriums without natural daylight, plus acoustics and sound improvements (AV) to help dialogue- and group-based teaching to run more smoothly. Continued focus will be put on creating a greener campus both inside and out and on integrating sustainability into our daily activities.

Milestones:

- > Guidelines for the layout and indoor climate of classrooms (including ergonomics) have been prepared, and the options for using DGNB Heart⁶ for newbuilds or major conversions should be investigated.

Anchoring and Follow-up

The task is anchored in the Department of Property and Areas (EDA), Campus Services, and will occur following a specific assessment in connection with potential new construction and during the planning of major renovations.

ACCESSIBILITY ON CAMPUS

The focus on accessibility on campus has intensified to promote the inclusion of all students.

The task force recommends:

It is recommended that CBS continue its ongoing focus on providing an accessible campus that allows all students – also those with physical challenges and/or functional limitations – to get around without difficulty, use the campus facilities and feel included in the physical environment.

Milestones:

- > Follow-up on the need for designated places for students with special needs.
- > The existing designated dispensation places on campus must – to the extent possible – be regularly adapted to students' needs.
- > Uniform signs and other wayfinding elements to help students find their way around campus.

⁶ DGNB is a certification scheme aimed at the construction sector, buildings and urban areas. The system is based on a holistic approach to sustainability (the UN definition) with three main pillars: social, economic and environmental sustainability. The DGNB Heart has been developed according to five main categories: air quality, acoustics, visual comfort, thermal comfort and architectural value

Anchoring and Follow-up

The tasks are anchored in the Department of Property and Areas (EDA), Campus Services. They are continuously adjusted based on dispensation needs, and currently, new facilities are being planned in Dalgas Have for 2024. For signage/wayfinding, a phased plan has been scheduled in EDA with rollout from 2023 to 2027.

INCORPORATING ART INTO THE STUDY ENVIRONMENT

Art in such forms as exhibitions, permanent works and installations, events and performances play a role in the study environment and should involve and inspire students. Based on the art strategy, the vision includes a focus on bringing art into study programmes and research, on new cooperation partners and on specific art projects on campus.

The task force recommends:

Continued focus should be put on the importance of art for the study environment and the aesthetic experience. Art can help foster transformational capabilities, well-being and a positive campus experience. New, exciting initiatives and projects suggested by staff and students should be welcomed.

Efforts should address the integration of art into building structures and the importance of art for the physical learning space – for example, lighting-based art installations or decorative elements with an acoustic effect.

Milestones:

- > Funding has been obtained for a new art installation at Solbjerg Plads.
- > Art events are organised annually on campus, run as initiatives by CBS Art, the CBS Art Club and the CBS art committee.

Anchoring and Follow-up

Exhibitions are managed by the Art Association, and showcases have been established in Dalgas Have for this purpose. The remaining tasks are anchored in the 'Art Committee' established by the management, with the campus manager as chairperson and with broad representation of both staff and students. The work is supported by the Department of Property and Areas (EDA), Campus Services, which also owns the existing art collection.

RECOMMENDATIONS: CONTINUING EDUCATION AREA

Continuing Education Programmes account for 4,901 CBS students⁷. This is a diverse group in terms of age, nationality, educational and occupational background. However, they are similar in that they all pay their own fees and, having a part-time association with CBS, must manage their studies alongside their jobs. In addition, their study programmes are more concentrated,

entailing long days that may also extend beyond ordinary working hours. As such, their needs and challenges differ from those of students attending our bachelor's and master's programmes.

Although attention is, of course, paid to part-time students' mental well-being and the impact of their studies in this respect, their looser association with CBS means focus on this group tends to lie more within teaching-related areas and physical surroundings.

CLASSROOMS

With reference to the course evaluations and feedback on the study programmes, it appears that these students' challenges with classrooms are linked to the long periods they sit in them. The same classrooms are used for lectures, group activities and breaks. The feedback and criticism specifically relate to harsh lighting, poor acoustics (particularly during group activities), seating comfort and, not least, power connections.

The concentrated days also mean the lavatory facilities are heavily used, particularly when day students are being taught in the same areas. The students also often request access to quiet areas where they can have an important meeting or do other work-related tasks while attending classes.

