

To: Personnel, Arts

New departmental structure at Arts, AU

Contents

New departmental structure at Arts, AU	1	
Contents	1	Aarhus University
1. Background to and principles underlying the new departmental organisation	2	Nordre Ringgade 1
Organisation of the two core departmental activities	3	DK-8000 Aarhus C
2. Organisation of study programmes	4	Tel.: +45 8942 1111
Overall organisation of education	5	Fax: +45 8942 1109
Organisation of study programmes at departmental level	7	Management Team, Arts
3. Organisation of research, knowledge exchange and talent development	11	Date: 19 October 2011
Organisation of research (including knowledge exchange and talent development) at an overall level	11	—
Organisation of research (including knowledge exchange and talent development) at departmental level	14	
Centres	16	Side 1/26
4. Other bodies for the involvement of staff and students at departmental level	17	
5. Implementation and evaluation of the new departmental structure	17	
APPENDICES	18	
Appendix 1: Extracts from the Danish University Act and the Aarhus University By-laws concerning boards of studies and directors of studies	18	
Appendix 3: Employee performance interviews and research review meetings	24	
Appendix 4: Group development interviews	25	

1. Background to and principles underlying the new departmental organisation

The object of the new departmental structure is to support the academic development process described in the report on the future Aarhus University of 9 March 2011.¹

The vision for the Faculty of Arts is to create better conditions for innovative, international research and education that fulfil the university's obligations to society, and for constructive and critical dialogue with the outside world. In order to realise this vision, the departmental structure must help to:

- place staff and students at the centre by being open and flexible, and by supporting staff involvement
- provide support for all staff by ensuring that each individual has a personnel manager close to him or her in the system
- promote commitment, innovation and mutual respect
- exploit the full potential of the academic diversity within departments
- establish creative and cooperative research environments
- support effective and flexible study programmes characterised by high quality and innovative teaching
- support the dynamic interaction of research and teaching
- create the best possible conditions for training researchers
- establish financial viability

The list of principles above for departmental organisation is based on the guidelines for the academic development process presented in the 9 March 2011 report, reports submitted by a number of working groups consisting of staff and students established to consider how the decisions in the 9 March 2011 report could be implemented with regard to organisation, written and oral responses submitted in the course of consultations on the issue, and discussions in the Academic Council and the Joint Consultation Committee.²

On this basis, the Management Team has set out four basic premises for departmental organisation:

- 1) The organisation must ensure a good balance between quality, innovation and the use of resources within the faculty's four core areas: research, education, talent development and knowledge exchange.
- 2) The organisation must create a dynamic interaction between research and teaching that can contribute to providing academic staff with good personnel management, autonomy, and the freedom to go into depth academically, to experiment, to develop, and to seek and retain new cooperation partners within the areas of both research and education.
- 3) The organisation must in particular strengthen the academic standards and teaching approaches of study programmes by allowing engaged boards of studies, study programme committees and teacher teams to be fora for the discussion of teaching strategies, quality and development. At the same time, study programmes must be kept financially and

¹ See http://www.au.dk/fileadmin/res/fau/dok/fau_rapport_090311.pdf

² See <http://medarbejdere.au.dk/fremtidensau/hovedomraader/ar/grupper/implrapp/>

administratively sound through good programme management.

Side 3/26

- 4) Taking research freedom as its starting point, the organisation must establish clear frameworks for research cooperation and research leadership. The aim is to strengthen both academic depth and interdisciplinarity in research. Furthermore, a stronger organisation will provide better opportunities for seeking external research funds, for interaction with the outside world (knowledge exchange), and for creating the best possible development conditions for research. Finally, a strengthening of research carried out in formalised research partnerships should contribute to creating a basis for even better research-based teaching.

The processes that will be instituted to realise the new departmental organisation, including negotiations between A and B sides about time compensation and supplements for management posts, are to be worked out and described in detail in the course of 2011. They are not described further in this document. The negotiations regarding time compensation/job-related supplements for study programme directors and chairs of boards of studies will be completed before the board of studies elections in November 2011.

Organisation of the two core departmental activities

The department is organised under the direction of a head of department, who is granted authority by the rector and the dean to carry out the overall academic, financial and personnel management of the department with respect to the two core areas of the department's work, namely education and research (including talent development and knowledge exchange).

The various study programmes will be organised within units designated degree programme committees (UFUs), with associated teams of teachers (for complete Bachelor plus Master's degree programmes, modules, profile subjects, Bachelor's and Master's degree programmes separately, or master programmes, depending on need and the size of the study programme in question), with the intention that this organisation should emphasise the link between research and teaching.

Interdisciplinary study programmes (e.g. BA in Education) will also have teacher teams attached; these may be made up of teachers from various degree programme committees in order to strengthen coherence with respect to the content, development and quality of the study programme. The study programme committees will be headed by study programme directors, who may be delegated responsibility for supervising academic staff (associate professors and professors) in order to ensure that all staff have personnel managers close to them in the organisation. This responsibility for staff supervision may also be delegated to research programme directors. It is the responsibility of the head of department to delegate responsibility for staff supervision. Quality assurance with respect to study programmes and teaching strategies in the department will be provided through monitoring and development by the board of studies. Responsibility for study programmes within a department will be delegated to the director of studies, including decisions as to which teaching will be undertaken by which members of academic staff. The head of department will be responsible for ensuring the quality, coherence and development of the department's study programmes and teaching, with the involvement

of the board of studies and the director of studies.

Side 4/26

Research (including knowledge exchange and talent development) is to be organised in a network-type structure based on research programmes. Research organisation will cover all researchers, and each research programme will be facilitated by a selected research director. Personnel responsibilities for PhD students, postdoctoral researchers and assistant professors will be delegated to research directors working in close cooperation with the relevant study programme directors. Personnel responsibilities for senior researchers (associate professors and professors) may also be delegated to research directors in order to provide personnel management close in the organisation to all staff. Research may also be organised within research centres, typically in connection with single research projects financed with external grants. Under special circumstances, personnel responsibilities may be delegated to a centre director.

The head of department has overall responsibility for developing strategic and action plans for the department's research and knowledge exchange activities, and he or she must focus in particular on ensuring that in its research, the department contributes both to academic depth and to interdisciplinary cooperation.

