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# POLICY FOR RESEARCH-BASED EDUCATION AT CBS

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

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

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

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

### **Minimum standards**

#### BSc and MSc programmes

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

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

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

#### HD and Master programmes

For these programmes CBS' Quality Assurance System includes three minimum standards. As with BSc and MSc programmes, the point of departure is the measurement of research-coverage (VIP%) from the students' perspective, and the same calculation method is used:

- For the HD1 programme, the minimum standard is set to 20% VIP-coverage
- For HD2 programmes the minimum standard is set to 30% VIP-coverage.
- For Master programmes, the minimum standard is set to 50% VIP-coverage for central (constituent) course elements and final projects.

The higher minimum standard for VIP-coverage for master programmes is due to a general prioritization of VIP-coverage for this type of programmes (as for MSc programmes). CBS has chosen to set a minimum standard for HD programmes to ensure a substantial degree of research base for these programmes as well.

The quality standards for executive education programmes are based a strategic ambition to supplement teaching by VIP with teaching by DVIP. The standards have been set by senior management as the lowest standards acceptable within the institutional boundaries of CBS for HD and Master programmes

## **Exemptions**

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

## **Employment and Management of part-time faculty**

All DVIPs are employed by a department. DVIP can both be practitioners without research background and researchers with primary employment at other higher education institutions. It is in general the responsibility of the department to ensure that DVIPs are connected to the research environment. The integration of DVIPs into relevant research environments is governed by *department-specific sub-policies on Managing part-time faculty*. To secure that DVIPs are used strategically and take active part in ensuring research-based education, [a series of principles are stipulated in Managing part-time faculty and each department has a DVIP policy.](#)

## **Allocation of teachers**

Study boards, heads of studies/associate deans, heads of departments, study directors (for BSc and MSc programmes), departmental teaching coordinators and course coordinators are involved in ensuring and developing the academic quality of the teaching, including the staffing of programmes and courses with the right balance between VIPs and DVIPs.

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

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

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

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

1. Course responsibility<sup>1</sup> lies with a VIP and in general the course coordinator should also teach in their course. Planning and development of programmes and course curricula is designed by researchers who either teach themselves or staff the courses with qualified teachers.
2. VIP resources are prioritized for lectures, as opposed to e.g. exercise classes which to a larger extent can be taught by more practice oriented DVIPs. In this way, VIPs come to the benefit of as many students as possible.
3. All VIPs are obligated to offer Consultation Hours to their students in periods of teaching. Consultation Hours take different forms and can be online or on campus but are often used for feedback on different activities and questions in relation to lectures. DVIPs are not obligated to offer consultation hours.
4. VIPs are prioritized for master thesis supervision. A more practice oriented DVIP<sup>2</sup> can be allocated for master thesis supervision if this is relevant regarding the nature of the thesis subject in question. Heads of studies/associate deans, study directors (for BSc and MSc programmes) and course coordinators should

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<sup>1</sup> In special circumstances the dean of education can grant an exemption for a DVIP to take on the course responsibility.

<sup>2</sup> External lecturers can be used as supervisors for master's theses upon approval from head of department. To use an teaching assistant as supervisor for master's these, an exemption from the dean of education is required.

then consider adding researcher-led cluster supervision, offering of methodological seminars or thesis workshops.

*Monitoring*

The quality standard for VIP-coverage at programme level is monitored through the programme reports and head of studies reports/associate dean reports and addressed at the yearly meeting with the dean of education (for BSc and MSc programmes) / vice dean of executive education (for HD and Master programmes). Local needs for action plans, additional budget requirements and follow-up are discussed and agreed upon at the yearly meeting.

*Responsibility*

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

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

The dean of education has the overall responsibility for the educational quality across the programme portfolio. This entails that the dean of education leads the monitoring and follow-up processes of programme specific quality challenges including insufficient research coverage or lack of practice orientation, i.e. the balance between full-time and part-time faculty. For HD and Master programmes this responsibility is delegated to the vice dean of executive education.

Senior management has the overall responsibility for staffing of programmes.

In cases where particularly complex challenges in securing a programme relevant balance between VIPs and DVIPs is identified, the dean of education and the deputy president hold the joint responsibility for finding a solution.

Heads of studies/associate deans are VIPs who in their function as researchers refer to the head of department and in their function as heads of studies/associate deans refer to the dean of education, cf. the matrix organization of CBS. The heads of studies/associate deans have the responsibility for quality assurance and development at programme level. This means that the heads of studies/associate deans consider the right balance between VIPs and DVIPs within the general framework of their particular programme. The heads of studies/associate deans are responsible for ensuring that the programme lives up to the standard for VIP coverage and informs the head of department of their needs. Heads of Studies at BSc and MSc programmes can delegate the direct staffing task to study directors for each programme who are responsible for the day-to-day operations at the programme, A programme, due to the matrix organisation, must be staffed with teachers from min. two and preferably several departments. The head of department must accommodate the needs of the programme with consideration of the quality standards for VIP coverage.

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