

INTRODUCTION TO A DEBATE OF GOALS AND ACTIONS IN THE STRATEGY OF BUSINESS AND SOCIAL SCIENCES 2012 – 2017

Prepared by the Faculty Management Team¹.

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INTRODUCTION

Aarhus University's School of Business and Social Sciences is a broad business school, i.e. a school covering both traditional business school disciplines, and disciplines usually found in social science faculties².

Business and Social Sciences has 6 departments: Law, Economics and Business, Business Administration, Business Communication, Political Science and Government, and Psychology and Behavioural Sciences, and a department-like centre AU Herning.

The School is one of the largest broad business schools in Europe with more than 16000 students, about 250 PhD students, and close to 450 faculty professors.

Business and Social Sciences is at the moment EQUIS accredited by the European organisation EFMD and is in the process of being accredited by the American organisation AACSB. Both accreditations are passed on from the former Aarhus School of Business which on 1 January 2011 merged with the former Faculty of Social Sciences into School of Business and Social Sciences.

In order to keep the EQUIS accreditation and continue the process of obtaining the AACSB accreditation without interruptions, Business and Social Sciences must shortly after 1 January 2012 provide the two organisations with a report on the merger process and the strategy of Business and Social Sciences.

¹ The Faculty Management Team consists of the dean, the vice-deans and the Heads of Department

² Se Appendix 1. School of Business and Social Sciences- A broad business school

Based on the report and probably visits by committees of peers, the organisations will decide whether they will allow a continuation of the EQUIS accreditation and AACSB accreditation proces.

An uninterrupted continuation of the processes is extremely important for Business and Social Sciences as it implies an advantageous position both in the cooperation with international business schools including broad business schools and in attracting international students to our programmes.

In addition, both organisations provide an attractive quality assurance of the study programmes etc. of Business and Social Sciences.

Hence, on the basis of the above, the Faculty Management Team decided to carry out a strategy process in the Fall of 2011.

However, in order to facilitate the process and make it possible within the time limit, the debate at the departments will start by a discussion of the goals and actions of Business and Social Sciences within the existing strategy of Aarhus University³. The debate at department level is scheduled to take place between now and 25 October 2011.

When the goals and actions have been discussed at department level, the reports from the individual departments will form the basis for the selection of goals and actions of Business and Social Sciences, and the Faculty Management Team will suggest the Mission and Vision statements of Business and Social Sciences.

The suggested strategy of Business and Social Sciences will then be subject to a general hearing among departments, the advisory board and other interested parties during the first two weeks of November 2011.

Notice, the goals and actions of the departments may differ somewhat, and the contribution of the departments to fulfil the goals may be of different size. However, since the subject of the accreditation is Business and Social Sciences, the final strategy with mission statements, goals and actions must be unified, and it must have unified scope.

A strategy process parallel and somewhat similar to the process at Business and Social Sciences is undertaken at the other main areas at

³ See appendix 2 Strategikort (in Danish)

Aarhus University and their departments. However, their process has a much longer time-horizon than ours, but the process at Business and Social Sciences implies that we almost automatically fulfil the requirements in the general AU process. Hence, the departments are advised to disregard the strategy card and the other material sent out in the general AU strategy process for now.

The Faculty Management Team at Business and Social Sciences has in this paper suggested a number of ambitious goals for research, talent development, knowledge exchange and education, and also suggested a list of actions. It is the intention that these suggestions serve to inspire the discussions at the department, and that the debate will result in an improved set of goals and actions, better suited to give Business and Social Sciences an even higher standing among similar institutions all over the world.

The goals and actions presented below must be seen within the context of the general budget model for Business and Social Sciences. It is a fundamental assumption in the applied economic model, that both income and costs are distributed among departments in accordance with the sources. Hence, the incentive system presented below is an addition to the incentive system in the general budget model, and it is only working on the margin and without major funding.

RESEARCH

The research output from the departments at the School of Business and Social Sciences has been steadily increasing for many years. Several researchers and research groups are at the international research frontier and cooperate with researchers from prestigious universities around the world. The increased research efforts have implied that the School hosts several internationally recognised research centres and groups of researchers.

Naturally, although all 7 departments are home to researchers working at the international research frontier, the high points of research are unevenly distributed.

In addition, the present system to motivate individual researchers (and junior faculty in particular) to publish suggests an overall tendency to go for a secure strategy and publish in journals which are below the absolute best and most cited field journals and general purpose journals, and to publish monographs and books by less prestigious and less cited publishers.

It is therefore the objective of the School to widen the areas in which the research at the School is at the international research frontier, and to improve the quality of the research undertaken and the impact of that research by publishing in the best and most cited journals, and with the best publishers.

GOALS

A significant increase in external sources of research funding over a period is a central goal of the School in order to meet the general objectives of widening the range of research at the very frontier and improving the quality of research. To achieve this, the general objectives have to be translated into a metric or metrics which at the same time respect academic differences across fields yet allow the School to make comparisons across departments. Money is such a metric, and since academic autonomy at department level is closely aligned with funding, the School will incentivise departments through rewards for attracting funding. The budget model of the School, where income earned essentially stays with the department, already incorporates elements of the required incentives at the department level. Further incentives to promote the general and specific research objectives of the School **operate at the margin** of this budget model.

