

CBS  
October 30, 2025



# DIVERSITY, EQUITY & INCLUSION REPORT 2024

*Copenhagen Business School*

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# 1. LETTER FROM CBS' PRESIDENT

The world is being turned upside down. We are in the middle of several tectonic shifts that are substantially affecting the context of both society and business. Every day we are reminded of climate change, ecological collapse, geopolitical upheaval, alternative facts and misinformation, cyber threats and a European innovation gap vis a vis China and the US. These are all factors which combine to create uncertainty. In times of uncertainty, world views and opposing ideologies collide and such collisions create polarization, friction, populism and a temptation to turn to simple answers to complex challenges. However, in contrast to further friction and simple answers, the many challenges we are facing instead call for clear core values, increased collaboration and a deeper understanding of the complexities involved. As a prominent business university and educational institution, CBS has a special responsibility in times of uncertainty both to project responsible leadership and to educate responsible leaders who can navigate the wicked

risks. Our research, our teaching and our administration must all rest on solid knowledge and capabilities that are needed to address the complexities, to balance opposites and to formulate viable answers. This ambition can only be met if we are able to attract, engage and nurture visionary students and staff who contribute a broad diversity of experiences, curiosities and perspectives to unraveling complexities and devising effective solutions. As a consequence, attracting a diversity of staff and students and offering safe and inclusive communities in which they thrive are core values of CBS. This DEI Report provides a peek into some of the values, statistics and activities that reflect diversity, equity and inclusion at CBS 2022-2024. I hope that the Report will stir up dialogues and provide inspiration to continue our collaborative work to ensure vibrant and inclusive communities at all levels of CBS.

- *Peter Møllgaard*



*Peter Møllgaard, President of CBS*

*Photo: Kasper Kristoffersen*

## 2. EXECUTIVE SUMMARY

The data and reflections of this Report are structured into staff and working environments and students and learning environments, which may be summarized and compared with CBS' [2022 DEI Report](#) as follows:

### **Staff and working environments:**

- 52% of academic staff (VIP) and 9% of administrative and technical staff (TAP) have citizenship other than Danish. The percentages in the 2022 DEI Report were 53% and 7%.
- The aggregate gender balance of VIP and TAP is close to 50:50, which was also the case in the 2022 DEI Report.
- VIP staff is constituted by 60.3% men. The percentage was 60.4% in the 2022 DEI Report.
- TAP staff is constituted by 65.5% women. The percentage was 67,9% in the 2022 DEI Report.
- Gender distribution in leadership roles is horizontally segregated such that, as a generalization, heads of administrative units tend to be women whereas heads of academic departments tend to be men. The Board of Directors and senior management are as balanced as they can be. This mirrors the data in the 2022 DEI Report.

### **Students and learning environments:**

- Five out of 18 bachelor programs, i.e. 28%, have a gender diversity in the total population of students which is critical in that one gender exceeds 70%. Two of the critically skewed programs have an underrepresentation of women and three have an underrepresentation of men. In the 2022 DEI Report six bachelor programs out of 18 were critically skewed, i.e. 33%.
- Ten out of 34 master programs, i.e. 29%, have a gender diversity in the total population of students which is critical in that one gender exceeds 70%. Four of the critically skewed programs have an underrepresentation of women and six have an underrepresentation of men. In the 2022 DEI Report nine of the 23 master programs represented in the Report were critically skewed, i.e. 39%.
- Five out of the 18 bachelor programs have a gender diversity in hours taught which is critical in that one gender, in all cases men, exceeds 70%. These data were not available in the 2022 DEI Report.
- 20 out of the 29 master programs monitored for the gender diversity in teaching hours are critically skewed, i.e. one gender exceeds 70%. In 19 of those programs women are underrepresented. These data were not available in the 2022 DEI Report.
- 42% of the Danish student intake in 2024 originated from the Capital Region, i.e. Copenhagen City, Greater Copenhagen and North Zealand, while 15% originated from Region Zealand, i.e. East Zealand, West and South Zealand. The percentages provided in the 2022 DEI Report were 60% and 10%.

# 3. DEI, COMMUNITY AND IMPACT

CBS is committed to increasing diversity, equity and inclusion. This commitment is enshrined in CBS' overall strategy which promises to cultivate the diversity and resilience of our student, faculty and staff communities, and to diversify campus life to increase the inclusiveness of the CBS communities as well as the level of well-being. Similar ambitions are reflected in [CBS' Gender Equality Plan](#), which among other things emphasizes that CBS should develop and nurture attractive and inclusive environments in which creativity can thrive. Moreover, CBS should increase diversity awareness in our pedagogical approach to improve gender inclusion and thus strengthen diversity in the supply chain both to the external labor market and to academic environments.

Why is this commitment an important part of the ambition of CBS? One very good rational reason is that if we invite more relevant perspectives into our research, education and administration, we are more likely to make better decisions and produce better results. A diverse community of researchers is likely to approach challenges from more angles and thus to offer more innovative perspectives on the complex challenges society and businesses face. The result is better and more impactful research. Moreover, a diverse community of researchers is likely to be plugged into a more diverse network of external stakeholders who can both contribute to and benefit from the research results of CBS. Similarly, a diverse community of teachers and students is likely to open broader perspectives in teaching and learning and to provide more creative and critical learning opportunities. The business community is also increasingly looking for diversity in their employees to improve innovative power and the quality of decision making, which translates into a demand for more diversity in the students graduating from CBS.

CBS intends to meet this demand. Societal and ethical reasons to insist on pursuing diversity, equity and inclusion are equally compelling. CBS is a publicly funded university and responsible to both the business community and wider society. Graduates from CBS tend to go on to occupy positions of power and strategic determination in business and society and if those graduates are representative of a broad diversity of backgrounds and mindsets, they will contribute to a more cohesive and stronger society. For this reason, part of the journey of graduates from CBS precisely includes acquiring capabilities that enable them to perform responsible leadership, such as the capabilities captured in [the Nordic Nine](#), which is a set of nine transformative capabilities integrated into all CBS' programs.

It is also crucial to appreciate that inclusion is key to the well-being and performance of both staff and students. True inclusion is achieved only when each individual in the CBS community experiences both a sense of belonging on equal terms and of being equally valued for her contributions. Experience of inequality undermines inclusion. According to the official CBS Facts and Figures, in 2024 the immediate CBS Community included more than 20,672 enrolled students, out of whom 3,693 were international, 699 full-time and 205 part-time academic staff as well as 738 administrative staff. This means that in 2024, CBS hosted 22,314 highly competent individuals, who needed to feel that they belonged and that they were recognized for contributing, but also 22,314 highly competent individuals who were able to make a positive transformative impact on business and society.

*CBS Senior Management*

## 4. KEY STRATEGIC INDICATORS

KSI (Key Strategic Indicator) is a measurable index used to track progress towards CBS' strategic goals. At CBS, the KSIs for diversity, inclusion and equity are constructed as index numbers ranging from 0 and 1, where values closer to 1 indicate greater diversity. Each KSI incorporates multiple categories, and due to the aggregated nature of the data, changes tend to occur gradually. As such, meaningful progress is typically observable only over the long term.

CBS includes the following categories in the KSI for diversity among CBS employees: gender, age, seniority and citizenship (VIP only)/collective agreement (TAP only). CBS includes the following categories in the KSI for diversity among CBS students: gender, age, ethnicity, geography, and parental educational level (full time students only)/educational level (in-career students only).

Since CBS only introduced these KSI's in 2022 (with a 2021 baseline), it is too soon to conclude anything; however, it is encouraging to see the KSI for student diversity increase slightly as well as the KSI for employees bounce back to the baseline after a slight dip in 2022.

KSI for diversity among CBS employees			KSI for diversity among CBS students		
2021 (baseline)	2022	2024	2021 (baseline)	2022	2024
0.64	0.63	0.64	0.48	0.48	0.49

Table 1.

# 5. STAFF & WORKING ENVIRONMENTS

It is a core priority of CBS' strategy to attract, develop and retain a diversity of highly talented staff and internationally leading scholars. More diversity in academic and administrative staff brings together more experience and more perspectives to devise innovative solutions to challenges in research, teaching and administration. Moreover, as a broad business university developing transformative capabilities, CBS should host scholars who represent diversity in the identification of topics researched, methods applied and types of conclusions reached, as well as channels of dissemination chosen.

The ambition to attract and develop a diversity of academic and administrative staff calls for a corresponding ambition to offer working environments in which individual members of staff feel included in the CBS community and appreciated for their contributions. All leaders at CBS are responsible for identifying and dismantling barriers to diversity and inclusion and for promoting equal and equitable opportunities for all staff.

CBS has set targets for gender diversity in leadership as required by Danish law, and targets for gender diversity in staff set out in CBS' Gender Equality Plan. In the following pages, we follow up on gender diversity targets and dive also into citizenship and age. It is important to note that under current legislation, CBS is only allowed to register and monitor staff in terms of the binary gender distinction of men and women. CBS recognizes and welcomes non-binary gender identities but owing to the current constraints, we can only include binary gender data in this Report. Once a non-binary reporting practice is introduced, the concept of balance will be revisited to take into account non-binary categories.

## 5.1. CITIZENSHIP

CBS is a multinational working environment. 48% of CBS academic staff have Danish citizenship, 5% Nordic and 34% from the rest of Europe. 13% of academic staff have citizenship from outside Europe.

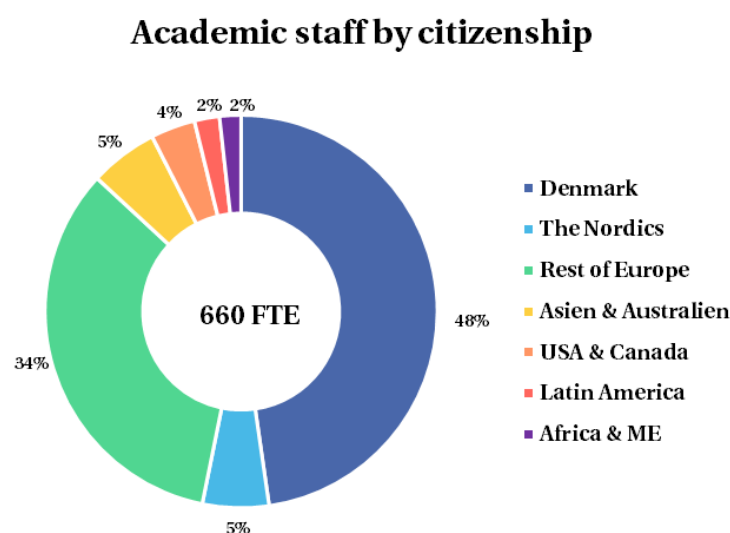


Figure 1

Source: SLS via Insight



Research agendas, research communities and the challenges they address are not confined to national or even regional boundaries, and similarly the programs and curricula offered by CBS all address various dimensions of international business. Moreover, in 2024 CBS offered 8 bachelor programs and 21 master programs and specializations taught in English and CBS was host to some 4000 international students who thrived in international learning environments. Our international academic staff are essential to both research and teaching at CBS.

CBS is, however, at the same time a Danish business university with a special obligation to Danish society. It follows that both research and curricula also need to address conditions and challenges which are specific to Denmark and to engage in dialogue with Danish stakeholders in Danish. CBS continues to offer programs taught in Danish to Danish and Scandinavian students.

91% of administrative staff have Danish citizenship, 7% European and only 2% from outside Europe. The relatively small percentage of international administrative staff follows from the fact that the majority of administrative tasks need to be conducted in Danish as well as English and require competency in reading and understanding Danish.