Thus, the two core activities of a department, research and education, are to be organised through flexible teams/groups in a network structure which can promote both soundly-based, development-oriented study programmes and dynamic research oriented towards the outside world.

2. Organisation of study programmes

The organisation of study programmes at Arts faces a number of challenges. We must therefore establish an organisation which supports both existing study programmes and the development of new programmes or modules to meet future needs. This requires, firstly, that strong academic environments are maintained wherein the objectives, methods and traditions of subjects are understood in depth, and that at the same time these same academic environments are flexible and open to new subject combinations that are of particular relevance for future developments in society.

Secondly, we must establish a study programme organisation that will involve, engage and commit all relevant parties in the development of the quality of our study programmes. The most important precondition for this development is the commitment of all parties involved, i.e. the teachers and students on a study programme. The study programme organisation must promote commitment and innovative thinking among both staff and students through their co-involvement in and shared responsibility for the study programmes. At the same time, the organisation must support the teachers responsible for the study programmes in continuously seeking inspiration from other courses in order to be able to develop the study programmes and to compare their results with those of others.

Thirdly, we must establish a study programme organisation that provides quality assurance for our study programmes through continuous and dynamic interaction between research and teaching. Study programmes must be truly research-based, and the organisation must provide support for study programmes serving as laboratories for the testing of research questions, thus making a productive and real contribution to research ('education-based research').

Fourthly, we must establish an educational organisation that will make the most of our academic resources and potential for teaching. The organisation must thus support and contribute towards interdisciplinary cooperation that can make better use of teaching resources, for the benefit of both students and society.

The above objectives will be achieved through the organisation of study programmes on three levels.

Overall organisation of education

The formal competences and tasks of **boards of studies** are laid down in the Danish University Act and in the Aarhus University By-laws,³ but in addition boards of studies must play a central role in shaping their departments' common strategies for the various dimensions of education (teaching, quality, study environment, evaluation, academic development etc.) Each department's board of studies will be led by a **chair**, who will be a member of the faculty's study programme directors' forum. The board of studies, including the chair, will be serviced administratively by the Administrative Centre, Arts and by the study programme consultant in the departmental secretariat.

In order to ensure that the board of studies is best able to carry out the tasks described above, a director of studies will be appointed and authorised to carry out tasks related to the organisation of studies under the Danish University Act. As a consequence of being appointed and not elected, this is not the same person as the chair of the board of studies. The **chair of the board of studies** will lead that academic board, the general task of which is to ensure that staff and students have influence over study programmes and the development of these. The chair is thus responsible for drawing the attention of the head of department and the director of studies to the outcome of the discussions of the board of studies. The director of studies, in contrast, is responsible for management tasks and is thus a member of the department's management team, being responsible under the Danish University Act for the practical management of teaching activities and examinations.⁴

The director of studies will be proposed by the board of studies (in the case of the Department of Culture and Society, by the two boards of studies) and appointed by the

³ See Appendix 1 for a description of the roles and competences of boards of studies as laid down in the Danish University Act and the Aarhus University By-laws.

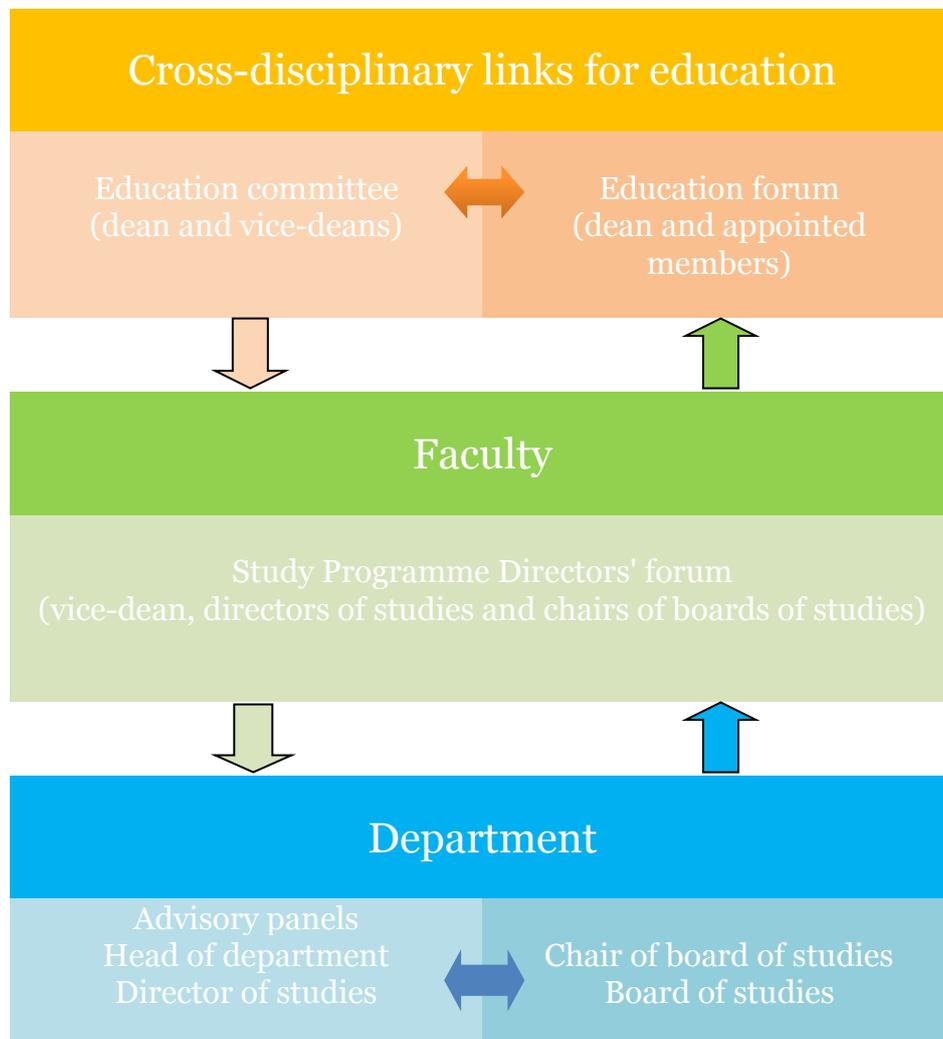
⁴ See Appendix 2 for a more detailed description of the roles and responsibilities of directors of studies, study programme directors and research programme directors.

dean. The director of studies will report to the head of department, will have the status of an observer at meetings of the board of studies (in the case of the Department of Culture and Society, the two boards of studies), and will be a member of the faculty's study programme directors' forum. The director of studies is responsible for the allocation of the department's resources for educational activities and for the organisation of teaching, including – in cooperation with the study programme directors – for the coordination of the teacher teams who carry out teaching activities. Finally, the director of studies is responsible for implementation of strategic initiatives related to the department's educational activities, quality assurance procedures, data monitoring, and internal and external communication related to education. In carrying out the above duties, the director of studies will be supported by the department's studies consultant and the Administrative Centre, Arts (ADM.AR).

