



## **Adjustment of internal departmental organisation at the Faculty of Arts**

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## 1. Purpose

The purpose of this memo is to describe the adjustment of the internal departmental structure which was adopted finally by the faculty management team on 9 January 2014. It should be underlined that the memo only concerns the adjustment of structure that was adopted at the start of 2012 as described in “New departmental structure at Arts, AU” of 19 October 2011.

([http://medarbejdere.au.dk/fileadmin/www.medarbejdere.au.dk/hovedomraader/Arts/Ny\\_institutstruktur\\_paa\\_Arts.pdf](http://medarbejdere.au.dk/fileadmin/www.medarbejdere.au.dk/hovedomraader/Arts/Ny_institutstruktur_paa_Arts.pdf)). A complete description of the departmental organisation including the adjustments that have been adopted will be available as soon as possible.

## 2. Background

In November 2011 a new departmental organisation was introduced at Arts and the other main academic areas at AU. The implementation was carried out at the beginning of 2012 after the appointment of various staff bodies. In connection with the new departmental organisation, it was also decided to carry out an evaluation in 2014 with a view to adjusting any inexpediciencies.

In connection with the new departmental organisation, a range of descriptions were also adopted of partially new middle-manager functions as a basis for negotiations regarding supplements for responsibilities and hourly compensation. The results of these negotiations also included an agreement that functions and working hours should be evaluated in relation to the portfolio of tasks after one year.<sup>1</sup> This evaluation was started prior to the summer of 2013 with detailed analyses of the functions of degree programme directors and directors of studies.

In November 2012 the regular workplace assessment was carried out. By way of follow up, in 2013 there were a great number of discussions at the departments, and plans of action were drawn up and adopted to solve the problems and challenges which had been identified in this assessment.

Based on the points outlined above, and not least on discussions of the results of the workplace assessment at departmental level and in the faculty management team, the latter drew up a proposal for the adjustment of the internal departmental organisation with a view to discussions and comments in the departments. The consultation proposal that was issued on 3 December 2013 was drawn up by the faculty management team based on a debate paper issued in October 2013 and the subsequent provisional comments from the departments that were received in November 2013.

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<sup>1</sup> A range of management functions have been described in a memo of 19 October 2011 and in the “Agreement on hourly compensation and supplements for responsibilities for management positions etc. at Arts, AU” (20 June 2012). Finally, the results of the workplace assessment are available at: <http://medarbejdere.au.dk/administration/hr/arbejdsmiljoe/apv/psykapv2012/>.



This memo is based on the consultation proposal and responses (deadline 23 December 2013) received from the following bodies at the faculty and departments: departmental forum at the Department of Education, departmental forum at DAC (including research committees and local liaison committee), departmental forum at CAS, board of studies at DAC, board of studies at the Department of Education, board of studies at CAS, board of studies for theology, PhD programme directors at the graduate school at Arts, academic councils at Arts, the three directors of studies at Arts, the degree programme director for Master's degree programmes at the Department of Education, the research committee at the Department of Education, joint union representatives Per Dahl, Marianne Schleicher and Charlotte Palludan (representatives of the academic staff on the joint liaison committee) – as well as responses from staff members of the local liaison committee at the Department of Education.

### **3. Results of the workplace assessment in relation to the internal departmental organisation**

The workplace assessment identified three problem complexes that relate in particular to the new departmental organisation: the remoteness of staff management, insufficient focus on the course-specific level of our degree programmes, and a need for greater staff inclusion and better representation structures. Finally, the workplace assessment revealed that the academic staff do not feel sufficiently well informed by the management or included to a satisfactory extent in the faculty's decision-making processes.

The new way of organising the departments was introduced at the start of 2012, the ambition being to create better frameworks for cross-cooperation and new developments in research and education, as well as strengthening support for external partnerships.

Accessible staff management in relation to senior and junior researchers was established in various ways at the three departments, but the workplace assessment revealed that the need for clear, appreciative management capable of encouraging a good working environment was still not being met. Judging by the workplace assessment and subsequent discussions at the departments, the problem is either that the course-specific level is not sufficiently strong in the organisation of the departments (CAS and DAC), or that the degree programme level is not sufficiently evident in the organisation (Department of Education). In both cases, the management tier at fourth level seems to have been allocated insufficient authority to function as a day-to-day academic management with the necessary decision-making competences in relation to the needs and wishes of staff and the core activities of the departments.