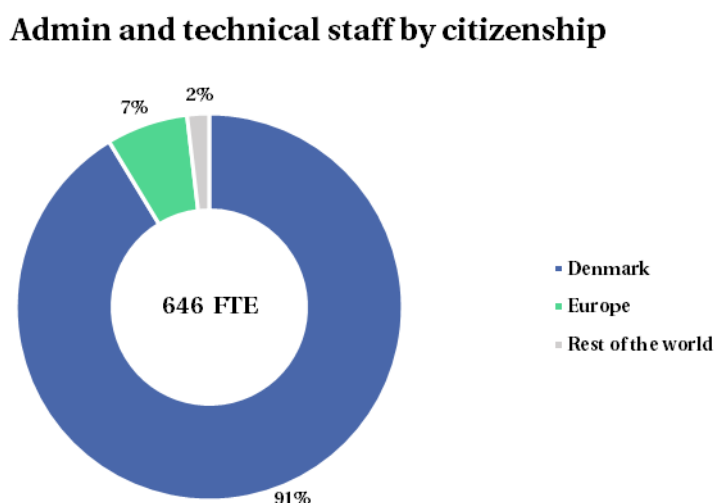


Figure 2

Source: SLS via Insight

In order to balance the need for continued internationalization and the need of being anchored in Danish society, CBS operates with Danish and English as parallel corporate languages, while many other languages are also used on a daily basis among staff across CBS.



5.2. GENDER DIVERSITY OF STAFF

While CBS wishes to attract, develop, and retain staff representing diversity broadly, CBS has a particular focus on achieving better gender diversity in working and learning environments. CBS is guided by the principles, ambitions and initiatives laid down in its [Gender Equality Plan](#).

In its Gender Equality Plan adopted in 2021, CBS has set the general ambition that in working and learning environments no gender should account for more than 60% at aggregate levels. A representation of more than 70% of one gender is deemed critical. Moreover, the Plan specifies that, by 2032, no gender should account for more than 60% within defined job categories of both academic and administrative staff.

If we focus on the total composition of staff at CBS in terms of full-time equivalent by gender in figure 3 below, the aggregate gender balance is very nearly 50:50. However, looking at technical and administrative staff (TAP) and academic staff (VIP) populations separately, it becomes clear that an overweight of women among TAP is evened out by an overweight of men among VIP. Specifically, we have 60.3% (60.4% in 2022) men among VIP employees, which is just balancing on the 2032 GEP target<sup>1</sup>, whereas 65.5% (67.9% in 2022) of TAP employees are women, which is a reflection of the tendency in public administration more broadly.

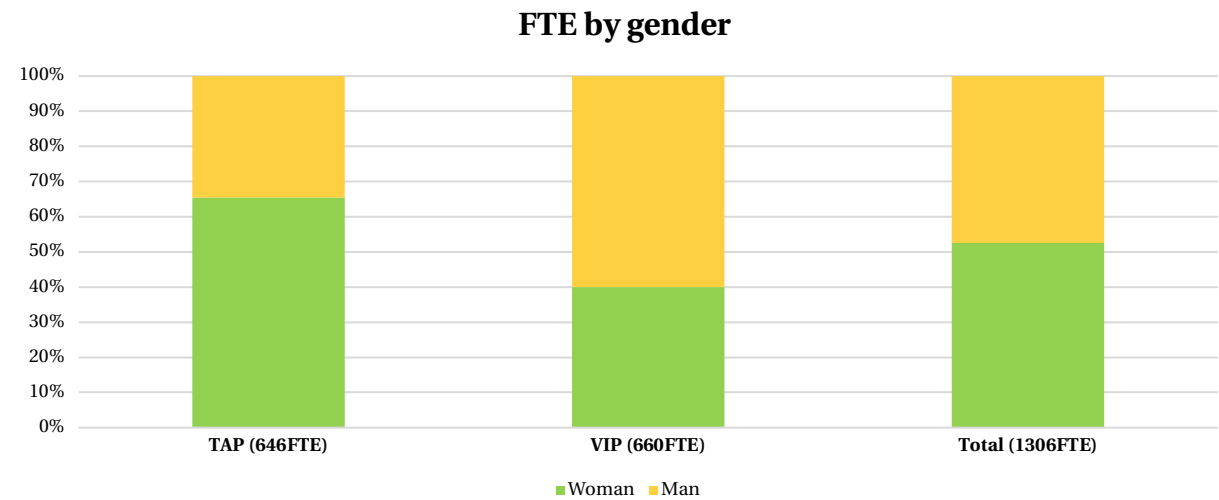


Figure 3  
Source: SLS via Insight

<sup>1</sup> In a meeting of the CBS General Consultations Committee 9<sup>th</sup> September 2025 where this DEI Report was discussed, enquiries were made into the gender distribution on the rungs of the academic career ladder. It was requested that the data be included in the Report. An annotated graph has been added in Appendix 1: Gender Representation from Bachelor to Professor.

### 5.3. AGE DIVERSITY OF STAFF

If we look at the age distribution of the total population in figure 4, we find a relatively even distribution across age groups from 30-59 years with slightly fewer employees under 30, in the 60-64 bracket, and over-64.

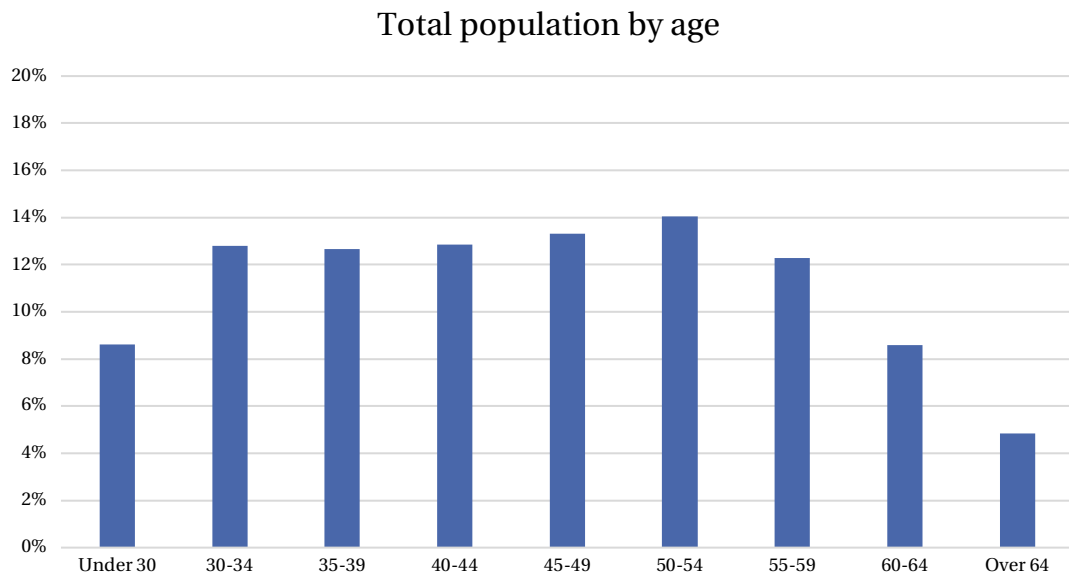


Figure 4

Source: SLS via Insight

The age distribution within the group of TAP staff in figure 5 presents a spike in the bracket from 50-54.

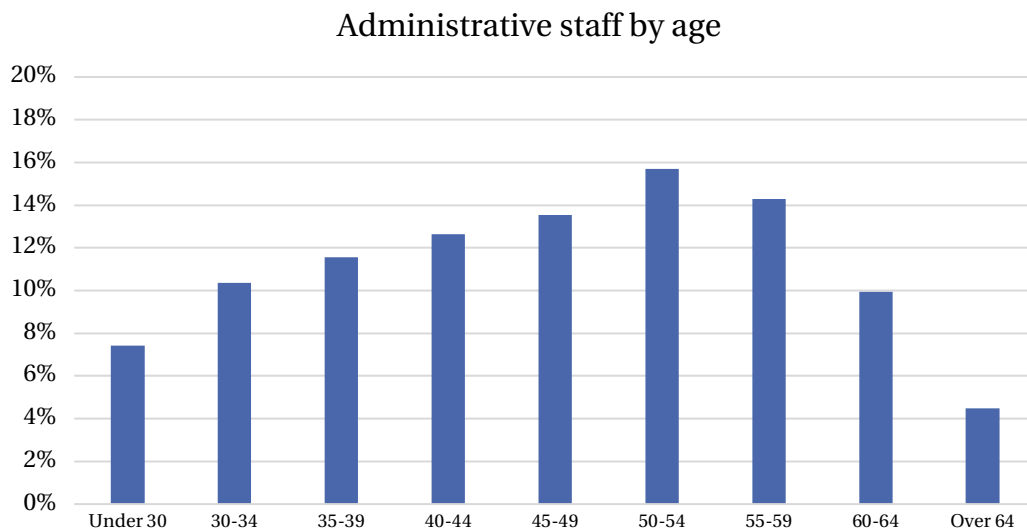


Figure 5

Source: SLS via Insight

Finally, if we look at the VIP staff separately in figure 6, 10% are under the age of 30, a little less than a third, i.e. 29%, fall into the 30-34 and 35-39 age brackets and from there we see a gradual fall in population as the age increases. 5% are in the over-64 category, which corresponds to the 4% in the over-64 TAP staff.

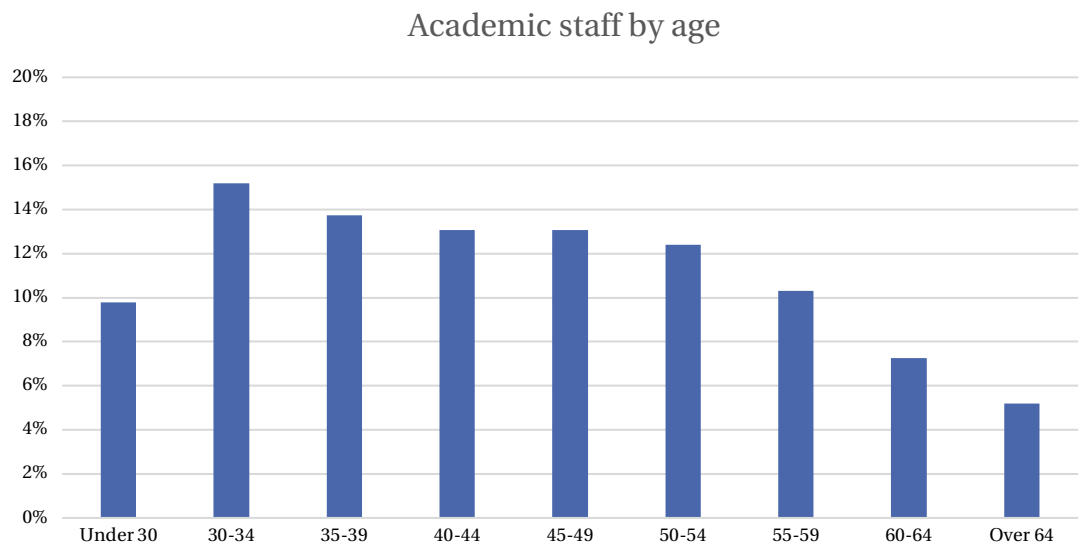


Figure 6  
Source: SLS via Insight

**5.4. DIVERSITY IN LEADERSHIP**

In its statutory action plan for Gender Diversity in Leadership 2022-24 (Handleplan for kønsdiversitet i ledelse), CBS set gender targets for the three top levels of leadership to be realized by the end of 2024. For the Board of Directors, the Senior Management and Administrative Heads, no gender should account for more than 60%, and for Heads of Department, the target is that no gender should constitute more than 67%.

Figure 7 shows all leadership levels at CBS at the end of 2024. The gender distributions for the above-mentioned groups are within target except with regard to the heads of department, where the percentage of men constituted 73%. This was not within target but an improvement from 82% in the 2022.