It is the responsibility of the board of studies to monitor the organisation, realisation and development of educational and teaching activities. Thus, the board of studies will consider and approve the director of studies' plans for the organisation of teaching and examinations. The board of studies is also responsible for ensuring the quality and development of study programmes, for making proposals for academic regulations, and for establishing principles for the processing of applications for credit transfer and exemptions from the regulations. Thus, the board of studies will be the departmental body under the law that ensures the quality and instigates the development of study programmes rather than being a body that plans and organises study programmes. The chair of the board of studies is responsible for ensuring that the board considers and pronounces on all key issues relating to the department's study programmes, including and importantly its education strategy.

The department's education strategy will thus be prepared in accordance with AU's overall education strategy through a collaborative process involving the head of department, director of studies, study programme directors and the board of studies.

Figure 1. Organisation of education at overall departmental level and in relation to the faculty and cross-disciplinary links



Organisation of study programmes at departmental level

In order to ensure that there are strong organisational links for study programmes to the board of studies and educational management (including the head of department), a number of **study programme committees (UFUs)** will be set up consisting of equal numbers of staff and student representatives from the relevant study programmes and clusters. A suitable number of study programme committees will be set up to cover the range of clusters and study programmes. Since there will be differences in size (staffing, number of students, number of student FTEs) in the various study programmes/clusters, some study programme committees will represent more than one study pro-

gramme/cluster.

Each study programme committee will be headed by a **study programme director** who will be responsible, in particular, for ensuring that students are involved in the work of the committee through a formalisation of its working methods in a set of rules of procedure.

Staff supervision responsibilities are also delegated to study programme directors in order to ensure that all teaching staff are responsible in their primary role to a manager close to them in the organisation. The personnel management responsibilities of the study programme director consist both of supporting the individual member of staff in his or her competence development and of promoting a working environment in which each staff member affiliated to the study programme committee can thrive and develop. Study programme directors will offer employee performance interviews, possibly with the participation of research programme directors if desired by the member of staff concerned, and may also conduct group development interviews.⁵

The Theology board of studies will also act as a study programme committee, with the chair of the board of studies acting as a study programme director with the same areas of responsibility as other study programme directors.

The study programme director is not responsible for disciplinary procedures or the issuing of reprimands or warnings in cases of omission or neglect. That responsibility rests with the head of department, as does responsibility for making recommendations to the Dean regarding employment, leave and dismissal. Nor is a study programme director responsible for budgeting.

It is the responsibility of study programme committees to ensure that there is broad representation and co-involvement of study programmes and clusters in relation to the board of studies and the director of studies, and that the framework is created for the academic development of study programmes. Study programme directors are thus expected to work on the department's overall portfolio of study programmes and to work closely with other study programme directors concerning the development of interdisciplinary activities, and to engage in cooperation with other study programme committees to the extent that interdisciplinary study programmes make this necessary.

Members of a study programme committee are chosen locally from among teachers and students affiliated to the study programme in question. Some teachers may be affiliated to several study programmes and may participate in the work of several study programme committees, but each individual teacher will have a primary affiliation to a single study programme committee and thus to a specific personnel manager (the study programme director).

The study programme director is proposed by members of the study programme committee and is appointed by the head of department in consultation with the director of studies. In order to ensure a close link between study programme committees and the board of studies, both study programme directors and student representatives on study

⁵ For a more detailed description of the employee performance interview, see Appendix 3; regarding group development interviews, see Appendix 4.

programme committees may also be members of the board of studies.⁶

The chair of the board of studies may thus also be the director of a study programme committee. Operating under the leadership of the study programme director, a study programme committee is responsible for providing the necessary academic input to the management and to the board of studies. The study programme director will convene and chair meetings of the study programme committee. The study programme director will also be available to the director of studies to provide the necessary academic information for the planning and realisation of study programmes. The study programme director may set up working groups as required. The study programme director will be involved by the director of studies in the organisation and realisation of study programmes and in the implementation of decisions made by the board of studies and/or by the head of department/director of studies. Study programme directors will be supported in this work by the departmental teaching consultant and by the Administrative Centre, Arts (ADM.AR).⁷ However, responsibility for administration, including the actual execution of the teaching, examinations etc., falls solely on the director of studies in cooperation with ADM.AR.

Study programme directors will be offered training in study programme leadership and manager development interviews (LUS) with the head of department and/or an external mentor. In organising the work of the study programme director, account will be taken of the coordinating function, including the supervision of staff in the area.

The number of study programme committees and of study programme directors will depend on the academic diversity. In order to be practicable, the number of members of each study programme committee will be limited (e.g. to 6-10 members). Typically, a study programme committee will represent 10-20 academic staff members. The establishment of a suitable number of study programme committees will be based on discussion within the department involving the board of studies and the director of studies, and will be related to the representation areas set up for elections to the board of studies. Finally, special attention will be paid to the question of which study programme committees represent interdisciplinary study programmes (e.g. Experience Economics and Viking Studies, and interdisciplinary modules operating as HUM electives and profile courses), since the proposed organisational model does not allow for separate interdisciplinary boards of studies. The study programme directors' forum will be responsible for the development of new interdisciplinary study programmes or modules, and similarly for the further development of, for example, HUM electives and profile courses.