The task force recommends:

It is recommended that the design of premises (current and future) to be used by our part-time students take into account the full-day teaching activities that these spaces also have to accommodate. Students should be involved through the programmes and their needs identified for upcoming projects to address.

Furthermore, it is recommended that teaching on Continuing Education programmes be consolidated so that facilities for students' extra-curricular needs can also be provided.

Milestones:

- > Programme staff should engage in dialogue with student representatives to identify the needs and challenges posed by the layout of existing premises for future use by architects.
- > The renovation of premises intended to be used by part-time students should factor in the different patterns of use and needs of this group.
- > A dedicated lounge area for master's students is planned. Before this project is initiated, the possibilities for consolidation should be explored.

Anchoring and Follow-up

Continuing education programs maintain ongoing dialogue with students, which already takes place both formally in the study boards and informally.

In the renovation/moving of premises/areas intended for continuing education programs, there will, in collaboration with the Department of Property and Areas (EDA), be attention to, as far

7 CBS (June 2023) Facts and Figures

as possible, consider the divergent usage patterns and needs of this group of students.

OTHER PHYSICAL FACILITIES

The part-time students who use Dalgas Have are challenged by the capacity of the Faculty Lounge, where there are staggered lunch seatings. To ensure enough space for everyone, 45-minute lunch seatings have been introduced for each group. This means the Faculty Lounge is used by a maximum of 90-100 students at a time. Unfortunately, despite this new measure, the capacity and acoustics in the Faculty Lounge still pose a major challenge that inherently limits the number of part-time students it can accommodate.

The task force recommends:

It is recommended that the acoustic conditions in the Faculty Lounge be addressed in the short term. Moreover, the campus development project is aware of the serious capacity issue at Dalgas Have regarding catering for some Continuing Education students.

Milestones:

- > It is recommended that the strategic deliberations regarding campus development include ideas about the potential for expanding the catering area for Continuing Education students at Dalgas Have.

Anchoring and Follow-up

Milestones are anchored with Continuing Education and the Department of Property and Areas (EDA).

Continuing Education keeps EDA informed about developments in enrolment for continuing education programs and the implications for areas on campus crucial for teaching delivery. EDA is aware of the issue in case Dalgas Have needs to accommodate more activities in the future, where the same areas would need to be used by others on a continuous basis.

IT SOLUTIONS

Students are extremely dissatisfied with the huge raft of IT systems they have to handle. A student may have to navigate as many as eight different IT access points/systems simply to take a single course at CBS. Not having a strong association with CBS, they often perceive this as unnecessarily cumbersome.

These students often find using their work computers on campus technically challenging, and feedback is regularly received about difficulties navigating several Microsoft accounts simultaneously.

The task force recommends:

It is recommended that the purchase of new IT systems take into consideration whether several current functions can be consolidated into fewer systems, thus making navigation easier.

Milestones:

- > Guides for dealing with the problems Continuing Education students most frequently experience as requiring IT support with should be developed.

Anchoring and Follow-up

The milestone is anchored with Continuing Education in collaboration with IT. The relevant continuing education programs engage in dialogue with IT support regarding the identification of IT-related issues, both those IT encounters and those reported by students. The goal is to identify solutions that students could benefit from accessing in advance, thus hopefully preventing the most unnecessary frustrations.

NETWORKS

Study programmes not based on a cohort structure typically focus strongly on offering conditions and activities to foster relationships and networks for interested students. Some programmes have introduced out-of-house sessions in connection with certain teaching activities. However, the programmes have a great interest in consolidating these activities in the same areas, and physical spaces are being created for students wishing to facilitate their own networks.

The task force recommends:

The possibility of consolidating teaching activities should be looked into, as this would probably resolve a good deal of the challenges mentioned. Programme staff are also urged to continue working with initiatives to bolster community spirit in their programmes.

Anchoring and Follow-up

Continuing Education and the Department of Property and Areas (EDA), Campus Services. Continuing Education engages in continuous dialogue with EDA regarding opportunities for consolidation and optimized utilization of the surrounding areas.

Next steps and follow-up

This report was approved by CBS Senior Management on 01.03.2024.