Publication through authoritative research channels is another metric and, in respect of academic field differences, the School will develop field lists of preferred publication outlets and consequently tie department and individual researcher rewards to performance as measured by counts of the preferred field lists. Such lists must necessarily be somewhat dynamic, and they have to strike a suitable balance between conserving incentives for departments and faculty to publish in traditional core general and top field journals and incentives to publish in high-impact

journals outside traditional field boundaries. In addition, the incentive system to support publication objectives must encourage novelty and collaboration across fields.

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences intends to

A. Introduce department or field lists of preferred publication outlets.

The Faculty Management Team will suggest a format for such lists emphasising its concern for research quality, novelty and impact rather than quantity, while it is the task of department heads in collaboration with faculty to work out the detailed lists of journals and publishers. Department journal lists should be suitably short (less than 100 journals, say), they should be multi-tiered, **while leaving open slots for crediting high-impact publication by faculty outside the traditional field core.** As a supplement, the school will consider working out a broader list of high-impact journals from outside the core fields of business and social sciences – this may contain journals that are interdisciplinary in nature and journals from fields outside business and social sciences and will be done with a view to capturing the breadth of publication patterns of all the departments of the school. Credits for book publishing should be based on short-lists of publishing houses which rely on systematic external peer reviewing. Department proposals will ultimately be subjected to external peer review⁴.

B. Develop a bonus system at department level based on publications on the preferred list of the department. Some of the departments at the School have been highly successful in attracting additional

⁴ Examples

- a. Journal list for Department XX: 80 journals in total with 10 in tier 1 (point score 8), 25 in tier 2 (point score 3) and 45 in tier 3 (point score 1).
- b. Journal list for Department YY: 60 journals in total with 10 in tier 1 (point score 10) and 40 in tier 2 (point score 2).
- c. Open list for Department ZZ: Journal publication in journals from any field with impact factor larger than zz as measured by vv (source)

research funding from various external sources, while others are lagging behind. To increase the capacity of more departments and groups of researchers to attract funding through success in competitive tenders, more publication in high quality outlets is required, and departments have to be further incentivised to contribute to this.

- C. *Introduce a framework for bonuses at the level of individual junior (non-tenured) faculty and PhD students based on the first publication in publication outlets on the preferred list. Such bonuses are conditional on a satisfactory performance by the researcher in teaching. This should be seen in conjunction with a hiring and promotion policy which rewards quality of research output rather than quantity.*
- D. *Roll out a general framework for bonuses at the level of individual faculty based on publications in a publication outlet on the preferred list. Such bonuses are conditional on a satisfactory performance by the researcher in teaching and knowledge exchange. Again, this should be seen in conjunction with a hiring and promotion policy which rewards quality of research output rather than quantity⁵.*
- E. *Introduce a bonus system for individual faculty in the style of tournaments at school level. A non-exclusive list of examples of this are annual rewards for best publication by junior faculty, rewards for best interdisciplinary publication and rewards for best publication by senior faculty (the latter must be publications in the most prestigious scholarly journals or similar outlets).*
- F. *Introduce a bonus system for individual faculty based on attracting external research funds⁶.*

⁵ Example

Individual bonus in Dept XX: DKK xx for publication in department top-tier journal.
Normalised by # authors

⁶ Examples

- a. Department ZZ bonus for attracting external research funds: For funds attracted that carry overhead dues of at least 33%, principal investigator(s) is(are) awarded bonus(es) of up to DKK 50 K (note that this is 1% of a gross grant of DKK 5 M).
- b. Department YY bonus for attracting and managing large grants for research groups or centres (grants in excess of DKK 10 M with OH dues of at least 33%, say): PI can be awarded an annual bonus of up to DKK yy K for the duration of the grant.

TALENT DEVELOPMENT

At the broadest level, talent development concerns a period of some 10 years or more from the spotting of potential research talent at the end of undergraduate studies to the maturing of senior researchers at the end of junior faculty positions (assistant professorships and post doc fellowships).

Over recent years, substantial efforts have been put into development and implementation of systematic and programmatic PhD training across Aarhus University, and the annual intake of PhD students has increased significantly. However, the resource allocation to PhD training varies across fields and departments. Some departments have already developed deep portfolios of regular, semester-length core courses at levels above that of regular masters-level courses, and are hosting cutting-edge and internationally competitive PhD programmes of significant size. However, other fields/departments still adhere largely to shorter ad hoc courses in their approach to PhD training, and their PhD programmes as a whole are less developed and small.

Talent development before and beyond the formal PhD programme presents a particular challenge to the School with a view to positioning it among the international elite group of broad business schools. Talent is spotted, nursed and developed largely within the confines of academic departments, and the current approach of the School's 7 departments to talent development is highly varied and heterogeneous, which can only partly be explained by underlying budgetary differences between departments and fundamental academic and market differences across fields.