Under each study programme committee and through the agency of the director of studies and the study programme director, an appropriate number of **teacher teams** will be established which, depending on the structure and size of the study programmes, will relate either to the entire study programme, the separate Bachelor's or Master's degree study programmes, or sections of the study programme, e.g. special modules. The teacher teams will form the practical link in the organisation of study programmes at departments and will consist of teachers connected with a specific study programme. The teacher team will carry out the teaching and other teaching-related tasks. Each teacher

⁶ Where a study programme director is also a member of the board of studies, elections to the board of studies must be held before the study programme director is appointed.

⁷ A more detailed description of the work of the study programme director is given in Appendix 2.

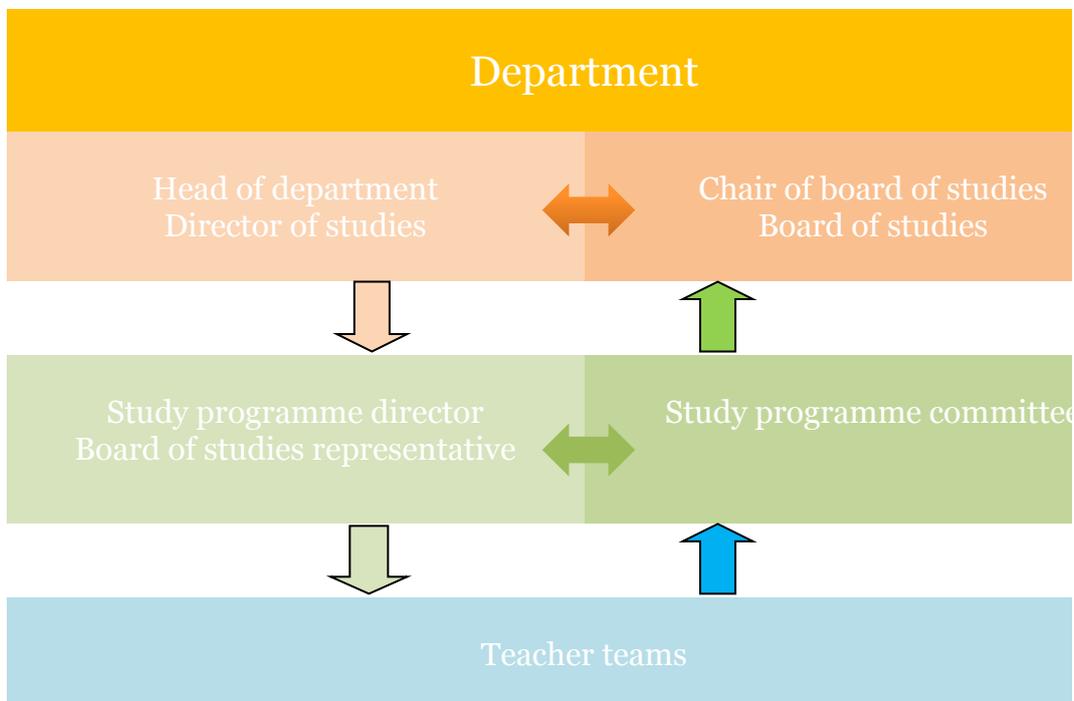
team will elect a person who will be responsible for convening meetings and liaising with the study programme director.

A teacher may, depending on his or her teaching activities, be a member of two or more teacher teams under various study programme committees (even in different departments), but will have a primary affiliation to a specific study programme committee and thence to a specific personnel manager.

The teacher team is the pivotal force in the realisation of high-quality study programmes and teaching, programme innovation, and the development of new approaches in the form of, for example, new study programmes or modules. In the teacher team, detailed discussions of the academic aspects of the study programmes will take place, and it is here that links to the students themselves will be strongest. Academic input to the study programme committee will also come from the teacher teams; the committee will discuss the ideas put forward and communicate them to the board of studies and/or the director of studies.

In order to prevent any misunderstandings of the responsibilities of the various posts in the area of education, a more detailed description of these responsibilities will be written later.

Figure 2 Organisation of education at departmental level



3. Organisation of research, knowledge exchange and talent development

As described above, it is the intention to strengthen and fundamentally reform the organisation of research in the departments of the faculty (and in department-like research centres) in order to improve conditions for research. The achievement of better conditions for research should be measurable in relation to financing (ability to attract external funding), research output (breadth and quantity), opportunities for cooperation with other parties, and the working environment. One important argument for strengthening the organisation of research is that junior researchers should be better integrated into the faculty's research work than has previously been the case. For all researchers, however, the research organisation should naturally foster commitment, motivation and creativity. Another important reason for strengthening the organisation of research is to exploit the greater number of opportunities for research cooperation, including interdisciplinary cooperation, offered by the new, large departments. It is thus presumed that a stronger organisation will make it easier for researchers to strengthen existing cooperative arrangements and enter into new ones.

It is expressly stated that the academic development process is expected to lead to more and new collaboration arrangements, and the future organisation of research should promote this process. Research organisation requires research leadership, not in the sense of control of research, but in terms of the development and facilitation of research collaboration. Good research leadership creates an environment that stimulates and contributes to the processes of developing the participating researchers, attracting new researches, and strengthening the image of research internally and externally.

Organisation of research (including knowledge exchange and talent development) at an overall level

Researchers and research groups are involved in many types of cooperation that extend beyond their own departments and the faculty. There are relationships with researchers from other AU faculties, with researchers at other universities, and with other players in society. The vision presented in the report of 9 March 2011 is one of expanding collaboration with strong research environments outside AU and of ensuring collaboration across departments and faculties within AU. This is to happen, among other things, through the establishment of strong interdisciplinary centres, the establishment of joint AU committees for all core activities, the strengthening of the involvement of academic councils, the establishment of research fora, knowledge exchange and talent development activities at the level of the main academic areas, and systematic consultation at all levels and involving researchers from outside AU.

