

**DRAFT**  
**Agenda for the meeting in Academic Council,**  
**November 5, 2018 13:00-16:00**

	<b>Time</b>		<b>DIR / AC</b>
<b>1.</b>		<b>Approval of the agenda</b>	PHA
<b>Themes</b>			
<b>2.</b>	13:00 – 13:50	<b>Recruitment of Tenure Track Assistant Professors at CBS. Discussion.</b> <i>a. Review of recent recruitment case of TT Assistant Professor at the Department of Finance (FI)</i> <b>CONFIDENTIAL</b> <i>b. Revision of the recruitment procedures of TT Assistants Professors</i> Guest: Anna Lindholm-Li, Research	PHA / NAA + MLM
<b>3.</b>	13:50 – 14:10	<b>Preliminary budget 2019 and multiannual budget 2020-2022</b>	KWJ / ARP + ToR
<b>4.</b>	14:10 – 14:40	<b>CBS' strategic framework contract 2018-2021 – implementation</b> Guest: Louise Seest, CBS Business	SH + GH / NAA + KM
<b>5.</b>	14:40 – 15:10	<b>Review of the principles for good practice for researchers' participation in the public debate</b>	SH / BMS + ThR
<b>Other topics</b>			
<b>6.</b>	15:10 – 15:25	<b>Re-structuring of the PhD area</b>	SH / BMS + ToR + ARP
<b>7.</b>	15:25 - 15:35	<b>Appointment of new member(s) of CWAC</b>	PHA /
<b>Information cases</b>			
<b>8.</b>	15:35 – 15:45	<b>Next Board meeting, incl.</b>	PHA /
<b>9.</b>	15:45 – 16:00	<b>AOB</b> <ul style="list-style-type: none"> <li>• Agenda for the next AC meeting December 10</li> <li>• Reduction of international student uptake</li> <li>• Status re recruitment of new President</li> <li>• Vice dean of research</li> <li>• Academic Director PRME</li> <li>• VIP allocations spring 2018</li> <li>• CDI mandate 2018-2023</li> </ul>	

**Academic Council meetings 2018**

December 10<sup>th</sup> 13-16

**Academic Council meetings 2019**

March 5<sup>th</sup> 13-16

May 29<sup>th</sup> 13-16

September 10<sup>th</sup> 13-16

Oct/Nov 31<sup>st</sup>/1<sup>st</sup> 12-12

December 12<sup>th</sup> 13-16

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 2. Recruitment of Tenure Track Assistant Professors at CBS

Information

Decision

Discussion

Confidential



### **Background and summary:**

This agenda item is divided in two:

#### ***2a: Review of recent recruitment case of TT Assistant Professor at the Department of Finance (FI)***

CONFIDENTIAL

#### ***2b: Revision of the recruitment procedure of TT Assistant Professors at CBS***

### **Recommendation:**

### **Next steps and communication:**

### **Appendices:**

Prepared by: JT



# CBS' Academic Council – November 5<sup>th</sup> 2018



## 2b. Revision of the recruitment procedure of TT Assistant Professors at CBS

- |   |                                       |
|---|---------------------------------------|
| <input checked="" type="checkbox"/> Information | <input type="checkbox"/> Decision     |
| <input checked="" type="checkbox"/> Discussion  | <input type="checkbox"/> Confidential |

### **Background and summary:**

The CBS' guidelines and procedures on recruitment of TT Assistant Professorships are attached (also available at CBSshare).

### **Recommendation:**

Academic Council is invited to be informed about the current guidelines and to discuss if the recruitment case at the Department of Finance gives rise to revision of the guidelines and recruitment procedures.

### **Next steps and communication:**

Academic Council's reflections and recommendations will feed into the work of the working group recently formed to clarify CBS' procedures for recruitment of TT Assistant Professors.

The working groups counts HoDs Signe Vikkelsø and Lars Peter Østerdal & Professors, members of Academic Council and CWAC Kristian Miltersen and Dan Kärreman.

### **Appendices:**

- Guide to fixed term position at CBS, May 15th 2013
- Guideline for appointment of assessment committees, February 2018
- Guidelines for assessment committees report (currently under revision)
- Current procedure CBS' tenure track, May 22nd 2013 (four year positions)
- Department of Finance' tenure track procedure
- Department of Finance' REEAD criteria

**Prepared by:** Jessie Tvinggaard



## Guide: Fixed-term employment at CBS (faculty positions)

### 1. Positions at master level (where a master degree is a prerequisite)

1.1 PhD Fellow

1.2 Research Assistant

### 2. Positions at PhD level (where a PhD degree or equal academic qualifications are a prerequisite)

2.1. Assistant Professor / Postdoc

2.2. Associate professor

2.3. Visiting Associate Professor

2.4. Professor with Special Responsibilities

2.5. Professor

2.6. Visiting Professor

15 May 2013

LP

HR International Support

HR Services

### 3.0 Legal framework

### 1. Positions at master level (where a master degree is a prerequisite)

#### 1.1 PhD Fellow

The post of PhD fellow is a three year fixed-term education position. At the end of the period of employment, the post is terminated without further notice. Enrolment in a CBS PhD programme is a prerequisite for employment as PhD Fellow. The appointment of PhD fellows is subject to protocol to the collective agreement covering staff with university degrees in the state sector (appendix 5a and 5b).

##### *Extension:*

The PhD fellow can apply for and is entitled to an extension beyond the three years in case of maternity/paternity leave. The extension period will equal the time spent on maternity/paternity leave.

The PhD fellow can apply for, but is not entitled to an extension beyond the three years in case of absence due to illness or leave of absence without pay. Applications for extension must be made to the Head of Department.

#### 1.2 Research Assistant

The post of research assistant is a fixed-term academic position. The principal duties are research and/or teaching. A minor part of the working time may be spent on academic development as well as the performance of other responsibilities.

The post is held for a maximum of three years. Reappointment beyond the three years is not possible. At the end of the period of employment, the post is terminated without further notice.

Applicants for the post of research assistant must have a master's degree.

*Extension:*

The general rule is that the position can be extended twice. The accumulated term cannot, however, exceed a maximum of three years (cf. above).

If the position is announced prior to being filled two extensions are possible within a three year period.

If the position is filled without announcement the position can have a maximum length of one year. The position can be extended (first extension) up to one year without announcement. If the position is to be extended (first extension) for more than one year or a second extension is needed the position must then be announced. The accumulated term as research assistant cannot exceed three years in total.

The three years of employment as a research assistant are accumulated regardless of full time or part time employment.

The research assistant can apply for and is entitled to an extension beyond the three years of fixed-term employment in case of maternity/paternity leave. The extension period will equal the time spent on maternity/paternity leave.

The research assistant can apply for, but is not entitled to an extension beyond the 3 years of fixed-term employment in case of absence due to illness or leave of absence without pay.

Applications for extension must be made to the Head of Department.

## **2. Positions at PhD level (where a PhD degree or equal academic qualifications are a prerequisite)**

### **2.1. Assistant Professor / Postdoc**

Employment as assistant professor / postdoc may take the form of a fixed term position held for a maximum of four years or a fixed term position with the possibility of transferring to a permanent position (cf. *CBS tenure track* below). CBS decides whether a position should be announced as a fixed-term post or a *CBS tenure track* post. When the position is advertised, it must be clearly stipulated whether the post is fixed-term or a *CBS tenure track*.

Both fixed-term and *CBS tenure track* posts must be filled in accordance with the rules of the Appointment Order, including the rules on announcement and assessment.

*CBS tenure track:*

Employment as assistant professor / postdoc may take the form of a tenure track. *CBS tenure track* is reserved for recruitments on the international job market and must be advertised as such prior to being filled. For more details on the CBS Tenure Track procedure kindly refer to *Guide to CBS Tenure Track*.

*Extension:*

Extension of a fixed-term position as an assistant professor/postdoc is possible. However, appointment at the level of assistant professor/postdoc may not exceed eight years, of which a maximum of six years as a fixed-term employee at the same institution.

The general rule is that a fixed-term position as an assistant professor/postdoc can be extended twice. The accumulated term of the employment at this level at CBS cannot, however, exceed a maximum of six years (cf. above)

**After six years as a fixed-term employee at this level at the same institution, the employee must leave the post without further notice unless permanent appointment is obtained.**

A CBS assistant professor / postdoc can apply for and is entitled to an extension beyond the six years of fixed-term employment as such in case of maternity/paternity leave.

A CBS assistant professor can apply for, but is not entitled to an extension beyond the six years of fixed-term employment in case of absence due to illness or leave of absence without pay.

Applications for extension must be made to the Head of Department.

The six years of fixed-term employment as assistant professor/postdoc are accumulated regardless of full time or part time employment.

In this context no distinctions are made between postdoc and assistant professor. Time spent as postdoc also counts as time spent as assistant professor and *vice versa*.

## **2.2. Associate professor**

In general a position as associate professor is a permanent tenured position. However, the position may also be announced as a fixed-term position or may be filled without prior announcement.

If the position is announced prior to being filled two extensions are possible. If the second extension is also for a fixed-term the employee will leave the post by the end of the term without any further opportunity of being employed as an associate professor.

If the position is filled without announcement the contract can have a maximum length of one year. The position can be extended (first extension) up to one year without announcement. If the position is to be extended (first extension) for more than one year or a second extension is needed the position must then be announced.

## **2.3. Visiting Associate Professor**

Visiting Associate Professor is a fixed-term appointment of maximum two years that can take place without announcement. Extension of up to one year is possible also without announcement. If the accumulated appointment is more than three years or if a second extension is necessary the position must be announced.

Foreign citizenship is a prerequisite for being employed as Visiting Associate Professor for two years + one year extension without initial announcement. Danish Visiting Associate Professor can be employed according to the standard rules for associate professor, cf. 2.2.

## **2.4. Professor with Special Responsibilities**

The post of professor with special responsibilities (Professor WSR) involves fixed-term specific functions for three to five years as well as duties that are otherwise associated with

professorships. At the end of the period, the special responsibilities are discontinued and the employee in question may transfer to a position of associate professor at CBS.

Normally, the position is established with a view to appointing particularly talented researchers to develop a promising discipline at international level. The position lies within one of CBS' core activities, a selected priority or an area in which there is a special need for high academic competence as part of the development of a new field of research or education.

The qualification requirements correspond to those of ordinary professorships.

Emphasis must, however, be placed on whether the applicant has the potential to continue the development of the discipline and has documented original academic production at an international level. Special emphasis must also be placed on an assessment of the applicant's abilities to perform the special responsibility or responsibilities associated with the specific post.

*Extension:*

The special responsibilities and thus the employment as professor WSR may last three to five years, with the option of an extension, which means that the total period of employment as professor WSR may be a maximum of eight years.

The professor WSR can apply for and is entitled to an extension beyond the eight years of fixed-term employment as professor WSR in case of maternity/paternity leave. The extension period will equal the time spent on maternity/paternity leave.

The professor WSR can apply for, but is not entitled to an extension beyond the eight years in case of absence due to illness or leave of absence without pay. Applications for extension must be made to the Head of Department.

The period of eight years of fixed-term employment as professor WSR are accumulated regardless of full time or part time employment.

**2.5. Professor**

In general a position as professor is a permanent tenured position. However, the position may also be announced as a fixed-term position and may in some cases be filled without prior announcement.

If the position is announced prior to being filled two extensions are possible. If the second extension is also for a fixed-term the employee will leave the post by the end of the term without any further notice and without further opportunity of being employed as professor.

If the position is filled without announcement the contract can have a maximum length of one year. The position can be extended (first extension) up to one year without announcement. If the position is to be extended (first extension) for more than one year or a second extension is needed the position must then be announced.

**2.6. Visiting Professor**

Visiting Professor is a fixed-term appointment of maximum two years that can take place without announcement. Extension of up to one year is also possible without announcement. If the

accumulated appointment is more than three years or if a second extension is necessary the position must be announced.

Foreign citizenship is prerequisite for being employed as Visiting Professor for two years + one year extension without initial announcement. Danish Visiting Professor can be employed according to the standard rules for professor, cf. 2.5

### **3.0 Legal framework**

The information above is based on the following orders and regulations:

#### **Job Structure for Academic Staff at Universities 2007**

(This memorandum stipulates the job structure and the contents of the job categories which may be assigned to academic staff at universities under the Ministry of Science, Innovation and Higher Education)

#### **Ministerial Order on the Appointment of Academic Staff at Universities (aka. the Appointment Order)**

(This Order stipulates the exact provisions regarding advertisement and assessment of lecturers and academic staff at universities)

#### **The Fixed-Term Employment Act**

(This Act defines a framework that will prevent abuse of the system as a result of multiple consecutive fixed-term posts. Under the Act, the renewal of multiple consecutive fixed-term posts held by employees involved in teaching and research activity may not take place more than twice, cf. Section 5 (2) of the Act. Subsequent employment in a new job category is not regarded as renewal subject to the Act).

#### **Cirkulære om overenskomst for akademikere i staten**

(The collective agreement covering staff with university degrees in the Danish state sector. Only in Danish).

#### **Særlig procedurebeskrivelse ved opslag og ansættelse af adjunkter**

(CBS procedure for announcement and recruitment of assistant professors on tenure track. Only in Danish)

## Nedsættelse af bedømmelsesudvalg

### Regler og retningslinjer for nedsættelse af bedømmelsesudvalg

I henhold til gældende ansættelsesbekendtgørelse (BEK nr. 242 af 13/3/2012, § 4) fastsætter universitet regler for faglig bedømmelse af ansøgere ved besættelse af videnskabelige stillinger.

Institutlederen sammensætter et bedømmelsesudvalg, således at den faglige profil på udvalgsmedlemmerne er i overensstemmelse med opslaget. Rekrutteringsudvalget udvælger de ansøgere, som skal sendes til bedømmelse (shortlisting).

Bedømmelsesudvalget sammensættes på følgende måde:

#### 1. Professor, professor mso, lektor, studielektor, seniorrådgiver og tidsbegrænset adjunkt:

- Tre eller fem medlemmer
- Heraf ét internt medlem, der som udgangspunkt fungerer som formand
- Min. to eksterne internationale medlemmer (heraf min. én udenfor Norden), hvor det er fagligt muligt
- Bedømmeren skal minimum være på samme niveau som stillingen, der bedømmes, og minimum på lektorniveau.
- Begge køn repræsenteret
- Akademisk Råd godkender (via høring) sammensætning af BU

#### 2. CBS tenure track adjunkt:

- Tre interne medlemmer
- Heraf ét medlem, der fungerer som formand
- Bedømmeren skal minimum være på lektorniveau
- Begge køn repræsenteret
- Akademisk Råd godkender (via høring) sammensætning af BU
- Ved bedømmelse i forbindelse med overgang til lektor skal bedømmelsesudvalget imødekomme kravene under punkt 1.

#### 3. Ph.d., videnskabelig assistent, post doc og studieadjunkt:

- Min. to interne bedømmere, inkl. eventuel formand
- Bedømmeren skal minimum være på lektorniveau
- Det tilstræbes, hvor fagligt muligt, at begge køn er repræsenteret

### Opfyldelse af krav til BU's sammensætning:

Hvis kravene til sammensætningen af medlemmerne i BU af faglige årsager ikke kan overholdes, skal dette skriftligt begrundes. Hvad angår repræsentation af begge køn i udvalgene, så skal det begrundes, når der er en ensidig repræsentation i udvalgene på 3 medlemmer eller mere.

Når BU er nedsat og evt. godkendt af Akademisk Råd sendes det i høring hos ansøgerne til den konkrete stilling.

### Ansættelse uden opslag

Ved midlertidige ansættelser uden opslag er reglen, at kandidaten skal bedømmes af en VIP på min. lektorniveau eller ved professor/prof. mso, samme niveau som stillingen. Bedømmer(e) udpeges af CBS. Bedømmelsen skrives som en fagkyndig udtalelse.





## Guidance notes for the assessment of academic positions at Copenhagen Business School

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### 1. Purpose of the Assessment Committee

The purpose of the Assessment Committee is to assess the qualifications of the shortlisted applicants to the advertised academic positions. These applicants must be assessed on the basis of:

- 1) the qualification requirements within research, teaching, dissemination, funding, etc. as provided for each type of academic position in the Job Structure for Academic Staff at Universities (see section 2); and
- 2) the requirements listed in the vacancy announcement.

The committee must ensure an impartial, qualified assessment of the applicants' academic qualifications. The committee is not to prioritise the applicants or determine who would be best qualified for the position. Each applicant must be assessed individually.

### 2. Qualification requirements

The qualification requirements in this section are central extracts of the Job Structure for Academic Staff at Universities ([UK](#) / [DK](#)), where the tasks of each academic position are also described. These formal academic requirements are one of two parts of the assessment. The other part of the assessment is to evaluate the applicants' qualifications based on the requirements stated in the vacancy announcement.

**PhD Fellow**

- To be deemed qualified as PhD Fellow, it is presupposed that the candidate holds a master's degree or equivalent academic qualifications (similar to 3+2 Bologna process) (DK: kandidatniveau).

**Research assistant:**

- To be deemed qualified as research assistant, it is presupposed that the candidate holds a master's degree or equivalent academic qualifications (DK: kandidatniveau).

**Postdoc**

- To be deemed qualified as postdoc, it is presupposed that the candidate's academic qualifications are at PhD level (i.e. PhD degree or the equivalent).

**Assistant professor/researcher**

- To be deemed qualified as assistant professor/researcher, it is presupposed that the candidate's academic qualifications are at PhD level (i.e. PhD degree or the equivalent).

**Teaching assistant professor /teaching associate professor**

- To be deemed qualified as teaching assistant professor or teaching associate professor it is presupposed that the candidate holds a master's degree or equivalent academic qualifications (DK: kandidatniveau).

**Associate professor/senior researcher**

- To be deemed qualified as associate professor/senior researcher it is presupposed that the candidate holds research qualifications at the level that can be achieved by satisfactorily completing a period of employment as an assistant professor/researcher/(postdoc), but may also be obtained in other ways.
- It is presupposed that applicants have received supervision and enhancement of pedagogical competencies and have received a positive written assessment of their teaching qualifications.

**Senior advisor**

- To be deemed qualified as senior adviser, it is presupposed that the candidate's research qualifications are at the level that can be achieved by satisfactorily completing a period of employment as a researcher/postdoc/ (assistant professor), but may also be obtained in other ways. I.e. same level of research qualifications as an associate professorship are required.
- Other qualifications may also be required, for example that the applicant, independently, has performed considerable advisory and communication tasks for authorities, the business community or society in general.

**Professor with special responsibilities**

- Normally, the post of professor with special responsibilities is established with a view to appointing talented researchers to develop a special field of research or education within a promising discipline at international level.
- To be deemed qualified as professor with special responsibilities the candidate must be at professor level. However, emphasis must be placed on the applicant's potential to develop the academic discipline and to produce original academic output at an international level. With emphasis being put more on potential than the formal requirements for a full professorship.

**Professor**

- To be deemed qualified the candidate must be able to document a high degree of original academic production at an international level, i.e. it must be documented that the applicant has contributed to developing the academic discipline.
- Emphasis must also be placed on assessment of the applicant's ability of research leadership skills, and possibly other management functions, e.g. in relation to CBS' external collaborations.

### **3. Confidentiality and conflict of interest**

Work relating to the assessment is fully confidential. Members of the committee may only discuss the assessment with other members of the assessment committee.

Pursuant to the Public Administration Act, there is an obligation to disclose any conflict of interest or suspicion of conflict of interest, i.e. conditions which could give rise to doubts whether an assessment committee member is able to give each assessment impartial treatment.

A conflict of interest can occur by being a party to the case, or in family matters (including cohabitation relations), affiliation to private companies with special interest in the outcome of the assessment, contribution to decisions in the case by other bodies, or by any other relation that may raise doubts about impartiality, such as strong animosity or close friendship.

Failure to comply with the rules on conflict of interest in personnel matters may lead to the invalidation of the assessment. If a member is in doubt about his or her eligibility in relation to membership of the assessment committee, or if he or she has knowledge of any conflict of interest of a committee member, he or she must contact the chairman of the assessment committee or HR.

### **4. Duties of the chairman and the assessment committee members**

The chairman of the assessment committee is responsible for ensuring:

- that the committee has all relevant documentation in order to make a complete assessment of each applicant. It is possible, however, to dismiss an application, should an applicant have failed to submit all required material listed in the announcement;
- observance of deadlines;
- application of any extension of deadlines;
- preparation of the assessment;
- expedient clarification of any queries to the work of the committee.

The chairman may request secretarial assistance from the department.

If an applicant has submitted documentation in Danish or one of the other Scandinavian languages, the chair decides whether or not the committee needs the documentation translated partly or in its full into English in order to assess appropriately.

The members of the committee must familiarise themselves with all available material, so that every applicant is being assessed by all committee members. The committee may, however, agree on a division of labour following which the individual members prepare a draft on specific applicants.

In case of disagreement e.g. on the wording of the assessment, or the inclusion of material not submitted with an application, a decision will be made by the committee by simple majority, unless otherwise expressly stated. Any disagreement among the members of the committee should be clearly stated in the individual assessment in each separate case.

### **5. The assessment**

The assessment must include the committee's assessment of the applicant's academic qualifications in the areas of research, teaching, dissemination as well as relate to potential further academic qualifications relevant for filling the vacancy. Please consult Appendix I for an overview of what is expected in an assessment report.

An assessment of each applicant's academic and professional qualifications comprises:

- an assessment of academic qualifications;
- an assessment of qualifications in teaching and dissemination;
- an assessment of other relevant qualifications;
- a concluding overall evaluation of the applicant's academic qualifications.

In its assessment of teaching qualifications, the committee should base its judgement on the teaching portfolio that is submitted by the candidate. The teaching portfolio is further described [here](#).

The assessment must be written in an appropriate objective language and it must be clearly stated whether the applicant is qualified or not. The assessment must be written in English. Should the specific situation call for an assessment written in Danish, in accordance with the CBS language policy, or if an applicant requests a translation into Danish, this shall be provided.

## **6. Handling the assessment in the online recruitment system**

Once the assessment committee's work can commence, each member of the committee receives an e-mail. The e-mail contains a link to each application and provides access to the applicants' data. It is the responsibility of the chairman to submit the assessment and conclusion (qualified/not qualified) into this online form. Only the chairman can submit information. Other committee members can access the final assessment text via a link in the e-mail.

## **7. The next step in the recruitment process**

All assessments must be approved by the relevant Head of Department who will check that all assessments live up to this guideline. Once approved by HoD the individual assessment report will be sent to each applicant. Applicants have one week to object to their assessments.

Candidates may object to their assessment. In case an objection has been made, the chairman of the committee is contacted and asked to draw up an answer to the applicant's objection and, if necessary, correct the assessment on behalf of the committee. Once the objection has been acknowledged and the reply sent to the applicant in question, the selection process can continue.

## **8. Assessment fee and registration in prophix**

The assessment work is remunerated in accordance with the agreement between the Ministry of Finance and the Danish Confederation of Professional Associations.

Members employed by CBS will have hours registered. External members of the assessment committee will be contacted by HR in order to receive remuneration for the assessment work.