Consequently, the objective of the School of Business and Social Sciences is to further formalise and improve PhD training across the entire span of its academic fields, and to develop general, transparent and internationally competitive career paths from pre-PhD-level training to tenured faculty employment (and beyond).

GOALS

Again, the general objectives must be translated into goals and targets in useful metrics.

As far as the volume of output from PhD programmes is concerned, this can easily be identified by counting the number of PhD degrees conferred or, alternatively and less accurately, by counting the intake for PhD programmes or stock of PhD students. Hence, goals can be stated in terms of such numbers, and rewards can be tied to this. The goal of the School is to increase PhD output/activity by 33% over 2010 figures by 2017 as measured by degrees conferred/annual intake/stock of PhD students. The stock of PhD students by the end of 2010 was approximately 225. (This to be discussed: Note that a 33% increase in the stock implies a target of 300, which corresponds to the BSS share of the present overall AU target of 2000.)

Similarly, the course offerings by the field programmes can be measured by the number of regular, core 5 ECTS or 10 ECTS courses. The goal of the School is to significantly increase the number of such courses offered (and approved by the Graduate School of Business and Social Sciences).

As far as the quality of PhD programmes is concerned, accurate measurement is more difficult. However, as a leading international business school and social science division, the School must be able to attract strong PhD students both from within and outside Aarhus University, and the School's PhD field programmes must be able to successfully place their candidates at leading academic institutions both in Denmark and internationally. Thus, it is the goal of the School of Business and Social Sciences to attract an increasing number of strong PhD students from outside Aarhus University both from Denmark and internationally. Similarly, the goal of the School is to place an increasing number of its PhD candidates at other leading academic institutions both at home and internationally. Finally, PhD candidates from the School should rank "second-to-none" as measured by employment opportunities and employment terms outside academia.

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences intends to

- A. *Roll out a general school-wide system of rewards to departments for developing regular 5 and 10 ECTS courses at PhD level, for encouraging PhD students to spend periods of minimum 3 months away from AU and present their work at conferences and workshops, and for encouraging PhD students to finish projects and dissertations on time⁷.*
- B. *Actively and systematically engage further in attracting promising PhD students from outside Aarhus University.* While respecting field differences in market conditions and mobility, departments will be encouraged by the School to recruit PhD students externally (nationally as well as internationally).
- C. *Further develop initiatives and models with a view to facilitate the recruiting of talented students into PhD programmes at a younger age.* As part of their talent development activities, several departments at the School have already developed pre-PhD elite programmes and early-entry PhD programmes. Such activities should be extended to all fields where relevant.
- D. *Appoint academic PhD placement officers at every department hosting PhD field programmes.* To further improve the placement of our PhD graduates, every department will appoint from the senior faculty ranks a person in charge of PhD placement, lists of attractive academic placements will be developed for every field, and departments will be rewarded by the School according to their placement performance. Obviously, the placement officers should work closely with the career services at the School.

⁷ Example

Graduate school incentive scheme for departments vis à vis PhD training. After granting of PhD degree the following is dispensed to host department (BSS controllers take stock every year on 31 Dec. using PhD Planner tool): DKK 20 K for successfully finishing on time, DKK 30 K for one stay at other university for more than 3 months in continuation, DKK 5 K for presenting work at a conference outside AU, up to DKK 15 K for 5 and 10 ECTS PhD courses approved by graduate school (that is, DKK 0.5 per ECTS in 5 and 10 ECTS courses up to a total of max. 30 ECTS). Thus, there is a total of max DKK 70 K dispensed from graduate school to each PhD student.

- E. *Participate actively in international job markets for university faculty.* Several departments at the School have already been successful in hiring assistant professors and post docs on the established and emerging markets for PhD candidates. Such efforts should be extended to all departments and to the level of tenured faculty where it is relevant. Departments will be given financial incentives to participate in such markets.
- F. *Develop and facilitate the use of 5-7 year post-PhD (post.doc and Assistant Professor) tenure track positions.* In many of the School's academic fields, international competition for the most talented junior faculty dictates transparent tenure-track systems, with first contracts of length between 5-7 years, up-or-out clauses and pre-announced promotion criteria. Some fields and departments have already taken steps to develop pre-cursors to such systems, and these steps should be further encouraged and extended to all fields where relevant, that is, appreciating that international mobility and market pressures vary across fields.
- G. *Develop attractive and transparent career paths from the junior faculty level to (the brink of) full professorships.* While job market conditions may vary across fields, the most talented junior faculty at the School are highly mobile and very attractive to our competitors. Hence, the School is required to develop a professional approach to career development, which entails a combination of well-structured career ladders, mentoring, post-PhD training in research management, fair and competitive teaching loads for junior faculty, sabbaticals and faculty mobility programmes as well as competitive research support and salaries. In addition, it demands a flexible access to post-employment fine tuning of research qualifications where relevant.