It is also worth noting that the gender segregation in leadership is not so much vertical as it is horizontal, meaning that we tend to see more women in administration and secretariat head roles, and more men in department head roles. In fact, towards the end of 2024, only 3 of the 11 heads of academic departments were women, but inversely, only 3 of the heads of the department secretariats were men.

### Gender diversity by leadership level

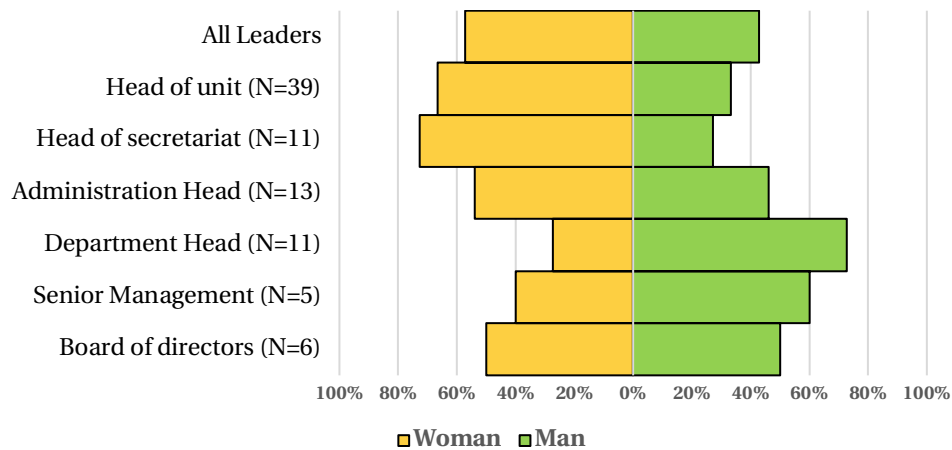


Figure 7

Source: CBS CORE via Insight

If we turn now in figure 8 to the age distribution in the leadership categories listed above, we can see a concentration of leaders in the age bracket 55-59. There was a similar spike in the 50-54 age bracket recorded in the 2022 CBS DEI Report, which might suggest that the individuals constituting the population remain roughly the same but have moved into the next age bracket.

### Leaders grouped by age

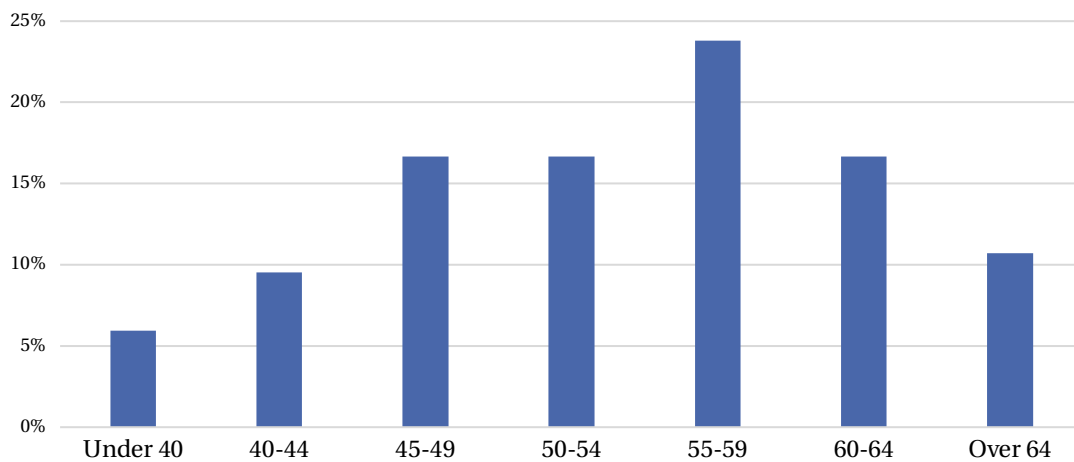


Figure 8

Source: CBS CORE via Insight

## 5.5. INITIATIVES & ACTIVITIES TO IMPROVE DIVERSITY AND INCLUSION IN WORKING ENVIRONMENTS

### **DEI training program**

In the spring of 2023, CBS initiated a Diversity, Equity and Inclusion (DEI) training program. It was decided that all people leaders and program directors should go through the program to start with.

The program consisted of four 2-hour modules, reflection and peer group exercises between each module, and an individual development plan concluding the program. In the program, the participants gained a foundational theoretical understanding of diversity, equity and inclusion and a common language for talking about it. They explored their own intersecting identity, learned about how inequity and discrimination are systemic, and began to identify how social norms in the workplace can stand in the way of inclusion and equal opportunities.

Finally, they learned about characteristics and prerequisites for inclusive leadership, including compassion and leading through paradoxes. Furthermore, a fifth module about fair and inclusive assessment and selection processes was scheduled for people leaders. CBS' Senior Management team were among the first to go through the program and in total, 61 leaders completed 5 modules with an additional 17 leaders completing four modules.

In June of 2025, all program alumni will meet to follow up on what has been happening since the conclusion of the program, learn from each other's good practices and experiences, discuss persisting barriers and challenges, and share ideas for how to anchor and institutionalize the work with inclusive leadership going forward.

### **CBS Action Plan for Gender Equality in Leadership 2022-2024**

In CBS' Action Plan for Gender Equality in Leadership 2022-2024 (Handleplan for Kønsdiversitet i Ledelse), the diversity in recruitment was a focal point, emphasizing inclusive and fair assessment and selection processes. More specifically two initiatives should be highlighted, viz. inclusive language in job advertisements and sessions with hiring committees:

#### *Inclusive language in job advertisements*

One initiative to achieve this aim was the procurement and implementation of a software tool to support the use of inclusive language in job advertisements. It was decided that all advertisements regardless of position/seniority should be scanned using the software to reach a score of 90-100 (considered inclusive). Since late 2023, ca. 375 advertisements have been scanned, the average inclusivity score is 85 with about half of the ads being below 90.

Even though the average inclusivity score for CBS has yet to reach the target score (yellow line in figure 9), there is a clear improvement from the initial score to the final (inclusivity) score, as can be seen in figure 9 (light and dark green respectively). In 2025, the tool will be relaunched to ensure up-to-date knowledge of functionalities and continued awareness.

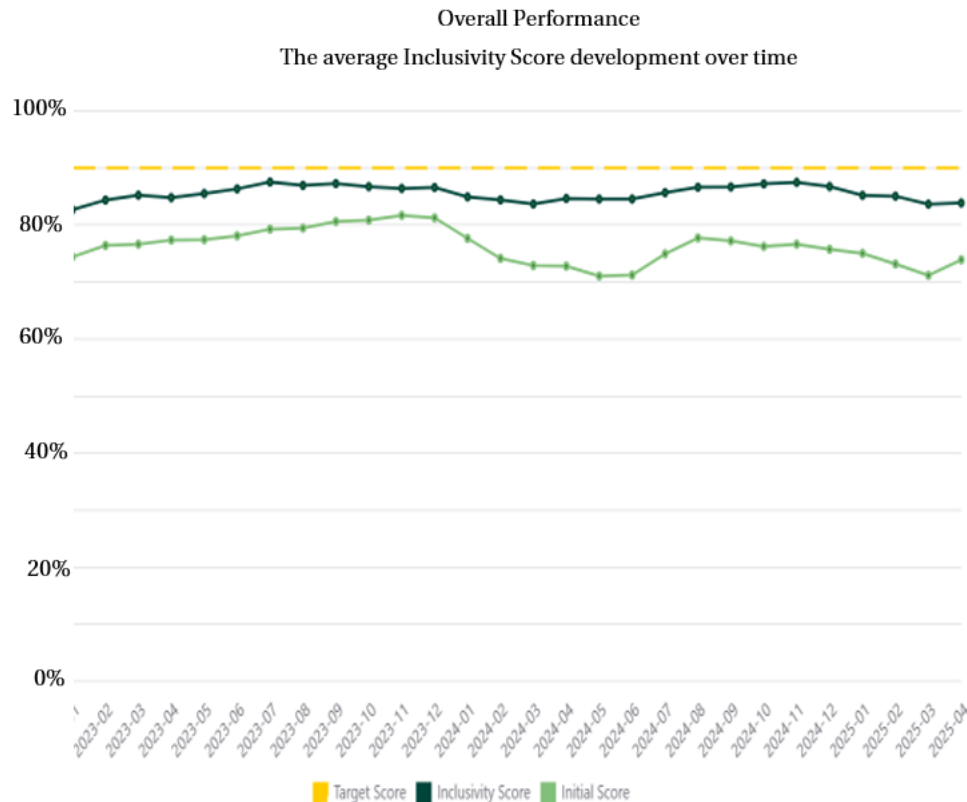


Figure 9

Source: CBS' Action Plan for Gender Equality in Leadership 2022-2024

#### Sessions with hiring committees

CBS has long operated with hiring committees when recruiting new colleagues across the organization. The committees have a good mix of colleagues and people leaders and, when recruiting department heads, students to ensure that multiple considerations, preferences and perspectives are covered.

In January 2024, a pilot run was conducted of a shorter version of module 5 of the DEI training, tailored specifically to a recruitment context. The session was very well received and since then, all hiring committees recruiting heads of department or heads of administration have gone through this session as part of the process.

#### Local DEI initiatives

In addition to organization-wide initiatives, in a loosely coupled organization such as CBS, DEI work relies very much on the local identification of challenges and the local collaborative development of solutions. It follows that the DEI perspective is part of strategic and operational deliberations in all units at CBS and such deliberations are part of the development dialogue between middle managers and CBS Senior Management. In the following, three examples illustrate types of initiatives taken locally to strengthen DEI.

At the Department of Economics, a new tool has been introduced which allows the department management to monitor the distribution of tasks assigned in and on behalf of the department. Keeping close track of who is assigned what opportunities is an integral part of the department management's work to nurture and facilitate the career

development of staff. The tool can help the department management to reduce biases and reduce arbitrariness and thus encourage reflections on the fair distribution of tasks across categories of positions, age bands, gender, etc. It is also a tool which ensures more transparency which supports a fair allocation of tasks and work culture at CBS Econ.

At the Department of Marketing, the results of the employee satisfaction survey in September 2024 motivated the collaborative formation of five groups of staff which were each tasked with addressing different critical aspects of wellbeing in the department. The themes addressed are “Improving Physical Work Environment”, “Promoting Psychological Safety and Addressing Offensive Behavior”, “Enhancing Perceived Job Security and Transparency of Requirements”, “Strengthening Departmental Agency and Cross-Organizational Communication”, and “Identify Micro/Macro Stressors and Develop Mitigation Strategies”. All five themes have potential implications for career trajectories, mitigating effects of precarious employment and making the working environment and career pathways accessible to a greater diversity of staff. While the tasks set remain work-in-progress, the initiative has already resulted in a concrete workshop co-organized with HR/People and Culture. The workshop concentrated on dialogue and presented useful concepts and tools for understanding different perceptions of received messages. Highlighting how to take action and to listen if observing behavior that is inappropriate for the individual. The workshop has increased awareness and will be followed up by one of the well-being working groups with follow-up activities and status reports in department meetings in 2025-26.

As a final example, the Department of Operations Management initiated a comprehensive intervention entitled “How we talk together matters”. The point is that communication carries power, communication is gendered, communication asserts and perpetuates biases, and communication establishes and maintains hierarchies. The way we communicate in an academic environment plays a key part in generating inclusion or exclusion. Interestingly enough, the initiative was originally inspired by non-tenured faculty, who had not yet been fully socialized into the communication of the department and who were thus much more sensitive to clues in interaction, but it became an inclusive initiative involving all staff in the department. A document was co-created by an assistant professor and the head of department, which codified rules of interaction in the department. Moreover, time was dedicated in a department seminar so that all staff could work with three fictitious cases bringing out some key types of communicative challenges and dilemmas experienced in an academic environment such as the department. The collaborative work with the three cases was designed to motivate reflection and constructive dialogue to identify and address the challenges and dilemmas. Learnings have been carried forward into day-to-day interaction in the department and will contribute over time to a change of culture. “How we talk together matters” has become and is still a point of reference at the department where it signifies both focus on power structure in academia as well as down-to-earth focus on communication with respect for each other.