## **9. Deadline**

Pursuant to the Ministerial Order on the Appointment of Academic Staff at Universities, a decision of employment must be reached no later than six months after the deadline for applications has expired. It is essential that the assessment committee observes the deadline for the assessment reports as defined by the hiring department.

## **10. Regulation**

- The applicable Job Structure for Academic Staff at Universities ([UK / DK](#))
- The applicable Collective Agreement regarding Academic Staff

## **Appendix I – The assessment report**

The length of the assessment report should be no more than 5 pages in total for each candidate.

This section is meant to specify and serves as inspiration for the content of a thorough and diligent assessment report; the list of items is not exhaustive. The assessment committee decides which items are relevant and necessary to cover to assess the applicants for the specific position, based on both the formal academic requirements and the announcement. The more senior the position is, the higher the requirements will be.

1. CV: is not to be repeated but commented in terms of extraordinary items.
2. Research: submitted articles are not to be summarized individually; instead synthesized in terms of:
  - a. Areas of research
  - b. Quantity of publications (number of publications; co-authored/single-authored)
  - c. Quality and relevance of publication (measured by journal rankings, citations, relevance to position, other indicators).
  - d. Potential (measured by pipeline)
3. Teaching: synthesized in terms of:
  - a. Topics of courses taught
  - b. Quantity of teaching (number of courses)
  - c. Quality of teaching (student assessment, topics of portfolio, study administration, courses)
  - d. PhD courses
  - e. Potential
4. Dissemination: synthesized in terms of:
  - a. Media presence
  - b. Collaboration with the business community
  - c. Potential
5. Fund raising: summarized in terms of
  - a. Number of grants
  - b. Size of grants
  - c. Other relevant items
6. Research management: summarized in terms of
  - a. PhD supervision
  - b. Organization of research groups, networks or international conferences
  - c. Participation in committees
  - d. Editorial experience
  - e. Other relevant items
7. Conclusion and recommendation

## Current procedure - CBS tenure track

22 May 2013

### 1. Allocation of a *CBS tenure track* position:

- 1.1. Based on an application from the Head of Department, DIR can allocate a *CBS tenure track* position and thereby approve that an assistant professorship is announced as a *CBS tenure track* position.

### 2. Recruitment process:

- 2.1. All positions at CBS must be internationally announced (open call) and this also applies for *CBS tenure track* positions. A *CBS tenure track* position is only announced once before the beginning of the fixed term period as *CBS tenure track* assistant professor. An announcement is not required when the candidate is ready for transition to a tenured position as assistant professor or for an associate professorship.

### 3. Employment decision for *CBS tenure track* assistant professorships:

- 3.1. Due to the intense selection process required by the international job-market, the formal academic assessment of candidates for *CBS tenure track* assistant professor positions is conducted by an internal assessment committee consisting of three members on at least associate professor level. The Head of Department is responsible for the composition of this committee. The composition of the committee must be sent to Academic Council for approval.

### 4. Appointment as *CBS tenure track* assistant professor:

- 4.1. The *CBS tenure track* assistant professorship is a four year position (possible extension for up to one year) with tenure possibility after national rules (Job Structure for Academic Staff at Universities) and CBS regulations on assessment committees and CWAC evaluations.

### 5. Transition from *CBS tenure track* position to tenured assistant professorship (three years into the appointment as assistant professor on *CBS tenure track*):

- 5.1. The Head of Department must make a recommendation to CWAC if he/she finds that the *CBS tenure track* assistant professor (tidsbegrænset) is ready for transition to a tenured assistant professorship (tidsubegrænset).
- 5.2. The CWAC evaluation will normally take place three years into the fixed term appointment. If an extension period is given the time-frame for the request is equally extended. Employees with credit from previous posts within a relevant area or employees that progress rapidly in their academic career may be recommended for the CWAC evaluation by the Head of Department at an earlier stage.

**6. CWAC evaluation and DIR decision:**

- 6.1. Members of CWAC conduct an interview with the candidate and then evaluate whether the candidate is meeting CBS' requirements for transition to a tenured assistant professorship.
- 6.2. If CWAC's evaluation is positive, the evaluation is sent to DIR and if DIR's decision is positive, the employee will be transferred to a tenured (tidsbegrenset) assistant professorship without an announcement.
- 6.3. If CWAC's evaluation and DIR's decision is negative the employee's employment will run out if the assistant professorship is not extended. Heads of Department can ask CWAC to evaluate and DIR to decide the assistant professor a second time and if the evaluation and decision is still negative the employment will run out according to the contract. The maximum an assistant professor can be employed at CBS is four years plus a possible one year's extension and this also applies for *CBS tenure track* assistant professors.

**7. Transition to tenured (tidsbegrenset) assistant professor:**

- 7.1. After a positive evaluation by CWAC and positive decision by DIR the employee is transferred as tenured assistant professor.

**8. Transition from assistant professorship to associate professorship:**

- 8.1. The candidate is responsible for requesting a formal academic assessment of her/his qualifications no later than six month prior to the expiration of the four year period. If an extension period is given the timeframe for the request is equally extended. Employees with credit from previous posts within a relevant area or employees that progress rapidly in their academic career may submit a request to the Head of Department to be formally academically assessed at an earlier stage.
- 8.2. The Head of Department compiles an assessment committee according to the general CBS criteria for assessment of academic positions at Associate Professor level. The assessment committee must be approved by Academic Council in accordance with CBS regulations.
- 8.3. When the assessment committee has been approved by Academic Council the department may proceed with the formal academic assessment of the candidate for an associate professor position.
- 8.4. Formal academic assessments may not be conducted more than twice. If the employee fails to submit a request to have his or her qualifications academically assessed within four years (five years if the position is extended), or if the second assessment is not positive, CBS has to terminate the employment according to the collective agreement rules.
- 8.5. After a positive formal academic assessment the employee will transfer to an associate professorship without announcement of the position. There is no CWAC' involvement at this stage.

*Please also see the HR procedures for CBS tenure-track and the national guidelines (below):*

**National guidelines:**

**Notat om stillingsstruktur 2013 for videnskabeligt personale ved universiteter (Job Structure for Academic Staff at Universities 2013)**

**2.2 The position of assistant professor/researcher**

Applicants for the position of assistant professor/researcher must hold academic qualifications at PhD level.

The post of assistant professor/researcher may take the form of a fixed-term post held for a maximum of four years – in the clinical area, however, up to five years – or a permanent post as part of which the employee after a maximum of six years transfers to a position of associate professor/senior researcher provided that the employee is recommended for assessment and is deemed qualified.

If the position is permanent, the assessment will normally take place within the last six months of the appointment. The employee may, however, request to have his or her qualifications assessed at an earlier date within the first four years. If this assessment is negative, the employee may request a second assessment within the last six months of the appointment. A maximum of two assessments may thus be conducted.

If the employee fails to submit a request to have his or her qualifications assessed within the last year of appointment, or if the assessment is not positive, the employment authorities must immediately initiate dismissal proceedings according to the collective agreement rules.

The university decides whether a position should be advertised as a fixed-term post or a permanent post. The university and an employee in a fixed-term position may in the course of the employment reach agreement on transfer to permanent employment. Transfer to permanent employment requires no job advertisement.

The reappointment of an employee in a fixed-term position is possible, however the appointment may not exceed eight years. The employee then leaves the post unless permanent appointment is obtained.

When the position is advertised, it must be clearly stipulated whether the post is fixed-term or permanent. Both fixed-term and permanent posts must be filled in the normal manner according to the rules of the Appointment Order, including the rules on advertising and assessment.

When permanent positions are advertised, it must be clearly stipulated which criteria will be emphasised in the assessment on the transfer from the level of assistant professor to associate professor. The employee and management are also expected to follow up on requirements for and expectations of the assessment.

Employees holding positions of assistant professor/researcher may use the job title of assistant professor, researcher. The job title depends on which of the varieties below of the general position the employee is appointed to.

The post of assistant professor/researcher is normally a full-time position, but part-time employment is also a possibility.

**From:** [Betina Thestrup](#)  
**To:** [Anna Lindholm-Li](#)  
**Cc:** [Morten Sørensen](#)  
**Subject:** VS: Tenure Track procedure  
**Date:** 31. august 2018 13:26:52

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Kære Anna

Hermed Finansierings tilbagemelding vedr. Tenure Track proceduren:

FI's procedure ved tenure-track ansættelser og forfremmelser, Institut for Finansiering følger retningslinjerne for tenure-track processen som beskrevet i notatet fra 22/5-2013. Dog ansætter vi tenure-track adjunkter for en 6-årig periode (ikke 4-årig) og evalueringen til lektor foretages i det 5. år (ikke det 3. år).

Yderligere kan bemærkes at ved ansættelsen som tenure-track adjunkt, tilstræbes det at alle forskere på instituttet er involverede i processen, og at de har mulighed for at møde og give feedback på potentielle kandidater. Derudover konsulterer HoD rutinemæssigt professorgruppen både ved ansættelsen af tenure-track adjunkter og ved overvejelsen omkring en eventuel senere forfremmelse til lektor.

Som en kommentar på den formelle process, kan det nævnes, at det virker uhensigtsmæssigt, at der ved en forfremmelse til lektor skal udarbejdes et opslag til lektorstillingen, men at dette opslag ikke offentliggøres. Opslagets formål er derfor uklart.

Endvidere, da den endelige afgørelse af en tenure-track forfremmelse afhænger af den eksterne bedømmelseskomités vurdering, og da denne vurdering har en mere definitiv karakter, er der blandt nogle tenure-track kandidater en opfattelse af at tenure-track processen kan være mere vilkårlig og uforudsigelig end den traditionelle process, hvilket ikke er hensigten.

Mvh.  
Morten

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Professor of Finance  
Acting Head of Department of Finance

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## FI Entry Criteria

	PhD Fellow	Post.doc.	Assistant Professor	Tenure Track Assistant Professor	Associate Professor	Professor mso	Full Professor
Research	The proposed research project must match the call and be of interest to the department. Also, there need to be a supervisor-PhD student match.	Emphasis is placed on the applicant's research potential, which means that a researcher with a large research potential may be preferred to a researcher with a large research production.	Emphasis is placed on the applicant's research potential, which means that a researcher with a large research potential may be preferred to a researcher with a large research production.	Emphasis is placed on the applicant's research potential, which means that a researcher with a large research potential may be preferred to a researcher with a large research production.	The candidate should have demonstrated research excellence in finance/statistics.	The candidate should have demonstrated research excellence and thought leadership in finance/statistics.	The candidate should have demonstrated research excellence and thought leadership in finance/statistics.
Education	The applicant must hold a MSc in finance, statistics or equivalent. High grades are highly important.	The applicant must hold a PhD or the equivalent in finance, statistics or related fields.	The applicant must hold a PhD or the equivalent in finance, statistics or related fields.	The applicant must hold a PhD or the equivalent in finance, statistics or related fields. The candidate must show good performance in teaching. This is measured along at least three dimensions. First, good performance in terms of student evaluations implies that the evaluations cannot be very far south of the department average (among internal faculty). Secondly, the (internal) candidate must consistently have shown seriousness in teaching. Sloppy behavior (for instance in writing and grading exams, by showing up late for class or not preparing adequately for class) is not tolerated and will count very negatively in the tenure decision. Seriousness also implies willingness to improve if performance is not satisfactory. Thirdly, the candidate should adhere to our principle of setting high standards for students. This means that passing exams in finance requires a serious effort and that we enforce academic integrity. Requirements at a similar level if hiring through an open call.	The applicant must hold a PhD or the equivalent in finance, statistics or related fields. The applicant must have a teaching record that characterizes an excellent Associate Professor's career. This usually includes supervision of PhD students.	The applicant must hold a PhD or the equivalent in finance, statistics or related fields. The applicant must have demonstrated high-quality teaching at various levels. Also the candidate must be able to provide dynamic leadership in the development of teaching.	
External Funding	Not applicable	The post.doc. is usually financed by an external grant.	Potential for external funding is useful.	Potential for external funding is useful.	Potential for external funding is useful.	For internal candidates, it is desirable that the applicant has participated in fund raising and coordination of research projects.	For internal candidates, it is desirable that the applicant has participated in fund raising and coordination of research projects.
Academic Citizenship	Not applicable	Not applicable	Not applicable	Not applicable	For internal candidates, the applicant must have shown good academic citizenship by regularly attending seminars, being active in seminars, meeting seminar speakers, etc.	For internal candidates, the applicant should have a service record that characterizes a good Associate Professor's career. Significant contribution to the development of the Department and CBS	The applicant must demonstrate to have actively contributed to the profession's service mission. Significant contribution to the development of the Department and CBS.
Dissimilation	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	For internal candidates, it is desirable that the applicant has participated in communication to the public in general and CBS stake holders in particular.	For internal candidates, it is desirable that the applicant has participated in communication to the public in general and CBS stake holders in particular.

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 3. Preliminary budget 2019 and multiannual budget 2020-2022

Information

Decision

Discussion

Confidential



### **Background and summary:**

At the meeting of the CBS Board of Directors November 8-9<sup>th</sup> 2018 the draft budget (skitsebudget) 2019 will be presented for approval. The draft budget for 2019 show a surplus of DKK 36 million which is primarily due to an increase in the basic grants for research of 41 DKK million. In 2019, increase in recruitment of scientific staff and a smaller increase in operating costs will be prioritized. At the same time, focus will continue on administration efficiency improvements.

For the following years 2020-2022, a larger deficit is expected primarily due to the fact that on FFL2019 the rate 1 increase in taximeter income is not continued from 2020. However, it is expected that the rate 1 increase will be politically prioritized on FFL2020. Therefore we have set two scenarios for the development in the annual result and equity for 2019-2024. FFL2020 will be known next year at the end of August.

### **Recommendation:**

Academic Council is invited to discuss and give inputs regarding the budget for 2019 and the multi-year budget 2020-2022.

### **Next steps and communication:**

A final budget for 2019 will be presented for the Board and for Academic Council December 2018.

### **Appendices:**

Skitsebudget for 2019 samt budgetoverslag 2020-2022  
(English version will follow)

**Prepared by:** Susanne Ladefoged Pedersen and Kirsten Winther Jørgensen



## Skitsebudget for 2019 samt budgetoverslag 2020-2022

Skitsebudgettet for 2019 tager afsæt i perspektiverne for flerårsbudgettet for 2019-2022, som det blev præsenteret for bestyrelsen på mødet i september i forbindelse med offentliggørelse af Forslag til Finanslov for 2019 (FFL2019). Skitsebudgettet for 2019 er efterfølgende justeret i forhold til både indtægter og udgiftsforventninger baseret udelukkende på en central analyse. Enhedernes indmeldinger vedr. aktivitetsniveau og budget vil først være klar til bestyrelsens møde i december.

### 1. Resumé

I 2019 forventes et overskud på 36 mio. kr. Det forholdsvis store overskud skal særligt ses i lyset af, at regeringen på FFL2019 foreslår, at CBS' basismidler til forskning øges med 41 mio. kr. årligt fra 2019.

Udgifterne forventes at stige som følge af øget rekruttering af videnskabeligt personale. Endvidere prioriteres et mindre løft i driftsudgifterne bl.a. med henblik på bygningsvedligeholdelse og til finansiering af engangsudgifter som følge af institutsmønsterne igangsat i 2018. Samtidig fastholder fokus på at effektivisere de administrative funktioner og opgaver på både uddannelses-, forsknings- og fællesområdet.

Det forventede årsresultat i 2019 bringer egenkapitalen op på 341 mio. kr. ultimo 2019, som er et godt stykke over minimumsniveauet på 184 mio. kr. Der er dermed et råderum for investeringer i de kommende år.

Der er dog fortsat store usikkerheder i CBS' økonomi, idet takst 1-forhøjelsen i uddannelsesbevillingen ikke er videreført på FFL2019 fra 2020 og frem. Dette giver umiddelbart et fald i indtægterne på 50-60 mio. kr. årligt fra 2020, svarende til minimum ca. 3,5% af CBS' samlede indtægter. Det er dog CBS' forventning, at forhøjelsen vil blive politisk prioritert og fremgå på FFL2020. Dette får vi formelt først klarhed over ultimo august 2019 i forbindelse med offentliggørelse af FFL2020. Som følge af denne usikkerhed anbefaler direktionen i relation til flerårsbudgettet, at der på kort sigt kun igangsættes en begrænset og midlertidig stigning i CBS' rekrutteringer af videnskabeligt personale, som finansieres ved træk på egenkapitalen. Rekrutteringen kan øges yderligere, hvis der sker en videreførelse af takst 1-forhøjelsen.

Det foreslæde flerårsbudget er sammenfattende beskrevet i tabel 1 og uddybet i tabel 13 sidst i dokumentet.

**Tabel 1: Skitsebudget for 2019 og budgetoverslagsår 2020-2022, mio. kr.**

Skitsebudget 2019	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	Budget 2019	2019 vs. 2018	B2020	B2021	B2022
<b>Indtægter i alt</b>	<b>1.335</b>	<b>1.346</b>	<b>1.370</b>	<b>1.425</b>	<b>55</b>	<b>1.356</b>	<b>1.348</b>	<b>1.346</b>
Lønudgifter i alt	859	890	905	925	20	948	953	924
Driftsomkostninger i alt	404	401	406	415	9	412	412	412
Kapitaludgifter i alt	46	49	49	48	-1	48	48	49
<b>Omkostninger i alt</b>	<b>1.309</b>	<b>1.340</b>	<b>1.360</b>	<b>1.389</b>	<b>28</b>	<b>1.408</b>	<b>1.413</b>	<b>1.386</b>
<b>Resultat</b>	<b>26</b>	<b>6</b>	<b>10</b>	<b>36</b>	<b>27</b>	<b>-52</b>	<b>-66</b>	<b>-40</b>
<b>Egenkapital</b>	<b>299</b>	<b>305</b>	<b>299</b>	<b>341</b>	<b>42</b>	<b>290</b>	<b>224</b>	<b>184</b>

I afsnit 2 nedenfor følger en nærmere beskrivelse af indtægts- og udgiftsbudget for 2019-2022. I afsnit 3 opsummeres direktionens anbefaling til prioriteringer og konsekvenser af disse for udviklingen i CBS' egenkapital og centrale nøgletal frem til 2024.

## 2. Flerårsbudget 2019-2022

### 2.1 Indtægter

CBS' samlede indtægter forventes at stige markant i 2019, svarende til 55 mio. kr. i forhold til 2018-nivauet. Stigningen skyldes primært forhøjelsen af basismidler til forskning på 41 mio. kr. fra FFL2019, men også en stigning på 30 mio. kr. i basisforskningsmidler, som blev afsat i 2019 på FL2018. De samlede bevægelser gennemgås nedenfor.

Indtægter falder der imod kraftigt fra 2020, hvilket skyldes, at takst 1-forhøjelsen på uddannelsesbevillingen ikke er videreført på FFL2019 fra 2020 og efterfølgende år. Herved mister CBS 50-60 mio. kr. årligt. Derudover er der også et fald i taxameterindtægterne som følge af dimensionering af engelsksprogede studiepladser og de årlige 2 pct.-besparelserne (omprioriteringsbidraget). Fra 2022 har regeeringen på FFL2019 foreslået, at 2 pct.-reduktionen tilbageføres til sektoren gennem nye initiativer. I indtægtsprognosene nedenfor er det forudsat, at CBS' omprioriteringsbidrag er udgiftsneutral for CBS fra 2022 og frem.

**Tabel 2: Indtægtsprognose 2019-2022, mio. kr.**

Budget 2019-2022	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
<b>Indtægter</b>								
Taxameterertilskud	663	636	647	636	-11	563	548	542
Basisforskningstilskud og andre statslige tilskud	345	374	381	461	81	463	465	464
Eksternt finansierede projekter	122	129	131	129	-2	129	129	129
Studerendes deltagerbetaling	168	166	169	157	-12	159	164	169
Øvrige indtægter	38	41	42	42	0	42	42	42
<b>Indtægter i alt</b>	<b>1.335</b>	<b>1.346</b>	<b>1.370</b>	<b>1.425</b>	<b>55</b>	<b>1.356</b>	<b>1.348</b>	<b>1.346</b>

### Taxameterindtægter

Prognosen for taxameterindtægter er baseret på den nye bevillingsreform, hvor hovedelementerne er aktivitetstilskud (STÅ-indtægter), resultattilskud (studietid og beskæftigelse), grundtilskud og kvalitetstilskud.

Resultattilskud vedr. studietid og beskæftigelse er fastsat ud fra oplysninger fra Uddannelses- og Forskningsministeriet om, at CBS opnår 97 pct. opfyldelse af studietid og 89 pct. opfyldelse af beskæftigelsesforudsætningen i 2019. For de efterfølgende år er der på grundlag af interne prognoser for studietid forudsat 100 pct. målopfylde af studietid og uændret opfyldelse af krav til beskæftigelse på 89 pct.

CBS' prognose for STÅ-indtægter er endvidere opdateret i forhold til den seneste kendte studieadfærd (2017/2018), faktisk optag i 2018 samt nye forventninger til efterfølgende år. Optaget forventes på kort sigt at blive lidt lavere som følge af ministeriets krav om reduktion af engelsksprogede studiepladser. Der pågår fortsat forhandlinger med ministeriet om den endelige reduktion, hvorfor der fortsat kan komme justeringer i optaget, som kan påvirke forventningerne til taxameterindtægterne. Reduktionen i de pågældende studiepladser forventes at ske fra 2019, som først har bevillingseffekt i 2020.

Udviklingen i hovedelementerne i taxameterertilskuddet fremgår af tabel 3 nedenfor. Der er fra 2018 til 2019 et fald på ca. 9 mio. kr. i taxameterertilskud til heltidsuddannelse, som især skyldes 2 pct.-besparelsen på taksterne (-12 mio. kr.), som dog opvejes af en mindre aktivitetsstigning (+ 3 mio. kr.). Derudover påvirkes resultatet også af konsekvenser af bevillingsreformen i 2019.<sup>1</sup>

Taxameterertilskuddet til deltidsuddannelse falder med 2 mio. kr. fra 2018 til 2019 som følge af både 2 pct.-reduktionen og et mindre aktivitetsfald.

<sup>1</sup> Udviklingen i uddannelsesbevillingen i forhold til 2018 er umiddelbart vanskeligt at sammenligne på et detaljeret niveau, da der i bevillingsreformen indgår elementer, som tidligere har været opført under basisforskningstilskud og andre statslige tilskud (administrative effektiviseringer og dele af øvrige formål), men som nu er en del af det samlede taxameterertilskud. Denne omlægning afspejles også ved, at neutraliseringen af den negative regulering (administrative effektiviseringer) under basisforskningsmidler og andre statslige tilskud i 2019 i forhold til 2018 medfører en yderligere stigning i basisforskningsmidlerne og andre statslige tilskud, jf. tabel 4. For specifikation af konsekvenserne af bevillingsreformen henvises i øvrigt til bilag 2 udarbejdet til bestyrelsesmødet i september vedr. ”Økonomiske konsekvenser af bevillingsreform på uddannelsesområdet i 2019”.

