# Curriculum at the Interface

## The European Higher Education Area and Copenhagen Business School

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**<u>Presenter Symposium</u>**

# CURRICULUM AT THE INTERFACE: THE EUROPEAN HIGHER EDUCATION AREA AND COPENHAGEN BUSINESS SCHOOL


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**Potential Sponsor Divisions**: Management Education and Development, International Management, and the Social Issues in Management Divisions.

*The Symposium organizers, Mette Zølner and Charles T. Tackney, have received the statements from all intended participants agreeing to participate in the entire Symposium and stating that they are not in violation of the Rule of Three + Three.*

(**We request consideration for MED Best Symposium in Management Education and Development Award.**)

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### 1. Teaching the EU using plurilingual content based teaching and cooperative learning

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### 2. At the interface of disciplines: Interdisciplinarity as a driver of curriculum innovation

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### 3. Rigor AND relevance: Challenges of Master thesis writing at the Copenhagen Business School

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### 4. Institutional Entrepreneurs and Curriculum Innovation

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### 5. Insight-based critical realism: a Trans-cultural Epistemology for a European Higher Education Area

Charles T. Tackney, Ph.D.

### 6. Teaching in foreign languages at the interface of business disciplines

Mette Zølner, Ph.D.

## ABSTRACT

This Symposium presents curriculum design and content issues in a Scandinavian business school at its Centenary. The aim is an exploration of an educational institution at the interface of the European Higher Education Area (EHEA) within the historical trends of the European Union. We hope this step will empirically document how the goals of the European Higher Education Area are functionally linked with the entrepreneurial sensibilities of administration, faculty, and administrative staff during the concrete operations of work. The series of presentations are framed between trans-cultural epistemological foundations in insight-based critical realism and inquiry into how the institutional entrepreneurs – the program directors – negotiate opportunities, risks, and tensions in curriculum and program implementation. Detailed case presentations take up curriculum effort to successfully engage issues of interdisciplinarity, use of text production as a tool in support of project and thesis writing, and the use of plurilingual content based teaching in a cooperative learning model for European studies. The history of one curriculum model initiated to educate better citizens, combining interdisciplinary methods with language instruction, whose features have endured and diffused throughout the business school, ends the presentation set. Symposium discussion will be designed to invite participants, from within the EU and beyond, to join in collaborative practitioner research for the EHEA future.

**Keywords:** European Higher Education Area, Curriculum innovation, Scandinavian higher education.

# CURRICULUM AT THE INTERFACE: THE EUROPEAN HIGHER EDUCATION AREA AND COPENHAGEN BUSINESS SCHOOL

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## Symposium Overview

By Mette Zølner and Charles T. Tackney

This Symposium proposal is designed to present and explore educational initiatives at a European business school within the processes of the emerging European Higher Education Area (EHEA). The EHEA is an ongoing European Union initiative developed from the 1999 Bologna Declaration and subsequent process, which now involves educational institutions in 47 nations.

The focus will be on the Copenhagen Business School (CBS), a public university in Denmark, which has been a participant university since the 1999 Bologna Declaration because Denmark was one of the original signatories. CBS resides at the interface of this EHEA process, with curriculum issues that capture the tensions of national history, culture, European Union opportunity, and the functional politics of current Brexit issues. At present, CBS has nearly 23,000 students, of whom include 4,300 full-degree international students. Thirty-three out of 40 degree programs (at Bachelor and Master level) are taught in English. The School supports 300 exchange and cooperation agreements.[1]

While this Symposium is designed to focus attention of the history of one national business school in the European Union, our intention is to feature and share with other academics in the three Divisions key features of the CBS curriculum design, identify institutional tensions and sources of innovation, and then coordinate scholarly reflection and research on academic practice within the EHEA along with other regional educational institutions.

[1] See http://www.cbs.dk/node/122634 .

Our Symposium research initiative will include, as part of the overview dimension, a series of interviews with CBS administration, faculty, and staff to capture the range of views and interests these participants have in one institution's performative role within the European Union and its developing European Higher Education Area (See Appendix A). Already, interviews indicate fascinating variance in perceptions about the significance of European Union integrative efforts. One administrator characterized European Union referencing as an expected ideological exercise, not necessarily having much significance. Another, in sharp contrast, considered the EU referencing the manifestation of a social ideal that is of intrinsic value by reason of attractiveness, not for the sake of imposition.

As a formal investigation of curriculum issues that range from trans-cultural epistemology, to the interface of language and business or organizational studies, to Master's thesis writing competencies, with study of the entrepreneurial role of program directors in the negotiation of curriculum innovation, our series of presentations and supporting papers will be of interest to the Management Education and Development Division, which we hope to have as primary Symposium sponsor. The interface of social issues our Symposium will address should be of interest to both the International Management and Social Issues in Management Divisions, with SIMS members certain to find study of the various EHEA stakeholders of potential future research interest.

This Symposium is designed to focus attention of the history of one national business school in the European Union. We will share key features of the CBS curriculum design, identify institutional tensions and sources of innovation, and we will aim to initiate a platform within the sponsoring AOM Divisions to foster more regular and coordinated scholarly reflection and research on academic practice within the EHEA, both for the sake of the institution, but also as a source of inspiration and exchange with other regional educational institutions.

All presenters draw on their years of experience as teachers, coordinators of curriculum development, members of study boards and program directors at the CBS. Their presentations and supporting papers will offer a retrospective and critical reflexive perspective on their learning that will invite discussion and provide an initializing framework for possible on how organize and teach management education in the twenty-first century.

The various presenter contributions can be seen to link in the following manner. First, Charles Tackney's paper, *Insight-based critical realism: a Trans-cultural Epistemology for a European Higher Education Area*, reports functional deployment of and represents a proposal for greater attention to the need, within the EHEA context, of a trans-cultural epistemological foundation. This step aids reflective understanding of cultural variance, on the one hand, while also being a support to students struggling with interdisciplinarity in research method. The particular tension extant in interdisciplinary instruction is taken up in the Dorte Madsen's paper, *At the interface of disciplines: Interdisciplinarity as a driver of curriculum innovation*, which discusses how insights on the literature on interdisciplinarity can be applied in courses that such aims. The paper suggests that there are untapped potential for curriculum innovation and for enhancing our understanding of the practice of interdisciplinarity, adding more nuances to our grasp of different modes of integration and different modes of interdisciplinarity.

In their paper, *Rigor AND relevance: Challenges of Master thesis writing at Copenhagen Business School*, Karl-Heinz Pogner and Vibeke Ankersborg offer a tactical resume of how Master’s students can be more fruitfully guided to engage in the act of writing as means to better appreciate their own capacity for insight. These instructors show how master’s students use text production as a tool for thinking and how text production can also become an obstacle to this end. Magali Gravier reports in her paper, *Teaching the EUE using plurilingual content based teaching and cooperative learning,* on a unique curriculum design effort on teaching European studies in a manner that successfully sought to draw on students' language skills. The students discovered their capacity to work within their foreign language skill sets, particularly in group-based studies, in such a way that research involved target language material and the oral examination itself became an opportunity to manifest their dramatic knowledge skills in the target language.