# 6. STUDENT DIVERSITY & LEARNING ENVIRONMENTS

CBS wishes to attract and educate a diversity of students with the ability and the desire to study in the programs offered by CBS, and we are committed to creating inclusive learning environments and to creating equitable conditions for this to happen. CBS is host to more than 20,000 full-time and part-time students, almost 20% of whom are international students. This means that CBS carries a substantial responsibility for creating learning environments that are attractive and accessible to a great diversity of students. The teachers and the curricula need to meet the highest quality standards not only in terms of academic capability and content but also in terms of the pedagogy and the modes of interaction such that CBS' learning environments are perceived as attractive and accessible by all students who have the ability and the desire to study at CBS.

When students join CBS, they embark on a journey of individual and collaborative learning. Learning is enriched by a diversity of students bringing different perspectives into the collaborative learning environment. A key part of the learning is of course centered on the academic content covered by their specific program, such as for instance accounting or marketing, captured by the German word *Ausbildung*, but just as importantly, the students are exposed to more general learning which shapes their moral outlook and approach to social and professional interaction, captured by the German word *Bildung*. Through interaction with diverse administrators, diverse teachers and other students, students learn to collaborate and to leverage a diversity of perspectives to become critical and constructive academics, an ambition also captured in CBS' [Nordic Nine](#). The bottom line is that a diversity of students strengthens also the *Bildung* potential of CBS' wider study environments.

If we turn the perspective 180°, businesses and organizations which employ our graduates are facing challenges of growing complexity and they need to be increasingly innovative to find new viable solutions. They need a diversity of perspectives in their employees, and they turn to CBS as a supplier of graduates with the relevant capabilities. In other words, CBS needs to meet the demand for diversity in its graduates. If CBS' learning environments are perceived to be too narrow, then the risk is that our student population also becomes similarly narrow, and the business community will miss out on the diversity of perspectives they need.

## 6.1. SPECIAL EDUCATIONAL SUPPORT

One important element in making education available and accessible to a broader diversity of students is that CBS offers Special Educational Support to students with special needs. It is noteworthy that the number of students seeking special support is growing and reached almost 500 in 2024, cf. the annual number of SPS students in figure 10.

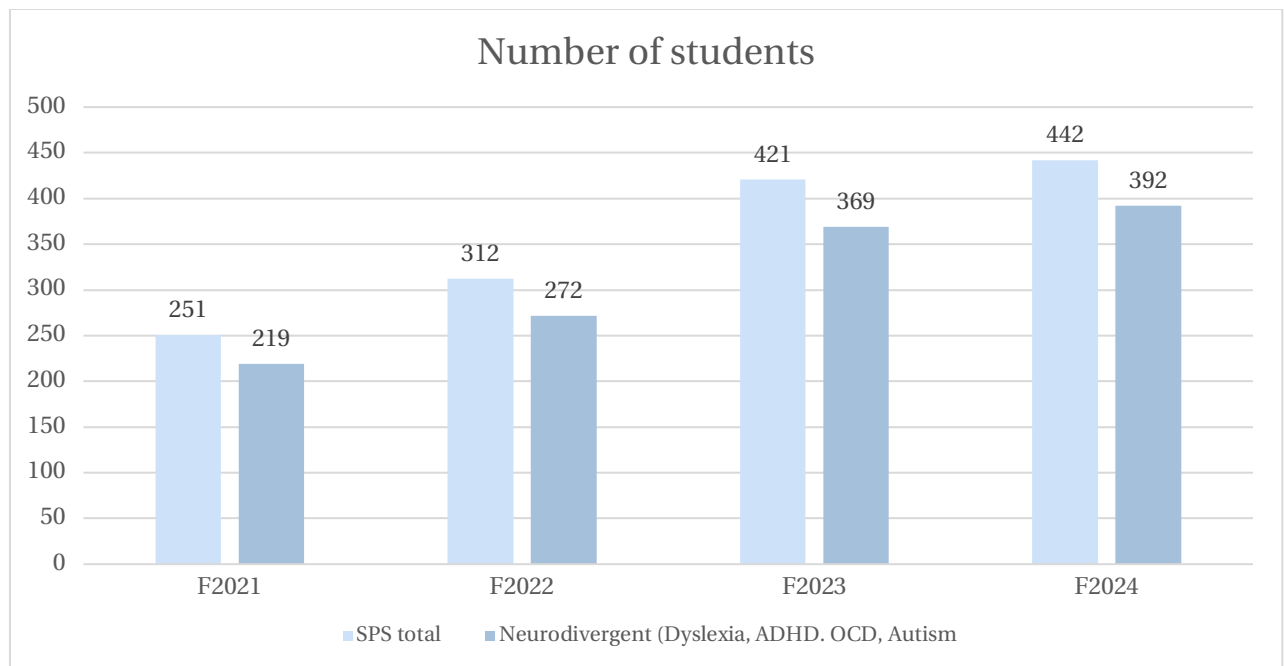


Figure 10

CBS now invites new students to self-declare any special needs before study start so that the support can be activated as early as possible, increasing the learning potential already from the study start.

## 6.2. GENDER DIVERSITY OF STUDENTS

While promoting diversity generally, CBS has chosen to pay particular attention to the gender diversity and the geographical diversity of students. CBS' student population in our regular full-time programs has been remarkably well balanced in terms of gender for decades. In 2024 the full-time student population consisted of 48% women and 52% men. However, the balance in the total population belies marked imbalances across the portfolio of programs.

The imbalances tend to follow specific fault lines such that some programs predominantly focused on analysis, it and math attract more men, whereas programs predominantly focused on communication and people skills attract more women. Programs offering more clearly mixed curricula tend to attract a better gender balance.

It is important to note that under current legislation, CBS is only allowed to register and monitor students in terms of the binary gender distinction of men and women. CBS recognizes and welcomes non-binary gender identities but owing to the current constraints, we can only include binary gender data in this Report.

CBS [Gender Equality Plan](#) stipulates that a gender balance in which the underrepresented gender constitutes at least 40% is fine and that a gender balance in which the underrepresented gender constitutes 30% or less is critical and calls for special attention. In the fall semester 2024, the gender distribution in the population of the 18 full-time bachelor programs was as follows:

## Student population 2024

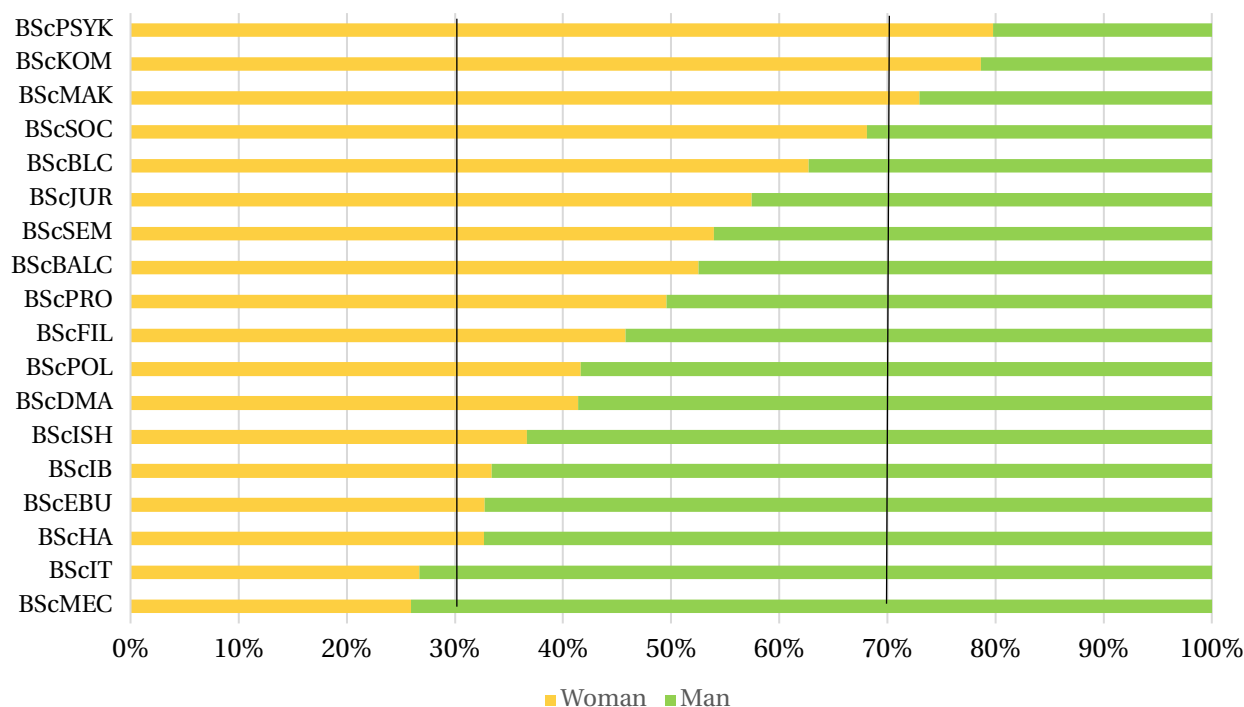


Figure 11: Percentage of enrolled students, pr October 1st, 2024

Source: Insight /STADS

### Key to program abbreviations

BScBALC	Bachelor (BSc) in Business, Asian Language and Culture
BScBLC	Bachelor (BSc) in Business, Language and Culture
BScDMA	Bacheloruddannelsen i digitalisering
BScEBU	Bacheloruddannelsen i europæisk business
BScFIL	Bacheloruddannelsen i erhvervsøkonomi og filosofi
BScHA	Bacheloruddannelsen i erhvervsøkonomi
BScIB	Bacheloruddannelsen i International Business
BScISH	Bacheloruddannelsen i international shipping og handel
BScIT	Bacheloruddannelsen i erhvervsøkonomi og informationsteknologi
BScJUR	Bacheloruddannelsen i erhvervsøkonomi og erhvervsjura
BScKOM	Bacheloruddannelsen i erhvervsøkonomi og virksomhedskommunikation
BScMAK	Bacheloruddannelsen i markeds- og kulturanalyse
BScMEC	Bacheloruddannelsen i erhvervsøkonomi og matematik
BScPOL	Bacheloruddannelsen i international erhvervsøkonomi og politik
BScPRO	Bacheloruddannelsen i erhvervsøkonomi og projektledelse
BScPSYK	Bacheloruddannelsen i erhvervsøkonomi og psykologi
BScSEM	Bacheloruddannelsen i erhvervsøkonomi og service management
BScSOC	Bacheloruddannelsen i erhvervsøkonomi og sociologi

Given the ratios stipulated for the underrepresented gender in CBS' Gender Equality Plan, only seven out of 18 programs are in fine balance with at least 40% of the underrepresented gender. In 11 programs out of 18 the underrepresented gender was at or below 40%, which means that 61% of the bachelor programs were imbalanced in 2024, which is exactly the same percentage as in the fall semester 2022, cf. [CBS DEI Report 2022](#).

If we turn now to programs in which the underrepresented gender is 30% or less, i.e. critically gender skewed programs, we identify five, two of which have an underrepresentation of women, viz. BSc in Business Administration and Information Systems and BSc in Business Administration and Mathematical Business Economics, and three of which have an underrepresentation of men, viz. BSc in Business Administration and Psychology, BSc in Business Administration and Organizational Communication and BSc in Business Administration and Market Dynamics and Cultural Analysis. In other words, 28% of the bachelor programs are critically gender skewed. The good news is that since 2022, the BSc in International Shipping and Trade has developed from having 28% women in 2022 to 37% women in 2024.