**Tabel 3: Forventet udvikling i taxameterindtægter 2019-2022, mio. kr.**

	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Heltidsuddannelse	663	617	628	618	-9	545	531	525
- Aktivitetstilskud (STÅ)	-	-	-	415	-	354	343	341
- Studietid	-	-	-	22	-	19	19	19
- Beskæftigelse	-	-	-	20	-	17	17	16
- Grundtilskud	-	-	-	153	-	150	147	144
- Kvalitetstilskud	-	-	-	8	-	5	5	5
Deltidsuddannelse	20	19	19	17	-2	17	17	17
I alt taxameterstilskud	663	636	647	636	-11	563	548	542

I forhold til den nye prognose for studieaktivitet baseret på netop afsluttet studieår, kan vi konstatere, at der fortsat er en forbedring af studieadfærd efter fremdriftsreformen, jf. figur 1 nedenfor, som viser STÅ-optjening på kandidatuddannelsen per år efter optag. Denne tendens påvirker aktivitetsprognoserne positivt. Samtidig er der andre forhold, som fra 2019 til 2020 fører til et stort fald i indtægterne, svarende til 73 mio. kr. De væsentligste ændringer vedrører:

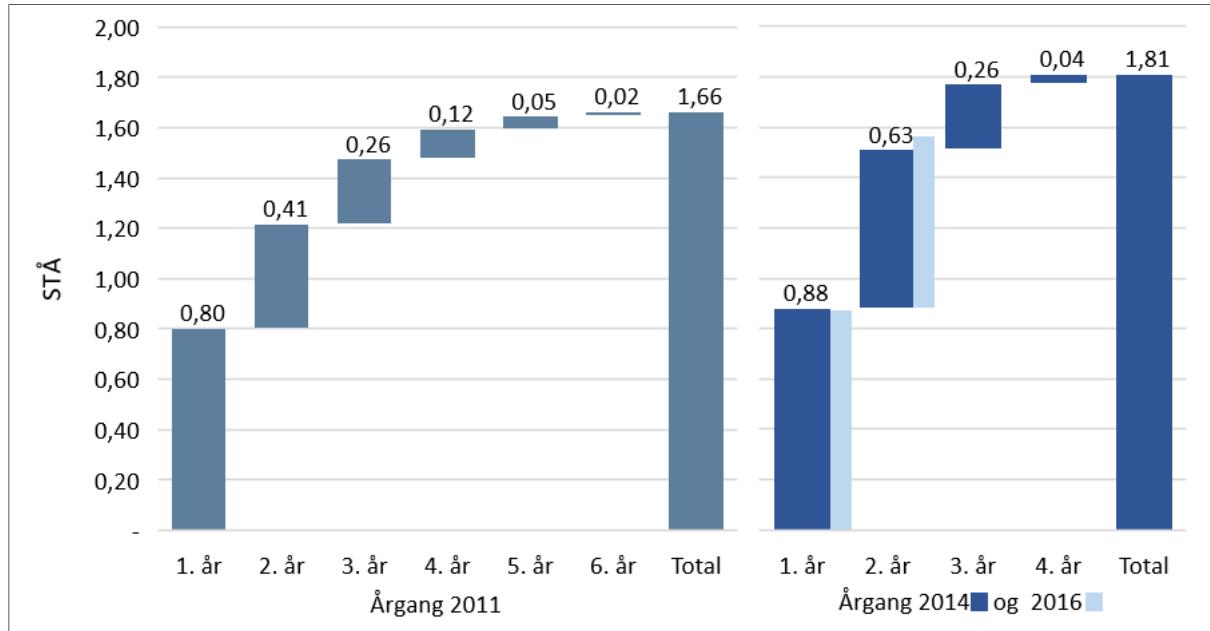
- Bortfald af takst 1, svarende til ca. 57 mio. kr.
- Den årlige 2 pct. besparelse på taksterne, svarende til ca. 12 mio. kr.
- Reduktion i optaget som følge af dimensionering af engelsksprogede studiepladser, svarende til 2 mio. kr.
- Andre aktivitetsændringer (som ikke skyldes dimensioneringen), svarende til ca. 2 mio. kr.

For årene 2020-2021 forventes der et mindre fald på 15 mio. kr., som skyldes 2 pct. besparelsen og aktivitetsændringer. Fra 2021 til 2022 er der et fald på 6 mio. kr. som alene skyldes aktivitetsændringer, idet der er forudsat, at 2 pct.-reduktionen (som fra 2022 føres tilbage til sektoren via nye initiativer) er udgiftsneutral for CBS.

Figur 1 viser grafisk forbedringen af studieadfærd gennem en sammenligning af et gennemsnitligt STÅ-optjulingsforløb for studenterårgange før og hhv. efter fremdriftsreform, der trådte i kraft med årgang 2014. Det fremgår, at en kandidatstuderende optaget i 2011 (dvs. før fremdriftsreformen) i gennemsnit optjente 1,66 STÅ over seks år, mens en kandidatstuderende optaget i 2014 (hvor fremdriftsreformen blev indfaset) i gennemsnit optjente 1,81 STÅ over bare fire år. Kandidatuddannelsen er normeret til studietidsgennemførelse på 2 år på fuld tid og altså 2 STÅ. STÅ-gennemførelsen i procent for de to årgange vil derfor svare til hhv. 83% og 90%.

Af figuren fremgår det, at 2016-årgangen fortsat følger tendensen fra den første fremdriftsårgang (2014) i forhold til hurtigere studiegennemførelse. Årgang 2016, som er den nyeste fremdriftsårgang, der afslutter i 2018, viser samme adfærd som 2014-årgangen (jf. lyseblå grafik) med en lille tendens til yderligere forbedring af studietid, idet STÅ-optjeningen på 2. år er lidt højere end for årgang 2014.

**Figur 1: Studiegennemførelse (optjening af STÅ) på kandidatuddannelse – før (2011) og efter fremdriftsreformen (2014 og 2016)**



### Basisforskningstilskud og andre statslige tilskud

Tabel 4 viser udviklingen i basismidler til forskning og andre statslige tilskud. Fra 2018 til 2019 opnår CBS et væsentligt løft på i alt 71 mio. kr. til basisforskning, hvoraf de 41 mio. kr. er afsat på FFL 2019. De resterende 30 mio. kr. blev afsat til CBS på FL 2018 i 2019-20. I årene 2020 og 2021 er der en mindre stigning i forskningstilskuddet, hvilket skyldes opnåelse af yderligere midler i den performancebaserede fordeling af nye basisforskningsmidler i 45-20-25-10-modellen. Basismidlerne til forskning er forudsat uændret efter 2021, omend der på FFL2019 er en bevillingsskrænt i 2022, som forventes genoprettet på FL2020.

Stigningen i bevilingerne til øvrige formål er af teknisk karakter, idet en negativ regulering vedr. administrative effektiviseringer er udtaget og i stedet indgår i den samlede bevillingsreform fra 2019 vedr. uddannelse, jf. også afsnit vedr. taxameterstilskud.

**Tabel 4: Forventet udvikling i basismidler til forskning og andre statslige tilskud 2019-2022, mio. kr.**

	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Forskning	279	313	319	390	71	392	395	395
Øvrige formål	66	61	62	71	9	71	70	69
I alt	345	374	381	461	80	463	465	464

### **Eksternt finansierede forskningsprojekter**

Den eksternt finansierede forskning forventes at ligge på ca. 129 mio. kr. årligt. Dette udgør et mindre fald i forhold til det forventede niveau i 2018. Der er dog fortsat stor usikkerhed om resultatet i 2018, hvorfor der kan forekomme ændringer frem til fremsættelse af det endelige budget for 2019.

**Tabel 5: Forventet udvikling i eksternt finansierede forskningsprojekter 2019-2022, mio. kr.**

	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Eksternt finansieret forskning	122	129	131	129	-2	129	129	129
I alt	122	129	131	129	-2	129	129	129

### **Studerendes deltagerbetaling**

De samlede indtægter fra deltagerbetaling falder med 12 mio. kr. i 2019 i forhold til 2018, jf. tabel 6. Den væsentligste årsag er omlægning af cand.merc.aud.-uddannelsen til erhvervskandidatuddannelse under heltidsuddannelse og dermed uden deltagerbetaling. Faldet i indtægterne for USB (udenlandske selvbetalere) skyldes forventet effekt af begrænsning på udbud af engelsksprogede uddannelser.

I et flerårsperspektiv er der indarbejdet vækstplaner for masterområdet. Det er endvidere forudsat, at faldet i HD ophører efter 2020. Indtægterne forventes således genoprettet på 2018-niveau i 2022.

**Tabel 6: Forventet udvikling i deltagerbetaling 2019-2022, mio.kr.**

	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Master	79	83	84	82	-2	86	91	96
HD	65	62	63	60	-3	59	59	59
ISUP	3	3	3	3	0	3	3	3
Tompladser, inkl. CMA	11	6	6	1	-5	1	1	1
USB	10	12	12	10	-2	10	10	10
I alt	168	166	169	157	-12	159	164	169

### **Øvrige indtægter**

Øvrige indtægter forventes i 2019 og de kommende år at ligge på 2018-niveauet, svarende til 42 mio. kr. årligt, jf. tabel 7.

**Tabel 7: Udvikling i øvrige indtægter, 2019-2022, mio. kr.**

	Regnskab 2017	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Øvrige indtægter	38	41	42	42	0	42	42	42
I alt	38	41	42	42	0	42	42	42

## 2.2. Udgifter

I dette afsnit redegøres for udgiftsbudgettet.

### Lønomkostninger

De samlede lønomkostninger stiger med 20 mio. kr. fra 2018 til 2019, jf. tabel 8.

**Tabel 8: Udvikling i lønomkostninger 2019-2022, mio. kr.**

Lønomkostninger	2017	Q2 2018	Q2 2018 (2019-priser)	2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
Videnskabeligt personale	384	409	416	438	22	467	477	459
Deltidsvidenskabeligt personale	111	108	110	110	0	108	105	100
Administrativt personale	357	369	376	374	-2	369	366	362
Øvrige lønudgifter	6	4	4	4	0	4	4	4
<b>Lønomkostninger i alt</b>	<b>859</b>	<b>890</b>	<b>905</b>	<b>925</b>	<b>20</b>	<b>948</b>	<b>953</b>	<b>924</b>

Bevægelserne i de efterfølgende år og inden for stillingskategorierne er følgende:

- Udgifter til **videnskabelige stillinger** stiger med 22 mio. kr. fra 2018 til 2019. For de efterfølgende år foretages et yderligere rekrutteringsløft som følge af det økonomiske ráderum. Løftet er indtil videre midlertidigt og aftager fra 2022. Såfremt takst 1-forhøjelsen videreføres kan løftet i de videnskabelige stillinger udvides og en del af stigningen kan permanentgøres. Af tabel 9 fremgår den afledte forventede udvikling i VIP-årsværk.

**Tabel 9: Forventet udvikling i VIP-årsværk, 2014-2024**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
VIP årsværk	700	651	602	565	602	644	687	703	675	643	626

NB: 2014-2017 er regnskabstal. De øvrige år er baseret på en prognose.

- Udgiften til **deltidsvidenskabelige medarbejdere** er forudsat uændret fra 2018 til 2019. Aktiviteten er særligt påvirket af specialeaktivitet, som i 2019 forudsættes på niveau med 2018. For de efterfølgende år forudsættes endvidere, at stigningen i fastansat videnskabeligt personale medfører et fald i aktiviteten for deltidsvidenskabeligt personale.
- Udgiften til **administrativt personale** forventes at falde med 2 mio. kr. fra 2018 til 2019. For de øvrige år forudsættes en yderligere nedgang i omkostningerne som følge af effektiviseringer.
- Øvrige lønudgifter** forventes uændret i forhold til 2018.

## Driftsomkostninger

De samlede driftsudgifter stiger med 9 mio. kr. fra 2018 til 2019, jf. tabel 10. Stigningen rummer følgende bevægelser:

- Løft i bygningsdrift og vedligeholdelse på 4 mio. kr.
- Stigning i udgifter til konferencer og tjenesterejser på 2 mio. kr. – bl.a. som følge af stigning i antallet af videnskabeligt personale.
- Mindre stigning i fakturabetalte undervisere og forskningsstøtte på 1 mio. kr.
- Mindre fald i udgifter til it-udstyr og software, hvilket skal ses i lyset af særligt høje it-investeringer i 2018, bl.a. som følge af køb af printer- og kopimaskiner.
- Stigning i udgifter til kontorhold på 2 mio. kr., som følge af engangsudgifter i forbindelse med institutsmønsterlægninger, der blev igangsat i 2018.
- Mindre stigning i udgifter til bøger, tidsskrifter og trykning mv. på 1 mio. kr.

For de efterfølgende år forventes et forholdsvis stabilt udgiftsniveau. Tilbagemeldinger fra de centrale enheder i forbindelse med Q3 2018 og primo 2019 kan forventes at føre til ændringer i en række af driftsudgifterne.

**Tabel 10: Udvikling i driftsomkostninger 2019-2022, mio. kr.**

Driftsomkostninger	2017	Q2 2018	Q2 2018 i 2019-priser	2019	Diff. 2019 vs. 2018	2020	2021	2022
Husleje og ejendomsskatter	99	99	99	99	0	99	99	99
Bygningsdrift og -vedligeholdelse ialt	66	63	64	68	4	68	68	68
Konferencer og tjenesterejser	58	57	58	60	2	60	60	60
Eksterne bygge- og IT-specialister	13	12	12	12	0	12	12	12
Konsulentanv. (inc advokat, revision og vikar)	13	14	14	14	0	14	14	14
Fakturabetalte undervisere og forskningsstøtte	12	9	9	10	1	10	10	10
IT-udstyr og software	44	48	49	48	-1	48	48	48
Kontorhold	39	43	44	46	2	43	43	43
Bøger, tidsskrifter, trykning mv.	27	24	24	25	1	25	25	25
Øvrige	33	32	33	33	0	33	33	33
<b>Driftsomkostninger i alt</b>	<b>404</b>	<b>401</b>	<b>406</b>	<b>415</b>	<b>9</b>	<b>412</b>	<b>412</b>	<b>412</b>

## Kapitaludgifter

Der forventes et lille fald i kapitaludgifter i 2019 som følge af lavere finansielle omkostninger, jf. tabel 11. Fra 2021 stiger afskrivningerne hovedsagligt som følge af ibrugtagningen af Student & Innovation House.

**Tabel 11: Udvikling i kapitaludgifter 2019-2022, mio. kr.**

Kapitalomkostninger	2017	Q2 2018	Q2 2018 i 2019-priser	2019	Diff. 2019 vs. 2018	2020	2021	2022
Af- og nedskrivninger på anlæg	30	33	33	33	0	33	34	35
Renteindtægter	0	0	0	0	0	0	0	0
Finansielle omkostninger	16	16	16	15	-1	15	14	14
<b>Kapitalomkostninger i alt</b>	<b>46</b>	<b>49</b>	<b>49</b>	<b>48</b>	<b>-1</b>	<b>48</b>	<b>48</b>	<b>49</b>

### 3. Prioriteringer i et flerårsperspektiv

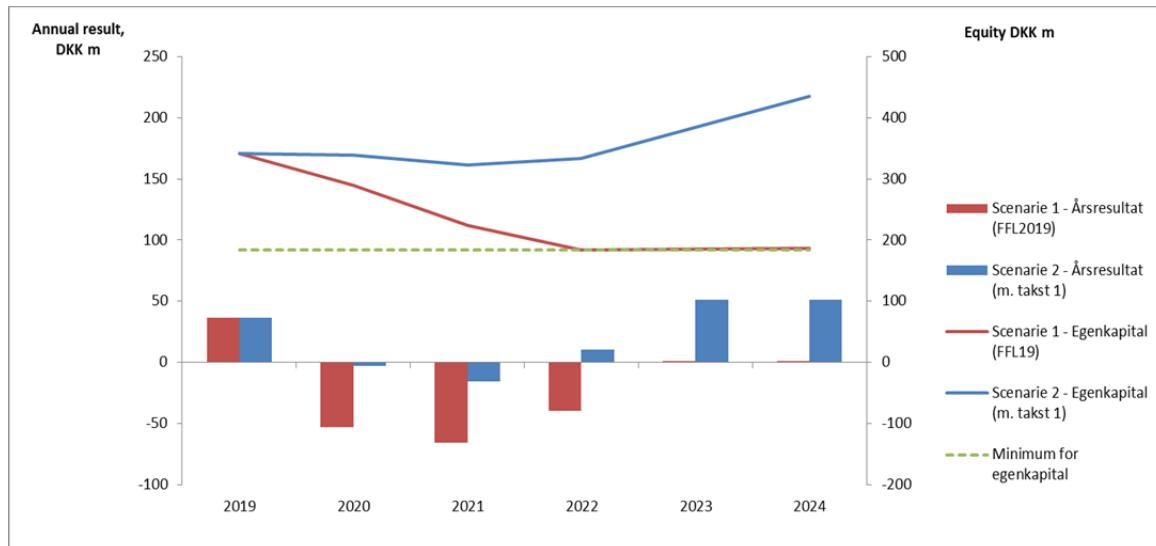
Givet den usikkerhed på minimum 3,5 %, som ligger i CBS' indtægtsgrundlag fra 2020 og frem i forlængelse af den udestående beslutning om evt. forlængelse af takst-1 forhøjelsen på uddannelsesbevillingen, opstilles to scenarier for flerårsbudgettet. De to scenarier er illustreret i figur 2. Samstemmende for begge scenarier er, at direktionen anbefaler at anvende det økonomiske råderum til øget rekruttering af videnskabeligt personale i videst muligt omfang, idet det fortsat er direktionens opfattelse, at der er et kritisk behov for at styrke undervisningskvaliteten gennem en styrkelse af forskningsbasen. Begge scenarier bygger derfor på det udgiftsbudget, der er fremlagt ovenfor.

Scenarie 1 bygger på indtægtsforudsætningerne på FFL2019, dvs. en øget basisforskningsbevilling på 41 mio. kr. fra 2019 samt ingen forlængelse af takst-1 forhøjelsen fra 2020. Der er i dette scenarie et økonomisk råderum, som anvendes til øgede rekrutteringer af videnskabeligt personale i en midlertidig periode. Ansættelse af videnskabeligt personale sker således frem til 2023 ved træk på egenkapitalen. Fra 2023 vil rekrutteringer af videnskabeligt personale være mindre end den årlige personaleomsætning, hvormed udgifterne falder, således at CBS' egenkapital lander på det fastsatte minimumsniveau.

I scenarie 2 forudsættes en videreførelse af takst-1 forhøjelsen fra 2020, hvorved CBS' indtægtsgrundlag bliver 50-60 mio. kr. højere årligt fra 2020 sammenlignet med scenarie 1. Egenkapitalen vil derfor vokse betydeligt. I dette scenarie vil der være mulighed for at øge rekrutteringen af videnskabelige stillinger yderligere og desuden gøre en del af løftet i videnskabelige stillinger permanent.

Direktionen vurderer, at der er en relativ stor sandsynlighed for, at takst-1 forhøjelsen videreføres i et eller andet omfang fra 2020 og frem. Men direktionen anbefaler, at scenarie 1 følges (hvis FFL2019 vedtages med dens nuværende konsekvenser for CBS) indtil der foreligger en evt. politisk beslutning om en videreførelse af takst-1 forhøjelsen, således at vi ikke risikerer at skulle ud i en hård opbremsning, hvis takst-1 forhøjelsen ikke videreføres. Risikoen ved dette scenarie er, at CBS i en overgangsperiode vil øge egenkapitalen yderligere, idet der mindst går et år fra beslutning om øget rekruttering af videnskabelige medarbejdere til beslutningen får udgiftseffekt.

**Figur 2: Scenarier for CBS' økonomi 2019-2024**



NB: Alle indtægter er forudsat uændret fra 2022 og frem. Dog er det forudsat, at den midlertidige nedgang i optaget som følge af reduktion af engelsksprogede studiepladser ophører efter 2022. Ligeledes er alle omkostninger forudsat uændret med undtagelse af udgifter til VIP, som falder i henhold til den foreslæde rekrutteringsplan i takt med, at den almindelige personaleomsætninger (inklusiv udløb af stillinger) overstiger rekrutteringer.

Med udgangspunkt i det anbefalede scenarie 1 kan der forventes følgende udvikling i centrale nøgletal for 2019-2022 med en fremskrivning til 2024:

**Tabel 12: Udvikling i nøgletal, 2014-2024**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
VIP/DVIP*	1,19	1,07	0,90	0,91	0,97	1,04	1,13	1,19	1,20	1,14	1,14
TAP/(VIP+DVIP)	0,70	0,74	0,81	0,89	0,89	0,85	0,81	0,79	0,82	0,85	0,85
TAP/VIP	0,94	1,02	1,18	1,28	1,25	1,18	1,09	1,06	1,09	1,14	1,14
STÅ/VIP	16,2	18,3	21,6	21,8	20,3	19,2	17,9	17,4	18,0	18,9	18,9
STÅ/TAP	17,2	18,0	18,3	17,0	16,3	16,3	16,4	16,4	16,5	16,5	16,5

\*Kun baseret på undervisningsårværk. For øvrige nøgletal er disse opgjort i årværk for hele CBS. STÅ=studenterårværk. For perioden 2014-2017 anvendes regnskabstal. De øvrige er baseret på en prognose.

Som følge af den midlertidigt øgede rekruttering af videnskabelige medarbejdere kan der observeres en midlertidig forbedring af VIP/DVIP- hhv. STÅ/VIP-ratioerne. CBS når dog ikke på noget tidspunkt ned på samme niveau for STÅ/VIP-ratioen som de øvrige samfundsvidenskabelige fakulteter i Danmark, der i 2017 lå på 15,2 i gennemsnit. Dertil er CBS' forskningsbase fortsat for lille.