The Mette Zølner presentation, *Teaching in foreign languages at the interface of business disciplines*, takes up the particular challenges of teaching in foreign languages within a multicultural, multinational EHEA context. Teaching at the interface of disciplines is considered over the longer phase of an interdisciplinary program with a history of close to 30 years success. One remarkable feature of the SPRØK program model concerns how it developed and endures due to the high expectation of near native language competence in one foreign language. Originally based in Danish, English became the functional program language in 2005. The exceptional achievement of the program in this regard resides in the linguistic and cultural competences the students actually obtain, particularly given the recognized importance of even modest foreign language skills in facilitating communication in multilingual organizational settings. More generally, the SPRØK model that Mette Zølner will present is important within CBS curriculum design history, due to the manner and extent that key interdisciplinary approaches that started with SPRØK have diffused throughout the Business School.

The Toyoko Sato presentation, *Institutional Entrepreneurs and Curriculum Innovation*, offers a chance to investigate the unique role played by those academic employees that serve as program directors. As institutional entrepreneurs, these individuals deploy a managerial approach from ‘the inside out’ and then ‘the outside in’ to innovate, develop, and negotiate all of the opportunities, risks, and tensions that our various presentations have touched upon, and more. In a very real sense, it is these successful institutional entrepreneurs that functionally embody the EHEA processes our Symposium seeks to characterize.

Our Symposium presentations, supporting papers, and the field work described, which will be completed by the time of the Conference, may well be the first systematic effort to engage in a reflective and reflexive analysis of the EHEA. At time of uncertainty regarding the European Project, our effort to link macro-level socio-political goals of the EHEA with the felt involvement and sense of inclusion at the single case instance of a European business school should break new ground, thanks to the support and involvement of Academy members from the Management Education and Development, International Management, and Social Issues in Management Divisions of the 2017 Academy of Management Conference.

**Symposium process:**

The Symposium presenters order is given in this proposal alphabetically. At the session itself, the team is inclined to move from general to specific topical order. Accordingly, the tentative sequence will be: Charles Tackney, Dorte Madsen, Karl-Heinz Pogner/Vibeke Ankersborg, Magali Gravier, Mette Zølner and Toyoko Sato. Should the reviewers have suggestions for a better content sequence, we would certainly follow such guidance.

This is a cross-division Symposium offering, involving the Management Education and Development Division, the International Management Division, and the Social Issues in Management Division. Our presentation style will presume general audience interest, but assume an orientation approach to briefly introduce our distinctive contributions and their significance to the stakeholder Academy members from each Division. We will begin by briefly introducing the

Bologna Declaration, Process and European Higher Education Area. Each presenter will then have between five and 10 minutes to state the focal point of their contribution and highlight a particular point of compelling significance to the EHEA. We will have papers ready by the presentation date for participants to request and read. Obviously, there can be no expectation for the audience to have already read these. One or two immediate questions for clarification or information will be taken at the end of each presentation. The Symposium Chair will ensure presenters keep to the time frame. S/he will facilitate prompt answers to questions for information or clarification, and keep to the larger goals of the Symposium. Each presenter will have no more than two or three Power Point slides.  We will make these available to those who wish to receive them – a request list will be circulated.

This approach will result in about 30 minutes for discussion. We would tend to organize this discussion to first focus on questions or comments related to the EHEA theme, as there may be many for whom even the fact of the EHEA process will be news. Then we would take up questions as given, with a view to establishing a participatory atmosphere. We will end the session with an invitation for those who might wish to collaborate or request slides or papers to provide their contact information and offer specific interests.  The Symposium can, in principle, serve as the initial basis for future research and collaboration within and in reference to the EHEA across Academy Divisions.

## PRESENTATION SUMMARIES

### Teaching the EU using plurilingual content based teaching and cooperative learning

**Magali Gravier**

The paper presents an experience of innovative teaching which took place within the bachelor programme “European Business” (*Europæisk business*) at the Copenhagen Business School between 2013 and 2016. The programme was a Danish taught Bachelor of Arts, which was launched in 2012 and ceased to exist in its original form after three years of existence. In a nutshell, the programme consisted of teachings dedicated to business related topics, and teachings in languages. Within this programme, each student was required to study one of the four languages offered: either English (at an advanced level) or one of the three ‘small languages’ – as they were unofficially called by the faculty of the programme – French, German or Spanish. In their third semester, students were offered a course on the European Union – *The European Union as a Multicultural Business Environment* – combining both aspects of the programme.

#### Teaching languages in the EU

The European Union (EU) is a composite polity made of 28 member states, counting 24 official languages. For EU institutions, the EU civil society, language (and cultural) diversity poses a clear challenge. As an element of comparison, the United Nations count over 190 member countries but ‘only’ 6 official languages. The importance of languages was recognized from the very beginning of the European integration process: the first regulation adopted by the Council of Ministers on 15 April 1958 was dedicated to the use of official languages in the then European Economic Community.[2] Multilingualism appears as a fundamental characteristic of the EU. History tells us that this characteristic goes beyond the current European integration process to

[2] EEC Council: Regulation No 1 determining the languages to be used by the European Economic Community, Official Journal 017, 06/10/1958, p. 0385–0386.

encompass the whole European continent and stretching back into the Antique: despite all imperial experiences since the Roman empire, Europe has kept is language diversity (Gravier, Lundquist 2011).

For the functioning of the EU as a political system as well as a business environment, such a degree of multilingualism poses challenges. In 2000,[3] the European Heads of State and Government formulated a language strategy with an ambitious goal. The 'Barcelona objective', as it was later called, aimed at 'improv[ing] the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age' (European Council 2002). The original Barcelona objective stressed the importance of early learning, but the Commission quickly suggested 'Higher Education institutions play a key role in promoting societal and individual multilingualism.' (European Commission 2003, p.8). Behind this ambitious objective lay a vision or 'policy core belief' (Sabatier 1999)[4] for the European society: 'the ability to understand and communicate in other languages is a basic skill for all European citizens.' (European Commission 2003, p. 3).

**Presentation of EMBE course**

The course *The EU as a Multicultural Business Environment* (hereafter EMBE course) was a mandatory course offered in the third semester. Due to the work load involved, students received 15 ECTS for it (the equivalent of two standard courses at the CBS). The course was made of three components: 1) a series of 12 lectures held in English addressing the entire cohort of students (ca. 110), 2) a series of 10 language classes where the students were divided in smaller groups according to their second language (3 groups for English; 1 group for each of the small languages: French, German or Spanish) and 3) group work (two non-mandatory

[3] The Lisbon agenda aimed at increasing the EU's competitiveness and at making it the first knowledge based economy.
[4] In the work of Sabatier, policy core beliefs are defined as "fundamental policy positions concerning the basic strategies for achieving core values within [ a given] subsystem" (Sabatier, 1999 p. 133).

assignments, graded with an indicative pass/fail assessment, and the exam paper itself). The lectures were intended to provide students with the bulk of the factual and theoretical knowledge. The course used mainly Gabriel Suder's textbook *Doing Business in Europe* (Sage). The language classes, following the programme of the lectures week by week, were intended as supplements to the lectures providing students with the necessary vocabulary to discuss academically the topics developed during the lectures. Group work took place in groups fulfilling two conditions: groups had to have between three and five persons and comprise students studying two or three different languages. Group work aimed at writing assignments (two non-mandatory ones and the exam paper).

**Pedagogical techniques used**

The course aimed at preparing students for multilingual and multicultural working environments as they can be found in today's multinational companies or in regional and international organizations. For this purpose, two pedagogical techniques were combined: cooperative learning and plurilingual content based teaching.