The task force will continue functioning as an advisory group until the next UMV report. If members of the group drop out, they will, as far as possible, be replaced by the respective department to ensure broad representation.

In future, the group will meet at least once a year for a status review and to ensure its recommendations are being followed up.



Learning Environment Assessment 2023: Milestones, anchoring and resources

THEME	MILESTONE	ANCHORING	BUDGET
Inclusive Communities	<p>'Diversity, Equity and Inclusion'-training for study start coordinators with a view to bolstering inclusion and diversity from the students' very first days at CBS.</p> <p>Social Belonging interventions focusing on strengthening students' sense of belonging in a study programme and to CBS were piloted in 2022/23 and are expected to be rolled out as an activity in all bachelor's programmes in the period 2024–2030.</p>	Part of the Study Start planning.	Part of the overall study start budget
	<p>Social Belonging interventions⁸ focusing on strengthening students' sense of belonging in their studies and at CBS have been conducted as a pilot project in 2022/23 and are expected to be rolled out as an activity across all bachelor's programs from 2024 to 2030.</p>	Part of ' <i>Student Life transitions and Well-being</i> '-project.	Pilot funded within the well-being project budget for 2023 and 2024.
	<p>Mapping of the access to the wide variety of societies available.</p>	CBS Students	Still unknown whether it requires a separate budget.
	<p>Thorough examination of the data we have to see if a pattern emerges regarding the students responding that they feel excluded. Is the student body broadly represented or do particular groups – for example, minorities, students with special needs or similar requirements – tend to experience more exclusion?</p>	Partly anchored in the ' <i>Diversity and Gender Equality</i> '-initiative but must be handled in collaboration with CBS Business Intelligence Analysis and will be part of the UMV-project going forward.	Does not require a separate budget.

⁸ Mindset interventions co-developed with the Student Counselling Service. The interventions are research-based group interventions that reinforce students' sense of belonging in their academic programme.

THEME	MILESTONE	ANCHORING	BUDGET
Help to strengthen cooperation	Student-related activities aimed at developing collaborative skills and supporting study groups. All CBS study programmes can use the modules being developed. Pilot projects will be run in spring 2024.	Part of 'Student Life transitions and Well-being'-project and with a connection to the 'Diversity and Gender Equality'-initiative.	Pilot funded within the well-being project budget for 2023 and 2024.
	In 2024, a pilot project will be run under the auspices of the bachelor's programme HA i Projektledeelse, aimed at giving students tools for successful group work. It will be run as a targeted course called 'Kunsten at forstå og udvikle gruppearbejde' [The art of understanding and developing group work] by Pernille Steen Pedersen, whose research includes stress prevention.	Part of 'Student Life transitions and Well-being'-project and with a connection to the 'Diversity and Gender Equality'-initiative.	Pilot project as part of Pernille Steen Pedersen's research project.
	Guidance aimed at study groups. This project is scheduled to run in 2024 and should be evaluated with a view to assessing whether the course should be expanded and offered permanently.	Part of 'Student Life transitions and Well-being'-project.	Pilot funded within the well-being project budget for 2024.
Psychological safety in the classroom	This problem can probably be partly addressed by the Social Belonging interventions mentioned earlier, which are intended to bolster students' sense of belonging and having a place in their programme – which can also help them feel safe about participating in class.	Part of 'Student Life transitions and Well-being'-project.	Pilot funded within the well-being project budget for 2023 and 2024.
	Lecturers have a huge responsibility for ensuring a secure teaching environment. Conscious efforts should be made to raise CBS teachers' awareness of the problem so they can play a more active role in resolving this problem.	Part of the 'Diversity and Gender Equality' initiative, but in collaboration with Teaching & Learning.	Still unknown whether it requires a separate budget.
Clearer offers of help and guidance	Visibility campaigns and better communication materials focusing on the many guidance options already available at CBS.	Student Affairs.	Does not require a separate budget.
	The work of providing outreach guidance – making calls to vulnerable students and those at risk of dropping out – will be continued.	Student Affairs.	Funded within the well-being project budget for 2023 and 2024.
	Study Break ⁹ sessions that started in autumn 2023 will carry on through spring 2024 and then be evaluated.	Student Affairs.	Does not require a separate budget.