It is worthy of note that in the four most critical bachelor programs, the underrepresentation of men, i.e. BSc in Business Administration and Psychology 20%, BSc in Business Administration and Organizational Communication 21%, is more pronounced than the underrepresentation of women, i.e. BSc in Business Administration and Mathematical Business Economics 26% and BSc in Business Administration and Information Systems 27%. This actually tallies with a survey undertaken by EPINION among 15-to-22-year-old women and men in Denmark and published in 2022. The survey shows that Danish women and men choose gendered pathways in education and that gender stereotypes play a significant role. Some programs are perceived as masculine, and some are perceived as feminine. The gendered association was important to 38% of the men in the survey, which contrasts with only 25% of women respondents. The survey result suggests that men might be more inclined to deselect types of programs which have a feminine association, which might well include CBS' bachelor programs offering communication and psychology. The survey is available in Danish [here](#).

If we now compare the student population at bachelor level with the population at master level, we can see that out of 34 programs, 22 fall below 40% of the underrepresented gender, i.e. 76%, and 10 fall below 30%, i.e. 34%. Both stipulated levels of gender imbalance seem to become worse from CBS' bachelor programs to master programs ( $\leq 40\% = 61\% \rightarrow 76\%$  and  $\leq 30\% = 28\% \rightarrow 34\%$ ).

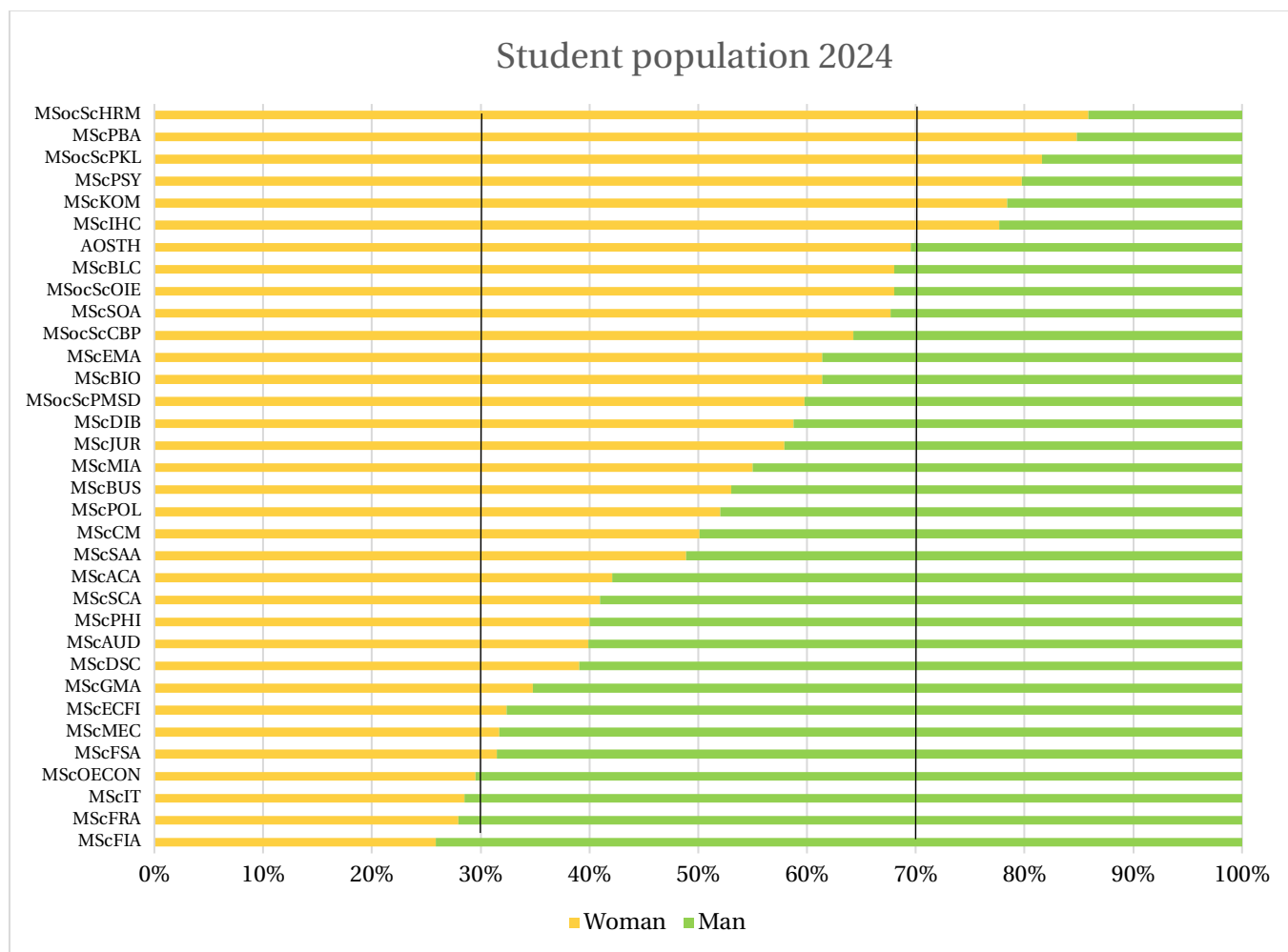


Figure 12: Percentage of enrolled students, pr October 1st, 2024

Source: Insight /STADS

#### Key to program abbreviations

AOSTH	Master in Sustainable Tourism and Hospitality Management
MScACA	MSc in Economics and Business Administration in Accounting, Strategy and Control
MScAUD	Kandidatuddannelsen i revision
MScBIO	Kandidatuddannelsen i bioentreprenørskab
MScBLC	Kandidatuddannelsen i international erhvervsøkonomi, sprog og kultur
MScCM	Kandidatuddannelsen i erhvervsøkonomi
MScDIB	Master of Science (MSc) in Business Administration and Digital Business
MScDSC	Master in Business Administration and Data Science
MScECFI	MSc in Economics and Finance
MScEMA	Cand.merc. i Økonomisk Markedsføring

MScFIA	MSc in Economics and Business Administration in Finance and Investments
MScFRA	Cand.merc. i Finansiering og Regnskab
MScFSA	MSc in Economics and Business Administration in Finance and Strategic Management
MScGMA	MSc in Economics and Business Administration in General Management and Analytics
MScIHC	Kandidatuddannelsen i sundhedsinnovation
MScIT	Kandidatuddannelsen i erhvervsøkonomi og informationsteknologi
MScJUR	Kandidatuddannelsen i erhvervsøkonomi og erhvervsjura
MScKOM	Kandidatuddannelsen i erhvervsøkonomi og virksomhedskommunikation
MScMEC	Kandidatuddannelsen i erhvervsøkonomi og matematik
MScMIA	MSc in Economics and Bus.A in Management of Innovation and Business Development
MScOECON	Kandidatuddannelsen i avanceret økonomi og finansiering
MScPBA	MSc in Economics and Business Administration in People and Business Development
MScPHI	Master in Business Administration and Philosophy
MScPOL	Master in International Business and Politics
MScPSY	Kandidatuddannelsen i erhvervsøkonomi og psykologi
MScSCA	MSc in Economics and Business Administration in Supply Chain Management
MScSOA	MSc in Economics and Business Adm. in Strategy, Organization and Leadership
MScSAA	MSc in Economics and Business Administration in Sales Management
MSocScCBP	Kandidatuddannelsen i Management of Creative Business Processes
MSocScHRM	Kandidatuddannelsen i Human Resource Management
MSocScOIE	Kandidatuddannelsen i Innovation and Entrepreneurship
MSocScPKL	Kandidatuddannelsen i Politisk Kommunikation og Ledelse
MSocScPMSD	Kandidatuddannelsen i offentlig ledelse og social udvikling

We note again that the relative underrepresentation of men in critical programs is more pronounced than that of women. However, we also note that the tendency is even more pronounced than at the bachelor level. If we take the four most skewed programs at either end, we see that the underrepresentation of men is critical in six programs, going from 14% in MSc in Social Science in Human Resource Management to 23% in Business Administration and Innovation in Health Care. Compared with this, the underrepresentation of women in men-dominated programs goes from 26% in MSc in Finance and Accounting to 29% in MSc in Advanced Economics and Finance.

CBS works in a variety of ways to improve the gender diversity in our programs, focusing in particular on programs which are critically gender skewed. Leaders responsible for the quality assurance of programs monitor gender balance and report annually to the Dean of Education, and if necessary, they present an action plan to address imbalances. Moreover, efforts are made to provide inclusive and gender-neutral communication about all programs.

### 6.3. GENDER DIVERSITY OF TEACHERS

The diversity of students is an important element in creating inspiring and inclusive learning environments representing a multitude of perspectives and experiences. However, the diversity of teachers is equally important in creating inspiring and inclusive learning environments. Teachers also take different perspectives and different experiences into the classroom in order to present and challenge the curriculum literature and to choose a variety of relevant topics and cases. Moreover, the teachers are important role models for the students, and the ability of diverse students to relate to similarly diverse teachers is a key ingredient in nurturing aspirations.

In terms of gender diversity, the ambition stipulated in CBS Gender Equality Plan is that by 2032, no gender in the sum total of teachers should account for more than 60%, and, moreover, in no single program should one gender account for more than 70% of teachers. Different logics may be applied in measuring and monitoring the gender diversity in teachers. One way would be to conduct a simple head count of teachers teaching in any given program. Such an approach would, however, fail to provide a true and fair picture from the students' point of view. The gender of teachers relative to lectures, i.e. hours actually taught, in a program provides a more realistic picture of actual gender exposure experienced by students. In the study year beginning in fall 2024, the gender distribution in terms of lectures taught, not including supervision, by full-time and part-time teachers in the 18 full-time bachelor programs was as follows:

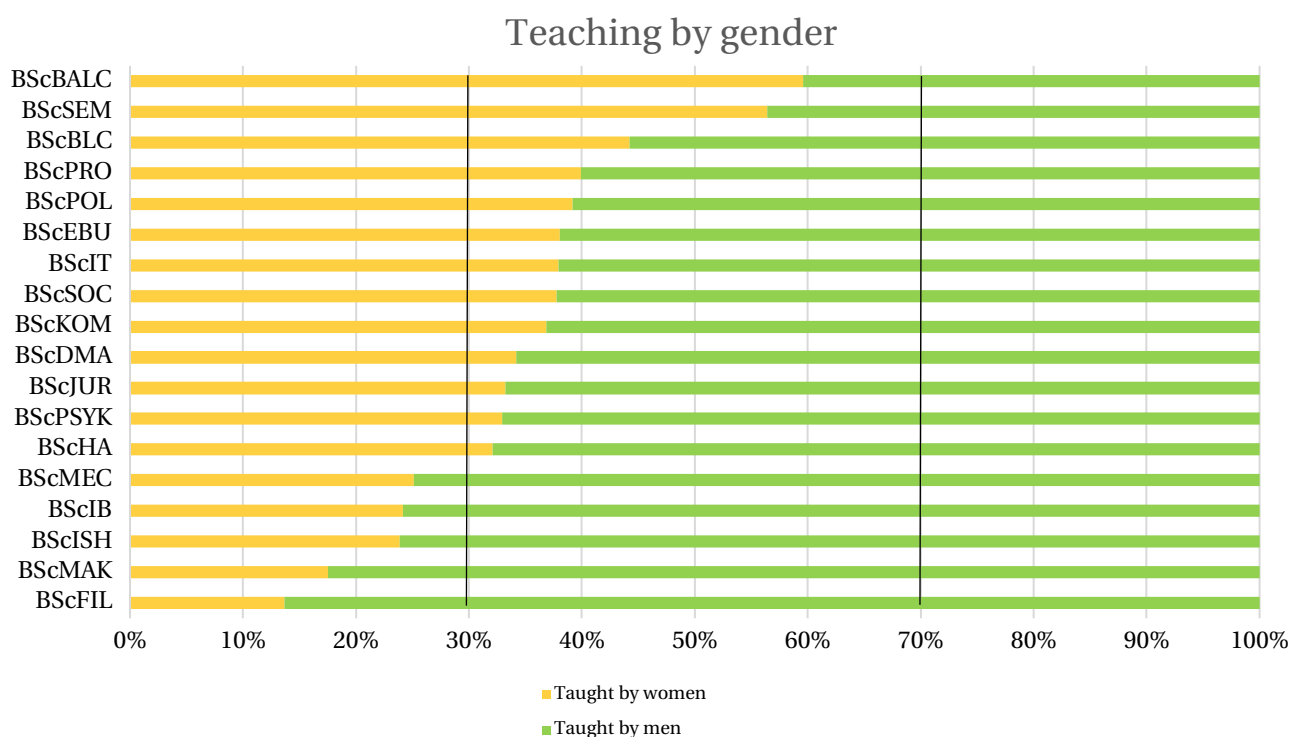


Figure 13: For each course in the academic year 2024/2025, a gender distribution is calculated from a student's perspective. For each program, an average of the gender distribution is calculated from the program's courses. The average is not weighted in relation to the number of hours of the courses.