**1. Cooperative learning**, originally developed in primary education, is a pedagogical approach which makes course participants work in groups, allocating them complementary and mandatory tasks (Kagan, Kagan 1992; Kagan et al. 2012). It has been suggested that this pedagogical technique can be used in higher education and in various disciplines (Millis 2010). The EMBE course is a good example of this.

2. In its version presented by Bernaus and his co-authors (Bernaus et al. 2011), **plurilingual content based teaching** is a form of teaching which uses other languages than the language normally used in class for the purpose of transmitting knowledge. Therefore, this is not a

language class where one improves skills in a given language by teaching subjects like grammar, vocabulary, translation, etc.

**What have we learned from this experience?**

The EMBE course has only run three times (three consecutive years), therefore it is difficult to conclude on the long-term effects of the course. For the faculty, the course required some flexibility and language skills. The teaching team was selected on the basis of teaching competences in two subjects: the EU and languages. For the exam, CBS rules, reflecting Danish educational practice, require two examiners during oral exams. For the EMBE course, the first examiner was the lecturer with the required language competence, while the second examiner was another member of the teaching staff who could have a lower level of language proficiency but was at least able to understand the student, assess his/her language level and ask a few questions. Obviously, this required from faculty members more language competences than in standard teaching conditions.

Exchanges with student representatives revealed that the students liked the exam form, because it was the only oral exam during which they had the opportunity to use the language for the purpose of conveying content and not just ‘language’ aspects. Another noteworthy point is that at the end of the course, the examiners could see a progression between the early phase in the semester and the end of the semester culminating with the exam. At the beginning of the semester, throughout the three years, many students were not able to use secondary sources in the small languages or simply did not come to the idea of or dare try and make use of this language competence for a content based purpose. At the end of the semester, this new competence was acquired: many groups had more than one reference in their 'small language' in their reference list. But the real test was the oral exam. For the examiners, the active use of such information showed that students used their second language not as the end goal of their teachings but as a means to access information, which was one of the goals of the class. In this respect, the experience is sufficiently encouraging to try and see if some aspects of this course can be transferred to other programmes and courses.

**At the interface of disciplines: Interdisciplinarity as a driver in curriculum innovation**

**Dorte Madsen**

This paper addresses the practice of interdisciplinarity in the curriculum of an interdisciplinary Business Administration and Organisational Communication degree at Copenhagen Business School (CBS), and points to the need for further theorizing on relations between disciplines in general, and for more research into the practice of interdisciplinarity in problem-based learning, in particular.

In their chapter: "Business Schools in Society: The Distinctiveness of Diversity", Irwin, Salskov-Iversen and Morsing (2011) outline how CBS engages in the Business in Society challenges of contemporary society, operating with the broad organizing principle of academic diversity and the presence of a diversity of disciplines. This has also resulted in the creation of a number of interdisciplinary degree programs (BSc and MSc) such as business economics combined with philosophy, mathematics, law, psychology, politics, sociology and, language, business and culture. As a scholar of interdisciplinarity in its different organizational, strategic and epistemological disguises, the presence of this diversity of disciplines comes across as the ideal playground for the practice of interdisciplinarity in research and in teaching. However, thus far, this diversity of disciplines, in terms of relations between them and interdisciplinary knowledge creation, has not been translated into research projects constructing interdisciplinarity as an object of research in its own right, and therefore, we do not know much about the cognitive advantages enabled by interdisciplinary practices, nor how they were gained.

Considering CBS's general commitment to cross-disciplinary research and practice of designing interdisciplinary degree programs, it seems fair to assume that interdisciplinarity may have a taken-for-granted quality that makes discussions of practices involving more than one discipline, as well as the myriad of meanings ascribed to interdisciplinarity, seem unproblematic.

However, to undergraduate students in an interdisciplinary degree program, there is quite a potential for confusion when, in their mandatory Philosophy of Science course, they have to learn how to juggle the many paradigms and disciplines at play in their program, to actually benefit from this course in their methodological considerations, all with a view to better formulating research questions and designing their project-work.

**The program and the Philosophy of Science course:**

The program is an undergraduate program in Business Administration and Organisational Communication and is briefly described in this extract from their qualifications profile:

> The bachelor program in business administration and organizational communication is research-based and interdisciplinary. The program brings together insights from business administration, sociology and communication theory and provides students with an in-depth understanding of strategic communication in organizational settings and social and economic contexts.

The Philosophy of Science course is a mandatory, 3rd semester course with eleven weeks of lectures, and, additionally, four weeks of workshop classes: two weeks focusing on a business administration case (microeconomics / realist paradigms), and two weeks focusing more broadly on communication theoretical issues (social constructionism / idealist paradigms). The examination consists of a synopsis (5 pages) written in groups followed by an individual, oral examination. Besides having an exam of its own, this course prepares students for problem-based project work, such as their “Interdisciplinary 2nd Year Project: Strategic Communication Challenges in a business administration context” as well as their Bachelor’s Project. The learning objectives of the Philosophy of Science course are:

Students should:

1) demonstrate overview of basic positions in the philosophy of science and explain analytical and methodological consequences of their choice of position(s).
2) apply different philosophical approaches to a specific problem within business administration and communication.
3) explain the interplay of disciplinary perspectives and paradigms and critically assess how the chosen perspectives inform their methodological choices.

One of the central questions of the course concerns how thinking about methodology helps to enhance the quality of the students' work. This reflection point is evident both in the specific course as well as in their project-work more generally. Among the general quality criteria in qualitative work, the transparency criterion (Justesen and Mik-Meyer, 2012) stands out as particularly relevant to the role of disciplinary and interdisciplinary perspectives as it encourages students to articulate their considerations on the choice of paradigms for their inquiry as well as possible relations between the disciplines they draw on in their work.

The transparency criterion further highlights how "the final text should state clearly those choices that were made during the project and, in particular, *why* they were made." (Justesen & Mik-Meyer, 2012:37). This has tangible methodological and practical consequences for the students' development of their projects, including the research question, research design, choice of methods, as well as their reflections on possible relations between disciplines.

For the students of this course, their future projects as well as for their project supervisors, the underlying basis of this course in an interdisciplinary practice approach offers a vantage point from which to explicitly include their considerations on the choice of paradigms and interrelationships among disciplines in their work, and they are encouraged to make their choices transparent to the readers of their projects (examiners) as well as to themselves. As far as can be determined, we have not yet taken advantage, in our classrooms, of the vast body of scholarly writing that covers interdisciplinary research and teaching (but are planning to do so, for the time being in the form of a new elective course). I briefly summarize below two aspects of interdisciplinarity studies that might benefit the practice of interdisciplinarity.

## Problem-based learning informed by categories of research questions and different modes of interdisciplinarity

Lattuca (2001, 2003) has developed the following categories of research questions that may help students 1) develop more sophisticated research questions in general and 2) help them account for and make transparent the possible role of disciplines and relations between them more specifically. Lattuca (2001) does not premise her concept of interdisciplinarity on integration as a goal but advocates a more open approach where the question of (inter)disciplinarity is premised on the type of research question:

1) Questions that are identified with a single discipline (questions have a compelling disciplinary basis).
2) Questions that are found in the intersections of disciplines; the question belongs to both disciplines.
3) Questions that are found in the gaps between disciplines; the question belongs to neither.
4) Questions that cross disciplines.
5) Issues and questions without a compelling disciplinary basis.