⁹ Take-a-breath sessions based on various themes where students learn about the scientific link between the body and mental health, after which they practise breathing exercises that support the theme. A walk-in offer for all CBS students.

THEME	MILESTONE	ANCHORING	BUDGET
Students with special needs	Clearer, more easily accessible information about help and support.	Student Affairs.	Does not require a separate budget.
	A user survey and focus group interviews with SPS recipients to provide better insight into this group's needs and challenges.	Student Affairs	Carried out in 2023 without a budget.
	A project focusing on teachers as key partners in relation to students receiving special educational support.	Student Affairs (in collaboration with the Teaching and Learning).	Initiated through the well-being project's budget for 2024.
Targeted support for international students	The possibility of establishing a special buddy scheme for our many international full-degree students should be investigated.	Student Affairs (in collaboration with the International Office).	Initiated in 2024. Budget still unknown.
	Targeted, timely information for new international students about frameworks, rules and practical matters must be given priority – and preferably before they start their studies. Initiatives like the pre-arrival meeting in August should be retained and developed further.	Student Affairs. Part of the work concerning IFDS ¹⁰ .	Does not require a separate budget.

¹⁰ International Full Degree Students

THEME	MILESTONE	ANCHORING	BUDGET
More meeting places and areas for group work	The categorisation and identification of study zones will continue, and the types of room that CBS either lacks or has in over-abundance will be examined.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Can be carried out in EDA without a budget.
	The conclusion of the SPPR ¹¹ should serve as a basis for how CBS can utilise its study and teaching facilities better and thus improve the study environments of the various degree programmes. For example, can CBS provide the seven future programme areas with their own café/ lounge areas, to be run by the students themselves?	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Can be carried out in EDA without a budget.
	An analysis of which social spaces the campus needs so a portfolio plan providing more and better spaces for students can be drawn up. These could be social spaces, workshop areas, inter-generational meeting places, IT/AV-equipped workshops, student cafés and group rooms. We must in the best way possible ensure that the facilities students need are available on campus – inside and out.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Can be carried out in EDA in collaboration with IT without a budget.
	Better information about the study facilities on campus will encourage students to use existing and new facilities more and put them to better use – this includes the facilities at The Station.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Carried out in Campus Services without a budget.
	On 1 June 2024 CBS will open a new location at Peter Bangsvej 36. This location will house extra classrooms, more communal study facilities, new exam facilities and more group rooms.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Already budgeted and is on time and on budget.

¹¹ Strategic Programme Portfolio Review. Project regarding the development of CBS' s programme portfolio. The conclusion is expected to be communicated in early 2024.

THEME	MILESTONE	ANCHORING	BUDGET
Transformation and optimisation of classrooms and auditoriums	Mapping of the number of classrooms that need transforming or optimising for group- and dialogue-based teaching to meet the next five years' pedagogical aims and teaching requirements, and a portfolio plan drawn up accordingly.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	Can be carried out in EDA without a budget.
	A classroom typology and standard to provide a better overview and ensure that all CBS units use the same terms for the various room types. This can help instructors gain a better idea of which rooms they can wish for to ensure a good match between teaching method and teaching space.	Department of Property and Areas (EDA), Campus Services, with involvement of relevant partners (Campus Services, EDU, and CBS Students).	This task is partially completed. No budget needed.
Improving the physical surroundings and indoor climate	Guidelines for the layout and indoor climate of classrooms (including ergonomics) have been prepared, and the options for using DGNB Heart ¹² for newbuilds or major conversions should be investigated.	Department of Property and Areas (EDA), Campus Services. Will occur following a specific assessment in connection with potential new construction and during the planning of major renovations.	Has been executed, no budget. Furthermore, this work will naturally be part of separately budgeted new constructions / major renovations.