KNOWLEDGE EXCHANGE

The school and its personnel have always been heavily engaged in knowledge exchange activities such as Folkeuniversitetet, which is a very successful media to increase the knowledge base of the general public, and in similar activities. The scientific personnel of the school are also significant players in the public debate, and many are members of boards, committees, commissions etc., thereby making a major contribution to knowledge exchange. Obviously, these activities should be continued and strengthened.

However, to make the contributions of the School of Business and Social Sciences to knowledge exchange more concrete – and ultimately measurable – the following organises goals and actions under four sub-headings: public consultancy and research, executive education, corporate relations as well as alumni and career services.

Public consultancy and research

The research as well as bachelor and masters programmes at the School are internationally recognised within their academic fields. It is, however, also important that the School maintains a close connection with society, which means that research as well as other competences are used or reused in co-operation with companies and other extramural organisations. Government agencies and other organisations offer on a regular basis research-based projects for which Aarhus University can submit tenders. In general, Aarhus University has been quite successful in winning contracts and Business and Social Sciences has also been able to attract contracts for a longer period. There are, however, many challenges. Firstly, the funding varies from year to year. Secondly, there is competition between universities. Thirdly, the content of the projects varies. Sometimes the content involves research at a high level, which means that the researchers involved can use the results as part of their academic research portfolio but there are also projects which have more of a consulting flavour. Fourthly, there are projects where methodology and outcomes are partly determined in advance.

Private funds are also launching research initiatives such as the Velux Foundation which is in the process of creating the Danish Center for Sustainability.

GOALS

The aim of the School is to significantly increase its market share in the “market” for publicly tendered contracts. Furthermore, the aim is to take a lead in contracts with private companies and increase participation in consortia for private research projects. In addition, the School encourages researchers to set up research projects with private companies and other organisations.

It is, however, important to underline that there are two fundamental prerequisites for participating in such projects. Firstly, the project must contribute to the development of the society and not just private interests. Secondly, the knowledge creation must be the basis for being published in highly recognised research journals or other relevant public media.

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences intends to

- A. Develop an efficient outlook function in knowledge exchange.
- B. Describe the conditions for participation in projects
- C. Visibility on websites etc.

Executive education

There is a growing need for lifelong learning since the knowledge-based economy requires the most up-to-date knowledge. Also, labour markets have become and will become more flexible in the future. The need for executive education can be fulfilled in many ways: From short courses (one day) to full degree Master/MBA programmes. A master programme

is a highly specialised programme, which means that it needs to be approved by the University Board and the Danish Accreditation Institution (ACE Denmark). A more flexible way is to offer specialised modules to the MBA and similar existing programmes.

The School has a strong portfolio of MBA and master programmes. The problem or the challenge is, however, that only a small proportion of the research and other competencies at the School is employed in the programmes. There are also several challenges in the existing programmes. Enrolment in the E*MBA is deficient. The part-time MBA is very successful but it lacks an international dimension. Aarhus University is now “only” a partner in the Master in Public Administration (MPA) but has the strengths to offer a full programme with few specialisations.

GOALS

In order to meet the general objectives, the aim of the School is to reorganise some of the existing executive training programmes, to offer a number of new programmes, and to incorporate more flexible modules from the various departments of the School into existing executive training programmes. Additionally, the aim of the School is to collaborate further with other academic organisations in order to strengthen the overall portfolio of offerings within the area of executive training. Finally, the aim of the School is to provide clear and transparent incentives for departments and individual faculty to participate in executive training.

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences intends to

- A. Reorganise the E*MBA in order to attract more participants
- B. Offer a Master in Financial Risk Management
- C. Offer a Master in HRM, possibly under the auspices of the newly created Center for Governance hosted by the School

- D. Offer packages of courses with 15 ECTS from strong academic areas that fit into the existing MBA programme
- E. Offer a full MPA (Master of Public Administration) programme
- F. Offer packages of courses with 15 ECTS for the MPA programme
- G. Form a global network of universities to internationalise the master/MBA/MPA programmes
- H. Establish a catalogue for norms and rewards for departments and researchers participating in the development of new programmes or packages of courses
- I. Establish a catalogue for norms and rewards for researchers teaching in the executive training programmes
- J. Develop a training programme for researchers teaching in the executive programmes

Corporate relations

Corporate relations are becoming increasingly important. It is an imperative that Business and Social Sciences is closely connected to companies and institutions due to the high complexity of the society. There are many ways of being connected, from speeches to highly profiled research projects. It is important to underline that the value of the connections goes both ways. The researchers can be inspired and the companies and institutions may get valuable knowledge. There is no uniform way of setting up the relationships. Large-scale research projects will require a group of researchers working together and quite often also in cooperation with international researchers. Therefore, Business and Social Sciences will support the creation of links between research groups and companies/institutions.