Source: Calculations based on the method used in the "timetal"-reporting to the Danish Ministry of Higher Education and Science. Where the main source is schedule system Syllabus.



**Key to program abbreviations**

BScBALC	Bachelor (BSc) in Business, Asian Language and Culture
BScBLC	Bachelor (BSc) in Business, Language and Culture
BScDMA	Bacheloruddannelsen i digitalisering
BScEBU	Bacheloruddannelsen i europæisk business
BScFIL	Bacheloruddannelsen i erhvervsøkonomi og filosofi
BScHA	Bacheloruddannelsen i erhvervsøkonomi
BScIB	Bacheloruddannelsen i International Business
BScISH	Bacheloruddannelsen i international shipping og handel
BScIT	Bacheloruddannelsen i erhvervsøkonomi og informationsteknologi
BScJUR	Bacheloruddannelsen i erhvervsøkonomi og erhvervsjura
BScKOM	Bacheloruddannelsen i erhvervsøkonomi og virksomhedskommunikation
BScMAK	Bacheloruddannelsen i markeds- og kulturanalyse
BScMEC	Bacheloruddannelsen i erhvervsøkonomi og matematik
BScPOL	Bacheloruddannelsen i international erhvervsøkonomi og politik
BScPRO	Bacheloruddannelsen i erhvervsøkonomi og projektledelse
BScPSYK	Bacheloruddannelsen i erhvervsøkonomi og psykologi
BScSEM	Bacheloruddannelsen i erhvervsøkonomi og service management
BScSOC	Bacheloruddannelsen i erhvervsøkonomi og sociologi

Given the goal set for 2032 in the CBS Gender Equality Plan that in no single program should one gender account for more than 70% of teachers, in this case represented as lectures taught rather than heads, we can see that five out of 18 bachelor programs (28%) failed to meet the target in 2024.

If we now turn to the master-level programs in the academic year beginning in fall 2024, we arrive at the following picture:

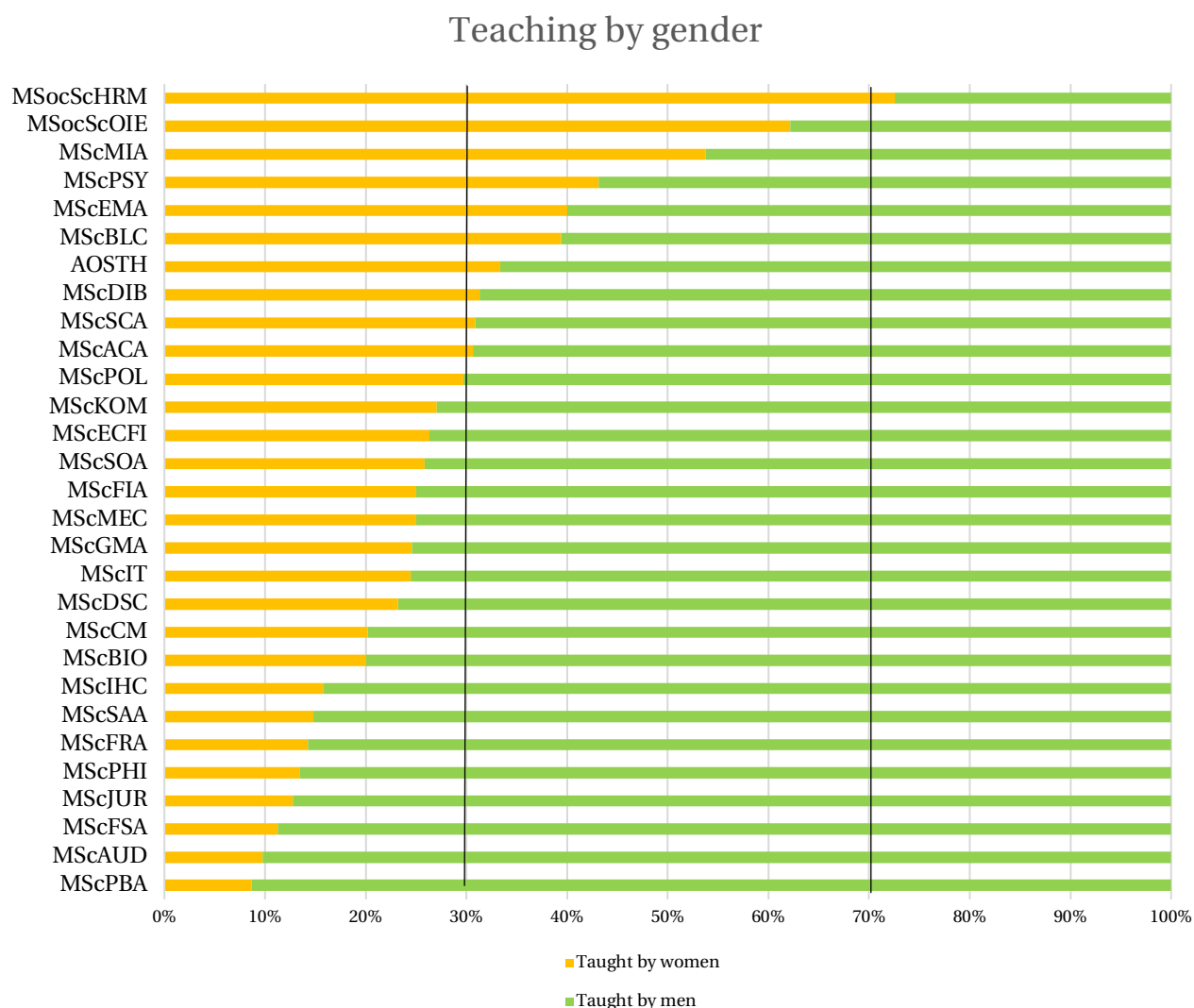


Figure 14: For each course in the academic year 2024/2025, a gender distribution is calculated from a student's perspective. For each program, an average of gender distribution is calculated from the program's courses. The average is not weighted in relation to the number of hours of the courses.

Source: Calculations based on the method used in the "timetal"- reporting to the Danish Ministry of Higher Education and Science. Where the main source is schedule system Syllabus.

#### Key to program abbreviations

AOSTH	Master in Sustainable Tourism and Hospitality Management
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MScBLC	Kandidatuddannelsen i international erhvervsøkonomi, sprog og kultur

MScBUS	Kandidatuddannelsen i erhvervsøkonomi og ebusiness
MScCM	Kandidatuddannelsen i erhvervsøkonomi
MScDIB	Master of Science (MSc) in Business Administration and Digital Business
MScDSC	Master in Business Administration and Data Science
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MScGMA	MSc in Economics and Business Administration in General Management and Analytics
MScIHC	Kandidatuddannelsen i sundhedsinnovation
MScIT	Kandidatuddannelsen i erhvervsøkonomi og informationsteknologi
MScJUR	Kandidatuddannelsen i erhvervsøkonomi og erhvervsjura
MScKOM	Kandidatuddannelsen i erhvervsøkonomi og virksomhedskommunikation
MScMEC	Kandidatuddannelsen i erhvervsøkonomi og matematik
MScMIA	MSc in Economics and Bus.A in Management of Innovation and Business Development
MScOECON	Kandidatuddannelsen i avanceret økonomi og finansiering
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MScSOA	MSc in Economics and Business Adm. in Strategy, Organization and Leadership
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MSocScHRM	Kandidatuddannelsen i Human Resource Management
MSocScOIE	Kandidatuddannelsen i Innovation and Entrepreneurship
MSocScPKL	Kandidatuddannelsen i Politisk Kommunikation og Ledelse
MSocScPMSD	Kandidatuddannelsen i offentlig ledelse og social udvikling

20 out of 29 programs (69%) are critically gender skewed in terms of hours taught. In 19 out of the 20 critically skewed programs and specializations, women constitute the underrepresented gender. This underrepresentation may be a function of the general underrepresentation of women seen also in full-time academic staff where women constitute 39.7% of FTE, but we should note that in figure 14 hours taught include part-time staff as well.

The critical underrepresentation of women in teaching has consequences for the diversity CBS offers in learning environments and for the role models students are exposed to. If we pursue further the role model perspective and map the underrepresented gender, viz. women teachers, unto women students, we arrive at an approximate representation of role model exposure in teaching. The following picture emerges at bachelor level:

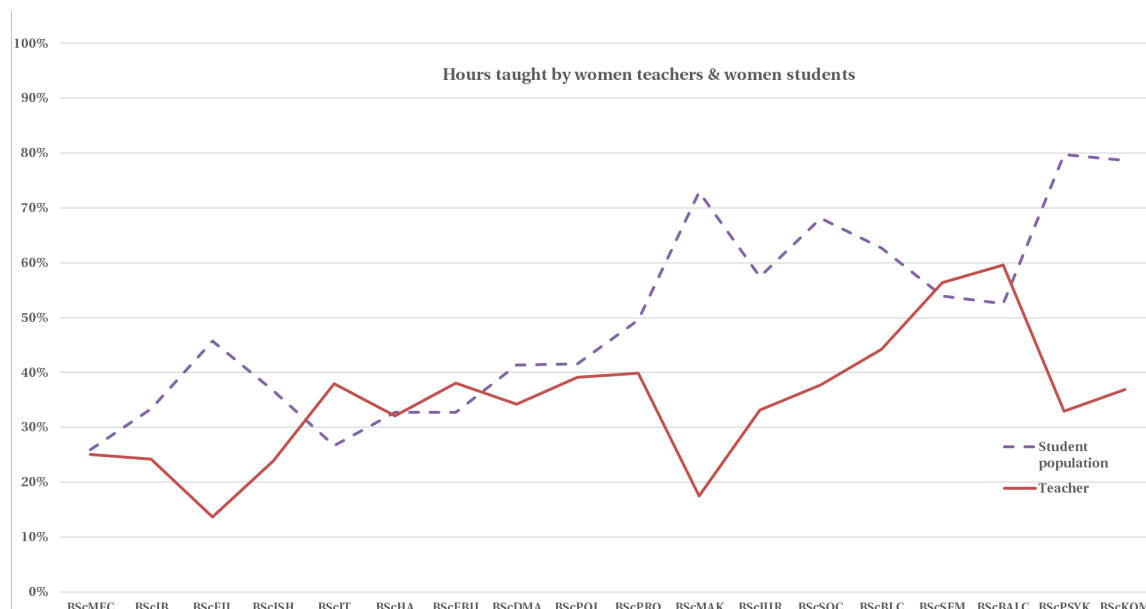


Figure 15 represents the distribution of women in figure 13 mapped with the population of women students.

