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Working Group A: Governance and Management of
Universities

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A Perspective from CBS



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University Management and Governance in a Stakeholder Perspective: a New Game

Main Argument: (More) Autonomy

- is justified on the grounds that universities' core activity is research and development (R&D) and research-driven education, competing globally for excellent academic staff and excellent students. Both dimensions require flexibility, a long-time planning horizon, the capacity to innovate, co-operate, to reach out, to change – to act proactively
- is premised on trust, performance, engagement and mutually rewarding partner-/relationships
- requires WORKING THE BOUNDARIES OF THE UNIVERSITY



CBS in a Snapshot

- 15,800 students (170 PhD students), incl. app. 1.550 international full-degree students
- A state financed (75%), mono-faculty university
- Full-time, pre-career business and management degree programmes (BSc, BA, MSc, MA), annual enrolment app. 4,770
- Post Experience – annual enrolment app. 1,600
 - General Post-Experience Master Programmes, incl. a Full-Time international MBA and an EMBA
 - Specialized Executive Master Programmes
 - Graduate Diploma Programmes in Business Administration
- The Bologna structure in place 25 years ago (3+2+3)
- 415 full-time academic staff (app. 20% int. staff) and 700 part-time academic staff
- 14 departments & 35 research centres



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Strategic Goal 1: The *Learning University*

As scholars, we challenge our knowledge base by leveraging the creative tension between research in well-defined business school disciplines, and cross- and inter-disciplinary research, engaging a broad range of other fields (philosophy, law, anthropology, communication, political science, sociology, informatics, geography, linguistics, 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, competencies and impact: quality assurance and stakeholder dialogue have become a way of life and learning



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Strategic Goal 2: to have a strong international profile with a national foundation

- Internationally *relevant* research published in internationally recognized journals and by internationally recognized publishers
- Attracting strong international faculty
- Emphasis on international research collaboration and conference participation
- Attracting strong international students: app 1,550 degree students and 1,200 exchange students
- The Global Classroom: English mediated programmes = 50% of the programme portfolio, including the BSc Asian Studies Programme (a Chinese and a Japanese Track)
- An International Summer University
- Transnational Networks, Strategic Alliances and Partnerships as key drivers of goal attainment, ambition, development, and learning



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Strategic Goal 3

Partnership with Business and
Society



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Boundary Work 1: Work *with* the Government, the Public Sector, e.g.

- Offering advice and expertise to the Government's Globalization and China Strategy
- CBS's MPA (Master of Public Administration) and other continuing education tailored to public sector organizations
- Engaging in multi-stakeholder networks, with government, on issues where CBS expertise is key (e.g. Entrepreneurship; Innovation; Corporate Social Responsibility)
- The UN Global Compact PRME initiative (Principles for Responsible Management Education)



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Boundary Work 2: Work with Business, e.g.

- CBS and its 25 Corporate Partners; AP Möller Foundation Chair in Indian Business; MBA Scholarships to non EU students; project work in businesses; internships
- Business representatives on the governing Board of Directors (in Denmark now by law); and Advisory Boards (Departments/Programmes/Research Centres, incl. CBS' Asian Research Centre
- Co-production of knowledge with companies operating in Asia, eg Outsourcing, Cross-Cultural Communication; Creative Industries; Corporate Social Responsibility – *inter alia* organized by CBS' Asian Business Forum; the Danish Initiative for Ethical Trade
- Work *with* your alumni (as co-teachers, on advisory boards, as coporate partners, and ambassadors – BSc Asian Studies Programme Alumni's key role in promoting Japanese Studies)



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Boundary Work 3: Work with Other Universities, e.g.

- CEMS (Community of European Management Schools) – now a global strategic alliance between 27 universities worldwide and 55+ international corporations. Focus: a joint MSc in International Management. Asian academic members:
 - National University of Singapore
 - Tsinghua University (Beijing)
 - The Chinese University of Hongkong
 - Keio University, Japan



(working with other universities cont.)

- PIM (Partnership in International Management), 54 members worldwide: exchange; double degrees, etc - Asian Members:
 - Asian Institute of Management, Philippines
 - China Europe International Business School (CEIBS)
 - Chinese University of Hong Kong
 - Hong Kong University of Science & Technology, HKUST Business School
 - Indian Institute of Management Ahmedabad;
 - Indian Institute of Management Bangalore
 - Nanyang Technological University, Nanyang Business School, Singapore
 - National University of Singapore Business School
 - School of Economics and Management Tsinghua University
 - School of Economics and Management Tsinghua University;
 - Thammasat University, Thammasat Business School, Thailand



(Work with Other Universities cont.)

- GLOBE: Chinese University of Hong Kong, UNC Kenan Flagler Business School and CBS - A joint module (14 months) between the three schools' BSc International Business programmes
- PIPS (Programme for Innovation in Public Services): ESADE, Solvay Business School, Warwick Business School, EFMD (European Forum for Management Dev.) & Fassnacht Consulting
- China Executive Leadership Programme (Judge Business School/ Cambridge University and CBS)
- EABIS (European Academy of Business in Society – CSR in theory and Practice)
- 300+ international exchange programmes, catering to 1200 incoming and 1000 outgoing exchange students annually)



Boundary Work 4: Work the internal boundaries as well

- Work *with* faculty – support bottom-up dynamics, nurturing (and tapping) creativity and innovation which, *pr* definition, cannot be micro-managed; wherever relevant, beat the silo-mentality, encourage cross-disciplinary, cross-departmental endeavours
- Work *with* the students (eg as a key resource in design & development of programmes; support and encourage extra-curricular activities, eg CBS Case Competition)
- Work *with* the Admin Staff to deliver top professional service; focus on continuous development of skills and competencies



A Final Note on Accountability and Transparency: External Verification, (one of) the price(s) for more autonomy

Legitimacy Work beyond mandatory national accreditation requirements

- International Accreditation (CBS: EQUIS, AMBA)
- International Benchmarking (good practice not best practice), eg ESMU
- International Rankings (FT programme; Beyond Grey Pinstripes; International Business ...)