As our research is one of our core activities, it is important to present it to the public. There are many different kinds of relationships to the society. They can roughly be divided into two groups. The first are all sorts of individual relationships like memberships of boards, committees and key note speeches etc. We appreciate these memberships and it is preferable if they become more visible. The second group are relationships between the School or a network of researchers and external partners. These relationships can be established in many ways,

but only three of them will be addressed in the following. Firstly, a line of speeches focusing on a “hot” topic is an effective way communicating with the public. Secondly, a yearly research day where the latest research is presented. Thirdly, through common research projects which may be the most valuable relationship for both the researchers and the companies or institutions.

GOALS

- A. Create networks of researchers and companies or institutions
- B. Build various activities related to each network
- C. Create networks between Business and Social Sciences and companies and institutions

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences intends to

- A. Develop a procedure for creation of networks
- B. Develop application procedures for internal support
- C. Develop a web page addressing the opportunities for companies approaching Business and Social Sciences

Alumni and career services

A close contact to alumni has become a very productive relationship for the School as a whole. Firstly, good alumni relations provide a very cost-effective way to obtain information before launching new programmes. Secondly, recruiting alumni to serve as mentors, external examiners, advisors, etc is very valuable. Thirdly, the network of alumni is an effective forum for marketing executive training programmes. Fourthly, a close contact to alumni is necessary for building efficient career services. Finally, the alumni network can potentially play an important role in the future, as fundraising from private sources is likely to become more important to the School.

It is important to realise that a prerequisite for building and maintaining a successful relationship with alumni is that all parties involved consider it as a two-way process. If the School is unable to provide individual members of the network with valuable information, opportunities and services, the alumni will leave the network.

Goals

Alumni and career activities vary significantly across the fields and departments of the School. Firstly, the aim of the School is to ensure that an adequate level of alumni activities and career services is provided across the board, and that all departments can obtain information and processes from the more experienced units. Secondly, the explicit aim of the School is that the common career centre of the School provides its services as a no-cost centre. Finally, the aim of the School is to offer more regular and visible activities for alumni (such as activities similar to the Monday Morning Meetings).

Actions

In order to attain the goals described above, the School of Business and Social Sciences intends to

- A. Ensure that the necessary manpower resources are available for alumni and career services.
- B. Appoint contact persons for alumni and career services in each academic department
- C. Establish a catalogue for norms and rewards for faculty providing inputs to alumni and career activities (e.g. oral presentations, help organising meetings and seminars, etc).

EDUCATION

The School of Business and Social Sciences has a number of highly estimated programmes with high quality of learning and high degree of employability of graduates. These highly successful educational brands must be further developed and strengthened, and their differences marketed, while the existing resources are efficiently applied. In addition,

the School holds the potential of further cross-disciplinary educations within and across the main academic areas at Aarhus University.

The School believes that the different aspects of mobility will become even more important to our graduates in the future in order to gain employment and have career opportunities. The wide range of subject areas at the School provides an excellent starting point to face challenges of mobility.

Due to the government funding of higher education in business and social sciences in Denmark, a major part of the learning activities is best characterised as mass-education, especially at the undergraduate level. In the future, we do not expect major improvement in the funding per student. Instead, we expect more competition from national and international institutions of higher education. Therefore, we believe it is extremely important to have national and international visibility as well as recognition of the value of teaching and learning throughout the School and all its academic units. Furthermore, it is very important that all the programmes of the School retain and develop their strong brands.

Much research shows that investments in teaching and learning at the highest academic levels have a highly significant impact on national economic growth. Recent research also shows that the growth rates in Denmark have for several years been below the growth rates of the countries we normally want to compare with. Therefore, it is vital to increase the respect for and prestige of teaching and learning to a higher extent at the School of Business and Social Sciences.

At the same time, the School appreciates and accepts its responsibility in helping to raise the overall level of education in Denmark both among young people and among graduates. However, the diversity of our future students in terms of skills and competences calls for an increased variety of teaching and learning approaches as well as discussions on and analyses of how to simultaneously achieve and handle elite-education and mass-education at the School.

GOALS

Research-based learning and high employability and mobility are core requirements in all our programmes. We expect our programmes to produce graduates for highly estimated leadership or specialist positions in both the national and international job market. The School aims to be more explicit in defining what it means by high quality in education and strives to secure the most prestigious international accreditations within its portfolio of academic areas.

In terms of student enrolment, the School has set clear goals. It aims towards an annual enrolment of at least 3000 undergraduate students in 2017 (2010: 2809, 2011: 2750). Similarly, the aim is an annual enrolment of at least 2200 graduate students (MA and MSc) in 2017 (2010: 2010). At least 5% of the undergraduate students are international full-degree students and 15% in graduate programmes. The image and demand for our study programmes should be sufficiently high so that at least 90% of the new bachelor students are enrolled in programmes with access restrictions based on qualifications.

As far as exchange students are concerned, the School aims to significantly increase the number of in and outgoing students (figures to be discussed with departments):

- At least 900 incoming students in 2017 evenly distributed among bachelor and master students (2010: 769)
- At least 800 outgoing students in 2017 evenly distributed among bachelor and master students (2010: 570)
- The exchange programmes should focus more on BRIC countries or similar countries.