Source: Calculations based on the method used in the "timetal"-reporting to the Danish Ministry of Higher Education and Science. Where the main source is schedule system Syllabus.

### Key to program abbreviation

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BScSEM	Bacheloruddannelsen i erhvervsøkonomi og service management
BScSOC	Bacheloruddannelsen i erhvervsøkonomi og sociologi

Figure 15 shows a marked discrepancy in some bachelor programs between women students and exposure to women role models amongst teachers. This discrepancy becomes more pronounced at master level, as seen in figure 16.

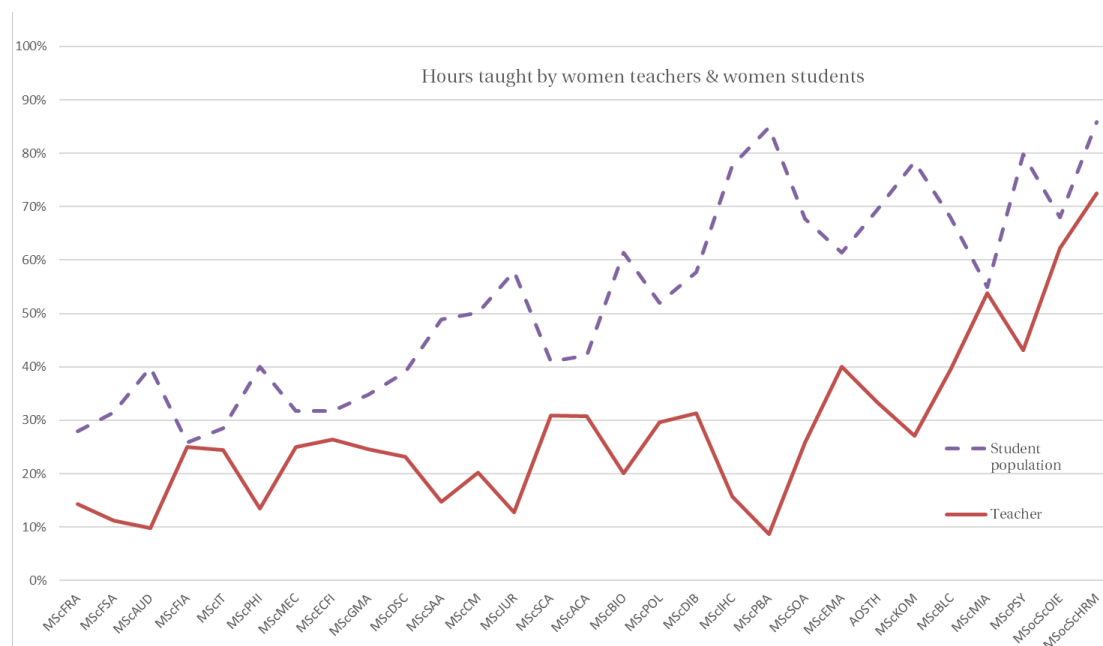


Figure 16 represents the distribution of women shown in figure 14 mapped with the population of women students.

Source: Calculations based on the method used in the "timetal"- reporting to the Danish Ministry of Higher Education and Science. Where the main source is schedule system Syllabus.

### Key to program abbreviations

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MSocScPMSD	Kandidatuddannelsen i offentlig ledelse og social udvikling

The greater likelihood at master level that women students encounter men as teachers correlates with a possible greater likelihood that full professors teach in master level programs than bachelor level. The gender ratio in 2024 in the full-professor category across CBS was 77% men and 23% women.

#### 6.4. GEOGRAPHICAL BACKGROUND OF STUDENTS

Geographical origin of students is another diversity trait which is monitored by CBS. One obvious dimension of diversity lies between Danish full-time students and around 4000 international full-time students in 2024. For obvious reasons international students are primarily found in the 31 programs and specializations offered in English, whereas students from Scandinavia and the Danish-speaking minority in Northern Germany also enroll in programs and specializations offered in Danish.

International students contribute to international study environments, which not only means a mix of cultural and linguistic perspectives and practices, but which also brings very real experiences into the classroom from different economies and labor markets, different roles of private and public enterprise, different welfare models and social hierarchies, etc.

An international study environment prepares students for an international business community and an international career. In addition, some of CBS' international students choose to stay to pursue a career in Denmark, which of course adds valuable diversity to the Danish labor market. International students who choose to pursue a career elsewhere will continue to be ambassadors of CBS and Denmark. These are the 15 topmost countries of origin of international full-time students enrolled in 2024 at bachelor and master level:

Bachelor 2024		Master 2024	
Norway	138	Germany	244
Sweden	109	Italy	127
Germany	73	Norway	126
Iceland	16	Sweden	116
France	12	Netherlands	55
Hungary	11	US	45
US	11	UK	43
Bulgaria	9	Spain	28
Portugal	8	China	24
Argentina	8	Portugal	24
Italy	7	Hungary	19
Finland	7	Iceland	19
Slovakia	6	Canada	16
Czech Republic	5	Austria	14
Greece	5	Greece	6

Tables 3 & 4

Source: Business Information & Analytics

CBS is primarily joined by students from the Nordic countries, Germany and the wider EU. But CBS also attracts students outside the EU, most notably the US, China, the UK and Switzerland. The international students add an important dimension of cultural and linguistic diversity that enriches the learning environments of CBS, but they also contribute to an important international network of academics bound together by CBS.

If we focus on the Danish student population at CBS, an interesting pattern emerges. Figure 16 represents the distribution of intake of bachelor students in 2024 according to the geographical location of the high school which issued their exam diploma. The total intake was 3265 bachelor students.



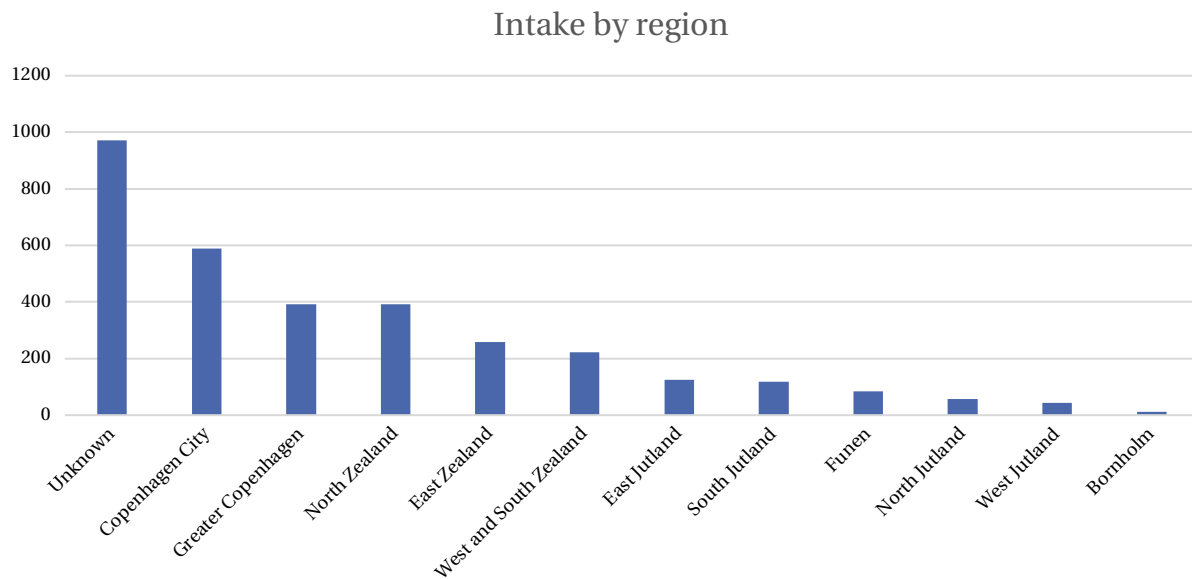


Figure 17 shows the distribution of intake of bachelor students in 2024 according to the geographical location of the high school which issued their exam diploma. Source: The Danish ministry of higher education and sciences data warehouse

Figure 17 shows that out of the 3265 new bachelor students joining CBS in 2024, 1375 came from high schools in Copenhagen, Greater Copenhagen and North Zealand, which together constitute the Capital Region. In other words, students originating from the Capital Region constituted 42% of the total intake. If we add up students from East Zealand and West and South Zealand, which together constitute Region Zealand, CBS was joined by 480 new students. Students originating from Region Zealand constituted 15% of the total intake of bachelor students. We should note that 971 out of the total intake of 3265 are registered with unknown origin. “Unkown” in this context means that they are students who did not graduate with a Danish high school diploma but may be Danish or international students. The intake relative to the population in Region Zealand is substantially lower than from the Capital Region.

If we add to the observation of the relative low representation of students from Region Zealand that Region Zealand together with South Jutland has the lowest percentage of university graduates in Denmark, it is reasonable to surmise that the low intake from the Region may be interpreted as a structural phenomenon rather than as a problem specifically associated with CBS. Nonetheless, both to attract well-qualified students and to increase diversity in its learning environment, CBS has an ambition to increase its intake of students from Region Zealand.

## 6.5. ACTIVITIES AND INITIATIVES

Both the gendered choice of education and the geographically determined relative propensity to opt for a university education may operate at a deep structural level but they are tendencies that are not entirely beyond CBS' agency. Efforts to increase diversity in our intake cannot, however, stand alone. If CBS successfully attracts a more diverse student population, we must make sure that the learning and study environments are also experienced as inclusive by those students. Three main DEI initiatives and activities have supported efforts to attract and include a more diverse student population, viz. Roundtables, revised admission criteria and Masterclasses.

### **Roundtables**

Three Roundtables were conducted over 2023-24 addressing issues of diversity and inclusion in CBS' programs. The Roundtables were coordinated by CBS DEI Lead and CBS Equal Opportunities Officer and brought together representatives from program directors, line coordinators, students, student admissions, general student guidance, special educational support guidance, consultants and external stakeholders from business.

The first Roundtable focused on identifying barriers to more diversity in terms of gender and geography. The second Roundtable picked up the input from the first Roundtable and generated inspiration and possible action to dismantle perceived barriers and to develop a joint sense of agency, both in terms of CBS' ability to attract diverse students and in terms of designing inclusive learning environments. The third Roundtable focused on the inclusion and exclusion of minoritized students, viz. neurodivergent students and LGBTQ+ students. Learnings from the three Roundtables have been disseminated into the organization by the participants.

### **Revised admission criteria**

The Danish entry requirements into tertiary education are centrally regulated by law and fall into a two-tier system, quota 1 and quota 2. Quota 1 is designed for students who rely solely on their grade point average to gain admission. Quota 1 admissions are allocated according to the grade point average of the relevant upper secondary education, such that applicants with the highest grade-point averages are admitted until all the seats are taken. If the number of qualified applicants exceeds the number of places offered, a threshold grade determines admission. Admission through quota 1 is in this sense basically determined only by grade point average, which means that CBS can do little to adjust admission criteria to affect diversity in quota 1 students.

Quota 2 is designed for students who rely on qualifications in addition to grade-point average from upper secondary education. Each educational institution sets the criteria for admission through quota 2 for each program. The criteria express the range of qualifications on which the educational institution evaluates the applicant relative to other applicants. It is, however, a requirement that the criteria meet standards of equal treatment of all applicants. This affords some leeway in setting criteria which are likely to stimulate diversity in applicants.