¹² DGNB is a certification scheme aimed at the construction sector, buildings and urban areas. The system is based on a holistic approach to sustainability (the UN definition) with three main pillars: social, economic and environmental sustainability. The DGNB Heart has been developed according to five main categories: air quality, acoustics, visual comfort, thermal comfort and architectural value

THEME	MILESTONE	ANCHORING	BUDGET
Accessibility on campus	Follow-up on the need for designated places for students with special needs.	Department of Property and Areas (EDA), Campus Services. The study places are continuously adjusted based on dispensation needs, and currently, new facilities are being planned in Dalgas Have for 2024.	There is a budgeted project for 2024 in Dalgas Have to give selected group rooms a dual function. Approximately 850,000 DKK.
	The existing designated dispensation places on campus must – to the extent possible – be regularly adapted to students' needs.	Department of Property and Areas (EDA), Campus Services.	This is not specifically budgeted but should be considered in relation to specific projects. Depending on the need (which is growing) and how ambitious we want to be.
	Uniform signs and other wayfinding elements to help students find their way around campus.	Department of Property and Areas (EDA), Campus Services. A phased plan has been scheduled in EDA with rollout from 2023 to 2027.	There is a plan for 2023-2027 that is being implemented. Projects are budgeted for 2024 (signage/wayfinding) amounting to 750,000 DKK. Signage at Peter Bangsvej 36 is part of the project itself.

THEME	MILESTONE	ANCHORING	BUDGET
Incorporating art into the study environment	Funding has been obtained for a new art installation at Solbjerg Plads.	CBS Art Committee with the campus manager as chairperson and with broad representation of both staff and students. The work is supported by the Department of Property and Areas (EDA), Campus Services, which also owns the existing art collection.	To be carried out only if there is full funding from foundations.
	Art events are organised annually on campus, run as initiatives by CBS Art, the CBS Art Club, and the CBS art committee.	CBS Art with support from the Department of Property and Areas (EDA).	CBS Arts will not incur expenses. For the art association, it is covered by the regular annual grant (50,000 DKK). For the art committee, it can usually be covered by the Campus Services' operating budget; no large expenses are expected.

CONTINUING EDUCATION AREA

THEME	MILESTONE	ANCHORING	BUDGET
Classrooms	Programme staff should engage in dialogue with student representatives to identify the needs and challenges posed by the layout of existing premises for future use by architects.	Continuing education programs maintain ongoing dialogue with students, which already takes place both formally in the study boards and informally.	Does not require a separate budget.
	The renovation of premises intended to be used by part-time students should factor in the different patterns of use and needs of this group.	In the renovation/ moving of premises/ areas intended for continuing education programs, there will, in collaboration with the Department of Property and Areas (EDA), be attention to, as far as possible, consider the divergent usage patterns and needs of this group of students.	Does not require a separate budget.
	A dedicated lounge area for master's students is planned. Before this project is initiated, the possibilities for consolidation should be explored.	Continuing Education and the Department of Property and Areas (EDA).	The lounge area is budgeted, and the project has been initiated by EDA.
Other physical facilities	It is recommended that the strategic deliberations regarding campus development include ideas about the potential for expanding the catering area for Continuing Education students at Dalgas Have.	Continuing Education keeps EDA informed about developments in enrolment for continuing education programs and the implications for areas on campus crucial for teaching delivery. EDA is aware of the issue in case Dalgas Have needs to accommodate more activities in the future, where the same areas would need to be used by others on a continuous basis.	Not budgeted but should be a natural part of separately budgeted new constructions/ major renovations in Dalgas Have. An actual budget proposal requires a preliminary analysis from EDA and dialogue between the continuing education programmes, EDA, and Jespers Torvekøkken.

THEME	MILESTONE	ANCHORING	BUDGET
IT-solutions	Guides for dealing with the problems Continuing Education students most frequently experience as requiring IT support with should be developed.	Continuing Education in collaboration with IT. The relevant continuing education programs engage in dialogue with IT support regarding the identification of IT-related issues, both those IT encounters and those reported by students	Does not require a separate budget.
Networks	The possibility of consolidating teaching activities should be looked into, as this would probably resolve a good deal of the challenges mentioned.	Continuing Education and the Department of Property and Areas (EDA), Campus Services. Continuing Education engages in continuous dialogue with EDA regarding opportunities for consolidation and optimized utilization of the surrounding areas.	Not budgeted but should be a natural part of separately budgeted new constructions/ major renovations in Dalgas Have. An actual budget proposal requires a preliminary analysis from EDA.
	Programme staff are also urged to continue working with initiatives to bolster community spirit in their programmes.	Continuing Education	Does not require a separate budget.