We must make sure that both foreign full-degree and exchange students at the School have the necessary qualifications to be active and successful students. Especially language skills and cultural understanding are of great importance. Danish students must also possess the necessary skills to interact in an international environment.

The School wants to develop a few dual-degree programmes especially with the universities or schools with whom we have partnerships.

The School aims to have simple and robust programme structures, which are cost-effective and allow us to integrate new subjects areas and easily enter into collaboration within and between the main academic areas. The School aims to develop a system and various mechanisms for allocating payments to take advantage of the (AU) internal education market in order to create new programmes and courses between the four main academic areas of Aarhus University and increase the opportunity to cooperate nationally and internationally.

Drop-out and completion rates as well as completion times are important concerns of the School. The School aims to reduce the first year drop-out rate for undergraduate students by at least 2-3 percentage points (2010: former ASB HUM 22%, ASB SAM 24%, and SAM 8000C: 17%). Similarly, at least 35% of students should complete their master programme within 2 years (2010: former ASB HUM: 29%, ASB SAM: 61% and SAM 8000C: 25%)

The School aims to increase its focus on early talent spotting and formalised elite education. Thus, the School will initiate discussions on how to handle elite educations and develop approaches to identify the best students in order to raise the overall level of education and attract high quality students. Elite educations are seen as way to spot PhD students at an early stage of their studies.

The general study environment is another key concern of the School. The School aims to increase the overall student satisfaction in 2014 to a level of 90% (present 2011: 86%). The School strives to increase the students' opportunities to interact across nationalities on an academic as well as a social level on AU campuses. The School will expand and optimise physical surroundings to make it easier for students to spend more time on campus in an academic environment. In addition, the School wants to help increase the contact between students and academics everywhere it is possible.

The educational IT infrastructure is another important matter for the School. The aim is to significantly increase the use of new media in teaching and learning by educating the academic staff through "Go-Online" or similar courses. At least 30 teachers per year should complete such courses. Further, the School will increase the availability of its

programmes especially on Graduate Diploma Level by extensive use of virtual communication tools. Within all academic disciplines, students should master state-of-the-art IT systems and IT tools and develop their presentation skills.

Teaching and learning are other centre-pieces of activities at the School. Therefore, the School aims to develop well-defined requirements for permanent positions relating to teaching and learning skills.

Consequently, within the next three years, 60% of all current academics and part-time teachers at the School will have completed at least one course supporting teaching and learning. All new academics and part-time teachers will complete at least one course supporting teaching and learning within their first year of employment.

Part-time teachers should also receive support on their teaching with respect to updated knowledge on recent research in the subject areas they teach.

In addition, the School will draw attention to teaching in the multi-cultural classroom and expect teachers who teach such classes to attend activities to improve their teaching skills. High quality and innovative teaching and learning skills will be rewarded at the departments and at school level. The research coverage of teaching and learning must be increased:

- Specific research plans have to be created for the graduate diploma level and for AU Herning in general
- Specific plans have to be created for Business Communication for the bachelor level
- Specific plans have to be created for areas such as **MA** Business Communication, Accounting and Auditing, Business IT, Strategy for master's level.

Ultimately, graduates of the School must be employable and mobile and the School aims to prepare and educate students to the job market. The School aims to increase the students' attention to employability and awareness of the market demand in terms of where jobs are available, especially during the last period of their studies in order to increase the employment rate early after graduation. The School will extend the knowledge our students possess concerning innovation and encourage

them to test their innovative and entrepreneurial skills during their studies as well as after graduation.

Finally, students should be aware of alumni network already as undergraduate students. Thus, the School aims to create more awareness of AU Alumni among bachelor students. More generally, the share of graduates from Business and Social Sciences in total AU Alumni membership should increase to X% (??).

ACTIONS

In order to attain the goals described above, the School of Business and Social Sciences will launch new initiatives within the following categories:

- A. *Quality assurance.* Aarhus University has created an overall quality framework which is about to be implemented and further developed in close collaboration with the four main academic areas. This framework is the foundation for the quality assurance system at the School. The initiative towards 2017 is in general to expand and align existing quality frameworks into a shared quality assurance system at the School of Business and Social Sciences. The system will include definitions of learning goals, measurements to evaluate during the student life circle, key decision makers and a number of follow-up procedures to secure assurance of learning by closing the loop. The quality assurance system must be designed in order to support national as well as the international accreditation demands.
 - a. The quality of teaching and learning is secured through the daily dialogue between academics at departments; by follow-up actions on the continuous course evaluations from the students and external examiners, and through the work of study boards and their use of panels and employers. Part time teachers should be updated with knowledge on recent research in the fields they teach. This can e.g. be achieved through annual seminars at departments.
 - b. The School communicates and incentivises staff in such a manner that the high priority of teaching in the School's daily operation is manifested and promoted throughout the organisation.