As part of the quota 2 evaluation criteria in 2024, CBS decided to include work experience gained in an EU transition region, which is a region whose GDP per capita is between 75% and 100% of the EU average. Region Zealand is an EU transition region.

In 2024 CBS received 257 quota 2 applications in which work experience from an EU transition region was quoted as a qualification. 215 were Danish applicants, 42 international. 94 (44%) of the 215 Danish applicants had completed upper secondary education in Region Zealand. In other words, the new criterion has been noted and used by applicants from upper secondary education in Region Zealand.

### **Masterclasses**

As part of an effort to stimulate more pupils from Region Zealand to seek admission into its bachelor programs, CBS is collaborating with six upper secondary schools. Two of those institutions are general STX schools, four are HHX commercial colleges. Pupils in their final year are invited in the fall semester to attend one of three masterclasses

held at CBS. The masterclasses introduce the pupils to the programs offered by CBS, as well as the learning and study environments across CBS. Finally, the pupils are given an opportunity to do supervised work in groups with a case.

Masterclasses serve to demystify CBS, its programs and study environments but also university education more generally. Based on the feedback from pupils and teachers who have participated, both purposes are met. It is however, difficult to identify and quantify such students among all the applicants for study places.

# 7. ENGAGING AT CBS

## 7.1. THE LAUNCH OF THE INCLUSION FORUM

At CBS, fostering diversity, equity, and inclusion is a key priority that requires the active engagement of all members of the university community. The Inclusion Forum was established as a collaborative platform where both students and staff can come together to share their experiences, engage in discussions, and work on solutions that further CBS' DEI agenda. The forum provides a space for diverse voices to be heard, enabling participants to contribute meaningfully to shaping CBS's DEI strategies, and to help build a more inclusive environment for everyone at the university. Morten Krogh, Management Consultant at SLK, is deeply invested in ensuring equal opportunities for all members of the CBS community.

He believes that for CBS to reach its full potential, it is essential to foster diverse perspectives and inclusive environments. While CBS's network-based structure promotes collaboration, Morten notes the risk of creating insular groups that overlook new and diverse ideas. Through the Inclusion Forum, he hopes to address this challenge by creating accessible processes and structures that allow everyone to contribute. "When we open our processes to everyone with the relevant talent and ambition, we can tap into a wider range of ideas that strengthen CBS," Morten explains.

His commitment to DEI is also driven by global events where anti-DEI sentiments are on the rise, reminding him of the importance of actively supporting these values within CBS. Morten hopes that the Inclusion Forum will serve as a platform where diverse voices are valued and where participants' perspectives can influence CBS' ongoing DEI work to ensure equal opportunities for everyone.



*Morten Krogh presenting at the Inclusion Forum kick-off*

*Photo: Pil Hjort Blicher*

Joshua Kragh Amudzidis-Bruhn, Senior Advisor at the CBS Library, shares Morten's dedication but focuses on the need to celebrate the diversity that already exists at CBS. While CBS' diverse community is an asset, Joshua recognizes that it can also leave individuals feeling marginalized or misunderstood. The Inclusion Forum, for him, is a crucial space to explore and acknowledge these differences, challenge biases, and promote a sense of belonging. "The forum provides a unique opportunity to celebrate our diversity and build bridges, creating a dynamic and inclusive CBS where everyone feels safe to contribute," Joshua explains. Together with Morten, Joshua is part of a group of passionate co-founders, including Communication Consultant Pil Hjort Blicher and International Business student Stella Tomecková, who are all deeply committed to the success of the Inclusion Forum. Their collective vision is to ensure that the forum becomes a powerful tool for promoting DEI across CBS, creating an environment where diverse voices are heard, valued, and empowered to thrive.

## 7.2. WORKSHOP ON NEURODIVERSITY

In March 2024, CBS contributed to the organization of a workshop on neurodiversity as part of the DUN Special Interest Group on Bias-Aware Teaching & Learning.

The aim was to bring together educators from across Danish higher education to discuss how to create more inclusive teaching environments for neurodivergent students. From the outset, the focus was on providing practical strategies that could resonate across disciplines, while also creating space for voices that are too often overlooked, especially those of students.

The level of interest was high. Within a week of the workshop announcement, registration had to close due to high demand, and a waiting list was established. Around 40 participants joined on the day, and what stood out to many was not just the academic content, but the courage and clarity of the students who shared their experiences with the group.

Many of these students spoke about the systemic barriers they face due to the institutional processes that make access to support unnecessarily difficult. One story in particular struck a chord: a dyslexic student who, despite repeated applications, had only been granted permission to use a spelling dictionary during exams once over the course of a three-year degree programme.

This example highlighted how even small administrative barriers can have significant effect on students' ability to succeed. The workshop underscored the need for systemic change, not just individual accommodation.



*Learning Consultant Varia Christie presenting at the Neurodiversity workshop*

*Photo: Stefani Konstanta*

Organisers collected student testimonials and key insights from the day and compiled them into a communique, which was later shared with senior management at several universities, including CBS. The goal was clear: ensure that student experiences inform institutional policies and that the growing number of neurodivergent students in higher education are not just acknowledged but actively supported. At CBS, the workshop served as a catalyst for new collaborations across the university. Learning consultants from EDQ, SPS counsellors, the Student Wellbeing project at STU, and the DEI Team have since begun working more closely together to ensure that neurodiversity remains a visible and supported focus. These efforts have already helped put the topic on the radar of senior management, increasing the likelihood of further resources and lasting institutional change.

# REFERENCES

Data has been supplied by [CBS Business Information & Analytics](#) and Program Administration

## List of words

- The word *gender* is used throughout this Report to refer to the binary category of women and men, which follows the institutionalized monitoring and reporting practice of Danish universities based on the Danish binary social security numbers. CBS acknowledges that there are a number of gender identities besides the binaries of “woman” and “man”.
- *Diversity* refers to the surface level and deep differences among members of a social unit.
- *Equality* refers to sameness or equivalence in quantity or quality (from the Merriam-Webster dictionary). *Equity* refers to the recognition of different points of departure which call for different types of support required to achieve real equality, such as dismantling arbitrary barriers that block access to some categories of people and countering systemic biases. Inclusion refers to an environment which respects and values all members equally and which engages all diversity of members in both social and professional dimensions. Definitions are adapted from Harrison & Klein, 2007 and Luthra, 2021.

## Sources:

Luthra, Poornima (2021). Diversifying Diversity. Gentofte: Diversifying Diversity ApS.

Harrison, David A., & Klein, Katherine J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *The Academy of Management Review*, 32(4), pp. 1199-1228

# 8. APPENDIX

## APPENDIX 1: GENDER REPRESENTATION FROM BACHELOR TO PROFESSOR.

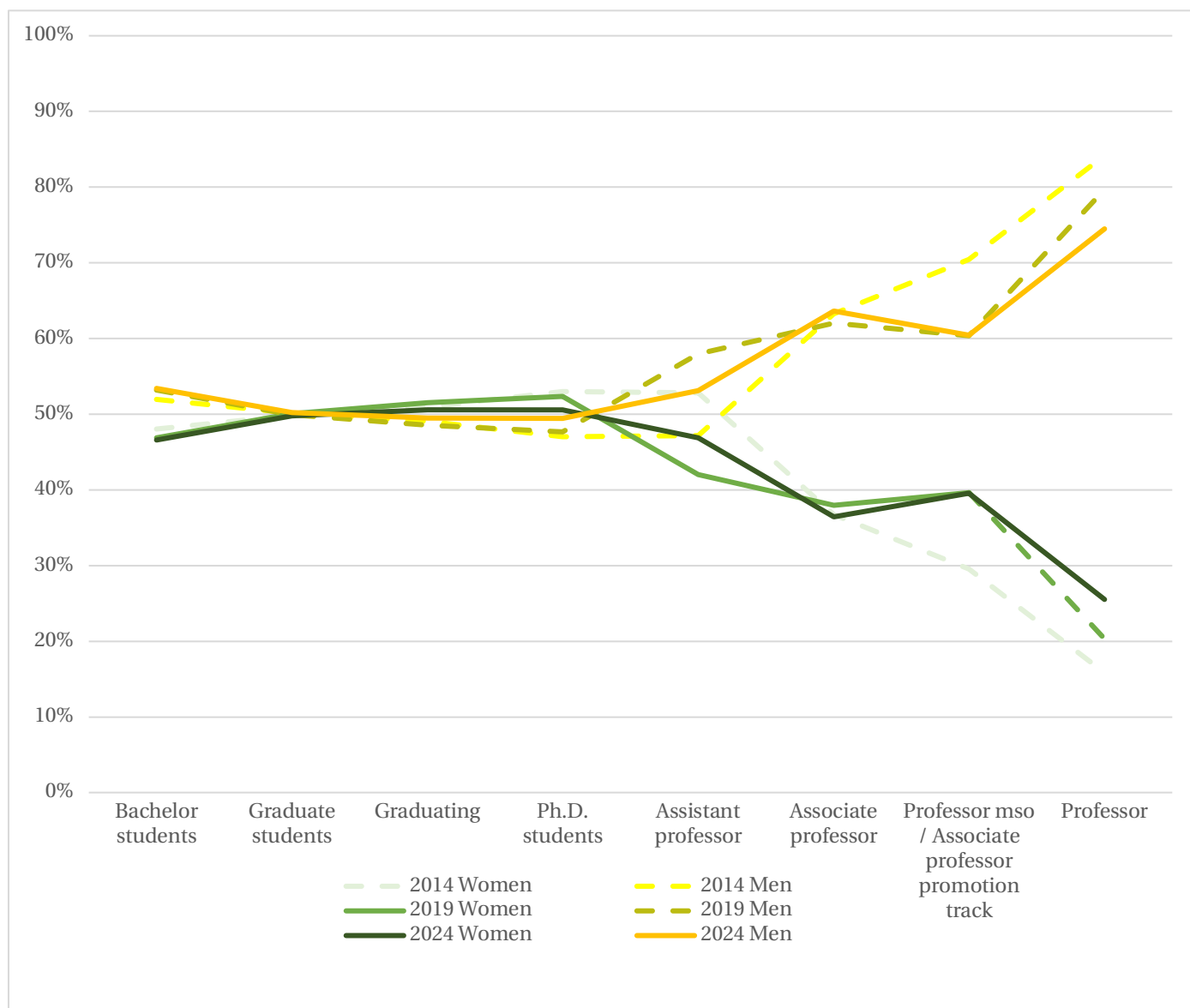


Figure 1: Gender Ratios from Bachelor to Professor

Source: Calculations based on the method used in the "timetal"- reporting to the Danish Ministry of Higher Education and Science. Where the main source is schedule system Syllabus.

Given the ratios stipulated by CBS' Gender Equality Plan, the gender ratios in 2024 from bachelor students to assistant professors show balanced ratios. It is, however, noteworthy that CBS has a higher ratio of women in the PhD population which is not reflected in the assistant professor population where, conversely, there is a higher ratio of men. The ratio even becomes worse than 40/60 in the population of associate professors.



These are good indications that in terms of binary gender, CBS still has a “leaky career pipeline” in which the ratio of women is gradually reduced the higher we are on the career ladder.

The graph also shows that the population of full professors falls below the critical 30/70 ratio. The positive observation is that CBS has experienced a marked improvement in the gender ratio of full professors since 2013. However, the fact that the gender ratio in the population of associate professors has not changed over the same period from 2013 to 2024 suggests that the improvement at the level of full professors is not a result of a general improvement in retention and gender inclusiveness in working environment.

The positive development specific to full professors might well be a result of a strong focus on gender diversity in the hiring of full professors combined with a relatively higher ratio of women among the time-limited professors with specific responsibilities, many of whom have been promoted to full professors since 2013.