Lattuca's approach lends itself to exploring any relations between disciplines combined with e.g. Barry et al.'s (2008) different *modes* of interdisciplinarity: 1) the *integrative-synthesis* mode that understands interdisciplinarity additively as the sum of two or more disciplinary components or as achieved through a synthesis of different approaches, 2) the *subordination-*

*service* mode in which "the service discipline(s) is commonly understood to be making up for or filling in for an absence or lack in the other, (master) discipline(s), and 3) the *agonistic-antagonistic* mode, according to which "interdisciplinary research is conceived neither as a synthesis nor in terms of a disciplinary division of labour, but as driven by an agonistic or antagonistic relation to existing forms of disciplinary knowledge and practice." (Barry et al. 2008:29). These insights also invite discussions of the relative strength of disciplines and power more generally.

**Interdisciplinarity implies new epistemic standards - not necessarily integration**

Whether integration is the 'litmus test' (Klein, 2010) for interdisciplinarity is a highly-contested issue in the literature (Madsen, 2016, 2017). By way of provisional conclusion, I will briefly summarize the two opposing views at this stage of Symposium presentation development. According to Mansilla and Gardner, in the integrative approach "it is proposed that interdisciplinary work should be judged according to the criteria of the 'antecedent disciplines' and the value will be assessed in terms of these additive criteria" (cited in Barry, et al., p. 28). Fuller (2003, 2004) on the other hand (following Kuhn and his incommensurability thesis and the absence of an absolute norm across paradigms) argues that the point of interdisciplinarity is not to build on methods and insights from existing disciplines — a common, but misguided approach that mistakenly assumes combining methods makes for better knowledge. Instead, the transformative promise of interdisciplinarity lies in its capacity to interpenetrate disciplines, changing what they do and generating new epistemic standards.

These positions indicate that there is a vast untapped potential for curriculum innovation and for enhancing our understanding of the practice of interdisciplinarity, adding more nuances to our grasp of different modes of integration and different modes of interdisciplinarity. These insights are important for theorizing relations between disciplines in the practice of interdisciplinarity, a matter that the presentation and paper associated with this Symposium contribution will undertake.

# Rigor AND relevance: Challenges of Master thesis writing at the Copenhagen Business School

Karl-Heinz Pogner and Vibeke Ankersborg

For the past four years, we have offered Master students a variety of teaching and learning activities to support graduate students' knowledge and text production. The activities include lectures, seminars, and workshops spanning from generating ideas to understanding and fulfilling academic requirements seen as expectations and requirements of academic discourse communities and communities of practice (Author 1 2003 and 2012, Lave & Wenger 1991, Swales 1990). The activities include cognitive and social genre knowledge (Hylland 2007, Bruce 2008), different stakeholder perspectives and expectations (of supervisor, peers, institutions, job market; academic rigor and societal / organizational relevance), methodology issues and academic writing in general. In the workshops the students work individually and in groups with tools and tasks facilitated by instructors – the authors of this presentation and study.

## Methodology

We have monitored students of an interdisciplinary study program at a Copenhagen Business School and documented the students' discussions and sense-making in a series of qualitative pilot studies: We have video-recorded plenary sessions, audio-recorded students' group discussions and coproduction, and we have photographed mind maps produced by the students. In addition, we have conducted in-depth research interviews (Kvale & Brinkmann 2009) with six students (four theses) at the time when they were approximately half way through their thesis project. Before the interviews, we had read their texts written to that point in time (approx. 20 pages per thesis in draft quality). During these discourse-based interviews (Goswami et al. 1983), we asked in detail how the text parts were produced and why there were gaps in the draft.

Furthermore, as part of the European Literacy Network's working group on academic and thesis writing, we have conducted seven in-depth interviews with ten students (seven theses) shortly after graduation. We asked individual students and groups of students to visualize their 'thesis journey' by plotting important periods and spots onto a time line, relating their emotional experiences to the spots, and to draw a timeline of their 'learning experiences' resulting in learning curves reporting the intensity of their learning. We used these time line and plot techniques as "boundary objects" (Star & Griesemer 1989) and 'catalysts' for the students' reflection on their experiences and strategies – and to get insights into the ups and downs in the students' knowledge and text production and about how the students managed to get through the thesis process.

We have analyzed the collected data by means of thematic content analyses (Guest et al. 2012, NVivo software) using Thematic Network Analysis ( Attride-Sterling 2001) and Critical Discourse Analyses (Fairclough 2003, Jäger 2001) of texts, discursive and social practices as framework for analyzing 'Master thesis Writing' in order to be able to describe how students struggle with, negotiate and balance the sometimes contradictive expectations, norms and rules, which they feel are imposed on them.

The preliminary results and insights of our exploratory pilot studies feed back into the teaching and learning activities and contribute to the incremental change process of our teaching practice. How these processes are integrated into the CBS curriculum design and larger process of the EHEA will be themes of interest for this presentation and paper.

**Preliminary results**

For some students, the ultimate eye opener was realizing that they were expected to do "some kind of academic / scientific research" (Master student) in a delineated but still complex 'problem area' where the definition of "ill-defined" (Schön 1983) or "wicked" (Rittel 1984) problems is a time consuming, but crucial process. The other important discovery the students focused on concerns the insight that they had to negotiate many different expectations, norms and rules/ regulations in order to be able to contribute to "imagined" (Anderson 1991) academic / scientific and professional communities.

The main finding is that - regardless of the students' choice of research approach and design, of methodology, or even the student's positioning concerning philosophy of science paradigms - students c/should utilize writing / text production more as a tool for thinking, structuring and producing knowledge. Even talented students do not necessarily grasp the productive epistemological and heuristic contribution (Bereiter 1986, Hermanns 1988, Molitor 1984) of writing and text production to knowledge transformation and production (Bereiter & Scardamalia 1987) - even though they see the point of other aspects, such as methodological and academic rigor. This conclusion has led us to developing "The Vicious Circle of No Writing-No-Research" in Figure 1, which we want to investigate in more depth in our further research.

Figure 1 about here.