- c. The School will supply and support both mandatory and voluntary courses to support the teachers in providing high quality teaching. The different courses cover areas such as general pedagogic, teaching in multicultural classrooms, mastering lectures of different sizes, supervision at different levels of learning and e-learning.
 - d. The Centre of Teaching and Learning (CUL) is an important supplier of courses to the academic staff. Furthermore, CUL will help to support the individual teachers in their development of teaching and in rethinking courses and exams.
 - e. The School does not accept cheating and plagiarism, and the School has a well-functioning system to monitor and deal with this matter. The system must be continuously developed and further digitalised.
 - f. An increase in the PhD production will help increase the research coverage in the educations at the School.
- B. *Flexible market for education.* The market demand for new interdisciplinary courses and study programmes must be clarified. Moreover, the School must develop a formal and more systematic and flexible approach to establishing collaborations internally as well as on a national and international level. A good example of such cooperation internally is the AU Summer University.
- C. *Educational IT.* In close cooperation with the academic environments, the IT, library departments and CUL, the School will initiate and develop the concept of Educational IT to keep up with the demands for more digitalised teaching, learning and exam forms.
- D. *Study environment.* Actions to improve the study environment are based on the results of the study environment survey, which is conducted once every 3 years. The survey leads to a number of follow-up procedures and action plans in close cooperation with the departments, study boards, students, administrative staff and CUL. The initiatives towards 2014 will especially focus on: increasing integration of international students, educating the academic staff in teaching students of different nationalities, more extensive supervising and counselling of students, developing new teaching methods, creating more academic environments, and improving the physical surroundings and IT services.

- E. The School of Business and Social Sciences should be active and visible in the national development of standards of quality in higher education, educational structures and merit systems between different sectors of higher education.

APPENDIX 1: SCHOOL OF BUSINESS AND SOCIAL SCIENCES - A BROAD BUSINESS SCHOOL

Aarhus University's School of Business and Social Sciences is a broad business school, i.e. a school covering both traditional business school disciplines, and disciplines usually found in social science faculties. The School of Business and Social Sciences – or Business and Social Sciences for short – is indeed the result of a merger between Aarhus School of Business and the Faculty of Social Sciences. This merger was part of a recent reorganisation of Aarhus University, when nine faculties and schools merged into four, and the then 56 departments were merged into 26 departments.

Business and Social Sciences has 6 departments: Law, Economics and Business, Business Administration, Business Communication, Political Science and Government, and Psychology and Behavioural Sciences. In addition, AU Herning, which is a department-like centre placed in Herning, is also part of the School.

The School is one of the largest business schools in Europe with more than 16000 students, about 250 PhD students, and close to 450 faculty professors.

The research and the research-based teaching at Business and Social Sciences cover areas like law, economics, business economics, organisation, marketing, management, entrepreneurship, business communication, languages, translation, political sciences incl. public administration, psychology, drug search, and register-based research. The School hosts several large, internationally well known, externally funded research centres such as Center for Research in Econometric Analysis of Time Series (CREATES), which has just been granted a five year extension and is recognised as a world leader within time series econometrics, Center on Autobiographical Memory Research (ConAmore), Centre for Research on Customer Relations in the Food Sector (MAPP), Centre for Research in Integration, Education, Qualifications, and Marginalization (CIM), Centre for Corporate Performance (CCP), The Danish Centre for Studies in Research and Research Policy (CFA), National Centre for Register-based Research (NCRR), Centre for Alcohol and Drug Research (CRF), and several others.

In addition, all departments are internationally recognised within their fields of expertise, like for instance Department of Economics and Business, which is well known for its research in labour economics. The Nobel Laureate in Economics, Dale T. Mortensen, has been employed by the department as a part time (40 %), Niels Bohr professor for the last five years financed by The Danish National Research Foundation – an affiliation that will continue for the next five years.

The research areas covered by the School make it relatively easy to engage in interdisciplinary research of major interest to both business and society as such. No business leader can be without knowledge of the political situation and the political power game in the relevant areas of interest for his/her company, and civil servants and politicians need a thorough understanding of how the business sector operates. An intimate knowledge of the law and of the functioning of economies both at the macro and the micro level is a must for agents both in the private and the public sector.

Recently, the opportunities to conduct experimental research in the social sciences have improved both as a consequence of the recent advances in brain research and advances within areas of social sciences including business research. Furthermore, the availability of data from public registers in Denmark containing detailed information on the activities of individuals and firms makes it feasible for future research in economics, management, political science and psychology to obtain a much more realistic understanding of why and how the society and its agents behave and react to different policies, decisions, new products etc. It is obvious that many of the very important advances in the social sciences including business require an interdisciplinary approach, that is, cooperation between the different disciplines within the area, and that psychology will be in the centre of such an endeavour.

The objective of the departments is to conduct research and offer academic programmes at the highest international level, and the departments continuously seek to increase the number of publications in the best and most recognised international journals. Their focus is on increasing the amount of external funding from both Danish and international public and private sector sources. Currently, the departments have a considerable number of international faculty and

students, but they strive to further increase the international recruitment of excellent researchers to promote the overall academic objectives. The dissemination of research findings is also of high priority for the departments, and they attach great importance to collaboration and dialogue with other academic areas and the outside world.