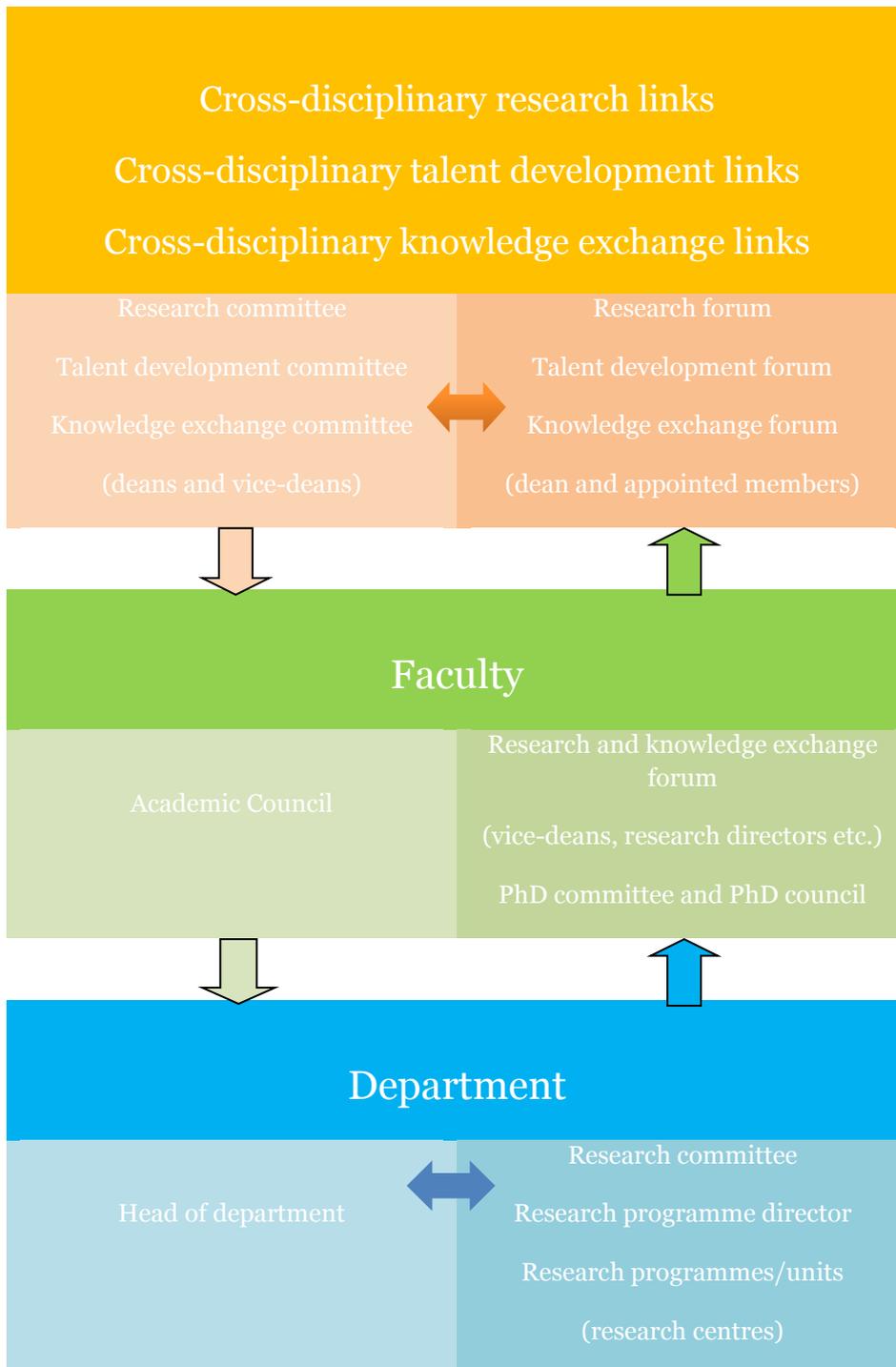
Each department's own research organisation must, taking research freedom as its starting point, contribute to realising this vision and thus both to stimulating focused and clearly-defined research activities that will increase international visibility of the department's strengths and to creating a flexible organisational framework within which new collaborative research can prosper. Research-based teaching is among the core activities of the university that attracts international attention. The organisation of research is

therefore also expected to be able to ensure the continuity and impact of research necessary for study programmes.

Side 12/26

A research committee will be established in each department consisting of the head of department (chair), the research programme director, the graduate study programme director, and possibly the directors of any research centres in which a significant number of the researchers in the department are involved. Members of the faculty's research and knowledge exchange committees will be recruited from among members of departmental research committees. The task of the research committee is to support the head of department, who has overall responsibility for the department's research strategy and output.

Figure 3 Research organisation at departmental level in relation to the faculty and to cross-disciplinary research links



Organisation of research (including knowledge exchange and talent development) at departmental level

Research (including knowledge exchange and talent development) will be organised in a network structure based on dynamic research programmes created on the basis of the academic and research strategy priorities among the department's academic staff, and will be continuously evaluated by participants.

A research programme is not necessarily constructed around a joint project or a specific subject, but must have some joint overall common theme. Research programmes may be divided across smaller research units, which will typically work together on specific research projects or topic areas. Research units may also organise research collaboration between researchers from different research programmes. The organisation of research units and research programmes will become a part of the process of formulating the research strategy of a department.

Research organisation will cover all researchers and is conceived primarily in terms of research programmes. These will be facilitated by appointed research programme directors. Research programme directors will be delegated immediate personnel management responsibility for PhD students, postdoctoral researchers and assistant professors, and may also be delegated responsibility for senior researchers (associate professors and professors). This responsibility includes approval of faculty-financed research activities (e.g. travel, seminars).⁸ Personnel management responsibility will involve cooperation with the relevant study programme directors and directors of studies.

Research supervision will remain the responsibility of the head of department, with administrative support from the Administrative Centre, Arts. The head of department alone is responsible for disciplinary procedures and the issuing reprimands or warnings in cases of omission or neglect. The head of department is also solely responsible for making recommendations to the dean regarding employment or dismissal of staff.

Research programmes will each cover the organisation of 15-20 senior researchers (associate professors and professors) and a number of junior researchers (PhD students, postdoctoral researchers, assistant professors, visiting professors). It is expected that members of academic staff will be affiliated to a primary research programme, but may also work within a secondary research programme. However, academic staff can only obtain a share of research programme funds and be offered employee performance interviews (if the research director is empowered to conduct them) and career development interviews through his or her primary research programme. In addition to their participation in their departments' research programmes, members of academic staff are naturally free to participate in whatever internal and external research projects, networks and initiatives that may be considered beneficial.

