Copenhagen Business School

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DEVELOPMENT CONTRACT FOR COPENHAGEN BUSINESS SCHOOL 2015-2017

Preamble

Pursuant to the Danish University Act, the Board of Copenhagen Business School (CBS) will enter into a development contract with the Minister of Education. The development contract includes objectives laid down by the Minister which reflect the government's priorities and ambitions for the university sector (mandatory objectives). The development contract also includes objectives laid down by CBS which reflect the strategic priorities and identity of the institution (voluntary objectives). Benchmarks and voluntary objectives have been determined after internal discussions in the relevant bodies.

CBS' strategic course over the coming years is determined in CBS' long-term strategy and more short-term investment plan. CBS has identified significant overlap between its strategic course and the mandatory objectives laid down by the minister.

The Business in Society strategy recognises that companies and organisations are instrumental in shaping society, and that society is instrumental in shaping procedures and processes of companies and organisations. Our prime contribution is research-based education and innovative input into processes and business opportunities through the new, research-based know-how of our graduates. That is why investment in research and high academic standards is crucial to our future development and the quality of our programmes and graduates. It is important to our Business in Society strategy that research and education makes a positive difference through our students, our research and our dissemination activities.

Thanks to the diversity of CBS' education and research portfolio we are an internationally recognised business school with a broad network of partners. In our view, internationalisation means that we compare ourselves with the most prominent business schools, attract the most competent staff, offer our

students international opportunities and competences, and that we work across national and cultural boundaries.

The level of permanent teacher coverage and number of hours per student at CBS is determined by the level of basic research funding and value-added funding per student full-time equivalent (FTE). CBS has by far the lowest basic research funding and value-added funding per student FTE of all Danish universities. This means CBS has very unfavourable conditions under which to develop the university compared to other universities in Denmark. This situation is clearly highlighted by the government's Committee for Quality and Relevance of Higher Education Programmes (Udvalg for Kvalitet og Relevans i de Videregående Uddannelser) in its second report "High goals: Excellent teaching in higher education" (November 2014). In its report the committee writes: *Both in terms of student numbers and proportion of value-added funding CBS has the lowest level of basic funds for research. It is particularly striking that overall education and research funding per FTE at CBS is equal to or below the level of funding at six out of the nine business academies, where education programmes are not required to be research-based.*

In the previous development contract period CBS was able, through the use of substantial equity, to increase permanent teacher coverage and number of hours per student beyond the scope provided by its framework conditions. However CBS will not be able to continue financing permanent teacher coverage through equity, which is why CBS will not be able to maintain either the higher level of permanent teacher coverage or the higher number of hours per student. Thus there will be a significantly downward trend in the ratio of full-time to part-time academic staff and in the student-teacher (full-time and part-time) ratio. The full-time to part-time academic staff ratio is predicted to drop from 1.18 in 2014 to 0.98 in 2017 and, similarly, the student-teacher (full-time and part-time) ratio is predicted to rise from 17.8 in 2014 to 22.3 in 2017. For this reason the Ministry of Higher Education and Science has decided that this objective cannot be included in the development contract, since it is not possible for CBS to continue the upward trend given its present framework.

1. Improving the quality of education programmes

CBS is continuously working to improve the quality of its education programmes. Overall we want to maintain the highest standards possible within a framework of fewer resources.

Benchmarks	1.1 Student satisfaction CBS wants to increase student satisfaction on full-time programmes.
	1.2 Number of online or blended learning courses.

	CBS wants to increase the number of courses by at least 25% annually. A course is blended when it has an online component of at least 25%.

1.1 Student satisfaction on full-time programmes

CBS wishes to offer teaching and education that meets the students' expectations to ensure programmes of the best quality. During the contract period CBS seeks to raise overall student satisfaction on full-time programmes (bachelor and master's programmes) and aims to achieve high satisfaction ratings for many programmes

CBS has decided to monitor student satisfaction by focusing on five categories that are all part of the annual student evaluation, namely:

- Overall satisfaction
- Satisfaction with academic achievement
- Satisfaction with teaching
- Satisfaction with administration
- Satisfaction with campus environment

Rating is on a scale of 1 (highly unsatisfactory) to 5 (very satisfactory) The overall satisfaction per programme is calculated as a simple average of these 5 dimensions.