The cornerstone of talent development at Business and Social Sciences is the PhD programme organised under the auspices of a unified graduate school – Aarhus Graduate School of Business and Social Sciences – with one general set of rules and regulations and its seven field programmes. Six of the programmes correspond to the fields covered by the six departments, while the seventh programme is a general programme named Social Science and Business which ensures that the School of Business and Social Sciences is able to train PhD students whose areas of research span several of or lie between the six fields and where supervision competencies are available at the school.

Business and Social Sciences offers the highest level of academic learning and all programmes are research based. In other words, research is present in all the core subject areas and the faculty makes research contributions to the fields. In order to achieve an increasingly higher level of insight into the subject fields from undergraduate to doctoral programmes, progression is a very central issue. At the same time, the School offers a very broad portfolio of programmes aimed at training students for different sectors of both the national and the international labour market. Results from surveys among graduates show that our graduates to a large extent match the market demands. Business and Social Sciences is continuously aiming at more flexibility in courses and programmes. The students are offered more opportunities to participate in different learning activities during their study period such as elective courses, internships, courses at summer university and exchange opportunities.

As more students are requiring higher education, the School puts more attention on the various student learning capabilities. Therefore, the common learning support centre supports teachers and students in developing learning activities that focus more on the individual student's learning.

Besides full-degree programme, Business and Social Sciences offers a full portfolio of programmes to the corporate world and public sector. The courses range from one-day flexible, brush-up courses to two-to-four-year part-time degree programmes, taught in Danish and English. Some of our most successful executive programmes are the MBA-programme designed for experienced executives (Executive MBA) and the MBA-programme for future executives (MBA) as well as specialised Master programmes for segments of specialists in the private and public sector.

Knowledge exchange is an important objective of the School. The word *exchange* emphasises that it is a two-way communication between the university and the society. It has become a part of governmental policies that universities are important players in the competitiveness of a country or a region. It is therefore crucial that Business and Social Sciences exchanges ideas and knowledge with the whole society as close connection with the society will create new research projects that may be beneficial for companies and institutions. The connection with the society or the employers of our graduates will also give input to the programmes at the School. This is especially important for executive education, see below.

Living in a globalised world implies that we need knowledge and a global mindset. The School believes that the strength of our research and our candidates will be maximised by hiring an appropriate proportion of faculty with a non-Danish background, by providing our students with the opportunity to go on exchange and finally by recruiting foreign students to our graduate as well as our PhD programmes. Over the last couple of years, the School has been very successful in this endeavour.

APPENDIX 2: STRATEGIKORT

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| <p>Vision</p> | <p>AU skal tilhøre eliten af universiteter og bidrage til udvikling af national og global velfærd</p> | | | |
| <p>Mission</p> | <p>Gennem forskning samt forskningsbaseret uddannelse, formidling og rådgivning at udvikle viden, velfærd og kultur</p> | | | |
| <p>Interessenter</p> | <p>Aftagere, virksomheder, organisationer, alumner, studerende, offentligheden, forskningskollegaer og forskningsrekvirenter forventer:</p> | | | |
| <p>Indsatsområder</p> | <p>Fremragende forskning</p> <ul style="list-style-type: none"> • Stimulere til nybrud gennem excellent forskning og interdisciplinært samarbejde • Øge synligheden og lederskabet i den nationale og internationale forskning • Styrke forskningsmiljøet | <p>Fokuseret talentudvikling</p> <ul style="list-style-type: none"> • Styrke kvaliteten i forskeruddannelsen • Rekruttere de største talenter fra ind- og udland • Sikre tydelige og sammenhængende forskerkarriereveje | <p>Inspirerende rådgivning og videnudveksling</p> <ul style="list-style-type: none"> • Levere uafhængige forskningsbaserede rådgivning og viden • Styrke innovation og effektiv videnudveksling i et fleksibelt samspil med omverdenen • Opnå indflydelse på civilsamfundet, politiske beslutninger og kultur | <p>Uddannelser af højeste kvalitet</p> <ul style="list-style-type: none"> • Udbyde uddannelser, der tiltrækker de bedste studerende fra ind- og udland • Udnytte universitetets faglige bredde til at udvikle uddannelser, der afspejler fremtidens behov • Skabe uddannelser og studiemiljø af høj kvalitet baseret på innovative læringsmiljøer |
| <p>Strategiske forudsætninger</p> | <p>En økonomisk bæredygtig og medarbejdervenlig organisation</p> <p>Professionel ledelse Tiltrække og udvikle medarbejderne Fysiske faciliteter og infrastruktur af høj kvalitet Administrativ høj service Gennemgående kvalitetssikring og processtyring Strategisk resursestyring Stærk profilering Medarbejder- og studenterinddragelse Inspirerende arbejdsmiljø Helhedstænkning</p> | | | |
| <p>Værdier</p> | <p>Frihed og uafhængighed; medarbejdere og studerende arbejder søgende og kritisk i et åbent og dynamisk samspil med omverdenen</p> | | | |