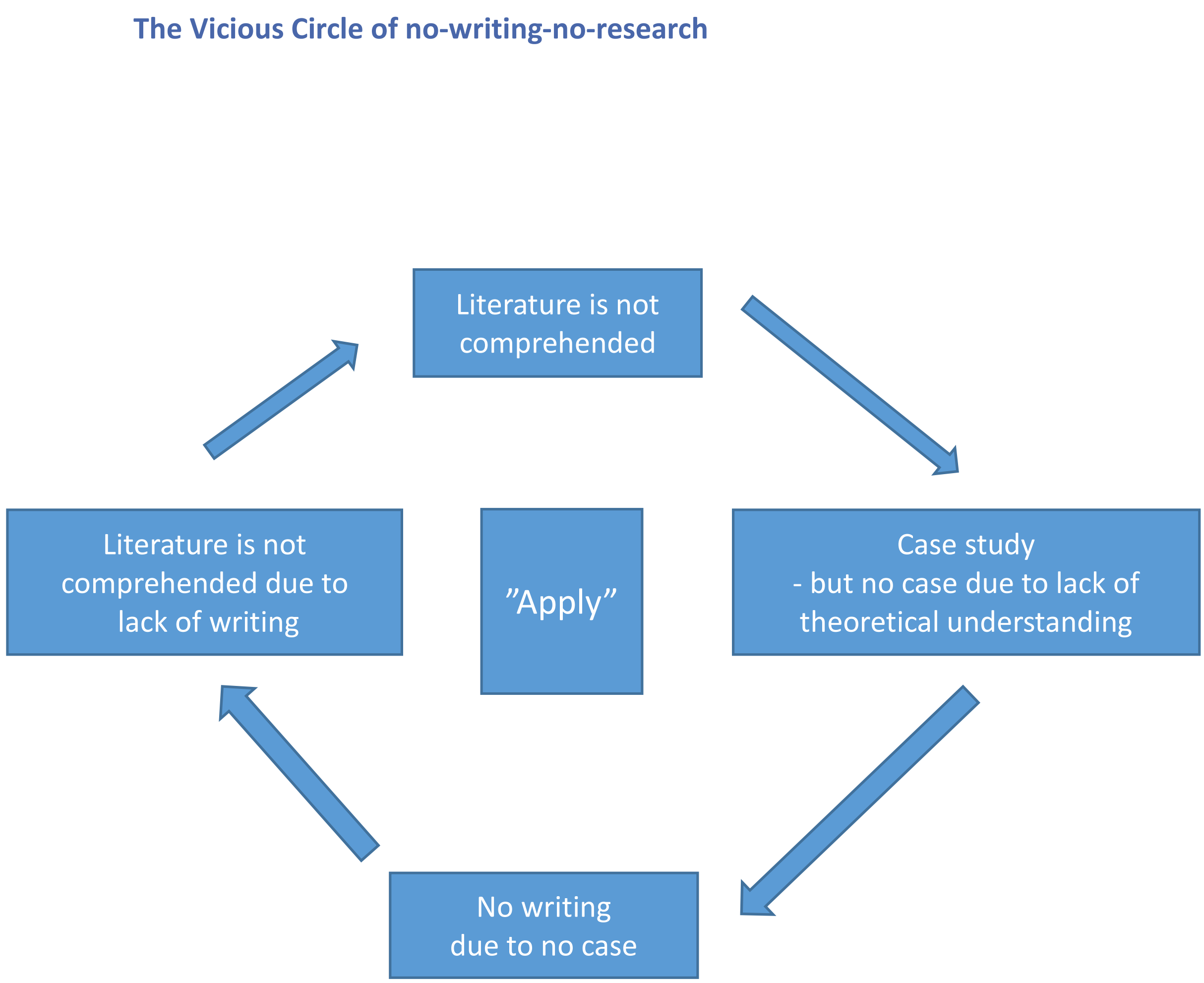
## Further research and contribution

Our further research will combine the mentioned methods employed and tested in the pilot studies, in diachronic case studies following master thesis writers (= knowledge and text producers) and their learning processes during the whole process from searching a topic to submitting and 'defending' the thesis at the oral exam. We shall use the tested methods of data collection and analysis together with the method of reconstructing the thesis' text genesis

(Author 1 2003) at significant points in the students' master thesis processes. Furthermore, we want to include additional developmental aspects (Bazerman 2015) in longitudinal studies, also investigating bachelor thesis writing and other writing tasks and assignments of master students.

Our research contributes to the social perspective (Nystrand 1989, Dyste 2010) on academic writing by investigating and analyzing the "Discourse and Action Space" (Knorr & Author 1 2015) as the most important social context of the students' struggling and negotiating both with the genre 'Master Thesis' as a problem-oriented project and the "peripheral membership" (Lave & Wenger 1991) in academic Discourse Communities and academic and professional, 'imagined' Communities of Practice. In these negotiations students balance organizational, societal, and professional relevance and academic rigor at a business university with many interdisciplinary study programs and negotiate different identities (Castelló et al. 2013) and literacies (Lillis & Scott 2007). In this endeavor, we primarily focus on the experienced-based learning of the students as the most important stakeholders when it comes to the Master Thesis.

**Figure 1: Visualizing the Vicious Circle**



# Institutional Entrepreneurs and Curriculum Innovation

Toyoko Sato

In the programs closely related to business and management studies, curricula are innovated constantly and often vigorously. Attitudes toward curriculum innovation appear to be one of the most sensitive and distinctive efforts in business and management study programs, which are more directly connected to the real economy.

This Symposium presentation and paper concerns curriculum innovation for European higher education, in particular for Copenhagen Business School (CBS), a Danish national university. It aims to map crucial elements in the decision-making interface which involve the inside-out and the outside-in flows with regard to curriculum innovation. My interest is that institutional entrepreneurs, who will shortly be defined, act as the interface between the inside-in and the outside-out approach in relation to the curriculum innovation process. This study is the result of observations as well as analyses mainly based on 1) program director interviews, 2) management discourses found on the CBS website between September and December 2016, and 3) papers and articles discussing curriculum innovation at CBS.

Curriculum innovation appears to involve two directions: the inside-out and the outside-in, which was originally an educational approach (Dewey, 1938; Hunt, 1987) to innovation. Today, the approach is to focus on the relevant market and its stakeholders, such as current and potential customers and the stakeholders outside of its organization (Day, 1994; Porter & Kramer, 2007; Kolb & Kolb, 2005).

The outside-in perspective is based on a belief that creating customer value and satisfying the customer are the top priorities. Customers, in our perspective, are not only students but also faculty members, senior management, industries, and society at large. On the other hand, the inside-out approach focuses on organizational interests, capabilities, and goals (Hunt, 1987). It seeks to explore and identify intrinsic values and strengths ascribed in the organization and attempts to express these values to the world outside the organization. While these two approaches may seem in contrast, they are also complementary and, ideally, should be taken together in an integration as the program implements a new curriculum.

In this application of the outside-in perspective, the main elements can be specified: global industrial and economic trends and needs, academic trends and model programs, student needs, local and national educational policy initiatives, and European Union initiatives such as the Bologna Process (Garben, 2010). In other words, the outside-in approach has relevant influencers which may not be too different at CBS from other schools in European Union. How to identify the important factors from those elements, however, is the challenge and task worthy of pursuit. Relevant factors may depend on each academic institution, its history, visions, competences, and strategies.

The CBS practices that are distinctive to the inside-out strategies are: *synopsis based oral examination* (Kraugh & Bislev, 2005; Kraugh & Bislev, 2008; Tackney, Sato, & Strømgren, 2010; Tackney, Strømgren, & Sato, 2013), *problem oriented project work and supervision* (Blasco & Tackney, 2013), *culture and language acquisition* (Blasco, 2009), *interdisciplinary approach* (Tackney, Sato, & Strømgren, 2010; Mabsen, 2012), *teaching social responsibility* (Rasche, Gilbert, & Schedel, 2013), and *exchange student experience* (CBS, 2010). These practices will be detailed in the presentation and supporting paper.

The next issue is the interface of curriculum innovation. Because schools and universities are located in concrete places, the geographical, social, and organizational climates play important roles in the decision-making mechanism, which requires legitimation. In particular, organizational identities of the program, university, and the region where the school is located can be important elements in this legitimation. Interestingly, Copenhagen Business School does not have a publicly announced mission statement or motto, although the rather subdued “Where university means business” is treated as a long-standing slogan.