**Tabel 13: Skitsebudget 2019 og flerårsbudget 2020-2022 – indtægter og udgifter, mio. kr.**

Budget 2019-2022	Regnskab 2017	Budget 2018	Q2 2018	Q2 2018 (2019-priser)	B2019	Diff. 2019 vs. 2018	B2020	B2021	B2022
<b>Indtægter</b>									
Taxameteretilskud	663	637	636	647	636	-12	563	548	542
Basisforskningstilskud og andre statslige tilskud	345	374	374	381	461	81	463	465	464
Eksternt finansierede projekter	122	129	129	131	129	-2	129	129	129
Studerendes deltagerbetaling	168	175	166	169	157	-12	159	164	169
Øvrige indtægter	38	41	41	42	42	0	42	42	42
<b>Indtægter i alt</b>	<b>1.335</b>	<b>1.356</b>	<b>1.346</b>	<b>1.370</b>	<b>1.425</b>	<b>55</b>	<b>1.356</b>	<b>1.348</b>	<b>1.346</b>
<b>Lønomkostninger</b>									
Videnskabeligt personale	384	409	409	416	438	22	467	477	459
Deltidsvidenskabeligt personale	111	114	108	110	110	0	108	105	100
Administrativt personale	357	362	369	376	374	-2	369	366	362
Øvrige lønomkostninger	6	4	4	4	4	0	4	4	4
<b>Lønomkostninger i alt</b>	<b>859</b>	<b>889</b>	<b>890</b>	<b>905</b>	<b>925</b>	<b>20</b>	<b>948</b>	<b>953</b>	<b>924</b>
<b>Driftsomkostninger</b>									
Husleje og ejendomsskatter	99	100	99	99	99	0	99	99	99
Bygningsdrift og vedligeholdelse i alt	66	65	63	64	68	4	68	68	68
Konferencer og tjenesterejser	58	60	57	58	60	2	60	60	60
Eksterne bygge og IT-specialister	13	16	12	12	12	0	12	12	12
Konsulentanv. (inc advokat, revision og vikar)	13	14	14	14	14	0	14	14	14
Fakturabetalte undervisere og forskningsstøtte	12	10	9	9	10	1	10	10	10
IT-udstyr og software	44	45	48	49	48	-1	48	48	48
Kontorhold	39	37	43	44	46	2	43	43	43
Bøger, tidsskrifter, trykning mv.	27	23	24	24	25	1	25	25	25
Øvrige	33	35	32	33	33	0	33	33	33
<b>Driftsomkostninger i alt</b>	<b>404</b>	<b>405</b>	<b>401</b>	<b>406</b>	<b>415</b>	<b>9</b>	<b>412</b>	<b>412</b>	<b>412</b>
<b>Kapitalomkostninger</b>									
Af- og nedskrivninger på anlæg	30	30	33	33	33	0	33	34	35
Renteindtægter	0	0	0	0	0	0	0	0	0
Finansielle omkostninger	16	16	16	16	15	-1	15	14	14
<b>Kapitalomkostninger i alt</b>	<b>46</b>	<b>46</b>	<b>49</b>	<b>49</b>	<b>48</b>	<b>-1</b>	<b>48</b>	<b>48</b>	<b>49</b>
<b>Omkostninger i alt</b>	<b>1.309</b>	<b>1.340</b>	<b>1.340</b>	<b>1.360</b>	<b>1.389</b>	<b>29</b>	<b>1.408</b>	<b>1.413</b>	<b>1.386</b>
<b>Resultat</b>	<b>26</b>	<b>16</b>	<b>6</b>	<b>10</b>	<b>36</b>	<b>27</b>	<b>-52</b>	<b>-66</b>	<b>-40</b>
<b>Egenkapital</b>	<b>299</b>	<b>315</b>	<b>305</b>	<b>310</b>	<b>341</b>	<b>31</b>	<b>290</b>	<b>224</b>	<b>184</b>

NB: 2017=årets priser. 2019-2022 er i 2019-prisniveau. Afvigelser i summerne kan skyldes afrundinger.

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 4. CBS' strategic framework contract 2018-2021

Information

Decision

Discussion

Confidential



### **Background and summary:**

CBS and the Ministry of Higher Education and Science signed the strategic framework agreement in June 2018. An action plan for activities in 2018 was presented at the CBS Board meeting on 1 June, Academic Council was informed in May 2018.

Attached is the signed contract and the agreed action plan for 2018 as well as a status of November 2018.

### **Recommendation:**

Søren Hvidkær, Gregor Halff and Louise Seest will each give a brief (5 minutes) introduction of the contract content in their respective target areas as well as initiatives initiated.

### **Søren Hvidkær:**

Target 1: CBS wants to increase the quality of CBS' research

Target 2: CBS wants to increase the relevance of CBS' research

### **Gregor Halff:**

Target 3: CBS wants to enhance student learning outcome

Target 4: CBS wants to give the students relevant competences

### **Louise Seest:**

Target 5: CBS wants to strengthen cooperation with society

Academic Council is invited to take note of the status and provide inputs for senior management on the on-going strategic work and initiatives.

### **Next steps and communication:**

Senior management receives quarterly a status report on the action plan and the five strategic goals in general. Senior management will report annually to the CBS Board of Directors in November. CBS is obliged to submit the annual status report to the ministry together with the annual report.

### **Appendices:**

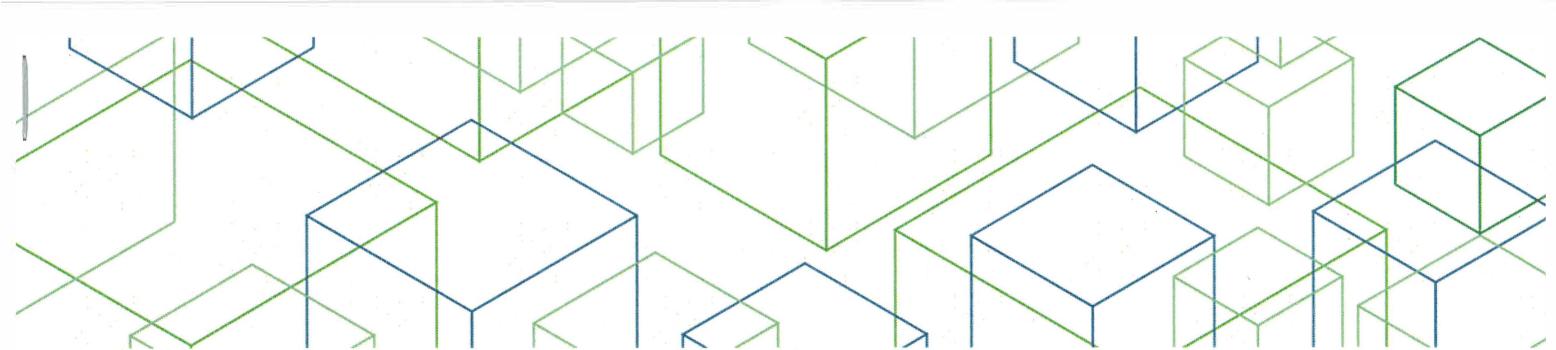
CBS' strategic framework contract 2018-2021

The action plan 2018

Status re the strategic frame work contract, November 2018

**Prepared by:** Charlotte Gisselmann Jessen/Jessie Tsvillinggaard





# Strategic framework agreement

## 2018-2021

Copenhagen Business School enters into a strategic framework agreement with the Minister for Higher Education and Science.



Frederiksberg, 1 June 2018

A blue ink signature of Karsten Dybvad's name.

Karsten Dybvad  
Chairman of the Board



Copenhagen, 3 July 2018

A blue ink signature of Tommy Ahlers' name.

Tommy Ahlers  
The Minister for Higher Education and Science



# Strategic framework agreement 2018-2021

The strategic framework agreement includes the strategic goals for Copenhagen Business School's core tasks.

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## Status and duration

The strategic framework agreement shall be valid from 1 January 2018 to 31 December 2021.

Both the institution and the Minister shall be entitled to take steps to renegotiate the strategic goals if, for example, the financial conditions of the institution change substantially from what is presupposed, or if new challenges imply that it would be appropriate to change the strategic goals in the agreement. Changes in the agreement shall be agreed upon by the Board and the Minister.

## Reporting and follow-up on goal compliance

The institution shall submit an annual status report on the work done with the goals of the framework agreement. The status report shall include an overall evaluation of the perspectives on goal compliance with documentation for the development in the specified indicators. The status report shall also include a description of implemented supportive efforts for goal compliance and an up-to-date, forward-looking action plan that shall demonstrate the institution's foundation for realising the goals.

Indicators with associated specific data sources have been established for each strategic goal. If new relevant data sources that can illuminate the development of a specific indicator are identified during the agreement period, these can replace or supplement data sources in the contract. The application of new data sources in the framework agreement presupposes consensus.

On the expiry of the agreement, the institution shall assess the final fulfilment of each strategic goal. This shall be based on a review of the development in each of the specified indicators in the strategic framework agreement, including a description of the supportive efforts in the agreement period.

With outset in the institution's reporting, the ministry shall evaluate the overall goal compliance of the framework agreement.

## Strategic goals of the framework agreement

Today, CBS is a highly acknowledged university internationally, and CBS' researchers deliver research and research-based education of high quality to especially the Danish business community and the public sector. CBS has obtained the most demanding and relevant international accreditations, which reflect CBS' great efforts and ambitious goals within research and education<sup>1</sup>. Moreover, CBS lists high in international rankings<sup>2</sup>. CBS' foundation is therefore strong and a good starting point for CBS' ambitions in the coming years.

CBS' strategic direction in the coming years is determined by its Business in Society strategy, which was revised in 2016. The value and impact of our activities within research and education are key elements for CBS and therefore comprise important parameters in CBS' strategy. CBS is committed – both strategically and in practice – to making a difference in society. The general strategic direction is clear – CBS wants to strengthen its position as a broad, interdisciplinary business school with a constant focus on contributing to society through research and research-based education with a view to develop strong graduates.

The strategy is a continuation of previous strategic initiatives. The strategy simultaneously introduces new transformational initiatives: Entrepreneurship and innovation, CBS' programme portfolio and collaboration with the business community and society. These three new initiatives are as follows:

- CBS must educate students to have an entrepreneurial and innovative mindset. CBS is already a significant player in Europe within the social sciences and in taking a business approach to entrepreneurship and innovation. CBS will strengthen this position in the coming years.
- In CBS' programmes, students must develop their critical and independent thinking and exploit their full potential. CBS' programmes must continuously adhere to the high, international standards and be practice-oriented. The students' qualifications should not only be clear to themselves. The students' qualifications must also be clear for and developed in collaboration with the employers of CBS graduates, for instance companies.
- Through dialogue and collaboration with the private and public sectors, CBS will contribute to the positive development of society.

We emphasise that the value creation of research is based on the interplay of excellent research with the public sector, private companies and society at large, just as in the interaction with international research environments. A significant aspect of the value created by research is its contribution to the research-based education the students receive and bring with them into society. Research at CBS embraces disciplines such as finance, economics, accounting,

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<sup>1</sup> CBS has been awarded the internationally renowned Triple Crown accreditation: EQUIS, AACSB and AMBA. This is only the case for less than 1% of business schools worldwide which offer programmes where students can obtain a degree.

<sup>2</sup> CBS is ranked, for example, no. 10 among European business schools on the UTD Top 100 Business School Research Ranking, published by the University of Texas at Dallas. The QS World University Ranking lists CBS as no. 41 in the category of Top Universities for Social Sciences and Management. The Times Higher Education World University Rankings places CBS as no. 30 in the Business and Economics category.

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marketing economics, strategic management and organisational studies and disciplines that put business in a wider social, political, cultural, philosophical and historical context. To a large extent, CBS researchers publish in the best international journals and participate actively in international research networks, while simultaneously publishing books and reports with direct relevance to companies, organisations and legislators. This is reflected in our strong position in international research rankings and the high demand for CBS researchers as experts, facilitators and advisers.

Today, CBS' study programmes are relevant to our society, which is reflected in the low level of unemployment among CBS' graduates. CBS had exceptionally many graduates in 2016, however, the level of unemployment among CBS graduates remains low in spite of this. The vast majority of CBS graduates are employed in the private sector and thus significantly contribute to ensuring the growth and prosperity of society. A smaller but not insignificant share of CBS graduates work in the public sector with management and business development of public institutions and organisations.

CBS must continue to deliver education of high quality. This must take place through:

- Strong and internationally acknowledged quality research relevance for society.
- Talented, motivated students.
- Qualified and committed instructors.
- A pedagogical approach that links theory and practice, stimulates creativity and curiosity and promotes the desire to think innovatively.
- Clear relevance to business and well-defined competences in the programmes.
- A strong international component in the programmes.
- Ongoing assessment of CBS' programmes.
- Effective use of resources.

CBS' strategic direction and strategic goals are described below in CBS' strategic goals for 2018-2021, where CBS' Business in Society strategy and CBS' financial framework conditions are taken into account. The Minister for Higher Education and Science and the Board of CBS agree that both the following strategic goals and the ongoing assessment of their progress and development must reflect CBS' financial framework conditions.

Copenhagen Business School will work with the following strategic goals for CBS' core tasks during the agreement period 2018-2021:

1. CBS wants to increase the quality of CBS' research.
2. CBS wants to increase the relevance of CBS' research.
3. CBS wants to enhance student learning outcome.
4. CBS wants to give the students relevant competences.
5. CBS wants to strengthen cooperation with society.

### **Strategic goal 1**

#### **CBS wants to increase the quality of CBS' research**

CBS will reach the goal through efforts within CBS' research organisation and increased publishing quality. CBS will have a strong focus on quality in appointments and talent development. CBS will increase the number of publications in internationally recognised journals and simultaneously ensure that all departments have a publishing strategy and goals to support the goal of an increased research quality.

## **Motivation and ambition for the goal**

The purpose of increasing research quality is to enhance the current strong impact of CBS' research - both in the international research environments and Danish society. This means that CBS' research influences other research, is useful and applied for educational development and is communicated to and used by practitioners in for example companies. It is CBS' assessment that an increased quality in CBS' research is key to enhance the impact of CBS' research.

CBS' goal for increased research quality requires a focussed effort in relation to ensuring a continued strong research system and a sustained focus on publication which support CBS' objective of increased quality.

CBS' strong research organisation, which enables development of the individual disciplines as well as the interdisciplinary research, constitutes a strong basis for an even higher research quality. The greatest challenge is to ensure long-term funding that can be used to enlarge the research staff and thereby further increase the research quality. CBS has, when comparing on sector level, an unfortunate, low research coverage of CBS' programmes which, for instance, is illustrated by the very low academic/part-time academic staff ratio. To ensure the best possible research base, CBS has a major focus on quality in the recruitment of academic staff. Another challenge is that CBS is in fierce, international competition to attract the best researchers. These two challenges combined cause CBS to be very mindful of continuously working with an increased number of PhDs, talent development, quality in appointments, gender diversity and international recruitment.

In recent decades, CBS has systematically improved the quality of its research and is now a highly listed university on international rankings. CBS' research lies predominantly within the social sciences. In this field, CBS is now one of the 50 best universities in the world and the best in Scandinavia. In a European context, CBS typically comes in at around tenth place (cf. note 2 above). These rankings are entirely in line with the best Danish rankings in medicine, the natural sciences and the technical sciences. Today, CBS therefore already competes on a high level.

CBS' still has the ambition to increase research quality. Thus, CBS wants to strengthen its presence in internationally recognised journals on the AJG list with the goal to be associated with excellent research. CBS will simultaneously enhance the quality and presence in nationally and internationally recognised publication channels (publishers, journals, etc.) that cover the majority of CBS' academic areas. Consequently, CBS will follow the development in the bibliometric research indicator (BRI).

However, CBS' research goes beyond the AJG list and the BRI system. Different academic areas have different publishing traditions which reflect the content and distinctive feature of the academic area. For example, it is relevant for some CBS' departments to publish in internationally acknowledged journals within AJG. For other departments, it is more relevant to publish in other internationally acknowledged journals and in monographs, for example in books or theses, still reflecting quality. It is CBS' ambition to enhance the research quality of all academic areas. Thus, each of CBS' departments must have an approved publication strategy that defines the relevant publication channels, which support the goal on increased quality in their research areas. The publication strategies will also reflect the younger researchers' publications in addition to the different academic areas. The publication strategy and established goals of the individual departments must reflect these conditions.

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### Basis for assessment of goal compliance

Goal compliance is based on an overall evaluation of the realised effect on the expiry of the agreement. The final status report is included in the assessment of goal compliance and comprises documentation for how the indicators have developed and reports for completed support activities, cf. above.

#### Development of CBS' research organisation

- Number of applications, short listed applicants, short listed qualified applicants, newly recruited academic employees and total population (from application process in 2017) (434 applications, 204 short listed applicants, 171 short listed qualified and 57 newly recruited through short listing and total population of 433 (full-time equivalents), 2017; HR data, CBS & UFM's (Ministry of Higher Education and Science) Researcher Recruitment Statistics, SLS).
- Number of PhDs (192, 2017; PhD Planner, CBS).

#### Publication in AJG and BRI

- Number of publications in recognised journals on level 4 and 4\* on the AJG list (58 articles, 2017; Pure).
- Number of BRI points per academic staff full-time equivalent (3.6, calculated in 2017 for BRI analysis year 2016; UFM and SLS).

#### CBS departments' publishing strategy and publications

- Share of publications published in the department specific publishing channels defined in the departments' publishing strategies (Baseline is developed in 2018/2019; Pure)

### Strategic goal 2

#### CBS wants to increase the relevance of CBS' research

CBS will reach the goal by raising more strategically prioritised funds from external sources. With outset in CBS' research strategy and a focused administrative support, CBS will concentrate the effort on selected fund sources. Focus will be on funds which support CBS' goal on research of high quality and contribute with new, relevant knowledge to advance the progress of both CBS' research environments and society at large.

#### Motivation and ambition for the goal

The purpose is to ensure the relevance of CBS' research for the benefit of research environments and society. As a university, CBS has a responsibility to produce new knowledge and new ideas through research and simultaneously ensure that the new knowledge and the new ideas are relevant to research environments and society.

In the past years, CBS has focussed on boosting the activity within externally funded research which CBS has had success with. From 2013 to 2017, CBS' proceeds from external research funding have increased by 30%. CBS' goal for increased relevance requires a targeted effort where CBS attracts more strategically prioritised funds with outset in CBS' strategic research focus while a strong administrative support for this focus persists. CBS' departments will be included based on their own action plans for relevant externally funded activities within their respective academic field, including that the focus of the action plans on activities and grants to a greater extent must support CBS' general strategy.

CBS' effort aligns with its Business in Society strategy. The strategy focuses on further developing CBS' strengths, making CBS and its researchers visible nationally and internationally as well as creating value for the academic community and society. This is rendered possible through increased research quality. CBS will therefore raise more funds from nationally and internationally prestigious research programmes and private funds which support quality in research and are relevant for the business community, public institutions and society. The prestigious research programmes include: European Research Council, MSCA, Grundforskningsfonden, Sapere Aude, Independent Research Fund Denmark's Research Projects and endowed professorships. Focus is also on submitting applications and receiving larger individual grants rather than a great number of smaller grants.

### **Basis for assessment of goal compliance**

Goal compliance is based on an overall evaluation of the realised effect on the expiry of the agreement. The final status report is included in the assessment of goal compliance and comprises documentation for how the indicators have developed and reports for completed support activities, cf. above.

Development in attracting strategically prioritised funding

- Strategically prioritised funding by prestigious research programmes (DKK 9.8 million in 2016 and DKK 52.8 million in 2017; CBS Navision).
- Grants from external research funds (DKK 121.9 million, 2017; CBS Navision).
- Receipt of external funds in continuation of the departments' strategy for external funding (Baseline is established in 2019)

### **Strategic goal 3**

#### **CBS wants to enhance student learning outcome**

CBS will reach the goal by improving the students' learning opportunities. CBS will do so through an ambitious effort within diverse types of teaching with an increased focus on blended learning, activating teaching activities and feedback, which also should inspire and motivate students to participate in more intensive courses.

### **Motivation and ambition for the goal**

The purpose of an increased learning outcome is to educate competent graduates for the benefit of the graduates themselves and employers of CBS' graduates - companies, public institutions and society at large. The effort to increase the students' learning outcome should be viewed in the context of the existing work with educational quality, where the general follow-up on and development of CBS' programmes are embedded.

CBS' goal for an increased learning outcome requires an ambitious effort within blended learning, activating teaching activities and feedback. The three focus areas represent an integrated effort and all have the purpose of increasing the learning outcome. With the three efforts, CBS will expand the learning environment to give the best conditions for learning. CBS also wants to work with different types of teaching and exams to inspire and motivate the students to be creative, independent and take on intensive courses. With these efforts, it is CBS' goal to improve the quality of the teaching activities.

With the effort within blended learning, CBS wants to exploit learning technology to provide the best possible learning experience for CBS' students. Blended learning is the combination of traditional classroom teaching and online teaching. CBS will exploit the technology which also provides the students with teaching activities before they enter the classroom. This can create better opportunities for education in the form of independent studies and give more time and depth to the dialogue between the lecturer and the students in the classroom. It allows the students to better use the time in and outside the classroom.

It requires a great and focused effort if CBS is to fully exploit the opportunities for blended learning. The effort is fundamental and concerns both the way CBS organises its programmes, the individual courses, didactics and pedagogics and competence development of the lecturers. In the years 2015 to 2017, the number of courses with online and blended learning has increased at CBS, which offered 80 courses primarily consisting of blended learning in 2017. The increased number of courses is primarily a result of a great effort in the diploma programmes (HD). The ambition is to increase the number of courses and diffuse it in the full-time programmes, so the majority of CBS' courses include blended learning in 2023. The individual courses must therefore have a strategy and an action plan for implementation of blended learning. This requires concurrent competence development of CBS' lecturers. The departments must therefore have an action plan for pedagogic upgrading.

Ongoing feedback is necessary to strengthen the individual students' learning outcome. Feedback concerns different types of responses to the students in relation to their performance and presupposes activating teaching activities during the semester, which enable a continuous evaluation of the student's learning experience. It can be by way of written feedback on assignments, extra supervision on projects and peer to peer feedback from other students. It is CBS' ambition to strengthen the student's learning outcome with ongoing feedback. CBS will therefore develop and test different types of teaching and exams to provide better opportunities for feedback.

CBS has initiated a pilot project on feedback in a number of programmes. CBS has also initiated a pilot project to make the first year of the programme BSc in Business Administration and Psychology grade free in parallel with adjusting the teaching activities to enable feedback during the semester. Based on experiences from these two pilot projects, CBS will devise further efforts within feedback and activating teaching activities.

### **Basis for assessment of goal compliance**

Goal compliance is based on an overall evaluation of the realised effect on the expiry of the agreement. The final status report is included in the assessment of goal compliance and comprises documentation for how the indicators have developed and reports for completed support activities, cf. above.

#### Development of blended learning in the teaching activities

- Number of courses where blended learning is applied (Baseline is established 2019; CBS' course catalogue).
- Number of participants in teaching activities related to pedagogic upgrading (332 participants, 2017, CBS Teaching & Learning).

#### Focus on feedback

- Students' evaluation of feedback: "My experience is that feedback elements were integrated in the teaching activities" (3.55 on average, 2017 (fall 2017) on a scale from 1 to 5 where 5 is best; CBS course evaluation completed at the end of a course, computed per academic year).
- Number of courses with activating teaching activities (mandatory approval assignments, active class participation (as a new type of exam) and the like). (Baseline is established in 2018, CBS' Course catalogue).

#### The students' indication of study intensity

- Measurement of the students' evaluation of time spent on teaching activities and preparation (Baseline is ready in 2018; Questionnaire survey is conducted for Uddannelseszoom (a comparative research project), UFM).

### **Strategic goal 4**

#### **CBS wants to give the students relevant competences**

CBS will achieve the goal partly by developing and implementing a competence framework for CBS' study programmes. A competence framework is a tool which describes the fundamental academic and business administrative competences all CBS graduates should have. CBS will partly raise the flexibility in CBS' educational offers within diploma, executive master and corporate graduate programmes.

#### **Motivation and ambition for the goal**

CBS will help meet the needs of individuals, companies and society for relevant competences throughout their lives. The labour market is in rapid change. As a result, CBS will give the students relevant future competences regardless of their position in their work life. Both to young students in the beginning of their 20s who want a university degree, and to students in employment who want to be updated with new competences - for the benefit of the students and the labour market.