Judging by the workplace assessment, the structure involving a division into research programmes and degree programme committees, allocating staff management to ei-



ther research programme directors (for junior researchers) or degree programme directors/heads of department (for senior researchers) has been a contributing factor in making the management tiers seem vague to both staff and middle managers. The dual structure has also been criticised in some circles for weakening the sense of academic identity; and in other circles for making operations and support for degree programmes more difficult. Finally, the dual structure has found it hard to handle cross-disciplinary cooperation in a strongly matrix-organised education and research structure like that of the Department of Education.

The organisation of the PhD programme and staff management of the PhD students constitute a particular challenge. The workplace assessment and the PhD report entitled “Quality in PhD programmes” of 2014 ([http://www.au.dk/fileadmin/www.au.dk/kvalitetiphd/KVALITET\\_I\\_PHD\\_\\_DA\\_.pdf](http://www.au.dk/fileadmin/www.au.dk/kvalitetiphd/KVALITET_I_PHD__DA_.pdf)) reveal that the PhD students are uncertain about their situation at Arts. The PhD programme directors feel the same. Consequently, an adjustment must consider the situation of the PhD students as employees, as well as their study programmes, their integration into research environments and the organisation of their PhD programme.

An adjusted departmental structure should be both simple and cohesive. It needs to strengthen academic identity as well as creating good frameworks for cross-disciplinary cooperation. The adjustment must also ensure accessible staff management as well as effectively supporting core tasks, including degree programmes in particular; and the change should create frameworks that support cohesion in the research and education activities of academic staff. Last but not least, an adjustment of the departmental structure needs to strengthen inclusion, as well as ensuring a departmental organisation with an active sphere for academic debate, and transparency in representation opportunities in relation to decisions about strategy and resources, among other things.

#### **4. Principles and goals for adjusting the internal departmental organisation**

The principles for the departmental organisation introduced in 2011 were based on four premises which will continue to apply in connection with an adjustment of the internal departmental organisation:

- 1) The structure needs to ensure a balance between quality, innovation and resource consumption
- 2) The structure needs to create a dynamic link between research and degree programmes
- 3) The structure needs to strengthen the academic identity, educational approaches, finances and administration of the degree programmes



- 4) The structure needs to create clear frameworks for research cooperation and research management<sup>2</sup>

The faculty management team regards it as important that the advantages of the organisational process adopted and implemented in 2012 are retained after an adjustment.

- a) *The compulsory organisation of academic staff and PhD students in research programmes and research units will be retained.* Based on the consultation responses, formalised programmes are still regarded as the best way of supporting creativity, research quality and the integration of junior academic staff – as well as obtaining external research funding. Based on the consultation responses, the faculty management team also regards good research management as being primarily of an academic nature – so it does not require a formalised staff management responsibility. Finally, organising research into programmes makes it possible to improve the focus of departmental discussions of research strategy. As agreed in 2012, organising research into programmes does not make it impossible to establish new programmes that (for instance) are cross-departmental, or to discontinue research programmes.
- b) *The organisation of degree programmes in a single board of studies for each department plus a separate board of studies for theology will continue, with a view to meeting growing demands for uniformity in decision-making to ensure the legal rights of students as well as complying with the greatly increased demands for the systematic quality assurance of degree programmes accompanying the many new measures involved in institutional accreditation and the implementation of the government's study progress reform.* Among other things, institutional accreditation will require adopting and observing detailed quality targets; while the study progress reform is expected to generate a great number of applications for dispensation and credit transfer – requiring uniform decision-making to ensure the legal rights of the students. In addition, the study progress reform will make new demands on progression and learning if the degree completion time is to be reduced significantly. Both reforms will place particular focus on the regulatory and interpretive task of the boards of studies, as well as the development of degree programmes and supportive activities for the students. Consequently, the degree programme committees will be smaller and more course-specific working committees which will be the driving force behind the development of individual degree programmes; while the boards of studies will define the overall frameworks for academic development and quality assurance. The presence of a few large boards of studies is also deemed necessary with a view to strengthening cooperation regarding degree programmes, ensuring the provision of teaching

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<sup>2</sup> "New departmental structure at Arts, AU" of 19 October 2011.



- hours for all degree programmes, and ensuring the basis for a cohesive, uniform and effective degree programme administration as well as possible.
- c) *The organisation of degree programmes in degree programme committees* will continue as a result, because large boards of studies generate a need for closer dialogue with the students at course level. It is also important that the academic and educational expertise of the academic staff is made available to the boards of studies.
  - d) *Organisation of the PhD programme under the faculty's graduate school*  
The PhD programmes will continue under the faculty's graduate school, but the programmes must be anchored more firmly in the departments and included on a par with other core tasks and functions. In future the terms "PhD programmes" and "PhD programme directors" will be used.