Then, in the CBS case, who would be the negotiators and initiators of the CBS inside-out and the outside-in approach in relation to curriculum development? Here, the institutional entrepreneurs kick in. Institutional entrepreneurs are those individuals underlying the emergence of new institutional entities. According to DiMaggio, new institutions are an outcome of activities when “organized actors with sufficient resources see in them an opportunity to realize interests that they value highly…[Institutional entrepreneurs] create a whole new system of meaning that ties the functioning of disparate sets of institutions together” (1988: 14). Institutional entrepreneurs are players who introduce, enact, and implement divergent new arrangement in organizational fields (Battilana, Leca, & Boxenbaum, 2009).

At CBS, such institutional entrepreneurs often have a title such as program director. For institutional entrepreneurs, the programs can be newly established as well as a continuing one. They are expected to balance between the inside-out and the outside-in approaches through their understanding of inside / outside needs and expectations as well as through a sophicated calculation or assessment of the actual internal capability for transformation.

This assessment includes prospective appeals to inside/outside audiences such as incoming students. Yet, to innovate a stagnated program or to establish an unfamiliar program as familiar are not easy tasks. In addition to new ideas, visions, a rhetorical ability to gain followers, and retain support of the executive board, the self-governing feature of a CBS program is also important. One CBS program director reflected in interview, “What I learned from the process of making a new curriculum is that I needed to listen to myself. You have to find a leader in yourself. Instead of manipulating, I instead strategized others and myself.” (Interviewee 1). Also, different program directors reflected that while dialogical processes on many levels within the school are important for innovation, governing themselves was a first order priority to harness such dialogues, which feel or even be a form of compromise. In summary, Figure 1 offers a factorial map of the CBS curriculum innovation process indicated to date in this inquiry.

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Figure 1 about here.

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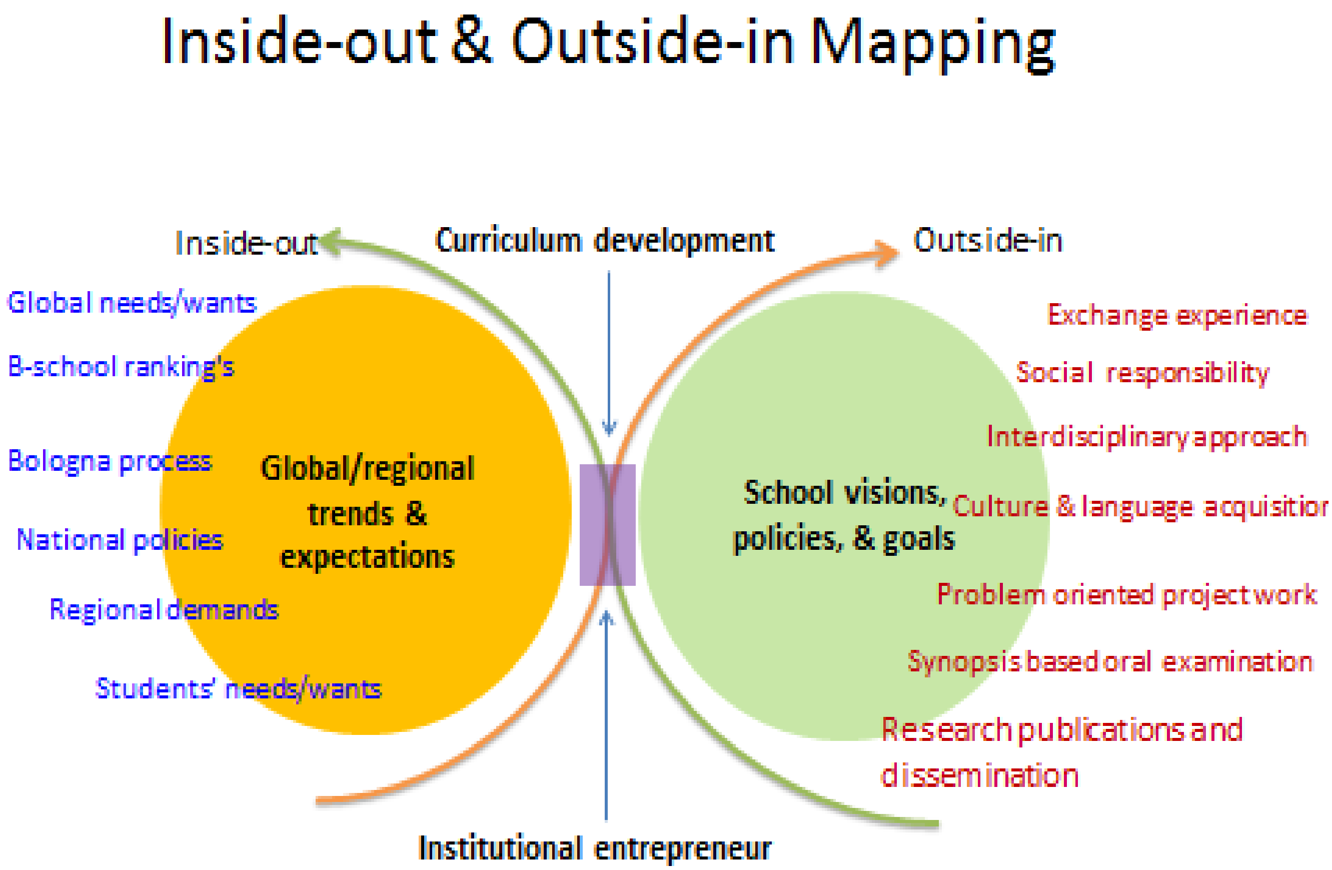
Alan Irwin, Research Dean of Copenhagen Business School between 2007 and 2014, wrote that there are three basic foundations in an excellent university. They are people, ideas, and the will to innovate – these are called the *Copenhagen Triangle* (Irwin, 2014). To relate to this triangle, I will analyze these three elements in detail: Who are they, where are the ideas from, and in what ways is the will to innovate executed? Employing the inside-out and the outside-in approach, I have begun to identify the relevant factors in curriculum innovation. I will then explain the institutional entrepreneurs within Copenhagen Business School as the moderator and mediator that work at the interface of curriculum innovation at the middle management level.

Clearly, not all program directors are institutional entrepreneurs. It is the individual who determines the timing of the innovation, presents his/her ideas to persuade both top management and Study Program Board colleagues and student representatives, and frontline staff, and then negotiates these ideas, and transforms them to the concrete level with appealing narratives to daily rationales, including financial matters, all the while preserving the telltale mark of substantive innovation. Excellence in these processes find the program directors at the interface as institutional entrepreneur for curriculum innovation.

**Figure 1: Curriculum development at the interface**



# Insight-based critical realism: A Trans-cultural Epistemology for the European Higher Education Area Interface

Charles T. Tackney

My goal in this Symposium presentation and paper is to explore the Europeanization of higher education and report on curriculum deployment of Lonergan's epistemology and method in management and organizational studies (B. J. F. Lonergan, 1971; B. Lonergan, 1998; B. Lonergan, 1999; B. Lonergan, 2005). Two points need initial elaboration: the Bologna Process and the European Higher Education Area (EHEA) and the content of the interdisciplinary research methods framework that has been developed and deployed.

First, the European Higher Education Area (EHEA) was established under the 1999 Bologna Process, which is "an autonomous intergovernmental arrangement, based on a common policy document (known as the *Bologna Declaration*) to which European countries may become parties and in which the European Union plays a role"  (Reinalda & Kulesza, 2005). Signed in 1991 by ministers of education from 29 nations, including Denmark, there are now 47 participating nations. Their most recent report is the 2015 Yerevan Communiqué (EHEA Ministerial Conference, May 14-15, 2015). The Bologna Process depends entirely on autonomous and independent higher education institutional cooperation for success. These autonomous actors are the diverse epistemic communities throughout the EU university and institutional arena. Within this model, an *epistemic community* is defined as "a network of professionals with recognized expertise and competence in a particular domain and an authoritative claim to policy-relevant knowledge within that domain or issue-area" (Haas, 1992).