We specifically measure average satisfaction among students on full-time programmes. The average is calculated by giving programmes with larger numbers of students a greater weighting than programmes with fewer students. In 2013 CBS attained an average student satisfaction rating of 3.70, which is the basis for our milestones for 2015–2017.

1.1	Status 2013	2015	2016	2017
Average student satisfaction (weighted)	3.70	3.72	3.75	3.80

CBS aims to raise average student satisfaction to 3.80 in 2017 – a very ambitious target.

1.2 Digital learning support

CBS wants to make online and blended learning more widely accessible to its students to create flexible, stimulating teaching that furthers the learning process.

Online and blended learning can activate students through the use of quizzes, discussion forums and regular written assignments. This also allows a more

flexible learning process for students who cannot be physically present at CBS due to study periods abroad or internships. It also allows more flexible learning that takes into account personal preferences, since the students can individually organise the learning process, for example by revisiting earlier lectures on video at their convenience or by spending time on those activities that make most sense for them personally.

CBS is developing various online programmes, including MOOCs. The principal focus will be on improving learning by providing a larger proportion of teaching as blended learning By blended learning we mean courses or programmes where at least 25% of the teaching is online.

In the contract period CBS wishes to double online and blended learning offers.

	Status 2013	2015	2016	2017
Number of online and blended learning courses	(Approx. 30)	+ 26 %	+ 26 %	+ 26 %

2. Greater relevance and transparency

CBS' Business in Society strategy is a clear signal that CBS' primary purpose is to contribute to the development of Danish society. The interplay between the private and public sectors is absolutely essential and CBS' existence depends on its master's graduates leaving with qualifications which are needed by society.

In the contract period CBS wants to continue focusing on getting master's graduates into employment, ensuring that more graduates acquire competences that enable them to start new businesses, and finally ensuring that the bulk of graduates find employment in the private sector.

Benchmarks	2.1 Unemployment 4-7 quarters after graduation CBS wants to ensure that as many master's graduates as possible from CBS are employed soon after completing their studies.
	2.2 Training in starting up a new business CBS wants to develop the students' competences for starting up a new business.

2.1 Graduate unemployment

Programme quality is reflected in graduates being able to secure employment quickly and start contributing to society. As in the previous contract period, CBS wants to continue to focus on ensuring that master's graduates with a degree from CBS find employment.

In order to link benchmarks to programme dimensioning, we take as our starting point the unemployment figures regularly issued by the Ministry.

Since unemployment depends on the general economy, we set our level of ambition according to the general market for higher education graduates. Concrete milestones are determined based on the national average for graduates from all programmes and are expected to be below average for the entire sector for the whole contract period.

The concrete milestones for the contract period:

2.1	Status 2013	2015	2016	2017
Number of percentage points by which CBS falls below the average for graduates in the entire sector	-1.0 per cent	-1.0 per cent	-1.0 per cent	-1.0 per cent

2.2 New businesses

CBS wants to boost innovation as a permanent feature of its education programmes and wants the students to acquire competences during their degree programmes that will make them better able to launch new businesses.

At the Copenhagen School of Entrepreneurship (CSE) we offer students a programme to help them start up a new business. The programme is called CSE's Proof Programme and builds on the students' own business ideas.

There are three phases: Proof of Idea, Proof of Concept and Proof of Business. During these three phases the individual student or team of students develop the feasibility of the idea and take it to the market. The Proof Programme runs over nine months.

Students are assessed after each stage and have to successfully complete one stage to proceed to the next.

In the contract period CBS wants to increase the number of students who complete all three stages. Both students enrolled at CBS and students from other institutions can take part in the Proof Programme.