## **5. Adjusting the internal departmental organisation**

### ***5.1 Strengthening management competence at the fourth level with the focus on accessible staff management, staff representation and conducting degree programmes***

The previous division, with individual degree programmes being organised in degree programme committees under the leadership of a degree programme director with either limited or no staff management and with affiliated teaching teams and coordinators has not fulfilled the need for sufficiently accessible staff management or degree programme management.

At the same time, research programmes with partial staff management for junior researchers have proved inexpedient in terms of creating clarity in the management tier and cooperation regarding educational tasks, including not least the allocation of teachers for teaching.

With a view to strengthening the course-specific level, creating clearer and more accessible staff management and better opportunities for strengthening the links between education and research, a sectional structure based on one or more degree programmes per section is proposed. The latter may be relevant for small degree programmes, or if degree programmes draw on teachers from several sections. Each section will be managed by a head of section, who will be responsible for academic development, conducting degree programmes, and the day-to-day staff management of the academic staff affiliated with the section concerned. Staff management will be expanded and defined more clearly so that each member of staff has a clear reference to (and dialogue with) their immediate supervisor regarding their tasks and development opportunities.



Research-based education is one of our most important contributions to society, as well as being the most important and most stable source of income at all three departments. As a result, our degree programmes will be the point of departure for a sectional structure. The provision of degree programmes is connected with a range of legal obligations and increased demands for quality assurance, so it requires clear organisation and management. In addition, in many areas our degree programmes are an important factor in creating a shared research base and research identity. Finally, a clear structure with a point of departure in degree programmes is important owing to the organisation of administrative support.

Subject to possible modifications, the current degree programmes or degree programme clusters collected into degree programme committees will form the basis for the creation of sections. This means that sections may vary in terms of the number of academic staff affiliated with them. But there will typically be 25-30 academic staff (assistant professors/postdocs, associate professors and professors) in each section. Responsibility for cross-disciplinary degree programmes and modules, cross-disciplinary Master's degree programmes, profile courses, humanities electives and supplementary subjects will be allocated to specific sections, and will probably necessitate extra coordination between several heads of section with the assistance of selected coordinators. The responsibility for Master's degree programmes can be dealt with by a specially selected degree programme director in cooperation with a degree programme committee chosen by the academic staff who are especially dedicated to teaching these degree programmes. So when relevant, the Master's degree programme will constitute a separate area of representation for elections to degree programme committees and boards of studies.

To make staff management more accessible, the head of department will appoint a head of section for a three-year period (with the possibility of extension) in dialogue with the degree programme committee and the academic staff affiliated with the section concerned. The head of department delegates greater freedom of managerial action to the head of section than has been the case for degree programme directors, and the head of section refers to the head of department. For a more detailed description of this freedom of management, please see the description of the functions of heads of section. The head of section has primary staff responsibility for all academic staff (apart from deputy department head(s), the director of studies and PhD students on the staff). The director of studies has overall responsibility for planning degree programmes and allocating resources to the department's degree programmes. The director of studies delegates responsibility for the allocation of tasks within the section's degree programmes to the head of section (in accordance with the authority delegated by the head of department) and pursuant to the faculty's working hours agreement and AU's staff policy. The head of section also offers staff development dialogues (SDDs) to all academic staff (apart from deputy department head(s), the director of studies and PhD students) with a view to subsequently entering into agree-



ments about the working situation, development opportunities and competence development wishes of the individuals concerned.

When allocating tasks and preparing SDDs, the head of section includes the views of the director of studies, the research programme director, and perhaps other heads of section and the head of department.

Under the management of the head of section and in cooperation with the degree programme committee and board of studies, each section will be responsible for the management and academic development of the affiliated degree programmes. Not least, the head of section is responsible for ensuring the links between research and education in cooperation with the research programme directors. The head of section does not have budget responsibility, but is included in the department management team in which the strategy and budget are determined once a year (further details about the department management team are outlined below). Nor is the head of section responsible for negotiating salaries or appointing/dismissing staff (see the description of the functions of heads of section in appendix A).

Like the other academic staff, the head of section is eligible for election to the board of studies subject to the demands of the Danish University Act regarding teaching within the area of the board of studies. However, it should be underlined that the board of studies cannot function as a management body. It is an academic body, and degree programmes are managed by the director of studies and heads of section. The board of studies deals with the tasks laid down in ministerial orders and advises the department management team about education strategy.