CBS has continuously adjusted and developed the programme portfolio in close collaboration with the business community. CBS has thereby ensured academic development and has met the demand by students and the labour market. It has been a success reflected in the many applications for CBS' programmes, which has resulted in minimum GPA requirements for all CBS' full-time programmes and rejection of approximately half of all priority 1 applicants, and in CBS' constantly very low graduate unemployment rate on 7.1% in 2017. In the agreement period, CBS will continue to have a strong focus on the relevance of CBS' programmes and will follow the employment situation carefully.

At the same time, CBS has a clear ambition to also be relevant in the future. The labour market is changing, and CBS will adjust the programme portfolio and prepare itself to also give students of future generations relevant competences for a different labour market. It requires a mutual understanding of the future challenges CBS students must be prepared to solve and which competences CBS thereby must give them through the students' first university degree as well as through a lifelong learning perspective.

First of all, CBS will discuss future competence needs with study boards, alumni and a broad employer panel. This dialogue will be managed by the dean of education with outset in a common competence framework for CBS graduates which include general

academic competences and specific business administration competences. Especially the former must be more clearly elaborated with the aim of giving CBS' students a contextual and societal understanding, a theoretical and methodological toolbox enabling CBS' graduates to make decisions on a well-informed foundation, solid collaboration competences and the ability to devise alternative solutions.

Second of all, CBS will test new types of programmes which can support CBS' adaptation of the programme portfolio to the future needs of the labour market. CBS expects the current gap to disappear between regular programmes that must be completed as quickly as possible while young and continuing education for adults. At the same time, it is important that attending and putting courses together is flexible for students in employment – both academically and time-wise – depending on their life situation and needs. CBS will therefore take the lead in developing and testing new forms of flexible education on graduate, executive master and diploma level.

In 2018, CBS obtained permission to offer three programmes as parallel corporate graduate programmes. It is MSc in Business Administration and E-business, MSc in Business Economics and Auditing and MSc in Economics and Business Administration (within financing). The first two will be offered from the summer of 2018 and the last one from 2019. The student's ability to relate theoretical knowledge from a programme directly to the practices in one's place of work can bring new perspectives to the programme and the work life. CBS' many years of experience, for example with diploma programmes, demonstrate that it is valuable to incorporate practice, but setting high theoretical requirements is equally vital. For this reason, CBS will experiment with offering corporate graduate programmes.

In 2018, CBS enrolled its first class in the flexible Master of Business Development which is especially targeted at the private labour market. The course selection provides considerable opportunities for the students to organise their programme within a general frame themselves, and they can therefore adjust the programme according to their own interests and wishes in relation to future career paths.

The diploma programmes are important for CBS, but the current legal frameworks do not leave much room for flexibility. Consequently, CBS wants to continuously work for framework conditions that make it possible to meet the employed students' educational needs in the diploma area.

### **Basis for assessment of goal compliance**

Goal compliance is based on an overall evaluation of the realised effect on the expiry of the agreement. The final status report is included in the assessment of goal compliance and comprises documentation for how the indicators have developed and reports for completed support activities, cf. above.

Graduates with strong business relevance and of high value to the labour market

- Unemployment rate for CBS' graduates (7.1% for CBS and 10.6% for all universities, 2014, UFM's key figures for unemployment 4th-7th quarter).

Corporate graduate programmes

- Activity (performance-based output) in corporate graduate programmes (Baseline is established in 2018/2019. STADS).

Flexible provision of diploma and executive master programmes.

- Activity (full-time students) in Master of Business Development (MBD) and flexible diploma programmes (Baseline is established in 2018 (MBD) and 2020 (Diploma), CBS Navision).

## **Strategic goal 5**

### **CBS wants to strengthen cooperation with society**

CBS will reach the goal through more research collaborations where CBS collaborates with private companies and public organisations. CBS will strengthen the student-oriented effort within entrepreneurship and innovation on Copenhagen School of Entrepreneurship (CSE). As a third effort, CBS will strengthen its partnership model through a systematic and constant dialogue with private companies and public organisations about research and education.

#### **Motivation and ambition for the goal**

The purpose of strengthening the collaboration with society is to contribute to innovation, entrepreneurship and growth. To strengthen the collaboration with the business community and public organisations and contribute to positive societal development are therefore important elements of CBS' strategy.

Today, CBS already has well-functioning collaborations with society within research and education. Within research, examples are concrete research collaborations such as FRIC and PeRCent and within education, examples are CBS Maritime, Globe, CEMS, thesis writing, internships, etc. CBS wants to develop these kinds of partnerships. Moreover, CBS has a variety of very strong, more informal collaborations in the shape of bilateral and individually-based cooperative relations. It is the ambition to further strengthen the collaboration with society in relation to both research and education. It requires an effort to engage and involve private companies and public organisations in CBS' research and education as well as having a systematic and continuous dialogue with society.

First, CBS will therefore expand the scope of research collaborations in order to work closer together with private companies and public organisations and create knowledge for and with the partners for the benefit of both parties.

Second, CBS will strengthen the effort within entrepreneurship and innovation. At CSE, students can present a concrete business idea and complete a nine-month educational programme in starting their own company. Students from other universities can also participate in CSE's programme. CSE's programme has been a success, and many students have completed it in the past few years. Accordingly, the number of students completing CSE's programme in starting up new companies has increased by 70% from 2014 to 2017. In the coming years, CBS will strengthen CSE's programme by focusing on the quality of the programme. Thus, CBS will support the programme through research-related efforts which can improve CSE's offers to the students' companies, tailor solutions to the individual companies and upgrade the related research-based knowledge on entrepreneurship and education.

Third, it is CBS' ambition to strengthen the collaboration with the business community through formal partnership agreements. In 2017, CBS has revised its partnership model

with a view to give companies and organisations a more structured access to CBS' students, research and programmes and vice versa. Thus, the partnership model must support CBS' systematic and continued dialogue with private companies and public organisations about CBS' research and education. Here, CBS collaborates with private companies and public organisations on relevant activities such as recruitment of graduates and branding of companies as employers of CBS' graduates. CBS will strengthen the partnerships to enhance their relevance in relation to guest lectures and cooperation on cases, where companies, students and employees at CBS collaborate on innovation in companies. With regard to research, the partners get the opportunity to broaden their knowledge of CBS' research and researchers through different activities and participation in informal and formal research collaborations. An example is CBS Roundtable, where researchers from CBS and decision makers from private and public companies are brought together to debate current and concrete problems experienced by companies and where CBS has research competences.

#### **Basis for assessment of goal compliance**

Goal compliance is based on an overall evaluation of the realised effect on the expiry of the agreement. The final status report is included in the assessment of goal compliance and comprises documentation for how the indicators have developed and reports for completed support activities, cf. above.

##### Extent of research collaborations with external actors

- Number of research collaborations with external actors in externally funded projects (75 projects, 2017, Pure and CBS Navision).

##### CSE's programme

- Knowledge accumulation with a view to improve the quality of CSE's programme in start-up of own business (qualitative follow-up from 2019 by involving the programme participants).

##### The development in the number of formal partnerships within CBS' partnership model.

- Number of formal partnerships through CBS Business (32 partnerships, 2017; CBS Business)

# Action plan for the strategic framework agreement

## Strategic goal 1

### CBS wants to increase the quality of CBS' research

*CBS will reach the goal through efforts within CBS' research organisation and increased publishing quality. We want a strong focus on quality in appointments and talent development. We want to increase publishing in internationally renowned journals and simultaneously ensure that all departments have a publishing strategy and goal that support the goal of an increased research quality.*

#### Activities in 2018:

- Formulation of publishing strategies for CBS' departments begins (continues in 2019).
- Development of a reporting model used for follow-up on coming publication strategies.
- Reporting on academic staff which is to be discussed in relevant bodies in the organisation with the purpose of strengthening the population and recruitment.

## Strategic goal 2

### CBS wants to increase the relevance of CBS' research

*CBS will reach the goal by attracting more strategically relevant external funding. It requires a targeted effort where we focus our efforts on a select group of funding sources based on CBS' research strategy and a focused administrative support. Focus will be on funding, which supports CBS' goal on high-quality research that contributes to development of both CBS' research environments and society at large with new knowledge.*

#### Activities in 2018:

- Action plan for strategic research focus areas in connection with external funding is implemented in all departments.
- Develop reporting on the application activity within the strategic research focus areas.

## Strategic goal 3

### CBS wants to enhance student learning outcome

*CBS will reach the goal by improving the students' learning opportunities. We will do so through an ambitious effort within diverse types of teaching with an increased focus on blended learning, activating teaching activities and feedback, which simultaneously should inspire and motivate students to participate in more intensive courses.*

#### Activities in 2018:

- Strategic work for the implementation of blended learning in all programmes is initiated. The strategic work encompasses the strategic direction for and development of the individual programmes and action plans. The work continues in 2019.
- Formulation of plan for competence development of lecturers. The work continues in 2019.
- Follow-up on the pilot project on feedback - evaluation, learning outcomes and the next step. Including work with specifying focus on the continuous evaluation of the learning experience.

- Pilot project on a grade-free first year and more activating types of teaching in BSc in Business Administration and Psychology. Among other things, the project has focus on exam forms that support the learning experience with a view to increase the study intensity during the semester.

## Strategic goal 4

### CBS wants to give the students relevant competences

*CBS will achieve the goal by developing and implementing a competence framework for our study programmes. A competence framework is a tool which describes the fundamental academic and business administrative competences all CBS graduates should have. CBS will also raise the flexibility in CBS' educational offers within diploma, executive master and corporate graduate programmes.*

#### Activities in 2018:

- Appointment of a steering committee to organise a broad survey on competences in demand.
- Implementation of corporate graduate programmes in three programmes. Apply for approval of three study programmes (by UFM (Ministry of Higher Education and Science)).
- Offered in two programmes (additional offer in 2019).
- Offer and implementation of a flexible executive master targeted at the private labour market.
- Contribution to the work with getting frameworks for flexible diploma programmes (HD) approved.

## Strategic goal 5

### CBS wants to strengthen cooperation with society

*CBS will reach the goal through more research collaborations, where CBS collaborates with private companies and public organisations. We will strengthen our effort within entrepreneurship and innovation at Copenhagen School of Entrepreneurship (CSE), where students can come with a concrete business idea and complete an educational programme in starting up their own company. As a third effort, CBS will strengthen its partnership model and increase the number of partnerships, where we have a systematic and constant dialogue with private companies and public organisations about research and education.*

#### Activities in 2018:

- Strengthening of the knowledge base about CSE's educational programme.
- Optimisation of employer panels.
- Initiation of dialogue visits at employers about future competences.
- Implementation of new partnership model.
- Special efforts for SMEs and public organisations.
- Development of new formats for knowledge sharing and co-creation, e.g. CBS Roundtable and CBS Connect.

## Status på strategisk rammekontrakt

Intern status den 8/11-2018 til bestyrelsens seminar

Mål	1. CBS vil øge kvaliteten af CBS' forskning	Status	Bemærkninger (beskrivelse af evt. afvigelser)
	CBS vil nå målet gennem indsatser inden for CBS' forskningsorganisation og øget kvalitet i publiceringen. Vi vil have et stærk fokus på kvalitet i ansættelser og talentudvikling. Vi vil øge publiceringen i internationalt anerkendte tidsskrifter og samtidig sikre, at alle institutter har en strategi for og mål for publicering, som understøtter målet om en øget kvalitet i forskningen.	●	
Grundlag for målopfyldelse	<b>Udvikling af CBS' forskningsorganisation</b> Antal ansøgninger, shortlistede ansøgere, shortlistede kvalificerede ansøgere, nyrekrutterede videnskabelige medarbejdere og bestand (fra ansøgningsproces fra 2017) (434 ansøgninger, 204 shortlistede ansøgere, 171 shortlistede kvalificerede og 57 nyrekrutterede gennem shortlisting og samlet bestand 433 (årværk), 2017; HR data, CBS & UFM's Forskerrekutteringsstatistik, SLS)  <b>Ph.d. bestanden i antal personer (192, 2017; Ph.d. Planner, CBS).</b> <b>Publicering i AJG og BFI</b> Antal publikationer i anerkendte tidsskrifter på niveau 4 og 4* på AJG-listen (58 artikler, 2017; Pure). Antal BFI-point per VIP-årværk (3,6, Opgjort i 2017 for BFI analyseår 2016; UFM og SLS). <b>CBS' institutters publiceringsstrategi og publikationer</b> Andel af publikationer som udgives i de institutspecifikke publikationskanaler, defineret i institutternes publiceringsstrategier (Baseline udvikles i 2018/2019; Pure)		Opgørelse leveres i forbindelse med afgang i Årsrapporten 2018
Handlingsplan 2018	Formulering af publiceringsstrategier på CBS' institutter indledes (fortsætter 2019) Udvikling af rapporteringsmodel til brug for opfølgning på kommende publiceringsstrategier  Redegørelse for VIP rekruttering, der drøftes i relevante organer i organisationen med henblik på at styrke bestand og rekruttering	● ● ●	Opgørelse leveres i forbindelse med afgang i Årsrapporten 2018 Opgørelse leveres i forbindelse med afgang i Årsrapporten 2018 Opgørelse leveres i forbindelse med afgang i Årsrapporten 2018 Opgørelse leveres i forbindelse med afgang i Årsrapporten 2018  Handleplan udarbejdet - arbejde iværksat på institutterne Handleplan udarbejdet - arbejde iværksat på institutterne Møde afholdt med repræsentanter fra institutlederkredsen vedr. revision af rapport om rekruttering
	Tast 1. Alt går efter planen Tast 2. Tidsplanen eller målet har ændret sig, men arbejdet er i gang Tast 3. Målet er ikke opfyldt. Målet kan ikke opfylDES.		

## Status på strategisk rammekontrakt

Intern status den 8/11-2018 til bestyrelsens seminar

Mål	2. CBS vil øge relevansen af CBS' forskning	Status	Bemærkninger (beskrivelse af evt. afgigelser)
Grundlag for målopfyldelse	Udvikling i tiltrakningen af strategisk prioriterede midler Hjemtag af strategisk prioriterede midler fra prestigefyldte forskningsprogrammer(9,8 mio. kr. i 2016 & 52,8 mio. kr. i 2017; CBS Navision).  Samlet hjemtag af eksterne forskningsmidler (121,9 mio. kr., 2017; CBS Navision). Hjemtag af eksterne midler i forlængelse af institutternes strategi for ekstern finansiering (Baseline etableres i 2019).		Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2018  Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2018 Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2019
Handlingsplan 2018	Handlingsplan for forskningsstrategiske fokusområder i forbindelse med ekstern finansiering igangsættes på alle institutter  Udvikling af rapportering af ansøgningsaktivitet inden for de forskningsstrategiske fokusområder		Handleplan udarbejdet - arbejde iværksat på institutterne  Handleplan udarbejdet - arbejde iværksat på institutterne
 Tast 1. Alt går efter planen  Tast 2. Tidsplanen eller målet har ændret sig, men arbejdet er i gang  Tast 3. Målet er ikke opfyldt. Målet kan ikke opfylDES.			

## Status på strategisk rammekontrakt

Intern status den 8/11-2018 til bestyrelsens seminar

Mål	3. CBS vil øge studerendes læringsudbytte	Status	Bemærkninger (beskrivelse af evt. afvigelser)
Grundlag for målopfylde	Udvikling af blended learning i undervisningen Antal kurser, hvor der anvendes blended learning (Baseline etableres 2019; CBS' kursuskatalog). Antal deltagere på undervisningsaktiviteter med relation til pædagogisk opkvalificering (332 deltagere, 2017, CBS Teaching & Learning).		Baseline etableres i 2019 Opgørelse leveres i forbindelse med afrapportering i Årsrapporten 2018
Handlingsplan 2018	Fokus på feedback Studerendes vurdering af feedback: "Jeg oplevede, at der var feedback elementer integreret i undervisningen" (3,55 i gennemsnit, 2017 (efterår 2017) på skala fra 1 til 5, hvor 5 er bedst; CBS kursusevaluering, der gennemføres efter endt undervisningsforløb, opgøres pr. studieår). Antal kurser med aktiverende undervisningsformer (obligatoriske godkendelsesopgaver, aktiv undervisningsdeltagelse (som ny prøveform) o.lign.). (Baseline etableres 2018, CBS' Kursuskatalog). De studerendes angivelse af studieintensitet Måling af de studerendes vurdering om tidsforbrug på undervisning og forberedelse (Baseline foreligger i 2018; Spørgeskemaundersøgelse indsamlet til Uddannelseszoom, UFM).		Opgørelse leveres i forbindelse med afrapportering i Årsrapporten 2018 Baseline etableres i forbindelse med afrapportering i Årsrapporten 2018 Baseline etableres i forbindelse med afrapportering i Årsrapporten 2018
	Strategiarbejde for alle uddannelser for implementering af blended learning indledes. Strategiarbejdet omfatter både den strategiske retning og udvikling for de enkelte uddannelser samt handlingsplaner (fortsætter i 2019) Udvikling af plan for kompetenceudvikling af undervisere (fortsætter i 2019) Opfølgning på pilotprojekt om feedback – evaluering, læringspunkter og næste skridt. Herunder arbejde med at præcisere fokus på den løbende vurdering af læring Pilotprojekt om karakterfrit 1. år og aktiverende undervisning på HA (psyk). Projektet har blandt andet fokus på læringsunderstøttende eksamensformer med henblik på øget studieintensitet i løbet af semestret		Der er udarbejdet en generel strategi for blended learning og der er skitseret en model for implementering. Som led i denne implementering skal alle uddannelser udarbejde handlingsplaner i 18/19. Dette arbejde er endnu ikke igangsat, men forventes påbegyndt i efteråret. Pilotprojektet er afsluttet og evalueret, med positive og negative læringspunkter. Dette har dannet grundlag for dialog med interesserter og derefter en handlingsplan for generel udbredelse på CBS med øget fokus på løbende og formativ feedback (continuous assessment). Projektet er igangsat som planlagt og har allerede ført til en række pædagogiske nyskabelser. Visse administrative hindringer er ikke simple at løse, men det arbejdes der på.

- Tast 1. Alt går efter planen
- Tast 2. Tidsplanen eller målet har ændret sig, men arbejdet er i gang
- Tast 3. Målet er ikke opfyldt. Målet kan ikke opfyldes.

## Status på strategisk rammekontrakt

Intern status den 8/11-2018 til bestyrelsens seminar

Mål	4. CBS vil give de studerende relevante kompetencer	Status	Bemærkninger (beskrivelse af evt. afvigelser)
Mål	CBS vil nå målet ved at udvikle og implementere en kompetenceramme for vores uddannelser. Med kompetenceramme forstår vi et værktøj, der beskriver de grundlæggende akademiske og erhvervskønomske kompetencer, som alle CBS-dimittenter skal have. CBS vil også øge fleksibiliteten i CBS' uddannelsestilbud inden for HD og Master og erhvervskandidatuddannelser.	●	
Grundlag for målopfyldelse	<b>Dimittenter med stærk erhvervsrelevans og høj værdi på arbejdsmarkedet</b> Ledighed for CBS' dimittenter. (7,1 % for CBS og 10,6% for alle universiteter, 2014, UFM's nøgletal for ledighed 4.-7. kvartal).		Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2018
	<b>Erhvervskandidatuddannelser</b> Aktivitet (STÅ) på erhvervskandidatuddannelser. (Baseline etableres i 2018/2019-STADS).		Baseline etableres i forbindelse med afgangsrapportering i Årsrapporten 2019
	<b>Fleksibel leverance af forløb inden for HD og Master</b> Aktivitet (årselever) på Master of Business Development (MBD) og fleksible HD uddannelser. (Baseline etableres i 2018 (MBD) og 2020 (HD), CBS Navision).		Baseline etableres i forbindelse med afgangsrapportering i Årsrapporten 2018 og 2020
Handlingplan 2018	Der nedsættes en styregruppe, som iværksætter en bred survey angående efterspurgt kompetencer Indførsel af erhvervskandidat på tre uddannelser/linjer: Ansøgning (hos UFM) om godkendelse af tre uddannelser  Udbud på to uddannelser (yderligere udbud i 2019) Udbud og gennemførelse af fleksibel master rettet mod det private arbejdsmarkedet  Bidrag til arbejdet med godkendelse af rammer for udbud af fleksibel HD	● ● ● ●	Styregruppen er nedsat og har holdt en række møder. Der er udarbejdet forslag til proces og survey Erhvervskandidat er ansøgt og godkendt på tre linjer i en meget koncentreret ansøgningsproces. Erhvervskandidat er udbudt på hhv Cand.merc.aud og e-business. Udbuddet gennemføres begge steder. Søgningen har været stor på CMA, men ikke tilfredsstillende på e-business. Markedsføringsperioden var meget kort, så vi forventer, at erfaringerne kan bruges til en bedre søgning næste gang.  MBD er godkendt og udbudt for første gang med et positivt resultat. Der har været god deltagertilskuer og der udbydes en bred vifte af fag. Der arbejdes nu videre med henblik på vækst ligesom det skal sikres at det administrative apparat omkring uddannelsen fungerer. Første skridt er opnået, idet der med tilslutning fra alle HD institutioner er godkendt en ny bekendtgørelse for HD. Beendtgørelsen imødekommer mange af de ønsker CBS har for at kunne udvikle en mere fleksibel og moderne HD uddannelse. Næste skridt bliver at udfylde disse rammer så det både er effektivt og er attraktivt på markedet.

- Tast 1. Alt går efter planen
- Tast 2. Tidspplanen eller målet har ændret sig, men arbejdet er i gang
- Tast 3. Målet er ikke opfyldt. Målet kan ikke opfylDES.