	Status 2014	2015	2016	2017
Number of students who have completed CSE's business start-up programme	216	240	255	270

3. Better coherence and cooperation

CBS considers it a matter of course to provide the opportunity for students from different educational backgrounds to acquire skills in the field of business economics. It is often relevant for people from other areas of education with several years' business experience and possibly also managerial responsibility to acquire business management qualifications, which is why it makes sense for CBS to offer people from other educational backgrounds continuing education programmes. CBS has traditionally offered graduate diplomas programmes in business administration (HD programmes) and executive master's programmes to further an alternative education market.

CBS wants to benchmark the following areas during the contract period:

Benchmarks	3.1 Number of FTEs in HD and executive master's programmes CBS wants as a minimum to maintain the FTE level in HD and executive master's programmes.

<u>3.1 Students in HD and executive master's programmes</u>

CBS' continuing education programmes are a significant contribution towards ensuring coherence in the education system. CBS offers staff and managerial staff from technical and other university programmes as well as professional managers and staff from the private and public sectors the opportunity to acquire business economics and managerial competence. CBS already offers a wide range of continuing education programmes in the form of HD and executive master's programmes and is thus already helping today to enhance the skills of a substantial part of the existing workforce.

During the contract period CBS wants at least to maintain the present number of FTEs on HD or executive master's programmes at CBS. On the whole, the market for continuing education is currently a challenging one. Many companies have tightened their budgets for continuing education as a result of the economic crisis and at the same time many players have entered the market. CBS has nonetheless increased its market share over the last few years and we want to strive to maintain the present level. It is therefore unrealistic to set our sights any higher than at present. We do believe at CBS, however, that we can achieve a marginal increase in admissions to executive master's programmes over the next few years.

	Status 2013	2015	2016	2017
Number of FTEs on HD and executive master's programmes	1,640	1,639	1,650	1,662

4. Internationalisation

Internationalisation has been a strategic focus area at CBS for many years. CBS has a long-standing tradition of sending its students on exchanges and receiving students from abroad both on exchanges and as regular full-time students. A good deal of our teaching is in English and an increasing number of academic staff from abroad are being recruited to permanent positions.

CBS has chosen one benchmark for this area:

Benchmarks	4.1 Number of graduates on exchanges CBS wishes to maintain the number of students who participate in exchanges during their degree programme at CBS.

<u>4.1 Outward mobility</u>
CBS believes that exchanges play an important role in developing students' competences. However CBS expects some of its students to be discouraged from going on exchanges as a result of the Study Progress Reform. CBS thus wants to continue to encourage as many students as possible to participate in exchanges.

It should be pointed out that, compared to other Danish universities, a sizeable proportion of students at CBS take part in exchanges in the course of their degree programme.

CBS thus wants to maintain the present level of 69% of master's graduates per year participating in an exchange during their studies.

4.1	Status 2013	2015	2016	2017
Proportion of graduates taking part in an exchange	69 per cent	69 per cent	69 per cent	69 per cent

Note: The percentage is calculated by determining the total number of students who participate in an exchange in proportion to the number of master's graduates. It should be noted that the number of students who participate in an exchange also includes bachelor students on exchanges. On the other hand the number of master's graduates also includes students who have received their bachelor degree from other universities.

5. Increasing social mobility – multifaceted approach

CBS supports the Minister's objective of increasing social mobility and has examined the Ministry's conclusions on the correlation between drop-out rates and student parental background with great interest.

The figures showed that at CBS there is a disparity between drop-out rates among students whose parents have only a basic education and students whose parents have a higher education. However the analysis also showed that there are noticeably fewer students at CBS with parents with only a basic education compared to students from other backgrounds.

In the light of these findings CBS has formulated two objectives for the contract period.

Benchmarks	5.1 Partnership agreements with upper secondary education programmes CBS wants to enter into partnership agreements on recruitment with a growing number of under-represented upper secondary institutions.
	5.2 CBS wants to evaluate the present criteria for admission via the

	quota 2 system with regard to social mobility.

5.1 Partnership agreements with upper secondary education programmes

Applications to CBS show a geographical and social bias. We receive fewer applications from certain regions compared to others. It may be that studying at CBS is considered a natural choice at certain education institutions, while at others CBS is not perceived as an option.