If the teachers of a section contribute to more than one degree programme, with the result that these degree programmes involve several sections, or if there are several degree programmes in a section, it may be necessary to appoint special degree programme coordinators who will be at the disposal of the head of section with subject expertise, and to whom special tasks can be delegated relating to the coordination of specific degree programmes. The scope of these tasks will vary from one degree programme to the next, but will be considerable in some degree programmes. The director of studies and head of section must assess the need to delegate tasks to degree programme coordinators.

Meetings of the degree programme committee are convened and chaired by a chair (a member of the academic staff), who will be recommended to the head of department by the members of the committee. The chair prepares the meetings in cooperation with the head of section, who takes part as an observer if he/she is not a member. The head of section can take the chair if he/she has been elected to the degree programme committee and is recommended by its members. The degree programme committee is elected locally by the section's academic staff and students, and consists of an equal representation of academic staff and students. It is an advantage if the chair of the





committee is also an elected member of the board of studies, thereby representing a degree programme or degree programme cluster in the section concerned.

The degree programme committee processes and prepares cases for the board of studies, and must ensure that all the degree programmes are conducted professionally and developed in dialogue between the academic staff and students. The degree programme committees can make recommendations to the department management team, the head of section and the board of studies. The degree programme committee must also help to ensure that decisions about the development of degree programmes are implemented in each individual programme, and that the systematic quality assurance of degree programmes is carried out.

### ***5.2 Strengthening staff inclusion by improving representation opportunities at departmental level***

With a view to creating greater clarity and cohesion, the management and staff are organised according to the same principles at the three levels (faculty, department and section). In the adjusted structure there will be a more consistent form of representation. Inclusion and influence at department and section level will be ensured by the representation of staff in the departmental forum, local liaison committee, local working environment committee, board of studies and degree programme committee. The sections function as representation areas for elections to both boards of studies and departmental forums. In the latter, the members represent their sections. At faculty level the staff are represented in the academic council, PhD committee, faculty liaison committee and faculty working environment committee – and in general in the research programmes and teacher groups.

Indirect inclusion will also be achieved by the heads of section being members of the department management team, and by the research programme directors being members of the department's research and knowledge-exchange committee.

A department management team will be set up at each department consisting of the head of department, the director of studies (who may also be called the deputy department head), perhaps another deputy department head, all the heads of section, and perhaps a secretariat manager. So the department management team will reflect the faculty management team. The inclusion of the heads of section in the department management team will help to strengthen the interests of the sections at the department in relation to the faculty management team.

The department's strategy, staffing plans and budget will be adopted in the overall department management team following discussion in the bodies elected by staff, the liaison committee, working environment committee, departmental forum, degree programme committee, research and knowledge-exchange committee and board of studies.



The department's research and knowledge-exchange committee is still managed by the head of department and consists of all the research programme directors and the PhD programme directors who are relevant for the department.

### ***5.3 Strengthening the importance of the research programmes for departmental research strategy and development***

The transfer of primary staff responsibility to heads of section will make the management of individual members of staff clearer when staff issues arise. As a result, the research programme directors no longer have any staff responsibility, although one of the main aspects of their management responsibility still involves supporting, coaching and motivating individual members of academic staff in their research development (for instance in research development dialogues), as well as ensuring the research-related integration of junior researchers and PhD students. The research programme directors are not responsible for research monitoring, but must actively consider the research activities of the members as well as the research and talent strategy of the faculty and department.

The purpose of discontinuing the staff management responsibility of research programme directors is to strengthen the flexibility and dynamism of the research programmes, because the members may be taken from several different sections. In the long term it will also make it possible for the programmes to become cross-departmental, opening new opportunities for interdisciplinary cooperation and thereby strengthening the ability to attract external research funding. The research programmes may still consist of small research units.

The research programme directors are not included in the departmental line management (fourth level), but still play a central role in the research/strategic management of the department. The influence of the research programmes on the department's research strategy, research development and staffing plans will be ensured through the participation of the research programme directors in the department's research and knowledge-exchange committees. In addition, the head of department will actively include the research programme directors in recruitment cases.

In staff issues the research programme directors refer to a head of section; but the academic reference of the research programme directors is to the head of department, who will have individual discussions at least once a year with all the research programme directors about their research management tasks. The research programme directors may be given responsibility for funds allocated to programmes for seminars, research trips etc.



#### **5.4 Strengthening the organisation of PhD programmes for PhD students**

In future the PhD programmes will be the main organisational framework for the PhD students with a view to ensuring a clear and effective staff management of the PhD students on the staff as well as good, relevant PhD programmes. This means that the PhD programme director has both direct staff responsibility for the PhD students employed by the faculty, and responsibility for the graduate school activities of the PhD programme in cooperation with the head of the graduate school.