Departmental research committees are responsible for approving the names, themes, work plans and number of participants of research programmes. Work plans must outline

⁸ Academic staff will have individual financial freedom to prioritise, for example, research travel, but in line with ordinary procedures the expenditure must be approved in advance by the staff member's immediate superior.

joint research focuses and projects, research plans, possible collaboration partners, talent development initiatives, financial plans and potential for knowledge exchange in line with the department's overall strategy and goals. However, participants will typically engage in a range of external research and knowledge exchange activities, and these do not need to be described in the work plan.

New research programme directors will be appointed by the head of department after open internal advertisement of the posts. In connection with the establishment of the new research organisation in a department, when the research committee has not yet been set up, the head of department may opt for a shorter term of appointment than otherwise decided.

The research programme director is responsible for providing good research leadership, initiating discussions of the research activities and research quality of the programme, publication strategies, project development, applications, and knowledge exchange. The research programme director also has the main responsibility for creating an optimal research environment for talent development. The research programme director therefore always has immediate personnel management responsibility for the junior researchers attached to the research programme, and is required in preparation for employee performance interviews with junior researchers to liaise with the director of studies and with relevant study programme directors, or to invite study programme directors to participate in employee performance interviews by agreement with the junior researcher involved.⁹

PhD students will normally be attached to the same research programme as their principal supervisor, while their immediate personnel manager – in cases where PhD students are employed by Arts – will be the research programme director. The director of studies will be responsible for the teaching and other work obligations of PhD students in consultation with each student's principal supervisor and the research director. In relation to research training, the principal supervisor is responsible for a PhD student's supervision, while the director of the graduate study programme to which the PhD student is attached is responsible for the provision of relevant courses.

The research programme director and academic staff members of the study programme must include educational activities, including postgraduate training, in planning the work of the research programme. The link between research and education is thus established both by research programme directors being obliged to consider educational activities in their planning, and by study programme committees focusing on research opportunities within education. The link is further secured by the fact that researchers, by virtue of their double role as researchers and teachers, are always involved in the development of study programmes.

Research programme directors will be offered training in research programme leadership and manager development interviews with the head of department and/or an external mentor. In organising the work of the research programme director, account will be taken of the coordinating function, including leadership tasks.

⁹ A more detailed description of the work of the research programme director is given in Appendix 2.

Centres¹⁰

Research at Arts can also be conducted in centres, typically in connection with single externally-funded research projects involving partners from outside the faculty.

Research centres can be divided into two types:

- 1) Interdisciplinary research centres (AU centres) with researchers from at least two main academic areas
- 2) Research centres (Arts centres) with researchers primarily from Arts

Both types of centre must be approved by the dean(s) concerned on the advice of relevant bodies. Interdisciplinary centres and Arts centres are headed by a **centre director**, whose appointment is approved by the dean(s) concerned and who will be delegated responsibility for personnel management as required.

For organisational purposes, the centre is attached to the department of the centre director. The centre director will report to the head of the department concerned, will have a seat on the departmental research committee, and will normally have the same managerial responsibilities as a research programme director. Researchers who are affiliated to a research centre may also be affiliated to a research programme. Members of academic staff at research centres are also members of relevant teacher teams and study programme committees at their departments.

A centre may also be of a type other than a research centre, namely a formal framework for a project or subject area that has as its aim the strengthening of several of the faculty's research, teaching, talent development or knowledge exchange activities, typically in collaboration with external partners. The centre director reports to the head of department and has no personnel management responsibility, but is responsible for the academic activities of the centre. In addition to their activities connected with the centre, both the centre director and the affiliated academic staff will participate in research programmes, study programme committees and teacher teams. This type of centre must again be approved by the dean.

In the immediate future and in collaboration with the existing centres, the faculty management team will assess the contribution and function of the centres in the new research organisation. This assessment will take into consideration existing, effective research environments and external research partners.

¹⁰ Excluding the Centre for Teaching Development and Digital Media and the Centre for Entrepreneurship and Innovation, both of which have special status within the faculty.

4. Other bodies for the involvement of staff and students at departmental level

Consultation proposals for departmental reform were sent out by the university management team to all academic councils and cooperation committees, with a deadline for reply of 15 September 2011. Departmental fora are therefore not described further above, but the establishment of departmental fora and elections to new local cooperation committees will naturally be integrated in the description of the departments' formal fora and committees.

5. Implementation and evaluation of the new departmental structure

The new departmental structure will be implemented as of 1 January 2012 after the formation of various bodies involving staff (board of studies, departmental fora, academic council, cooperation committee). The new departmental structure will be evaluated at the end of 2014.

APPENDICES

Appendix 1: Extracts from the Danish University Act and the Aarhus University By-laws concerning boards of studies and directors of studies

The board of studies and director of studies

Section 18 To safeguard student influence on the study programme and teaching, the dean shall set up the necessary number of study boards.

(2) Each study board shall comprise equal numbers of representatives of the academic staff and students, selected by and from the academic staff and students respectively.

(3) The study board shall select from among its members a chairman from the academic staff and a vice-chairman from the students.

(4) In addition to the duties laid down in the regulations, the study board shall ensure the organisation, realisation and development of the study programme and teaching. Its main objectives are to:

1) ensure and develop the quality of the study programme and the teaching, and to follow up on evaluations of the programme and teaching

2) produce proposals for curricula and changes thereto

3) approve the organisation of teaching and tests as well as other assessment forming part of the exams

4) process applications concerning credit transfers, including credits transferred in advance and exemptions

5) make statements on all matters of importance to the study programmes and teaching within the area and discuss issues related to the study programme and the teaching as presented by the Rector or the person authorised by the Rector to do so.

(5) In co-operation with the study board, the head of studies shall undertake the practical organisation of teaching and tests and other assessment forming part of the exams. The head of studies shall approve the problem formulation and submission deadline for the Master's thesis, as well as a plan for the supervision of the student.

Source: The Danish (Consolidation) Act on Universities (the University Act), 22 June 2011, no. 695, from the *Danish Official Gazette A* no. 28, June 2011.

Part 10

Directors of studies and boards of studies

Directors of Studies

Section 30 The dean defines the responsibilities of the directors of studies in relation to the structure of the board of studies. (2) The dean appoints and dismisses directors of studies on the recommendation of the board(s) of studies concerned. The director of studies must be appointed from among the full-time academic staff. Appointments are for three-year terms.

Section 31 The duties and responsibilities of the directors of studies are described in section 18 (5) of the Danish University Act.