Although the management of knowledge, its epistemological characteristics and is embodiment in curriculum, are primary concerns, Bologna is a very curious process. It lacks legal sanctions but packs plenty of implicit coercion. The Declaration explains, “Any pressure individual countries and higher education institutions may feel from the Bologna process could only result from their ignoring increasingly common features or staying outside the mainstream of change” (Confederation of EU Rectors' Conferences and the Association of European Universities, 2000). The Declaration website states, “Universities and other institutions of higher education can choose to be actors, rather than objects, of this essential process of change.” Thus, a pattern of emergent probabilities appears to characterize the Bologna Process and its momentum, dependent as they are on the many EU university actors’ willingness to make EHEA a reality.

Specification of the *necessary European dimensions of higher education* is an explicit goal of this Process, from the first Declaration to the most recent 2012 Bucharest Communiqué. Specifying European dimensions is also a curious element in the Process and EHEA. In some manner, shape, or form local curriculum decisions regarding content are patterned after pan-EHEA templates or knowledge-sharing deemed suitable across a vast, unprecedented array of culture, language, and nation. Interdisciplinary methods are critically important for including for the appropriate design of interdisciplinary research methods for management and organizational studies in all countries of the EHEA. As remarkable as this may sound, the last effort at educational reform on such a scale of institutional organization and content seems to be the 1599 Ratio Studiorum developed and diffused throughout Jesuit universities (Society of Jesus, 1599).

Interdisciplinary research methods, specifically the epistemological manner of grounding, reconciling, and introducing cultural complexities to students, is a central matter in this Process and Area. The author has detailed in academic conference and journal publications a history of academic committee decisions and classroom tools about an epistemological framework for interdisciplinary research methods at undergraduate and graduate levels at the Copenhagen Business School (CBS), which have been deployed in teaching opportunities in the EU and beyond.

Over the past decade and more, the insight-based critical realism approach to epistemology developed by Bernard J.F. Lonergan, along with reference to his concept of a general empirical method, has been an organizing basis for a range of undergraduate, Master's, and doctoral level courses. Relating this effort is the focus of this Symposium presentation and supporting paper. My reason for doing so is that *insight-based critical realism* has been largely received by educational administrators, teaching colleagues, and students with evident signs of relief, as the basic Transcendental Precepts – to be attentive, intelligent, reasonable, and responsible – clearly and firmly situate ultimate responsibility for education in the students' own sense of self in a challenging, optimistic study atmosphere (C. Tackney T., Sato, & Stromgren, 2010; C. Tackney T., Sato, & Stromgren, 2013; C. Tackney T. & Gwozdz, 2014).

Insight-based critical realism and the associated general empirical method help students to first grasp the nature of insight by reflection on its intrinsic, personal properties. This aids awareness of and directly links to sound empirical method; students are helped to grasp and empirically verify, through interesting class exercises, basic cognitional operations and gain an appreciation for this dynamic human capability. Students reflect on their own experience, recognize distinctions between questions for knowledge and deliberations of value. They come to recognize the complementarity between quantitative and qualitative research methods. They learn to challenge alleged causal relations by noting the statistical anomalies. The engaged researcher can shift seamlessly between these complementarities through the course of literature review, the crafting of methods, collection of data and, of course, later discussion and examination (C. Tackney T. et al., 2013).

This approach appeals particularly to those undergraduates and graduate students who are facing a bewildering range of methods for their project and thesis work. Students can grasp the notion of “dramatic knowledge” to help them succeed when presenting their project synopsis in an oral examination. And doctoral students find their research competence, regardless of initial persuasion, strengthened in group statistics study by an appreciation of the complementarity between causal explanation and statistical analysis of what Lonergan usefully labelled the “empirical residue” (B. J. Lonergan F., 1992). Finally, Lonergan’s concept of emergent probability offers students a reasoned and reasonable platform to pursue interdisciplinary studies with a degree of confidence as participants in the very history they examine (Melchin, 1988).

Since 2001, Four study boards at CBS have sanctioned deployment of insight-based critical realism in curriculum design at undergraduate, master’s, and doctoral levels. Following Danish tradition, these boards had already elected student representatives for the “management of higher education.” Freed from the Bologna Process issue of initial configuration concerns, the CBS curriculum revision directly benefitted from the student representative support for instruction on an epistemology designed for citizenship in a multi-cultural, multi-national EU setting. To be clear, insight-based critical realism is never the core of any course it has been deployed it. Rather, it serves as an organizing tool for personal reflection on the conditions that matter for the possibility of authenticity in human endeavors: to be attentive, to be intelligent, to be reasonable, and to be responsible.

The European-level higher education goals of the Bologna Process, since 1999, focus considerable attention on the “externalities” of how advances in one country can be imitated in another. Thus, a lot of energy has been devoted to higher education study program credit transfer, along with student and faculty mobility for exchange study experience throughout the EHEA. This Symposium presentation and paper looks to one key item in core curriculum content that such mobility both enables and obliges attention: the *necessary European dimensions*. This approach has been used with success in Master's and doctoral course work in a 2011 faculty exchange teaching opportunity at the International School for Business and Social Studies, Celje, Slovenia. In Ireland, David Coghlan has employed the thought of Lonergan in his work on organizational development and action research (Coghlan & Cagney, 2013; Coghlan & Shani, 2013). Recent research based on the trans-cultural foundations of cognition operations has been taken up to identify threshold criteria for authenticity in the workplace according to Roman Catholic and Sunni Islam social teachings (C. T. Tackney & Shah, 2015). At the moment, insight-based critical realism is being used in an internship project to aid evaluation of the appropriate sequencing of information and design presentation for consumers of information in a human rights advocacy website.

The necessary European dimensions of curriculum content for the EHEA remain a topic of both interest and concern – and this all the more in light of the recent Brexit vote in the United Kingdom. This Symposium offering seeks to enhance the dialogue concerning the role and function of epistemology in and for the future of the European Union. Across the striking range of cultures, languages, and nations comprising the EU, each and every citizen can help ensure Project success through attentiveness, intelligence, reasonableness, and responsible action. The invariant patterns of our cognitional operations provide a way to work in common on behalf of EHEA progress. In simple terms, Lonergan's approach to epistemology may be a compelling curriculum content item for the emerging EHEA research methods repertoire of the European social sciences.

**Teaching in foreign languages at the interface of business disciplines**

**Mette Zølner**

Within the European higher education area several educational programs aim at combining proficiency in foreign languages with competences in business and management.[5] There is a large variety among these programs; some are BAs/MAs, whereas others are BSc/MSc; and some are located at universities, while others are anchored within business schools. However, all these degrees share similar objectives of providing their graduates with language proficiency and cultural skills that respond to needs in international and global business. In other words, the reason for teaching language skills is to provide graduates with competences required for their careers within business, in opposition to language teaching in disciplines within humanities, where a language is rather taught for the its own sake and/or with a view of teaching it later. Hence, within these combination programs the teaching of languages takes place at the interface of traditional business school disciplines (i.e. business administration, management, economics, and accounting).