## Status på strategisk rammekontrakt

Intern status den 8/11-2018 til bestyrelsens seminar

Mål	5. CBS vil styrke samarbejdet med det omgivende samfund	Status	Bemærkninger (beskrivelse af evt. afvigelser)
	<p><b>5. CBS vil styrke samarbejdet med det omgivende samfund</b></p> <p>CBS vil nå målet gennem flere forskningssamarbejder, hvor CBS samarbejder med private virksomheder og offentlige organisationer. Vi vil styrke vores indsats inden for entrepre-nørskab og innovation på Copenhagen School of Entrepreneurship (CSE), hvor studerende kan komme med en konkret virksomhedsidé og gennemføre et uddannelsesforløb i opstart af egen virksomhed. CBS vil som en tredje indsats styrke vores partnerskabsmodel og øge antallet af partnerskaber, hvor vi har en systematisk og vedvarende dialog med private virksomheder og offentlig organisationer om forskning og uddannelse.</p>	●	
Grundlag for mål opfyldelse	<p><b>Omfang af forskningssamarbejde med eksterne aktører</b></p> <p>Antal forskningssamarbejder med eksterne aktører på eksternt finansierede projekter (75 projekter, 2017, Pure og CBS Navision).</p> <p><b>CSE's uddannelsesprogram</b></p> <p>Videnopbygning med henblik på at udvikle kvaliteten i CSE's uddannelsesforløb i opstart af egen virksomhed (kvalitativ opfølgning fra 2019 med inddragelse af deltagere i uddannelsesforløbet).</p> <p><b>Udvikling i antal af formelle partnerskaber inden for CBS' partnerskabsmodel</b></p> <p>Antal formelle partnerskaber igennem CBS Erhverv (32 partnerskaber, 2017; CBS Erhverv).</p>		<p>Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2018</p> <p>Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2019</p> <p>Antallet af partnere pr. 1. september 2018 er 50. Opgørelse leveres i forbindelse med afgangsrapportering i Årsrapporten 2018</p>
Handlingsplan 2018	<p>Opbygning af videngrundlag om CSE's uddannelsesforløb</p> <p>Optimering af aftagerpaneler</p> <p>Dialogbesøg hos aftagere om fremtidens kompetencer</p> <p>Implementering af ny partnerskabsmodel</p> <p>Særlig indsats for SMV'er og offentlige organisationer</p> <p>Udvikling af nye formater til videndeling og co-creation, fx CBS Roundtable og CBS Connect</p>	● ● ● ● ● ●	<p>Academic director for CSE Toke Reichstein undersøger, sammen med en ph.d.-studerende, deltagerne fra CSE og hvordan det går dem</p> <p>Der er igangsat et projekt til styrkelse af aftagerpaneler, bedre organisering, bedre betjening og bedre indhold. Første fase. Form af kortlægning er gennemført.</p> <p>I forbindelse med planen for afklaring af fremtidens kompetencebehov inddrages aftagere på forskellig måde. Undersøgelsen er planlagt men endnu ikke gennemført</p> <p>Vi har pt. 50 partnere: Corporate partnership (10), Collaboration partnership (25), Growth partnership (12), Network partnership (3).</p> <p>Kommunikationen mellem CBS og partnerne forløber som planlagt. Vi tager dog ikke flere partnere ind i år, da vi gerne pleje de eksisterende partnerskaber, før vi udvider kredsen yderligere.</p> <p>14 af vores partnere er SMV'er, og her opdyrker vi pt. nye samarbejdsaktiviteter. Vi samarbejder fortsat med CA, DJØF og Akademikerne.</p> <p>CBS Roundtable gennemføres for anden gang i år den 28. november. Programmet er på plads, og igen har vi oplægsholder fra udlandet. CBS Business Connect blev gennemført den 10. oktober med ca. 400 deltagere.</p>

● Tast 1. Alt går efter planen

○ Tast 2. Tidspplanen eller målet har ændret sig, men arbejdet er i gang

■ Tast 3. Målet er ikke opfyldt. Målet kan ikke opfylde.

# CBS' Academic Council – November 5<sup>th</sup> 2018



## 5. Review of the principles for good practice for researchers' participation in the public debate

- |   |                                       |
|---|---------------------------------------|
| <input checked="" type="checkbox"/> Information | <input type="checkbox"/> Decision     |
| <input checked="" type="checkbox"/> Discussion  | <input type="checkbox"/> Confidential |

### Background and summary:

Søren Hvidkjær would like to revise the existing policy on good research communication practice in order to bring it up to date. For this purpose, he asks for input from Academic Council before the work is set in motion.

As a starting point for the discussion, Søren Hvidkjær suggests the following:

- The current policy specifies that “the individual researcher is responsible for making a clear distinction between his/her roles as an academic expert and as a personal opinion maker.” This line must be maintained.
- The policy should include researcher’s responsibility for making potential conflicts of interests clear, e.g. on their CBS homepage, in line with the transparency requirements in the national code of conduct on research integrity. Specifically, chapter 6 in the national code points out that:  
*“Responsible conduct of research includes disclosure of all potential conflicts of interest. This allows financial or other interests to be assessed on an informed basis in order to evaluate possible bias of professional judgement.”*

Søren Hvidkjær welcomes suggestions for further policy revisions from Academic Council.

The revision coincides with a debate in the media following a newspaper op-ed by Professor Steen Thomsen in *Børlsen* September 3<sup>rd</sup> *Sæt Danske Bank fri af gabestokken*. The Academic Council is asked to consider whether this gives rise to particular points of revision.

The specific action points to implement the policy awaits the appointment of a new vice dean of research communication. Søren Hvidkjær will inform of this appointment process.

### Recommendation:

Academic Council is invited to advise senior management.

### Next steps and communication:



**Appendices:**

- CBS' guidelines for good research communication practice, 2013
- Artikel: Børsen September 3<sup>rd</sup> 2018: "Sæt Dansk Bank fri af gabestokken"
- Artikel: Magisterbladet September 18th 2018: "CBS-professor kritiseres for Danske Bank-forsvar"
- Artikel: Magisterbladet September 24th 2018: "CBS vil stramme op efter hård kritisk af Danske Bank forsvar"

**Prepared by:** Nikolaj Burmeister

## Good Research Communication Practice at CBS

Research communication and knowledge sharing with wider society are an integral and important part of CBS' operation as a public university. CBS wishes to encourage researchers to disseminate research knowledge and to engage in public debate by using their academic knowledge to engage with business and societal issues. This memorandum is intended to clarify the CBS position regarding good practice for research communication and participation in public debate.

CBS' general position with respect to overall legislation and ethics will be in accordance with the regulations in the University Act and the principle of freedom of speech in the Danish Constitution (Grundlov).

Furthermore, CBS supports the principles and responsibilities of The Singapore Statement on Research Integrity, 2010 (attached). Specifically, Clause 10 of this Statement declares: '*Researchers should limit professional comments to their recognized expertise when engaged in public discussions about the application and importance of research findings and clearly distinguish professional comments from opinions based on personal views.*'

Accordingly, a researcher is only an expert on topics covered by his/her research expertise, thus in areas in which the researcher is engaged professionally.

Therefore, it must be made clear in public statements (especially when CBS affiliation is being claimed) whether the researcher engages in debate either as a professional academic employed at CBS or as a private person. By researchers, CBS means: Full Professors, Associate Professors, Senior advisers, Assistant Professors, Post.docs. and PhD students. With regard to responsibilities CBS emphasizes that:

- The individual researcher is responsible for making a clear distinction between his/her roles as an academic expert and as a personal opinion-maker in each case of public communication (for instance when being interviewed, publishing articles and opinions, blogs).
- The Head of Department is responsible for ensuring that researchers within the relevant department act according to CBS's good practices for research communication and participation in public debates.
- The Dean of Research is responsible for undertaking an annual status report with heads of departments regarding research communication, including a review of local practices. The Dean of Research will establish a committee which will conduct an annual research communication review.
- Academic Council has special responsibility for issues of freedom of research and research ethics. Academic Council advises the President (rektor) on research freedom, research integrity, research ethics and good scientific practice.

In order to support heads of departments and individual researchers on matters of professional communication, CBS will offer a competence development course 'Meet the Press'. If further clarification is needed concerning these general principles, colleagues should contact Patrick Gram, Office of External Affairs, CBS Communication or Vice Dean of Research Communication, Flemming Poulefelt.

# NOTE

## Specific CBS efforts re Good research Communication Practice

In 2012 CBS formulated guidelines regarding good research communication noting that researchers must be aware of whether they speak as researchers or as individuals. This is to ensure research value as well as for the general public to know the basis of our statements. The point of departure is the internationally recognized global guide to good research practice; the Singapore Statement on Research Integrity.

Accordingly, specific actions are taken to support the efforts of individual researchers and Department Heads in relation to good research dissemination and matters of professional communication. Professor Flemming Poulsen has for several years as Vice Dean been responsible for the area and he will continue to facilitate progress and implementation of targeted actions.

Specific actions:

1. *Organize seminars: 'CBS in the Press' - experiences on good research communication practice.*  
The seminars are organized as collegial discussions on when are you an expert and where to draw the line between expert opinion and private person's opinion. Experienced CBS researchers share their reflections and experiences on how to deal with research communication and the media. In 2012 the seminars were held May 29<sup>th</sup> & November 29<sup>th</sup>. Notes from both seminars are attached.
2. *Provide 'message and media training courses' on an ongoing basis.*  
The courses provide a deeper understanding of how to get your message across and how the press can be used proactively. Faculty is taught how to handle the contact with journalists and to realize how journalists can push an expert to go further in his opinions than the academic findings conjured warrant. Specific interview situations are on the agenda - from the explanatory interview to handling the critical journalist.
3. *Conduct a CBS research communication review annually*  
A committee consisting of three Professors across CBS, appointed by the Dean of Research, will review press clippings, including related articles and radio / TV spots to check how CBS researchers act. The review will be conducted as a sampling over a limited period of time. The report will be discussed with the Academic Council. The report on 2012 is attached.
4. *Undertake an annual status of research communication at CBS at management level*  
On the basis of the research communication review report the Dean of Research and the Heads of Department will discuss and take stock of research communication practice at CBS and at the departments,

June 2012  
Updated January 2013  
FP/KBS/JTV

including sharing local practices and ways of encouraging collegial discussion of best practice.

For 2013 the specific actions mentioned above will continue, further the following additional actions will be considered:

- CBS Communications to produce a guide summarizing advice on what to do when you as employed faculty at CBS are contacted by or want to contact the Press
- Develop new courses on research communication for specific target groups:
  - 'Message and media training course' specifically targeted PhD students.
  - A Ph.D. 'elevator pitch' course on how to disseminate Ph.D. research.
  - Reintroduce a training module in research communication in the Assistant Professor Educational Program.

In addition to the above activities the Vice Dean and the Dean of Research will continue to focus on ways to stimulate the ongoing collegiate discussion within the various departments on how to meet and serve the press and how to undertake best practice research communication.

# Kronik: Sæt Danske Bank fri fra gabestokken



3. SEP. 2018

## **KRONIK Kritikken er haglet ned over Danske Bank fra medier og politikere, men det er en misforståelse at lade sig rive med af folkestemningen**

Af Steen Thomsen, professor, Center for Corporate Governance, CBS

Danske Banks hvidvasksag har uden tvivl været sommerens varmeste erhvervstema. Det har svirret med spørgsmål og synspunkter. Hvordan kunne det dog gå så galt? Hvor længe kan de - bestyrelsesformand Ole Andersen og adm. direktør, Thomas Borgen - holde? Hvorfor siger de ikke noget? Hvorfor gør de ikke noget?

Mediedækningen har været noget af det mest ensidige i dansk erhvervshistorie. Kritikken er haglet ned i alle medier. Finanstilsynet har udsendt en kritisk redegørelse. Nationalbankdirektør Lars Rohde har følt sig kaldet til at kritisere. Erhvervsminister Rasmus Jarlov (K) var meget tidligt efter sin tiltrædelse ude med meget hård kritik.

Sagen kan få konsekvenser ikke

bare for Danske Bank, men for hele finanssektoren, hvor overreguleringen risikerer at fortsætte til skade for hele erhvervslivet og det danske samfund.

Der er noget uhyggeligt og selvforstærkende ved den slags mediesager, hvor kritikerne flokkes om at slå på dem, der ligger ned. De hidser hinanden op, indtil medieomtalnen i sig selv bliver et selvbekræftende, socialt faktum. Derfor er der grund til at træde et skridt tilbage og forsøge at bevare overblikket, når mediestemningen bliver så ensidig.

## **Fejl, men ikke forbrydelse**

Først og fremmest er der ingen, der - uanset hvor alvorlig sagen måtte være - seriøst mener, at Danske Banks ledelse, hverken bestyrelse eller direktion, bevidst og for egen vindings skyld har engageret sig i hvidvask.

Der er tale om ulovligheder i en filial i Estland, der kun udgør nogle få pct. af bankens samlede forretning. Den danske ledelse kritiseres reelt for en udeladelsessynd, der består i at den ikke hurtigt nok opdagede, hvad der foregik og fik det stoppet. Ledelsen reagerede, men reagerede i bagklogskabens klare lys for sent og for svagt på anmeldelser fra en whistleblower og fra den interne revision. Det er en fejl, men det er ikke nogen forbrydelse.

Det er til at forstå, hvorfor journalister bliver optaget af deres stof og forsøger at lægge maksimalt pres på bankens ledelse. Men i spørgsmålet om ledelsen af Danmarks største bank må og skal der være andre forhold, der kommer i første række, først og fremmest hvem der bedst er i stand til at lede banken fremover.

Samme ledelse anses for særdeles kapabel og har været med til at skabe en turnaround, der gjorde Danske Bank i stand til at lægge finanskrisens nærdødsoplevelse bag sig.

## **Fokus på hvidvask er nyt**

"Men hvorfor så de det ikke?"

Det hører med i billedet, at der i Danske Bank i årene efter finanskrisen var andet at tænke på. Der var direktør- og formandsskifte. Man forsøgte sig med en mislykket kampagne om "new standards". Bankens rating blev sat ned. Der var kundeflugt. Situationen i Irland var uholdbar. Og så videre. Kort sagt masser at tage fat på. Der var endnu ingen konkrete eksempler på hvidvask i den estiske filial.

Sandsynligheden taler for at de fleste kritikere - inklusive Lars Rohde og Rasmus Jarlov - kunne have begået præcis den samme fejl. Det hører også med i billedet, at holdningen til hvidvask var en anden end i dag. Der var simpelthen ikke det samme fokus på hvidvask for fem-ti år siden. Selv regelgrundlaget var et andet.

Næsten alle internationale virksomheder kommer trods de bedste intentioner og forholdsregler på et tidspunkt til at opleve lignende snyd og bedrag, simpelthen fordi erhvervsklima og moral uden for Danmark er anderledes. De milliardbeløb, der nævnes i medierne, må ses i forhold til, hvor store transaktioner der dagligt suser igennem en bank.

En tankemåde, som Warren Buffett har slået til lyd for i den slags spørgsmål, er at spørge, hvad en 100 pct. hovedaktionær ville have gjort. Hvad ville man selv gøre, hvis man ejede Danske Bank? Mange ville nok vælge at give ledelsen en røffel og så se at komme videre.

## **Svært at trænge igennem**

"Men hvorfor gør de ikke noget?"

Det er værd at gøre opmærksom på, at der i dag i Danske Bank er omkring 1000 mennesker beskæftiget med hvidvask ud af samlet set 20.000. Det er rigtig mange. Hvor mange har man tænkt sig, der skal være? 2000? Hjælper det noget? Det er værd at bemærke, at Estland i dag i realiteten er fortid i Danske Bank.

"Men hvorfor siger de ikke noget?"

Her kan man indvende, at det er ret svært for banken at komme igennem med andre budskaber, når medierne helt ensidigt insisterer på at komme den i gabestok. Ville det så være godt at fremskynde bankens undersøgelse? Når der nu meldes noget ud, skal det nok gerne være hele historien.

Den tyske filosof Wittgenstein udalte "Wovon man nicht sprechen kann, darüber muss man schweigen". Når man ikke ved noget, må man hellere holde mund. Hvis ikke bare Danske Bank, men også medier og kommentatorer fulgte den politik, ville der være langt færre avisartikler, men de ville være mere læseværdige.

Konklusion: Det er en misforståelse at lade sig rive med af folkestemningen.

<https://borsen.dk/nyheder/avisen/artikel/11/206330/artikel.html>

## CBS-professor kritiseres for Danske Bank-forsvar

CBS-professor Steen Thomsen burde have varedeklareret sit centers forbindelser til banken, da han i Børsen kommenterede Danske Banks rolle i hvidvasksagen, mener eksperter. Hverken universitetet eller professoren selv vurderer, at han har brudt god skik på CBS.

Steen Thomsen, CBS-professor, afferer at have gjort noget forkert ifm. med sin kronik om Danske Bank. Foto : Jørn Albertus

Af Pernille Siegumfeldt og Thomas Böttcher

Professor og bestyrelsesformand ved CBS' Center for Corporate Governance (CCG) Steen Thomsen er kommet under beskydning, efter at han i Dagbladet Børsen kritiserede mediernes dækning og myndighedernes håndtering af den vererende hvidvasksag mod Danske Bank.

Kronikken, der blev bragt i Dagbladet Børsen under overskriften "[Sæt Danske Bank fri fra gabestokken](#)", havde CBS-professor Steen Thomsen, Center for Corporate Governance, som forfatter.

I kronikken kalder CBS-professoren mediernes dækning af sagen for "noget af det mest ensidige i dansk erhvervshistorie".

"Der er noget uhyggeligt og selvforstærkende ved den slags mediesager, hvor kritikerne flokkes om at slå på dem, der ligger ned", skriver Steen Thomsen, der desuden hævder, at Danske Banks ledelse har begået fejl, men ikke ulovligheder i sagen, der pt. er under efterforskning af bagmandspolitiet.

Kronikken blev bragt 3. september, dagen før Financial Times kunne berette, at hvidvasksagen er vokset til potentielt at omfatte [transaktioner for op mod 1.000 mia. kr.](#) Men i kronikken advarer Steen Thomsen medier og myndigheder mod at lade sig rive med at "folkestemningen".

### Efterlader CBS med troværdighedsproblem

Det center, som professor Steen Thomsen også er bestyrelsesformand for, modtog for få år siden en millionbevilling fra blandt andre Danske Bank til et fire-årigt forskningsprojekt i finanssektoren. Danske Banks bestyrelsesformand Ole Andersen er desuden adjungeret professor på CCG, og senest i sommeren 2017 afholdt han sammen med Steen Thomsen en fem dages masterclass i bestyrelsesarbejde.

De mange sammenfald af interesser mellem CCG og Danske Bank efterlader CBS med et troværdighedsproblem. Det mener professor Emeritus Heine Andersen fra Københavns Universitet.

"Dels skriver Steen Thomsen et usædvanligt, politiserende defensorat for banken i sin egenskab af CBS-professor. Dels gør han ingen steder opmærksom på de forbindelser, der eksisterer mellem hans forskningscenter og Danske Banks topledelse", siger Heine Andersen.

KU-professoren underer sig ligeledes over, at Steen Thomsen er "på nippet til" at agere dommer i en sag, ingen kender udfaldet af.

"Det er bemærkelsesværdigt, at han på forhånd kan konstatere, at der ikke er tale om en forbrydelse, men en fejl. Det er også stærke sager, at han i rollen som professor anklager både Finanstilsynet og Nationalbanken for at lade sig gibe af en folkestemning, når de passer deres job", påpeger Heine Andersen.

I bedste fald kan det for udenforstående ligne én stor fætter-kusine fest, i værste fald kan sammenblandingen af interesser rejse tvivl om forskerens habilitet, påpeger KU-professoren.

"Steen Thomsen må mene og skrive, lige hvad han vil, men ikke i sin egenskab af CBS-professor. I kronikken går han langt ud over, hvad han som offentligt betalt forsker bør," siger Heine Andersen.

### **Kampen skal stå på holdninger**

Ifølge næstformand i Akademisk Råd på CBS, professor Bent Meier Sørensen, holder kronikken i Børsen sig inden for retningslinjer og god skik på CBS.

"Ytringsfriheden er ubetinget på CBS. Vi har ikke brug for mere politi til at slå forskere i hovedet, der ytrer sig, så længe de ikke er betalt for at sige noget bestemt. Kampen skal stå på holdninger, ikke i HR", siger Bent Meier Sørensen.

Forskere har en vidtgående ret – og pligt – til at deltage i debatten, herunder komme med vurderinger baseret på deres forskning. Heri er Juraprofessor ved Syddansk Universitet, Sten Schaumburg-Müller, enig. Men han mener også, at Steen Thomsen har nogle særlige forpligtelser, når han underskriver Børsen-kronikken som CBS-professor med tilknytning til center for Corporate Governance.

"Kronikken er en holdningstilkendegivelse og endda et ganske heftigt forsvar af bankens danske ledelse i en sag, der er under efterforskning af bagmandspolitiet. I den sammenhæng har titlen som CBS-professor jo stor vægt, så her havde det været passende at angive, at det center, han arbejder for, modtager støtte fra Den Danske Bank, hvis dette faktisk er tilfældet" siger juraprofessoren.

Jura-professoren hæfter sig desuden ved, at Steen Thomsen i kronikken gør sig til talisman for, at bankens danske ledelse har begået en undladelsessynd.

""Det er en fejl, men det er ikke nogen forbrydelse", skriver han. Man må kunne forvente af en professor i corporate governance, at han har et minimumskendskab til den lovgivning, han udtaler sig om. Hvidvaskloven kriminaliserer faktisk en lang række undladelsessynder", tilføjer Sten Schaumburg-Müller.

### **Steen Thomsen: Uhyggeligt ensidig dækning af hvidvask**

Hovedpersonen selv avisører at være gået for vidt. På en telefon fra fjernøsten kalder han kronikken for "en tiltrængt nuancering af debatten".

"Jeg har skrevet kronikken som CBS professor med udgangspunkt i min viden om corporate governance. Jeg skriver løbende kronikker i Børsen med det udgangspunkt," forklarer Steen Thomsen.

Han har forsket i bestyrelsесforhold og i bestyrelsesledelse i årevis, uddyber han.

"Det har formet mit syn på tingene, jeg kender feltet indgående og mener, at jeg ved noget om bestyrelsesarbejde. Derfor har jeg set det som min pligt at nuancere en ellers uhyggeligt ensidig dækning af hvidvasksagen", siger Steen Thomsen.

At Center for Corporate Governance – og CBS i det hele taget – har samarbejde med finanssektoren og andre dele af erhvervslivet kan enhver se, der googler det, understreger professoren. Derfor har han heller ikke fundet det nødvendigt i kronikken at angive de forbindelser, der eksisterer mellem CCG og Danske Bank.

"Det er rigtigt, at jeg kender Ole Andersen og har arbejdet sammen med ham om fx master classes i bestyrelsesarbejde. Men jeg deltager ikke selv i projektet "Nordic Finance and The Good Society", som er cirka 20 procent finansieret af Danske Bank", pointerer Steen Thomsen.

### **Dekan: Der skal være fuld transparens**

Forskningsdekan på CBS, Søren Hvidkjær, er personaleansvarlig for det videnskabelige personale. Han vil ikke kommentere den konkrete sag på nuværende tidspunkt.

"Men jeg vil godt understrege, at jeg som forskningsdekan er stærkt fokuseret på, at vi imødegår enhver tvivl om, hvorvidt der er tale om potentielle interessekonflikter. Der skal være fuld transparens", siger han.

Forskere har ytrings- og forskningsfrihed, fastslår dekanen.

"Men af hensyn til egen troværdighed er det særligt vigtigt at være ekstra opmærksom i kontroversielle mediesager", understreger Søren Hvidkjær.

Hvorvidt CBS' troværdighed er på spil i sagen ønsker han ikke at vurdere.

"Men hvis der bliver rejst en begrundet tvivl om en forskers uafhængighed eller vi vurderer, at CBS' navn bliver brugt i sammenhænge, der er for fjerne fra forskningen, så vil det blive fulgt op her fra", fastslår Søren Hvidkjær.