In order to strengthen social mobility CBS thus wants to create greater diversity among applicants to its bachelor programmes – diversity in the sense of applicants from upper secondary institutions from a wider geographical area. There will of course be a particular focus on schools with under-represented social groups. In partnership with selected schools, CBS wants to organise activities for pupils at these schools. The purpose of these activities will be to encourage pupils to consider a higher education at CBS and, if they choose to pursue that path, to better equip them for it.

Today we organise a number of activities to inform potential students about our programmes both in the form of outreach activities and invitations to the "student for a day" scheme. These activities have tended to focus on areas where we already are very active and "student for a day" has limited capacity, which is why places on it are quickly snapped up, presumably by many people who are already aware of CBS anyway.

5.1	Status 2013	2015	2016	2017
Number of partnerships with upper secondary institutions with low transition to CBS	0	2	4	8

It should be noted that, in parallel with the above objectives, CBS also wants to regularly monitor applications, admissions and drop-out rates on bachelor programmes in relation to social background. As far as possible the findings from these analyses will feature in the annual report.

5.2 Criteria for admissions via quota 2

CBS has had relatively positive experiences with admission via quota 2 and currently offers a larger share of its places via quota 2 than any other university. Internal analyses show that students who gain admission through quota 2 cope slightly better with their studies than students who gain admission through quota 1.

CBS has re-evaluated the admission criteria for quota 2. During the contract period CBS wants to investigate to what extent the present criteria affect social mobility (positively or negatively) and, if appropriate, wants to draw up new admission criteria. Any new criteria should not alter the equal treatment of all applicants. The study will be published to serve as a source of inspiration for other education institutions.

5.2	Status 2013	2015	2016	2017
Evaluation of admission criteria for quota 2 in relation to social mobility	-	Devising method for evaluating admission criteria	Carrying out the evaluation	Re-evaluating admission criteria

6. Higher research output and quality

In order to ensure good research-based programmes it is imperative that research at CBS is first-rate, both in terms of output and quality.

CBS has therefore selected the following benchmarks for the contract period:

Benchmarks	6.1 Research output measured in bibliometric research indicator (BFI) points per academic staff member CBS wants to raise the number of BFI points per academic staff member
	6.2 Research output measured as proportion of BFI 2 articles in relation to the number of BFI articles CSB wishes to publish more in BFI 2 journals
	6.3 Number of articles published in ABS 4 and 4* journals CBS wants to retain the number of articles published in ABS 4 and 4* journals
	6.4 Number of articles published in FT45 journals

	CBS wants to retain the number of articles published in FT 45 journals

6.1 Research output, BFI points per academic staff member

To measure research output CBS has chosen to use the national BFI system as a basis and to compare results with the number of academic staff full-time equivalents at professor and associate professor level. We find that BFI is good indicator for measuring research output, as it shows the quantity of publications as points published in a given period. The BFI system covers the bulk of CBS' research areas and thus a significant proportion of CBS' research.

Since BFI points and number of researchers are linked, we think the best way to measure research output is to compare BFI points with the number of academic staff full-time equivalents.

Academic staff full-time equivalents includes only professors, professors with special responsibilities, associate professors and associate professor researchers, since these members of staff are seen as being the main contributors to BFI points.

CBS' concrete milestones are:

6.1	Status 2013	2015	2016	2017
Number of BFI points per academic staff full-time equivalent	2.83	2.85	2.88	2.91

6.2 Research output, BFI level 2 articles

CBS does not want simply to earn a higher BFI score. CBS also wants to earn more points through publication of articles in BFI level 2 journals – in other words journals deemed superior to BFI level 1 journals or similar.

CBS' concrete milestones are:

6.2	Status 2013	2015	2016	2017
BFI level 2 articles as a proportion of total number of	37.2 per cent	37.6 per cent	38.0 per cent	38.4 per cent

BFI articles				

6.3 Research quality, UK Association of Business Schools (ABS)

CBS covers a wide spectrum of research areas within social sciences and the humanities. During the last contract period CBS decided to focus on three methods of measuring research quality, although we were well aware that these did not cover all research areas at CBS. The goal was, however, to focus on these methods and thereby nurture a culture of more systematic measurement of research quality and regular comparison with reputable international publication lists.