Boards of studies

Section 32 The dean appoints and dismisses directors of studies on the recommendation of the board(s) of studies in question. Boards of studies may be established for specific study programmes or fields of study.

(2) Boards of studies consist of equal numbers of representatives of the academic staff and of the students. The number of members is determined by the dean. A board of studies may have a minimum of two and a maximum of eighteen members. (3) The range of disciplines covered in the study programme must be taken into account when determining the number of members of the board of studies, and the possible subdivisions into different areas. (4) The duties and responsibilities of boards of studies are described in section 18 (6) of the Danish University Act.

Section 33 Representatives of the academic staff on a board of studies are elected for three-year terms by and from among the teaching staff in the area governed by the board of studies in question. (2) Student representatives on a board of studies are elected for one-year terms by and from among the students in the area governed by the board of studies in question. (3) Detailed rules regarding the election procedure will be set out in the election circular. Chairman, vice-chairman and deputies

Section 34 The board of studies elects a chairman for a one-year term. The chairman may also act as director of studies. The chairman is elected from among the full-time academic staff who are members of the board of studies. (2) A deputy chairman who assumes the tasks and powers of the chairman in the chairman's absence shall be elected from among the same group of people and for the same term. (3) (3) The board of studies elects a vice-chairman from among its student members. The vice-chairman in organising the work of the board of studies. (4) The elected chairman, deputy-chairman and vice-chairman must be approved by the dean.

Section 35 Under section 18, subsection 6 of the Danish University Act, boards of studies are responsible for the organisation, implementation and development of study programmes and teaching, including student guidance.

Source: Aarhus University By-laws (<http://www.au.dk/en/about/organisation/index/o->

[governance-administration/01/01-02-aarhus-university-by-laws/](#)) The University
By-laws refer to an older version of the Danish University Act than that cited above.

Side 20/26
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Appendix 2: General descriptions of roles and responsibilities

Chair of board of studies

- is elected from among the academic staff representatives on the board of studies
- is a member of the Arts study programme director group and relays communications from this group to the board of studies
- directs the work of the board of studies in developing and ensuring the quality of the study programmes and teaching, including preparing proposals for academic regulations and for changes in these, approval of the plans put forward by the director of studies for arrangements for teaching and for examinations, and the laying down of principles for the processing of applications for credit transfers and exemptions
- is responsible for ensuring that the board of studies contributes to shaping the joint strategies of the department with regard to the various aspects of the study programmes (teaching, quality, study environment, evaluation, subject development etc.)
- coordinates statements from the board of studies in all cases of importance to the study programmes and teaching, and maintains contact between the board of studies and the head of department
- considers matters related to study programmes and teaching as requested by the rector, dean or head of department
- prepares, in cooperation with the vice-chair and with support from ADM.AR, the agendas, annexes and giving of notice for meetings of the board of studies

Director of studies

- is an executive manager appointed by the dean and reporting to the head of department
- is a member of the Arts study programme director group and relays communications from this group to the board of studies and the study programme committees
- is a member of the department's management team and has permanent observer status in the board of studies
- has as his or her basic tasks planning, organisation, coordination, allocation of resources, evaluation, quality assurance and data monitoring in connection with teaching activities; work on the strategic development of study programmes and consideration of these by the board of studies; and external and internal communication concerning study programmes. The director of studies is supported in the administration of his or her tasks by the study programme teaching consultant and by ADM.AR
- determines, in cooperation with the head of department, the work that will be done in relation to study programmes and informs the head of department on the budgeting and allocation of resources for study programmes and on trends in

results, manages the organisation of study programmes through goal-setting, planning and resource management, and handles related issues as they arise

Side 21/26

- has, in cooperation with the study programme consultant and ADM.AR, day-to-day responsibility for maintaining an overview of the resources, budget and accounts of the study programme area
- has responsibility for developing annual plans for the necessary supply of work from teacher teams and study programme directors for study programmes in the department's field
- delegates responsibility for the department's study programmes to study programme directors
- hears advice from study programme directors on the carrying out of general strategic and planning tasks

The study programme director

- is recommended by the representatives of the academic staff on the study programme committee, is appointed by the head of department, and has such roles and responsibilities listed below as may be delegated by the director of studies
- contributes to new initiatives and development with respect to study programmes and teaching, including the research basis of teaching, in the study programme committee and affiliated teacher teams
- convenes and chairs meetings of the study programme committee
- manages the process of presenting the necessary academic input to the head of department and the board of studies
- is responsible for ensuring that the planning work of the director of studies and the evaluation of teaching, together with the comments on this by the board of studies, are discussed at meetings of the study programme committee
- is available to the director of studies to assist in providing the necessary academic information for the planning and development of study programmes, and is supported in this by the department's study programme consultant and ADM.AR
- is required to participate in relevant interdisciplinary cooperative work with other study programme committees and research programmes and through this work to provide inspiration for processes of change and development
- may conduct personnel management tasks delegated by the head of department, including conducting employee performance interviews with teaching staff who have their primary affiliation to the study programme committee for which the director is responsible (possibly together with a research programme director, if the member of staff so wishes), and to convey the outcomes of the employee performance interview to the head of department /director of studies for further processing, by agreement with the member of staff concerned. The personnel management responsibility does not extend to disciplinary procedures, warnings, or interviews concerning seniority, which are the responsibility of the director of studies (with regard to study programmes, teaching and examinations) and the head of department (with regard to general responsibility for the personnel of the department)
- may conduct group development interviews with teacher teams / study programme committees, possibly together with the director of studies and/or the

head of department, or so that the outcomes of the group interviews are brought to the attention of the head of department for further processing

Side 22/26

- shall be offered employee performance interviews and manager development interviews with the head of department