**Faka: Hvad skrev CBS-professoren i sin kronik "Sæt Danske Bank fri fra gabestokken"?**

- "Kritikken er haglet ned i alle medier. Finanstilsynet har udsendt en kritisk redegørelse. Nationalbankdirektør Lars Rohde har følt sig kaldet til at kritisere."
- "Sagen kan få konsekvenser ikke bare for Danske Bank, men for hele finanssektoren, hvor overreguleringen risikerer at fortsætte til skade for hele erhvervslivet og det danske samfund."
- "Der er noget uhyggeligt og selvforstærkende ved den slags mediesager, hvor kritikerne flokkes om at slå på dem, der ligger ned".
- "Der er tale om ulovligheder i en filial i Estland, der kun udgør nogle få pct. af bankens samlede forretning. Den danske ledelse kritiseres reelt for en udeladelsessynd....det er en fejl, men det er ikke nogen forbrydelse."
- "Sandsynligheden taler for, at de fleste kritikere – inklusive Lars Rohde og Rasmus Jarlov – kunne have begået den samme fejl."
- "Samme ledelse anses for særdeles kapabel og har været med til at skabe en turnaround, der gjorde Danske Bank i stand til at lægge finanskrisens nærdødsoplevelse bag sig."
- "Hvad ville man selv gøre, hvis man ejede Danske Bank? Mange ville nok vælge at give ledelsen en røffel og så se at komme videre."

Kilde: [Børsen](#)

<https://www.magisterbladet.dk/news/2018/september/cbsprofessorkritiseresfordanskebankforsvar>

## CBS vil stramme op efter hård kritik af Danske Bank-forsvar

Universitetsledelerne

 Magisterbladet.dk 24. september 2018

**Professor lover større forsigtighed i fremtiden, og CBS varsler et eftersyn af sin praksis for forskernes deltagelse i den offentlige debat. Det sker, efter at professor Steen Thomsen har fået hård kritik for sit forsvar af Danske Bank.**

Af Pernille Siegumfeldt

Steen Thomsen vil fremover være mere forsiktig, når han udtaler sig i sin egenskab af professor på Center for Corporate Governance (CCG) på CBS.

Det siger han til Magisterbladet, efter at eksperter har kritiseret ham for at være gået for langt i en kronik om hvidvaskskandalen i Danske Bank.

"Jeg lytter naturligvis, og jeg vil fremover være mere forsiktig med, hvordan jeg udtaler mig", skriver Steen Thomsen i en mail.

CBS-professoren kom under beskydning, efter at han i Børsen kritiserede mediernes dækning og myndighedernes håndtering af den verserende hvidvasksag.

Under overskriften "Sæt Danske Bank fri fra gabestokken" kaldte CBS-professoren dækningen af sagen for "noget af det mest ensidige i danske erhvervshistorie".

Kronikken blev bragt, dagen før Financial Times kunne berette, at sagen var vokset til potentielt at omfatte transaktioner for op imod 1000 milliarder.

### **CBS-professor: Kasketten er i orden**

Steen Thomsen står dog ved de holdninger, han gav udtryk for i Børsen. Han mener også fortsat, at det var berettiget at fremsætte dem med professorkasketten på, da hans indlæg er baseret på mange års forskning og samarbejde med erhvervslivet.

"Man bestemmer ikke selv sin overskrift i en kronik, min egen var "Ro på i Danske Bank", hvilket jeg fortsat mener, er en rigtig og vigtig anbefaling, også selv om der er kommet væsentlige belastende oplysninger frem siden", skriver CBS-professoren i mailen.

Kronikken var et forsøg på at se sagen fra flere sider, forklarer han videre: "Det synes jeg stadig er vigtigt, da der er stor risiko for, at man lader sig rive med af en folkestemning i en sag som denne".

Interessesammenfald giver CBS troværdighedsproblem

Det var professor Emeritus Heine Andersen og jura-professor på SDU, Steen Schaumburg-Müller, der på magisterbladet.dk 18. september kritiserede Steen Thomsen for at bruge sin professor-titel uden at angive sine forbindelser til Danske Bank.

Center for Corporate Governance (CCG), som professoren også er bestyrelsesformand for, har modtaget millioner fra banken til et fireårigt forskningsprojekt. Derudover har Steen Thomsen bl.a. stået for masterclasses i samarbejde med Ole Andersen, der foruden at være adjungeret professor på CCG er bestyrelsesformand i Danske Bank. De mange sammenfald af interesser efterlader CBS med et troværdighedsproblem, der i værste fald kan rejse tvivl om forskerens habilitet, påpegede Heine Andersen i artiklen.

"Steen Thomsen må mene og skrive, lige hvad han vil, men ikke i sin

egenskab af CBS-professor. I kronikken går han langt ud over, hvad han som offentligt betalt forsker bør", sagde Heine Andersen.

### **CBS's principper skal revurderes**

Juraprofessor Steen Schaumburg-Müller mente i samme artikel, at Steen Thomsen har nogle særlige forpligtelser, når han underskriver sig som CBS-professor.

"Kronikken er en holdningstilkendegivelse og endda et ganske heftigt forsvar af bankens danske ledelse i en sag, der er under efterforskning af bagmandspolitiet. I den sammenhæng har titlen som CBS-professor jo stor vægt," lød vurderingen fra Steen Schaumburg-Müller.

På CBS tager man også kritikken alvorligt, og forskningsdekan Søren Hvidkjær vil tage sagen op med Akademisk Råd.

"Jeg noterer mig, at Akademisk Råds næstformand på CBS mener, at kronikken holder sig inden for god skik, mens professor Schaumburg-Müller ikke er enig heri. På grund af den tvivl vil jeg inddrage den konkrete case i diskussioner med rådet", varsler Søren Hvidkjær.

Ifølge forskningsdekanen tydeliggør sagen, at der er behov for at genbesøge CBS' principper for god praksis i forskningskommunikation og deltagelse i den offentlige debat.

"Især er der behov for at vi bliver mere transparente for at undgå tvivl om interessekonflikter", påpeger Søren Hvidkjær.

<http://woview.infomedia.dk/?url=https://www.magisterbladet.dk/news/2018/september/cbsvilstrammeopefterhaardkritikafdanskebankforsvar&OpointData=dc4d0def3fd63e44761c6e4d2bacbdf0jmlkX3NpdGU9MzAxNSZpZF9hcnRpY2xlPTI3ODkmaWRfdXNlcj0yODQwJmlkX2FwcGxpY2F0aW9uPTEwMDAzNTkmbGFuZz1lbg==>

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 6. Re-structuring of the PhD area

Information

Decision

Discussion

Confidential



### **Background and summary:**

Senior Management has initiated a process for a new PhD school structure. The issues was discussed by Academic Council September 2018.

Following the discussion three members of Academic Council has been invited to take part in the committee work.

The working group has initiated its work in October 2018 and will deliver a report early 2019.

### **Recommendation:**

Bent Meier Sørensen, Anne Reff Pedersen and Torsten Ringberg will inform about the terms of reference given to the working group and will be able to respond to questions of clarification.

### **Next steps and communication:**

The working group will present a mid-way status and key considerations/concerns to Senior Management, HoD's and Academic Council in late 2018.

### **Appendices:**

Terms of reference for the working group on CBS' PhD-school structure

**Prepared by:** Jessie Tsvillinggaard/Lone Petersen



# Terms of reference for the working group on CBS' PhD-school structure

*Striving for excellent research is fundamental to all doctoral education and from this all other elements flow.* EU Commission (2011), CBS PhD Strategy (2014)

## Background

The current PhD school structure was instituted in 2008-9 at a time when there were approximately 20 academic departments and independent centers at CBS. Following several reorganizations, the number of departments has been reduced to 11 and no centers exist outside departments. As such, local research environments, including PhD environments, have been consolidated, enlarged and strengthened.

The restructuring in the spring involved mergers between units belonging to different PhD schools, including mergers of units in OMS and EM, OMS and BM, and EM and BM. Likewise, the creation of MSC in 2017 was a merger of departments that were part of two different PhD schools – OMS and BM. As a result of these mergers, the BM school will likely see a significant decrease in the number of students enrolled.

Given these changes in the institutional setting, Senior Management would like to revisit the PhD school structure. Specifically, Senior Management has decided to set up a task force that is asked to present proposals for the future PhD school structure, based on inputs from a broader range of stakeholders.

## Principles for the new school structure

The new school structure should be based on certain guiding principles. Specifically, the structure must

1. support CBS' endeavor for research excellence
2. be sufficiently flexible to encompass the diversity across CBS
3. facilitate cross-disciplinary work and collaboration at CBS
4. facilitate learning across CBS of best (and worst) practices in PhD education
5. respect the foci of local research environments
6. support the ability of individual PhD students to navigate CBS

## Assignment and logistics

The task force is asked to deliver a proposal to Senior Management for:

- A) a PhD-school structure in accordance with the above principles
- B) the internal structure of the PhD school (e.g. number of study boards, organization of courses, finances, role of head of school and coordinators)
- C) the division of labor and responsibilities between the PhD-school and the departments

Comparison between different scenarios may highlight different ways of striking balances or handling tradeoffs. One of the scenarios scrutinized should be a united school across CBS.

The working group initiates its work in October 2018 and delivers the report early 2019.

The working group presents a mid-way status and key considerations/concerns to Senior Management, HoD's and Academic Council in late 2018.

## Members and roles

The Dean of Research appoints the following group members:

- HC Kongsted (coordinator), PhD school Head
- Bent Meier Sørensen, deputy chair of Academic Council
- Anne Reff Pedersen, member of Academic Council
- Torsten Ringberg, member of Academic Council
- Carsten Ørts Hansen, head of department.

Lone Petersen, head of PhD-support, will provide administrative support to the group.

The working group straddles the dual demand for efficiency and inclusion. While the group is relatively small to ensure an efficient process, the work must be based on inputs from a broad range of stakeholders, including PhD school leaders, PhD Students, administration and Heads of Department. The core group designs and presents a model for the inclusion process.

The work can be based on reviews of PhD School structures at comparable and relevant universities in Denmark and internationally.

Søren Hvidkjær

September 2018

# CBS' Academic Council – November 5<sup>th</sup> 2018



## 7. Appointment of two new members of CWAC

- Information       Decision  
 Discussion       Confidential

### Background and summary:

*DIR leaves the meeting.*

CWAC decides on VIP appointments based on assessment reports, recommendations from Head of Departments and interviews with the candidates.

The term of office ends December 31<sup>st</sup> 2018 for Dan Kärreman (MSC) and Mitchell Dean (MPP).

Consequently, the Academic Council must appoint two new members. The term of office is January 1<sup>st</sup> 2019 – December 31<sup>st</sup> 2021.

### *Role of Academic Council:*

The Academic Council appoints new members of CWAC.

There will **not** be a recommendation from DIR or from Heads of Department. Below the guidelines for the composition of CWAC as revised by CWAC, April 2018.

### Present members and terms of office:

CWAC now consists of:

- DIR (the president and 2 deans)
- 4 members of faculty appointed by the Academic Council:
  - Dolores Romero Morales, ECON. 1 January 2017 to 31 December 2019
  - Kristian Miltersen, FI. 1 January 2018 to 31 December 2019
  - Dan Kärreman, MSC. 1 January 2016 to 31 December 2018
  - Mitchell Dean, MPP. 1 January 2016 to 31 December 2018.

### Guidelines: The composition of CWAC

(1) CWAC consists of 7 members: 4 academic staff members (VIP) and 3 from the Senior Management. VIP shall be appointed for three years on a staggered basis by the Academic Council.

(2) The composition of CWAC should comply with CBS' gender diversity policy. Upon appointment of VIP representatives and substitutes Academic Council shall ensure representation of both genders, if academically possible.

(3) Only permanent (full) professors are eligible for appointment as VIP representative in CWAC.



**Recommendation:**

**Next steps and communication:**

**Appendices:**

CWAC rules of procedure, April 2018

List of professors – will follow as *separate file*

**Prepared by:** Jessie Tsvillinggaard

Revised January 2014  
 Revised April 2015  
 Revised April 2018

HR / CVG

# Rules of procedure for the CBS-Wide Appointment Committee (CWAC)

at

## Copenhagen Business School

Page 1 / 3

### Preamble

*CWAC has three main purposes. Firstly, to ensure that high and comparable academic standards are set across CBS in terms of the quality of new recruits (i.e. VIP). Secondly, to explore the overall contribution to CBS of a potential appointee, including (as appropriate to the position in question) research, teaching, societal relevance/contribution and academic leadership. Thirdly, to ensure that candidates recommended for appointment fit the overall CBS strategy and priorities.*

### The composition of CWAC

**1.** CWAC consists of 7 members: 4 members of faculty (VIP-member) and 3 members from the Senior Management (the President and the Deans of Research and Education). VIP-members shall be appointed for three years on a staggered basis by the Academic Council. The Academic Council shall also appoint new members if a VIP-member retires from the committee.

(2) The composition of CWAC should comply with CBS' gender diversity policy. Upon appointment of VIP-members Academic Council shall ensure representation of both genders, if academically possible.

(3) Only permanent professors are eligible for appointment as VIP-members in CWAC.

**2.** The President shall be Chair of CWAC.

### CWAC meetings and meeting material



3. CWAC shall convene at least once a year, to discuss the overall principles of CWAC's work.
4. The President shall convene the ordinary meetings no later than 7 days before the meeting. The notice of the meeting shall be accompanied by an agenda and relevant appendices.
5. The Chair shall run the meetings. In the President's absence, the Dean of Research shall chair the meeting.
6. Minutes of resolution shall be taken.

### The tasks of CWAC

Page 2 / 3

7. Appointment as *CBS tenure track assistant professor*<sup>1</sup>, associate professor, professor with special responsibilities and professors (including visiting appointments for more than one year accumulated) shall be decided upon after CWAC interview and written hearing in CWAC. CWAC shall conduct an interview with the candidate recommended by Head of Department (HoD). HoD can only recommend one candidate per vacant position.

(2) Interview material shall be submitted by the department and consists of: HoD recommendation of a candidate that has been found qualified by an assessment committee, CV, list of publications, assessment report, teaching portfolio including theaching evaluations, the job advertisement. A list of all applicants and whether they were found qualified is provided by HR.

(3) Interviews shall take place no later than one month after receiving the CWAC recommendation via HR.

(4) At least two members of CWAC conduct the interview. The interviewers' recommendation whether to appoint a candidate or not shall be reported back to CWAC as a written hearing immediately after the interview. The hearing deadline is two working days. After the hearing deadline, and if no objections have been made, the candidate and HoD are notified about the final recommendation from CWAC via HR.

(5) A member of CWAC who has participated in the assessment work of a candidate put forward to CWAC is neither eligible as interviewer nor in the internal hearing process.

(6) If a candidate is not recommended after the CWAC interview, the Dean of Research contacts the HoD for further clarification. If this does

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<sup>1</sup> The CWAC interview takes place when the fixed-term *CBS tenure track assistant professor* is up for permanent *CBS tenure track assistant professor*, cf. guidelines on *CBS tenure track assistant professor* on CBS share.

not lead to recommendation for appointment, the candidate will not be appointed in that position.

(7) In case of rejection by CWAC the Dean of Research will notify the HoD and HR send a written rejection to the candidate.

(8) Extraordinary CWAC meetings shall be held if one or more of the members find it imperative and specifically call for a meeting e.g. in the case of fundamental disagreement over a recommendation or dismissal of a candidate.

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**8.** The Senior Management shall consult CWAC regarding questions of major significance to CBS' VIP recruitment policy.

**9.** CWAC shall comply with CBS' guidelines, strategies and policies regarding VIP recruitment etc. in their decisions.

**10.** CWAC works on the basis of simple majority decisions.

(2) In the event of a tie, the Chair holds the casting vote. The President of CBS has a right to veto cf. the University Act § 14.

### **Confidentiality**

**11.** Material regarding candidates shall be confidential, and the principle of confidentiality in appointment committees also applies to CWAC.

### **Impartiality and Independence**

**12.** A member of CWAC shall disclose any circumstances likely to give rise to justifiable doubts as to his or her impartiality or independence.

(2) The member shall withdraw from CWAC if circumstances exists that give rise to justifiable doubts as to his or her impartiality or independence.

### **Annual evaluation of CWAC**

**13.** The work of CWAC shall be evaluated annually .

(2) Agenda, appendices and minutes of the CWAC meeting(s) shall be made available on CBS share, excluding confidential information.

### **Approval of and changes in the rules of procedure**

**14.** The rules of procedure and changes herein shall be approved by the Senior Management, usually after discussion with CWAC and Academic Council. The rules of procedure shall be reviewed on an annual basis.

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 8. CBS' Board of Directors seminar, November 8-9<sup>th</sup> 2018

Information

Decision

Discussion

Confidential



### **Background and summary:**

As standard procedure Academic Council is presented to the meeting material for the upcoming meeting of the Board of Directors.

Topics of specific relevance to Academic Council are addressed directly. Academic Council can ask for a discussion of other separate items as found relevant.

### **Recommendation:**

The Academic Council is invited to discuss issues as relevant and advice senior management in regard to the upcoming Board seminar.

### **Next steps and communication:**

Board seminar November 8-9<sup>th</sup> 2018

### **Appendices:**

Draft agenda for the seminar

The full meeting material for the Board will be available for AC November 2<sup>nd</sup> 2018.

### **Prepared by:** JT



## **Bestyrelsens seminar d. 8.-9. november 2018, Bernstorff Slot**

*Der er mulighed for gratis parkering på Slottets P-pladser.*

*Mette Vestergaard kan være med fra ca. 19:00 torsdag (lander i CPH ca. 18.20). Jakob Ravn og Mette Morsing deltager ikke om fredagen.*

*Pauser tages løbende.*

### **Torsdag d. 8. november**

*Kl 13:00-14:00 Ankomst og frokost*

*Kl 14.00-14.15 Velkomst ved formanden*

*Kl 14:15-15:30 1. Status CBS' strategi og strategiske rammekontrakt*

*Kl 15:30-16:30 2. Onboarding ny rektor, oplæg Mads Krogsgaard Thomsen, formand for KU's bestyrelse*

*Kl 16:30-17:30 3. Studenterredegørelse*

*Kl 17:30-18:30 4. Bestyrelsesmøde*

*1) CBS' økonomi: Skitsebudget 2019 inkl flerårsbudget 2020-2022.*

*2) Status vedr. reduktion af internationale studerende*

*3) Årsrapport 2018: Disposition og emner for årsrapport*

*4) Evt.*

*Kl 18:30-19:00 Indtjekning, e-mails, telefon...*

*Kl 19:00-: Middag*

### **Fredag d. 9. november:**

*Fra kl 7:00 Morgenmad*

*Kl 8:30-9:30 5. Opsamling fra torsdag og forberedelse af ministerbesøg*

*Kl 09:30-10:30 6. Debat med Tommy Ahlers*

*Kl 10:30-11:00 7. Opsamling på debat med Tommy Ahlers*

*Kl 11:00-12:00 8. Bestyrelsens egen tid*

*Kl 12:00 Frokost og afgang*

**Bilagsliste:**

**1. Status CBS' strategi og strategiske rammekontrakt**

- Bilag 1.1 CBS Strategi  
Bilag 1.2 Status on action plans re. transformational initiatives  
Bilag 1.3 CBS' strategiske rammekontrakt inkl. handleplan  
Bilag 1.4 Status på strategisk rammekontrakt

**2. Onboarding ny rektor**

Ingen bilag

**3. Studenterredegørelse**

Ingen bilag

**4. Bestyrelsesmøde**

- Bilag 4.1 Skitsebudget for 2019 samt budgetoverslag 2020-2022  
Bilag 4.2 Plan for reduktion som indsendt til ministeriet  
Bilag 4.3 Disposition for årsrapport 2018

**5. Opsamling fra torsdag og forberedelse af ministerbesøg**

- Bilag 5.1 CV Tommy Ahlers  
Bilag 5.2 Fleksible universitetsuddannelser til fremtiden

**6. Debat med Tommy Ahlers**

Ingen bilag

**7. Opsamling på debat med Tommy Ahlers**

Ingen bilag

**8. Bestyrelsens egen tid**

Ingen bilag

# CBS' Academic Council – November 5<sup>th</sup> 2018

## 9. AOB.

- |   |                                       |
|---|---------------------------------------|
| <input checked="" type="checkbox"/> Information | <input type="checkbox"/> Decision     |
| <input checked="" type="checkbox"/> Discussion  | <input type="checkbox"/> Confidential |



### Background and summary:

#### Recommendation:

- a. *Agenda for the next AC meeting, December 10<sup>th</sup> 2018*

AC is invited to comment and suggest amendments to the draft agenda.

- b. *Reduction of international student intake*

Academic Council is invited to take note of the decision re the ministerial request.

- c. *Status re recruitment of new President*

- d. *Vice dean of research*

- e. *Academic Director PRME*

Academic Council is invited to take note of recent appointments to academic leadership positions.

- f. *VIP allocations spring 2018*

Academic Council is invited to take note of the 2018 allocation on faculty positions.

- g. *CDI mandate 2018-2023*

Academic Council is invited to take note of the decision to renew the mandate for CDI.

#### Next steps and communication:

#### Appendices:

- 9a. Draft agenda for the AC meeting December 10<sup>th</sup> 2018
- 9b. CBS' response (incl. appendix) as submitted to the Ministry, October 12<sup>th</sup> 2018.
- 9d. News at cbs.dk re appointment of Professor mso Nanna Mik-Meyer as vice dean.
- 9f. Overview of faculty positions allocated spring 2018.
- 9g. CDI mandate 2018-2023

#### Prepared by: JT



**DRAFT**  
**Agenda for the meeting in Academic Council,**  
**December 10, 2018**

	<b>Time</b>		DIR / AC
<b>1.</b>		<b>Approval of the agenda</b>	PHA
<b>Themes</b>			
<b>2.</b>		<b>Budget 2019</b>	KWJ /
<b>3.</b>	30	<b>Annual evaluation of AC work</b>	PHA /
<b>4.</b>	30	<b>Architecture of basic courses</b>  <i>Guest: Vice dean Annemette Kjærgaard, EDU</i>	GH /
<b>Other topics</b>			
<b>5.</b>		<b>Academic Career development (continued)</b> <i>A. Tenure Track Assistant Professor – the CBS' model</i>  <i>B. Recruitment of junior faculty at CBS. Balancing assistant professors and TT assistant professors</i>	SH /
<b>6.</b>		<b>Evaluation of DIR' policy re 'kaldelser'</b>	AC /
<b>Information cases</b>			
<b>7.</b>		<b>Next Board meeting, incl.</b>	PHA /
<b>8.</b>		<b>News from senior management / Misc.</b> - Agenda for the next meeting March 5 <sup>th</sup> 2019	
<b>9.</b>		<b>Annual brief of the Board. Preparation</b> EX DIR	BMS /

**Academic Council meetings 2019**

March 5<sup>th</sup> 13-16

May 29<sup>th</sup> 13-16

September 10<sup>th</sup> 13-16

Oct/Nov 31<sup>st</sup>/1<sup>st</sup> 12-12

December 12<sup>th</sup> 13-16

Styrelsen for Institutioner og Uddannelsesstøtte  
Professions- og Erhvervsrettede Instituttioner

Att. Chefkonsulent Trine Marie Melchior Madsen

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12. oktober 2018

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## **REDEGØRELSE FOR REDUKTION AF IKKE-NORDISKE STUDERENDE PÅ CBS I 2019 SAMT FORSLAG TIL INDSATS FOR AT FASTHOLDE UDENLANDSKE KANDIDATER.**

CBS skal hermed besvare ministeriets henvendelse vedr. justeringen af tilgangen af internationale studerende.