This approach definitely seems to have been successful, which is why we think it is appropriate to use the same methods in this development contract period.

In this contract period CBS has chosen to calculate the number of articles published on the ABS list, which ranks journals relevant to business schools on a scale of 1 to 4*, 1 being the lowest ranking, 4 and 4* being the highest. The ABS list does not cover all the disciplines at CBS but only publications within accounting, economics, information management, organisational studies, operations research and management science, and strategic management.

Within the last few years CBS has significantly increased the number of articles published in ABS 4 and 4* journals. This has happened during a period of significant increase in academic staff Since CBS does not expect any increase in the number of academic staff in the next few years – in fact it expects quite the opposite given the economic situation – the objective is simply to maintain the existing level.

The concrete milestones for CBS

6.3	Status 2013	2015	2016	2017
Number of articles published in ABS 4 and 4* journals	49	49	49	49

Note: This figure is determined every two years.
The ABS list is expected to be revised during the contract period. CBS will think about how to proceed if and when changes to the ABS list are accessible.

The figure only includes articles and review articles, not reviews or editorials.

6.4 Research quality, FT45

FT 45 is a list by the Financial Times ranking the 45 top journals relevant to business schools. Narrower than the ABS list, FT 45 shows the number of articles published in the 45 journals, which is also included in the Financial Times ranking of executive MBA programmes. CBS' objective here is also to maintain the number of articles published in journals on the list.

FT 45 does not cover the whole spectrum of research areas at CBS but covers only publication within management accounting, economics, entrepreneurship, human resources, operations and information systems, organisational behaviour, ethics, marketing, finance, international business, and statistics.

CBS has chosen the following specific milestones for the benchmark:

6.4	Status 2013	2015	2016	2017
Number of articles published in journals on the FT 45 list	62	62	62	62

Note: This figure is determined every two years.

The figure only includes articles and review articles, not reviews or editorials.

7. Contribution to society

CBS' Business in Society strategy emphasises that it is CBS' responsibility as a business school to ensure that new knowledge and new ideas are transferred to private companies, organisations and society in general.

CBS' primarily contributes to society through its research-based programmes, but also through concrete research partnerships which CBS and its academic staff set up with companies and organisations.

CBS wants to measure the extent to which CBS contributes to society by means of one benchmark:

Benchmark	7.1 Externally funded research CBS wants to increase externally funded research during the contract period.

7.1 Externally funded research

CBS' ability to attract external funding very much reflects funding-providers' prioritisation of allocation of funds to research areas in the social sciences.

Recently CBS has focused on external funding, which has led to several agreements on external research grants with private and public funders from both Denmark and abroad.

In the last development contract CBS stated its objective of doubling its activities relating to externally funded research projects in the period 2010 to 2020..

The outcome of this objective can be seen in the milestones for this benchmark, shown below

7.1	Status 2013	2015	2016	2017
Income from externally funded research projects (sub-account 95), DKK million	94.0	110.2	119.1	128.7

Note: Income registered for external projects under sub-account 95, including research donations, was measured.

8. Gender distribution

Over the last few years CBS has worked to improve gender distribution in all categories of academic positions across CBS. The obvious next step for CBS is to make the issue part of this development contract.

Benchmark	8.1 Proportion of qualified female applicants to professorships CBS wants to increase the proportion of qualified female applicants to professorships

8.1 Female applicants to professorships

In the last few years CBS has focused on creating a better male-female balance among academic staff in all academic positions
A number of initiatives have been put in place that should ensure a better distribution of positions between men and women. However, we have realised that professorial appointments pose a particular challenge. A specific benchmark has been formulated in order to highlight professorial appointments.

In 2013, among qualified applicants for professorships at CBS, 17 percent were women. In the contract period CBS wants to increase this to 25 percent – in other words by a significant margin.

It should be pointed out that there are only a relatively small number of professorships, which is why a minimal change in numbers can mean a large percentage change.

8.1	Status 2013	2015	2016	2017
Number of qualified female applicants to professorships	17 %	20 %	22 %	25 %

Signatures

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