This Symposium presentation and paper proposes to explore experiences of teaching in educational programs that combine foreign languages with business and management in a European context. This is interesting since these programs primarily are conceived in relation to needs that occurred with the increasing importance of 'inter-nationalization' in the 1980s' and early 1990s, i.e. trade, relations, negotiations and management across nations. This raises the

[5] I.e. Degrees (BA/MA) in *Langues étrangères appliquées* exist in numerous French universities; *Languages and International Business* or *Business with languages (BA/MA or BSc/MSc)* exist in the UK *(i.e. at the Heriot Whatt University (https://www.hw.ac.uk/study/uk/undergraduate/international-business-management-and-languages-french-as-main.htm*) (Birmingham University http://www.birmingham.ac.uk/undergraduate/courses/business/international-business-lang.aspx#CourseDetailsTab and Holland (i.e. Rotterdam University (https://www.rotterdamuas.com/programmes/bachelor/international-business-and-languages/); and *Business, Language and Culture* (BSc/MSc) in Denmark (Copenhagen Business School).

question of whether globalization has modified the need for language skills in business and how educational programs can prepare graduates for careers in global workplaces in which simultaneous use and blending of multiple languages are facts of the daily organizational life (Angouri and Miglbauer, 2014; Harzing et al. 2011; Steyaert et al., 2011).

My aim is, therefore, twofold; one is to further our comprehension of how the teaching of cultures and foreign languages is discursively constructed when appended onto traditional business school disciplines. A second aim is to discuss whether and how to adapt the teaching of languages to the new needs of the increasingly multilingual workplaces.

Theoretically, this study will be inspired by critical pedagogy and its encouragement to go beyond the class room teaching and to consider the historical and institutional contexts that contribute in shaping teaching and learning processes within a given educational program (McClaren, 1995; Robertson, 2015; Tietze, 2004). This includes explicit or tacit power relations between disciplines (i.e. ‘hidden curriculum’, Apple 1990) that have implications for whether and how a subject might be discursively constructed as leading and central for the profile of graduates. In addition, the paper will draw on the socio-linguistic literature on languages in international business (Brannen and Mughan, 2017; Janssens and Steyaert, 2014; Marschan et al. 1997; Marschan-Piekkari et al. 1999; Langinier & Erhart, 2015; Lüdi et al., 2013; Sliwa and Johansson, 2014; Steyaert et al., 2011). The aim is to conceive of the skills and competences required for business graduates for integrating and thriving in multilingual and multicultural organizations of the 21st century (Angouri and Miglbauer, 2014).

Empirically, this is a single case study of one educational program. This research design allows for considering contexts and conditions under which foreign languages and cultures are taught and to further our comprehension of how students, teachers and administrators discursively construct the aim and the value of this teaching. In addition, this contextually situated design (Doz and Brannen, 2010) also permits consideration of the interplay between a university's educational portfolio, national educational policy and prevailing discourses on cultures and languages in the wider society.

The single case study will consist of the SPRØK-program that was launched as one of the first interdisciplinary programs at Copenhagen Business School (Denmark) in 1984. SPRØK, an acronym for 'language' and 'economy', started as a Bachelor and Master of Arts, taught in Danish and in two foreign languages (English, and either French, German or Spanish). Today, more than thirty years later, SPRØK still exists; however, its structure and its content have changed considerably. SPRØK has been transformed into a BSc and an MSc with the name Business, Language and Culture (BLC). As a consequence, some of its interdisciplinary elements have faded away, leaving more room for business administration and traditional economic disciplines, and less for courses on societal contexts taught in French, German or Spanish. The program has also become English taught to internationalize the student body. Yet, as its title indicates, the BLC program has retained, so far, elements of its genuine interdisciplinary blend of languages and cultures.

The SPRØK-case can further our insight into how languages are taught at the interface of disciplines, on the one hand, and, on the other, which challenges such a program confronts when trying to adapt language teaching to new needs and challenges in global workplaces. In addition, the SPRØK-case also tells the story of how an educational program, which emerged within a business school with a Danish portfolio of education, develops and adapts to the nascent international and research based profile that is today what is recognized as Copenhagen Business School. (Christensen, 2016).

This study will illustrate that while the SPRØK-program responded to business graduates' needs for language and culture skills that emerged with the internationalization of the economy, globalization appeared to some extent to cast doubt on the usefulness of these competences. It would seem, first, that to further our understanding of this apparent paradox we need to take into account the organizational context of CBS as well as the wider societal and institutional context of European business schools in the early 21st century. This will contribute to our understanding of how business disciplines come to be constructed as the leading and dominant competences whereas other languages than English, as well as matters that include cultural awareness and understanding, acquire the status of 'nice-to-have' additional competences. Another element that contributes to our understanding is the Danish educational policy for foreign languages that tend to have prioritized an 'all-English approach' at the expense of the use of several foreign languages in higher education and business.

Second, the presentation and paper will indicate that the SPRØK-program also illustrates challenges in re-conceptualizing what constitute language skills for business graduates in global workplaces. The ideal for foreign language teaching remains, tacitly, that students acquire grammatical correct oral and written proficiency and an appropriate vocabulary within most subject areas. This discursive construction establishes the near-native competence as the measurement of success for the teaching and learning of a foreign language, an ideal that rarely can be attained by SPRØK-students. In this light, teaching foreign languages can only disappoint and appear as wasted resources. In addition, the ideal for near-native competences also makes it difficult to redefine teaching to the characteristics of language use in the multilingual organizational settings, that is, 'hybrid language use' (Steyaert et al. 2011) or 'translanguaging', when social actors cope with language barriers through drawing on multiple linguistic resources simultaneously in order to get messages through and to make collaborations work (Langinier & Erhart, 2015). In this perspective, any kinds and levels of foreign language skills constitute valuable resources.

To substantiate these two perspectives, the study will be based on empirical material consisting of documents and interviews with various stakeholders from throughout the SPRØK-program's history. In addition, the paper will draw on secondary sources, such as on literature on the CBS and European Business schools (i.e. Blasco and Zølner, 2009; Christensen, 2016; Irwin et al., 2011; Puges, 2011) as well as on the Danish institutional context (i.e. Andersen and Verstraete-Hansen, 2013; Oestergaard, 2012).

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**Appendix A: Initial Question Set for Exploratory Study of Copenhagen Business School administration and staff on Bologna Process and EHEA experience**

> Basic Information: Background, time at CBS, position(s).

Q1: Any sense of significant contributions made by CBS to the general field of business school operations and mission over the century? Does anything specifically stand out that the school has done? Just a few points would do nicely.

Q2: What is your sense of CBS participation in, and specific contributions to, the more recent Bologna Process and the European Higher Education Area?

Q3: In the new CBS strategy, consolidation and development of study programmes are given particular attention. In your vision, what is to be retained from the past CBS ‘century’ and what needs to be developed to adequately train tomorrow’s decision makers?

Q4: In the past, the CBS has developed a number of successful interdisciplinary study programmes that integrate social sciences and humanities. What is your vision for the future regarding humanities studies?

Q5: While many of the Bologna Declaration goals are fairly straightforward, concerning credit, student, and faculty transfer ease, the last point remains as interesting as it might be controversial:

The last Bologna Declaration point: “Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research.”

We wonder if you might have views on what these “necessary European dimensions” may be, and specifically how CBS may be contributing to their promotion.