Side 1 / 4

### **A. Beskrivelse af konkrete tiltag, der sandsynliggør en reduktion i tilgangen af engelsksprogede studerende på uddannelser, hvor de engelsksprogede studerendes overgang til arbejdsmarkedet er lav.**

CBS har på næsten alle engelsksprogede uddannelser et betydeligt optag af både nordiske og ikke-nordiske studerende *uden* retskrav. Når antallet af pladser reduceres, vil vi derfor både reducere nordiske og ikke nordiske studerende.

De fleste kandidatuddannelser på CBS er på engelsk. Det er de, fordi vores kandidater arbejder i virksomheder, der arbejder internationalt. Det er en klar tilbagemelding fra vores aftagere, at det er væsentligt, at vores dimittender kan begå sig globalt og arbejde for virksomheder i hele verden. Derudover er det engelsksprogede udbud et spørgsmål om kvalitet. Vores fagområde er internationalt, vi rekrutterer de bedste forskere, uanset hvor de kommer fra og vores studerende vil gerne studere i et internationalt miljø.

CBS skal uddanne til gavn for det danske samfund og dansk erhvervsliv og det gør vi bedst ved at fastholde et internationalt perspektiv og kvalitet. CBS vil derfor kun i begrænset omfang ændre uddannelsernes sprog til dansk.

CBS har i sit forslag som hovedregel valgt at sprede reduktionen på de enkelte uddannelser efter, hvor meget de bidrager til optaget af internationale studerende. Der har ikke i væsentligt omfang kunnet udpeges uddannelser, hvor der er en særlig høj fastholdelse af ikke-nordiske studerende. Det betyder også, at det samlede optag på CBS' kandidatuddannelser må reduceres væsentligt. CBS vil i et vist opfang kompensere det manglende optag af ikke-retskrav studerende ved at optage lidt flere på danskssprogede bacheloruddannelser. Vi for-



venter ligeledes, at optag på erhvervkandidat primært vil tiltrække danske studerende. Det præcise omfang af dette kompenserende meroptag er ikke fastlagt.

Vi er i det foreliggende forslag gået ud fra, at søgemønstrene ikke ændrer sig på de enkelte uddannelser, således at hvis optagne uden retskrav fordeler sig 50/50 på nordiske og ikke nordiske, så vil det også være tilfældet, hvis vi reducerer optaget med 1/3.

I dag er ca. 42% af de optagne på kandidatuddannelserne retskravstuderende. De øvrige kommer fra andre universiteter (primært danske) og der afvises mange flere end der optages. Når den foreslæde reduktion er indfaset, forventer vi at andelen af retskravoptagne vil stige til 60%.

### Forslag til reduktioner

CBS er blevet pålagt en reduktion på:

- 30 pladser på humaniora – kandidat
- 30 pladser på samfundsvideneskab – bachelor
- 200 pladser samfundsvideneskab – kandidat

#### a. Kandidat - humaniora

På humaniora optog CBS iflg. ministeriets opgørelse 85 ikke nordiske studerende i 2016. CBS har allerede reduceret dette til 18 studerende i 2018, altså væsentlig under måltallet. Vi forventer at kunne nedbringe dette yderligere i 2019. Men vi kan naturligvis ikke reducere flere, end der er.

#### b. Bachelor – samfundsvideneskab

CBS' engelsksprogede bacheloruddannelser har meget høje adgangskrav og samtidig udgør de udenlandske studerende en relativt lille del af optaget. Hvis vi skulle sikre 30 færre internationale studerende, ville vi skulle reducere antallet af pladser voldsomt og dermed få endnu højere adgangskvotienter. Vi har derfor valgt at flytte denne reduktion til kandidat.

#### c. Kandidat – samfundsvideneskab

Her er optaget foreslæbt reduceret i et omfang således, at hvis søgemønsteret er uændret fra 2018 til 2019, vil optaget af ikke-nordiske studerende blive reduceret med 230.

Fordelingen af det reducerede optag på CBS' uddannelser fremgår af bilag 1.

### Krav om dansk m.v.

Det er foreslæbt, at enkelte uddannelser og linjer, der i dag udbydes på engelsk, fremover udbydes på dansk og dermed stiller krav til dansk som adgangskrav (alternativt at vi stiller krav om danskkundskaber på en engelsksproget uddannelse).

Dette forudsætter for det første, at uddannelserne fortsat, på trods af sprogkrav, kan udbydes med et betydeligt antal engelske kurser. Dette er nødvendigt af faglige og bemandingsmæssige grunde.

9. oktober 2018

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For det andet er det en forudsætning, at der kan gives hjemmel til, at vi fraviger kravene om varsling i kandidatadgangsbekendtgørelsens § 6 stk. 3. (... *Fastsættelse og skærpelse af krav til danskundskaber skal varsles med 2 år, før de får virkning.*). Hvis dette ikke er tilfældet, kan disse ændringer først gennemføres med forsinkelse.

CBS forudsætter endvidere, at vi ikke fremover behøver at reducere optaget af udenlandske selvbetalere. Disse udgør en meget begrænset del af de optagne i dag, men der kunne godt komme flere af disse i fremtiden.

Endelig kan det oplyses, at CBS agter at anvende kendskab til dansk arbejdsmarked, dansk sprog og erhvervserfaring som et udvælgelseskrITERIE (ikke adgangskrav) på visse uddannelser for på den måde at tillægge jobperspektivet betydning. Det kan begrænse reduktionen af det nordiske optag, men det er ikke regnet med i oversigten over konsekvenserne.

#### **B. Beskrivelse af jeres fastholdelsesinitiativer i forhold til engelsksprogede dimittender, herunder eventuelle ønsker til centrale fastholdelsesindsatser, som vi kan følge op på i det videre arbejde.**

CBS ønsker, at en væsentlig del af de udenlandske studerende arbejder i Danmark efter endt uddannelse og vi kan godt spille en mere aktiv rolle i at få dette til at ske.

CBS har igangsatte i 2017 et initiativ til bedre beskæftigelse i Danmark for internationale studerende. Dette er netop styrket med oprettelse af en særligt oprettet senior funktion med reference til dekanen og fokus på ”international student retention”. Ønsket er derved at styrke og fokusere arbejdet med at få de studerende til at blive og arbejde i Danmark. Se mere på <https://www.cbs.dk/samarbejde/nyheder/cbs-opruster-fastholde-internationale-talenter>

Der er i 2017 igangsat jobsøgningsaktiviteter for alle internationale dimittender, med aktiviteter vedr. kultur, kompetence afklaring, jobforberedelse og virksomhedspræsentationer. Vi har nu gjort os den erfaring, at indsatsen skal systematiseres og påbegyndes langt tidligere, så de studerende orienterer sig mod det danske jobmarked under uddannelsen og også får kontakter fx gennem studiejobs og internships.

Vi kan godt mærke, at de øvrige europæiske jobmarkeder også er i bedring og derfor lokker vores studerende tidligt bl.a. ved aktiv rekruttering i Danmark. Vores indsats vil derfor også rette sig mod danske virksomheder, som vi gerne vil involvere tidligere, da vi kan se, at udenlandske virksomheder fx fra Norge rekrutterer blandt vores studerende langt tidligere end de danske.

Vi har meget positive erfaringer fra vores MBA-uddannelser, hvor ansættelse af en dygtig placeringsmedarbejder for en del år siden, har betydet, at der i dag er over 80 pct. af de udenlandske dimittender, der får vellønnede job i Danmark.

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Med hensyn til behovet for centrale fastholdelsesindsatser kan vi umiddelbart pege på at den delvist deltagerbetalte danskundervisning er en hindring for fastholdelse. Sprogkundskaber spiller en væsentlig rolle for muligheden og lysten til at få job i Danmark. Mens det for personer, der har fået arbejde, måske ikke betyder så meget med nogle tusinde kroner per kursus, så er det for studerende en stor afgift, som virker prohibitiv.

Vi vil gerne have lov til at vende tilbage senere vedrørende yderligere centrale initiativer.

For en god ordens skyld skal vi gøre opmærksom på, at målet ikke nødvendigvis kan være, at alle bliver. Nogle udenlandske studerende arbejder for danske firmaer i udlandet og nogle studerende starter egen virksomhed med en relativ lille indtægt de første år og falder derfor ud af statistikken. Det ønsker vi ikke at begrænse. Man skal også være opmærksom på, at visse uddannelser er rettet mod udenlandsk beskæftigelse fx i danske virksomheder i Kina (SDC) eller i EU og andre internationale organisationer Danmark er medlem af. CBS vil foreslå at omfanget af disse typer beskæftigelse kan dokumenteres bedre, således at de kan indgå mere systematisk i opgørelserne.

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CBS håber hermed at have redegjort tilfredsstillende for de planlagte initiativer og ser frem til ministeriets tilbagemelding.

Vi uddyber naturligvis gerne det fremlagte enten skriftligt eller ved et møde.

Venlig hilsen

f. Gregor Halff  
Uddannelsesdekan

/

Wilbert van der Meer  
Udannelseschef

Bilag: Oversigt over reduktion af ikke-nordisk optag og konsekvenser fordelt på uddannelser

Uddannelse	Linje	Optag 22 aug 2018	% Non- Nordic	retskrav	% non- Nordic af non- retskrav	redukt. af non- nordic	redukt. af nordiske	samlet reduk- tion
MA IBC	ICM	107	11%	52	0,22	11	0	11
MA IBC	MCO	38	16%	15	0,26	5	0	5
MSc OECON		51	55%	0	0,55	6	5	11
MSc BIO		29	79%	0	0,79	5	1	6
MSc E-business	summer	125	42%	0	0,42	12	17	29
MSc E-business	winter	68	53%	0	0,53	8	7	15
MSc IT	DATA	28	29%	14	0,57	2	1	3
MSc IT	DIGI	100	18%	77	0,78	4	1	5
MSc IHC		50	56%	0	0,56	6	5	11
MSc PHIL		32	22%	17	0,47	2	2	4
MSc BLC	BADS	93	52%	40	0,91	23	0	23
MSc BLC	DCM	59	41%	30	0,83	11	0	11
MSc EBA	ASC	144	27%	65	0,49	9	9	18
MSc EBA	AEF	135	18%	72	0,38	5	9	14
MSc EBA	BCM	117	54%	25	0,68	14	7	21
MSc EBA	CCD	70	43%	28	0,71	7	3	10
MSc EBA	FIV	134	27%	59	0,48	8	9	17
MSc EBA	FSM	158	31%	73	0,58	11	8	19
MSc EBA	IBS	151	42%	47	0,62	15	9	24
MSc EBA	IMM	149	44%	42	0,61	15	10	25
MSc EBA	MIB	163	55%	45	0,75	20	7	27
MSc EBA	SOL	109	40%	42	0,66	10	5	15
MSc EBA	SCM	92	43%	41	0,78	9	2	11
MSc IBP		102	29%	64	0,79	7	2	9
MSc CBP		87	49%	0	0,49	10	10	20
MSc OIE	OIE	88	53%	0	0,53	11	9	20
MSc OIE	SDE	28	32%	0	0,32	9	0	9
MSc PMSD		14	14%	0	0,14	0	0	0
MSc SEM		68	41%	0	0,41	6	9	15
cand.merc.	FIR	127	0%	107	0,00	0	0	0
cand.merc.	HRM	40	0%	14	0,00	0	0	0
cand.merc.	EMF	77	0%	46	0,00	0	0	0
cand.merc.(jur.)		133	2%	125	0,25	0	0	0
cand.merc.(kom.)		184	1%	160	0,04	0	0	0
cand.merc.(mat.)		58	2%	55	0,33	0	0	0
cand.merc.(psyk.)		86	0%	75	0,00	0	0	0
cand.merc.aud.		238	0%		0,00	0	0	0
cand.soc. HRM		82	0%		0,00	0	0	0
cand.soc. PKL		65	0%		0,00	0	0	0
<b>TOTAL</b>		<b>3679</b>				246	147	408

Noter:

Rækkefarver angiver uddannelsestyper, gul=IT, grå=cand.merc (eng), blå= cand.soc (eng), grøn= dansksprogede uddannelser.

Optagelsestal er faktisk optag efter ja-tak i ultimo august 2018. Hvilket er lavere end det formelle optag. Reduktionen af udenlandske er fordelt proportionalt over alle uddannelser. Vi regner med at retskrav er nordiske. Reduktion vil ske blandt optagne uden retskrav, og det forudsættes at reduktionen vil ramme nordiske og ikke-nordiske ikke-retskrav optagne proportionalt.

Der stilles dansk som adgangskrav

Der stilles dansk som adgangskrav

nye optagelsesregler betyder halvering af udenlandske

Ændres til dansk. Optag fastlagt i aftale med KADK

Optagelsestal fastsættes af SDC

## New vice dean to focus efforts on external funding

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### NEWS

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CBS has appointed its first vice dean of research. Today, Nanna Mik-Meyer, Professor with special responsibilities, takes on the position. Read more about her most important task and how she is planning to go about it.

10/15/2018

*What will be your primary focus as new vice dean of research at CBS?*

My primary focus will be on external research funding. Better research applications may lead to more funding and thus the possibility of performing more research tasks - for the benefit of research and society at large. My task will involve close contact with private and public foundations and companies. We will be discussing their strategies and their implementation on an ongoing basis in order to strengthen our research position. At the moment, the research dimension is not always the primary focus of funding providers. Their main interest is often to contribute to solving societal problems. My task is to show that being successful in solving societal problems requires in-depth and research-based knowledge. To me, high research quality and great relevance to practice are not contradictory, be it in companies, organisations or society at large.

*How do you plan to go about this specifically?*

My first task will be to map the external funding area at CBS. A significant goal is to strengthen internal review processes for applications across CBS. Externally, I will map our current contact with foundations nationally and under the auspices of the EU. It is especially important to engage in dialogue with the foundations and companies from which we have received funding throughout the years, while attempting to establish a dialogue with new players. At the same time, it is important to find out how the very different funding providers perceive quality and, if necessary, develop this perception. For instance, it is essential that we communicate why research takes time - in fact more time than you might find reasonable at first sight.

*You have been a member of the Danish Social Science Research Council (FSE) at the Independent Research Fund Denmark for four years. What have you learned from sitting on the other side of the table?*

My most valuable experience is how important it is to disseminate the actual research idea. I have been assessing hundreds of applications with the other 11 FSE members who represent the social sciences. Having a good idea and a clear and strong research design are so essential. It is crucial that the application makes sense to a wider audience than just researchers in your own area. Usually, I tell sociologists to have economists check their applications - and vice versa. This will give them an idea of their own limitations. Professional groups do not think alike, and if the project is too exclusive, it often will not make sense to a foundation board.

*How can foundations and companies use you?*

We are currently working on a suitable communication process. However, I hope that I, together with the researchers of CBS, can help pinpoint new and important research areas to foundations and companies - areas they may not have thought of to begin with.

*What are the strengths of CBS' research?*

Compared to other business universities, the strength of CBS is our broad perspective on the business community as well as private and public organisations. This is in line with Danish tradition; that education involves more than just solving technical, limited problems. An institution with a larger palette of disciplines will have another way of solving problems than a more traditional business school. Firmly rooted in different disciplines, we may be better at formulating research questions that break with the general perception of a research field. An example of this is our Business in Society platforms, where we group researchers across disciplines.

*How does external research funding impact our more than 20,000 students?*

It is important for me to say that external funding is two-fold. In addition to the fact that external funding makes it possible to solve more research tasks within our goals and strategy, increased funding will boost the quality of our programmes and subsequently the graduates we offer to society. Better researchers equal better students. For instance, when a researcher receives a grant to study financial crises, it rubs off on their teaching activities because the researcher will bring the most recent literature and new ideas and analyses into their classroom. This is one of the advantages of hiring a university to perform a research task.

For more information, please contact:

**Nanna Mik-Meyer, Vice Dean of Research and Professor with special responsibilities**

<https://www.cbs.dk/en/the-press/news/new-vice-dean-to-focus-efforts-on-external-funding>

VIP allocation round, 2018 - per department

Allocations April 2018

Dep.	Research area	Position	2019	2020	2021
ACC	Accounting/Auditing	Tenure Track	x		
	Accounting	Tenure Track		x	
	Accounting	Tenure Track			x
DBP	Civil society	Associate Professor	x		
	Business and politics	Tenure Track		x	
DIGI	Digitalization	Tenure Track	x		
	Digitalization	Tenure Track	x		
	Data Science	Associate Professor	x		
	Information Systems	Associate Professor	x		
ECON	Economics	Open Rank	x		
	Economics	Tenure Track		x	
	Economics	Tenure Track			x
FIN	Finance	Open Rank	x		
	Finance	Tenure Track			x
	Finance	Open Rank		x	
INO	Innovation and Organizational Economics	Open Rank			x
	Innovation and Organizational Economics	Open Rank		x	
INT	International Business	Tenure Track	x		
	International Business	Tenure Track		x	
IOA	Organization Theory	Associate Professor	x		
	Organization Theory	Associate Professor		x	
MARKTG	Neuromarketing	Associate Professor	x		
	International Marketing	Professor	x		
	Online Marketing and Social Media Management	Associate Professor	x		
	Marketing	Associate Professor	x		
	Marketing	Associate Professor		x	
MPP	Business History	Tenure Track	x		
	Business History	Associate Professor	x		
MSC	Sustainable Consumption	Associate Professor	x		
	Consumer Research Methods	Tenure track	x		

	Communication and Digital Media	Associate Professor		x	
	Globalization	Professor	x		
OM	Management Accounting / Performance Management	Associate Professor	x		
	Operation Management / Supply Chain Management	Associate Professor	x		
SMG	Strategic and International Management	Tenure Track		x	
	Strategic and International Management	Tenure Track			x

Max 20% positions, time-limited to 4 years				
ACC	Interorganizational Cost Management	Professor	x	
	Accounting Information Systems	Professor	x	

Positions with possible internal applicants 2018/2019		
ACC	Accounting	Professor
DBP	International Political Economy, with a focus on financial regulation	Professor mso
MPP	Organizational Philosophy	Professor
OM	Operations Management	Professor

VIP allocation round, 2018 - per position

Allocations April 2018

Position	Research area	Dep.	2019	2020	2021
Tenure Track	Accounting/Auditing	ACC	1		
Tenure Track	Accounting			1	
Tenure Track	Accounting				1
Tenure Track	Business and politics	DBP		1	
Tenure Track	Digitalization	DIGI	1		
Tenure Track	Digitalization		1		
Tenure Track	Economics	ECON		1	
Tenure Track	Economics				1
Tenure Track	Finance	FIN			1
Tenure Track	International Business	INT	1		
Tenure Track	International Business			1	
Tenure Track	Business History	MPP	1		
Tenure track	Consumer Research Methods	MSC	1		
Tenure Track	Strategic and International Management	SMG		1	
Tenure Track	Strategic and International Management				1
Associate Professor	Civil society	DBP	1		
Associate Professor	Data Science	DIGI	1		
Associate Professor	Information Systems		1		
Associate Professor	Organization Theory	IOA	1		
Associate Professor	Organization Theory			1	
Associate Professor	Neuromarketing	MARKTG	1		
Associate Professor	Online Marketing and Social Media Management		1		
Associate Professor	Marketing		1		
Associate Professor	Marketing			1	
Associate Professor	Business History	MPP	1		
Associate Professor	Sustainable Consumption	MSC	1		
Associate Professor	Communication and Digital Media			1	
Associate Professor	Management Accounting / Performance Management	OM	1		
Associate Professor	Operation Management / Supply Chain Management		1		
Professor	International Marketing	MARKT	1		
Professor	Globalization	MSC	1		

Open Rank	Economics	ECON	1		
Open Rank	Finance	FIN	1		
Open Rank	Finance			1	
Open Rank	Innovation and Organizational Economics	INO			1
Open Rank	Innovation and Organizational Economics			1	
Max 20% positions, time-limited to 4 years					
Professor	Interorganizational Cost Management	ACC	1		
Professor	Accounting Information Systems		1		

Positions with possible internal applicants 2018/2019		
Professor mso	International Political Economy, with a focus on financial regulation	DBP
Professor	Accounting	ACC
Professor	Organizational Philosophy	MPP
Professor	Operations Management	OM

Mandate and task description

26 October 2018

# Council for Diversity and Inclusion

## Background

CBS has the goal of being an organization which promotes diversity and inclusion in all its activities across research, administration and teaching. CBS also has the goal of disseminating and promoting principles of diversity and inclusion throughout its programmes and teaching practices. The two goals are integral to CBS' corporate social responsibility.

## The scope and tasks of CDI

It is the task of the Council for Diversity and Inclusion to work with the strategic development and mainstreaming of diversity and inclusion at CBS, to make recommendations to CBS' management and conduct critical inquiry into matters of diversity and inclusion across CBS. In addition, CDI monitors initiatives to strengthen diversity and inclusion at CBS and engages CBS broadly in dialogue and debate about diversity and inclusion. The scope of CDI covers all diversity and inclusion issues in the areas of research, education and administration at CBS.

CDI fulfills its task on the basis of research-based knowledge and inquiries into organizational practices at CBS and through collaboration with the relevant organizational units at CBS as well as external stakeholders.

## Organisational Embedding and Resources

CDI is an internal body which refers to the President. It is chaired by the President and constituted by members appointed by Senior Management. The President, the Deans and CBS' Equal Opportunities Officer are born members. The student member and the administrative staff member are appointed by Senior Management upon nomination by CBS students and the University Director.

The members are appointed to represent main areas of CBS and they are appointed for a two year period initially (01.10.2018-30.09.2020) with the possibility of extension. During their tenure the members undertake to represent CDI in their respective areas and to serve proactively as conduits of information and initiatives between CDI and the areas they represent across CBS.

As of October 1<sup>st</sup> 2018 the members of CDI are:

- Gregor Halff, Dean of Education
- Per Holten-Andersen, President (chair)
- Søren Hvidkjær, Dean of Research
- Alex Klinge, Equal Opportunities Officer, Associate Professor
- Anders Lauesen, Director of HR
- Sara Louise Muhr, Professor mso, Academic Director of the BiS Platform Diversity and Difference
- NN, Head of Department of Finance
- Thomas Skinnerup Philipsen, student, member of CBS' Board of Directors
- Valentina Tartari, tenure track assistant professor
- Victoria Vorting, IT support manager

The work of CDI is further supported by a part-time secretary from the President's Office and a research assistant generating diversity and inclusion data and analyses requested by CDI [to be decided].

Day-to-day operations are managed by the Equal Opportunities Officer and the CDI secretariat.

Funding for all other CDI-driven activities to further diversity and inclusion at CBS, such as events, seminars, guest lectures, collaboration and conference participation is provided ad hoc by the President.

#### **Mandate**

CDI's mandate to operate is granted by Senior Management for the period 2018-23.

The scope and strategic focus areas recommended to Senior Management by CDI are set out in Appendix 1 [to be confirmed].