



Copenhagen
Business School
HANDELSHØJSKOLEN

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Trends in Business Education

– A European Perspective

– And CBS' Response



Trends as seen from CBS

- Traditional curriculum challenged
- Program portfolio under pressure
- Societal mission needs revision
- Accountability is a requirement
- Ethics and CSR as license to operate
- Business engagement a need to survive
- Globalisation requires global commitment



CBS' Response

1. CBS at a Glance: Facts & Figures
2. Mission and Strategic Orientation
3. Research, Education & Administration
4. Business in Society – Partnering with Business and Society
5. Extending CBS' Global Engagement



1 CBS at a Glance

- A state financed, mono-faculty university
- **The Bologna structure in place 25 years ago (3+2+3)**
- **EQUIS, AACSB and AMBA accredited**

- **18,000 students** (200 PhD students, 12,500 full-time pre-career students (**students 2,000 int'l degree students**)) + **1,400 int'l exchange**
- Full-time, pre-career business and management degree programmes (BSc, BA, MSc, MA) – annual enrolment app. 5,500 (**50% of all programmes taught in English**)
- Post Experience – annual enrolment app. 1,660 , incl. a Full-Time international MBA (**80% int'l students**) and an Ex.Ed.

- 530+ full-time academic staff (**app. 28% int. staff**), 800 part-time academic staff, 900 administrative staff
- **Strategic partnerships** and **app. 330 int'l exchange partners**



2 Strategy: Business in Society

- Advance the region **while engaging globally**
- Build academic knowledge, managerial skills and entrepreneurial talent that **impact organisations, businesses and society**
- Transcend scientific, industrial and cultural boundaries to **innovate the business of business schools**



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The central planks in CBS' strategic orientation during the last 25 years:

- **The learning university** – research, education and administration
- **Extending our global engagement**
- **Partnership with Business and Society**



3 The learning university...

As scholars, we challenge our knowledge base by leveraging **the creative tension between well-defined business school disciplines, and cross- and inter-disciplinary research**, engaging a broad range of other fields (incl. **philosophy, law, anthropology, communication, political science, sociology, informatics, geography, history, area studies**).

As providers of business education, we offer our students **a comprehensive range of research-based business degrees (general, specialized and cross-disciplinary)**: curiosity, critical reflection, innovation and engagement with practice are the drivers.

As a professional organization, we value **continuous development of our services and competencies**: quality assurance (eg EQUIS, AACSB, AMBA) and stakeholder dialogue have become a way of life and learning



The Research, Education and Internationalisation Nexus

- **The knowledge base**: working with CBS' particular USP, i.e. our particular interface between the local and the global
- Internationally relevant and **recognised research published** in leading int'l journals and publishers
- Attracting strong **int'l faculty**
- **Int'l research collaboration** and conference participation
- Attracting strong **int'l students**: app 550 degree students (annual enrolment) and 1,400 exchange students (with 320 int'l exchange partners)
- **English mediated programmes** = 50% of the programme portfolio
- **Int'l education collaboration**



4 Partnering with Business and Society

- 25 **corporate partners** and a strong corporate network (coordinated by CBS' Business Relations and Career Services Units)
- Engagement in numerous local and **int'l multi-stakeholder organizations & platforms & projects**, e.g. Academy of Business in Society (EABIS); The Global Compact PRME initiative (Principles for Responsible Management Education); the Danish Foundation of Entrepreneurship
- Sparring partner with key **Government** Institutions
- **Business in Society Platforms**: a CBS initiative to advance co-creation of knowledge and action in the fields of Sustainability and Public-Private Partnerships



5 Internationalisation as Extending Global Engagement – the Underlying Assumptions:

- Involves **both research and education** and our wider societal engagement
- Involves precisely **'global'** engagement, even if this engagement assumes **different shapes across the globe**
- Requires CBS to be very particular about **what we bring to the world, how we bring the world to CBS**, how our specific history & geography make us attractive for **different global audiences**



Extending Global Engagement: How

1. Extend *Global Engagement* leveraging different types of partnerships for different purposes: **a portfolio strategy**
2. Extend *Global Engagement* through **different strategies for different regions**
3. Leverage **education and research** as drivers of *Global Recognition, Reputation and Appeal* + a **ranking strategy**
4. Increase diversity and implement the **PRME** principles, leveraging it to enhance excellence, distinctiveness, imagination and relevance



Partnerships: A Portfolio Approach

- Maintain and develop CBS' comprehensive **Int'l Exchange Partnership Programme** (exchange, **Double Degrees** and **Int'l Summer University**), in collaboration with our int'l partners, driven by student demand, curricula needs & Bologna objectives
- Maintain and develop **CBS' strategic partnerships** as vehicles for fulfilling specific objectives such as CEMS (MSc flagship; doctoral education, peer recognition); GLOBE (BSc flagship)); PIM; Sauder School of Business; Sino-Danish Centre in Beijing
- Maximize value of membership & participation in different **Higher Education and Business School organizations**, i.e. coordinate contributions and benefits, utilize for visibility, position for relevance (eg EFMD, AACSB,PRME, EAIE, NUAS, EABIS, EIASM, EDEN, EDAMBA; EAIE; NAFSA)



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Strategic alliances

- **CEMS – the Global Alliance of Management Education:** 27 leading business schools, with 60+ global companies as corporate partners, jointly offering the CEMS Master in International Management (MSc Flagship)
- **PIM – the Partnership in International Management:** student exchange and other collaborative activities between 55+ business schools from across the world
- **GLOBE:** Chinese University of Hong Kong, UNC Keenan Flagler Business School and CBS - a joint 18 month module built into the three institutions' BSc International Business programmes (BSc Flagship)
- **Sauder School of Business,** UBC (Ex-Ed., research, sparring)
- **Sino-Danish Centre in Beijing** (research and education)



(int'l alliances cont.)

- **China Executive Leadership Programme** (Judge Business School/ Cambridge University and CBS)
- **EABIS** (Academy of Business in Society – CSR in theory and Practice) – CBS founding member in 2002 with ia IBM, Microsoft, Shell, Unilever og Johnson-Johnson samt ESADE, IESE, IMD, INSEAD, London Business School, Warwick University, Bocconi.
- **The Global Business School Network** (under the World Bank's International Finance Corporation), focussing on capacity building in developing countries
- **The MPA Summer School Consortium** (launched and coordinated by CBS, with i.a. Warwick Business School, ERASMUS Rotterdam, Bocconi, ESADE, Stellenbosh University, Cracow University of Economics, Nord-Trondelag University College)



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Global Recognition, Reputation, and Appeal are

- The combined effects of being recognized as an international provider of high quality education and research, as evidenced by the caliber and employment of candidates, by the quality of publications and societal impact.
 - CBS' particular research profile must leave a clear footprint on CBS' programme offerings
 - International accreditation (EQUIS, AACSB, AMBA –Triple Crown)
 - Rankings



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Internationalization starts **at home**

- Internationalization is a key **strategic** aspect of
- **Recruitment** of academic & admin. staff and students
- Designing, running and developing the **programme portfolio**

This has **profound consequences for the entire institution**, and

- **Top management** must lead the way, ensuring buy-in and compliance across faculty, departmental and administrative boards + the necessary funding