The research programme director

- is appointed by and reports to the head of department and has and has such roles and responsibilities listed below as may be delegated by the head of department
- has as a basic area of responsibility the research direction of a research programme and must ensure the quality of the programme's research activities, publication strategies, project development and funding applications, development and dissemination (supervision of research and possible follow-up interviews are the responsibility of the head of department)
- motivates and inspires affiliated researchers, promoting innovative research activities of high quality within a joint research theme
- participates actively in the department's research committee and in the case of some research programme directors also in the faculty's research and knowledge exchange forum, and maintains regular contact with personnel dedicated to the arts at funding institution
- has budgetary responsibility for the finances allocated to the research programme by the department
- collates information and informs the head of department about the progress of and results from the research programme
- prepares research goals and plans for the research programme in accordance with the research strategy of the department and in cooperation with members of the research programme
- works actively with the graduate studies programme directors to ensure the best conditions for research talent development
- exercises personnel management responsibilities for junior researchers attached to the research programme as delegated by the head of department
- works with the study programme directors to ensure that account is taken of the teaching portfolios of assistant professors, post-doctoral researchers and PhD students
- offers employee performance interviews (possibly with the participation of the study programme director, in accordance with the wishes of the staff member concerned) to junior researchers who have their primary affiliation to the research programme, and brings the results of these interviews to the attention of the head of department / director of studies for further processing, by agreement with the staff member concerned. The personnel management responsibility does not extend to cases of employment interviews, warnings, or giving notice, which are the responsibility of the director of studies (with regard to study programmes, teaching and examinations) and the head of department with regard to general responsibility for the personnel of the department)
- may, if so delegated by the head of department, offer employee performance interviews (possibly with the participation of the study programme director, in accordance with the wishes of the staff member concerned) to senior researchers who have their primary affiliation to the research programme, and brings the

results of these interviews to the attention of the head of department / director of studies for further processing, by agreement with the staff member concerned.

Side 23/26

The personnel management responsibility does not extend to disciplinary procedures, warnings, or interviews concerning seniority or notice, which are the responsibility of the director of studies (with regard to study programmes, teaching and examinations) and the head of department (with regard to general responsibility for the personnel of the department)

- may conduct group development interviews, possibly together with the director of studies and/or the head of department, or so that the outcomes of the group interviews are brought to the attention of the head of department for further processing

Appendix 3: Employee performance interviews and research review meetings

Employee performance interviews (MUS) are conducted in the light of a desire to raise the level of competences of employees of the Danish state (since 1999) and municipal authorities (since 2008). The aim of the agreement is to oblige both management and employees to prioritise greater career and competence development, including development through further education.

The development of competences must be both strategic and systematic. It must be strategic in that competence development must be in line with the department's aims and tasks, and systematic in that work on competence development is an organised and ongoing process. One element in being systematic is the conducting of annual employee performance interviews.

An employee performance interview is thus a discussion between a member of staff and his or her immediate superior, and concerns the staff member's well-being, collaboration with others, and personal and professional development. An employee performance interview is an opportunity to discuss and clarify mutual wishes and requirements, development goals, and competence development, for example through courses.

Employee performance interviews are obligatory in all Danish state institutions, though not for employees on salary scale 37 or above, nor for employees on salary scales 36 and 35 whose responsibilities formally include personnel management responsibilities.

Source: 'Cirkulære om aftale om Kompetenceudvikling 2008' (Memorandum concerning the agreement on competence development, 2008)

<http://perst.dk/~media/Circular/2008/019-08-pdf.ashx> (in Danish)

Where personnel management responsibilities are delegated to a research programme director (or in certain cases to a centre director), the employee performance interview may take on the nature of a research review meeting, with the focus on the development of the staff member's research competences. In the case of junior researchers at post-doctoral and assistant professor levels, there will also be a focus on the development of teaching competences and participation in teaching skills development courses, including the teacher training programme for assistant professors. Employee performance interviews can be offered to junior researchers by the research programme director in cooperation with the study programme director. A research programme director may, in cooperation with the head of department, offer research review meetings (FUS) as a supplement to or simultaneous with employee performance interviews to senior researchers who are affiliated to the research programme.

Appendix 4: Group development interviews

Group development interviews (GRUS) are organised joint discussions which can ensure coherence between the goals of a unit (team/project/programme/department/etc.) and task fulfilment /competence development within that unit. The goals of units are typically related to the university's strategy, the development contract, faculty agreements and departmental strategies and goals.

The purposes of group development interviews are:

- to promote discussion on cooperation and well-being on a joint level
- to ensure joint understanding of the contributions of each individual to the goals of the unit
- to ensure joint agreement and understanding of the current status of the unit in relation to goals and strategies
- to create awareness of overall development needs of the unit

A group development interview is a good way of ensuring that everyone in the unit hears the same presentation of the status and needs, and contributes to finding solutions to challenges. A joint appreciation of current and future challenges is an important pre-condition for creating united focus and direction.

Employee performance interviews and group development interviews:

Group development interviews may be conducted as a rounding-off of the annual round of employee performance interviews, taking as their starting point a general summary of the work of all involved and of wishes for the setting of common goals. These issues are discussed within the unit, with conclusions drawn in accordance with the joint strategy and with reference to other agreements and strategies. Group development interviews are thus both a joint summing up of results achieved and a joint planning for future projects.

Group development interviews can also be conducted as a preparation for the annual round of employee performance interviews, and in such a case will lead into the individual interviews with a joint discussion of future tasks and challenges within the unit, including future competence requirements. The goal is then to ensure that there is a joint, structured understanding of future challenges etc. If group development interviews are conducted as a preparation for the annual round of employee performance interviews, then the people who conduct the employee performance interviews must make a summing up of these and communicate those general results that relate to the discussions in the group development interviews.

Group development interviews are not an alternative to employee performance interviews, but a supplement. Unlike employee performance interviews, group development interviews are not obligatory. It is recommended that group development interviews are used in organisations in a state of change and in project organisations, since organisations with informal and dynamic connections between units usually have a need to maintain joint understanding of goals and tasks.

Appendix 5: Management development interviews

Side 26/26

Management development interviews (LUS) contribute to the creation of better leadership, for the benefit of all. The development interview is an opportunity for heads of department to clarify expectations and to provide feedback to individual managers. Management development interviews at departmental level may be conducted for the director of studies, study programme directors and research programme directors.

The focus of a management development interview might be, for example, the manager's work as a personnel manager and his or her abilities to think strategically, creatively and holistically. The management development interview also provides an opportunity for mutual feedback – including feedback on topics that are not purely academic, such as the manager's continuing development in the management role, reflections concerning one's own management style, and current management challenges. The themes of the interview could include strategic management, personnel management, leadership across the organisation and cooperation within the management team.