The PhD programme director has primary insight into the development and study conditions of the PhD students, so staff responsibility for PhD students employed by the faculty is delegated to him/her. Among other things, this means offering SDDs and discussing the options in connection with long-term illness. For each PhD programme, the PhD programme director must also clarify the situation and make decisions in a dialogue with the head of section, principal supervisor and PhD student regarding the PhD student's overall PhD plan.<sup>3</sup> The director of studies has overall responsibility for allocating teaching tasks to PhD students and all other academic staff members. With a view to clarifying career-related issues, it may be necessary to introduce annual group development interviews with the PhD programme director involving the relevant head of department in following up on the annual SDD. The PhD programme directors also have overall responsibility for ensuring that the PhD students in the programme are affiliated with a research programme. The research programme directors retain responsibility for the academic integration of the PhD students affiliated with the research programme.

The PhD programme directors and director of the faculty's graduate school are responsible for PhD degree programmes, including the development of PhD programme courses. In order to ensure the effective completion of the PhD programme, all the departments will be allocated resources as well as responsibility for a minimum of recurring course activities (the number, scope and frequency of these are defined in a memo on the planning and conducting of PhD programmes at Arts, entitled "Memo regarding allocation of teaching resources to academic PhD courses"). The PhD programme directors are still responsible for a limited budget to cover programme courses. The PhD programme directors are also responsible for recommending PhD plans, biannual evaluations for approval, and recommending assessment committees. The PhD programme directors are also the chairs of the faculty's standing PhD assessment committees, which process applications for PhD fellowships and the enrolment of PhD students.

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<sup>3</sup> PhD students at CUDiM have teaching tasks affiliated with degree programmes under CUDiM, but are affiliated with a relevant programme like all other PhD students.



To strengthen the inclusion of the PhD programme directors in the affairs of the department, they are full members of the departmental research and knowledge-exchange committees.

With regard to staff issues the PhD programme directors refer to the head of section; but in relation to their own tasks of staff management of the PhD students in their programme, they refer to the head of department, who meets with all the PhD programme directors individually once a year to discuss their tasks. With regard to the specific academic and administrative tasks connected with the PhD programme, they refer to the head of the graduate school at Arts.

### ***5.5 Strengthening strategic management at departmental level and better access to the head of department***

The heads of department may choose to strengthen their own management and management communication by delegating special functions to one or more appointed deputy department heads. The appointment of deputy department heads may help to raise the profile of the department management team and make it more accessible to individual employees and other middle managers, as well as releasing energy for strategic tasks. The deputy department heads and head of department constitute the department's senior management team (corresponding to the dean's office at faculty level).

## **6. Implementing the adjustments**

The adjustments will be implemented in 2014. Sections must be identified and heads of section must be appointed in cooperation with the relevant degree programme committee. The three departments do not all face the same challenges. So space must be allowed for a gradual phasing-in of the adjustments, involving (for instance) an ongoing identification of sections. It is vital that the staff of each section can find their academic identity within it, and that it constitutes a strong framework around the affiliated degree programmes. Where the research programmes have been the framework around accessible staff management, time must be allowed for management changes. Descriptions of functions must be produced before appointing the new heads of section, forming the point of departure for negotiations regarding supplements for responsibilities and hourly compensation. The adjustments will affect the previous allocation of tasks, so new descriptions must be produced regarding the functions covered by the academic managers (PhD programme directors and research programme directors) and directors of studies. Heads of section must be appointed following a thorough process based on inclusion of the academic environments in the section concerned. The faculty management team must also work with HR to ensure the required development of competences, enabling the new heads of section to be as well-equipped as possible to assume their new managerial tasks. The expanded department management team needs to develop orders of business, procedures and formats for decision-making processes, including not least the inclusion of bodies



elected by staff at section and departmental level. Consequently, a detailed timetable must be drawn up at each department outlining the implementation of the adjustments. However, owing to the need to register representation areas, the sections are expected to be in place in connection with the upcoming board of studies election in the autumn of 2014.





## APPENDIX A: Functions of heads of section

The goal of the new head of section function is to strengthen

- *Accessible staff management, creating clear management at the fourth level*
- *The inclusion of staff in decisions and processes*
- *Management communication to staff*
- *Academic identity*
- *Management of the section's degree programmes with a view to ensuring quality assurance and academic anchoring and development*
- *Academic representation in the department management team*

### Heads of section

Heads of section are appointed by and refer to the head of department. Heads of section are appointed for a three-year period with the option of extension. Heads of section are entitled to a supplement for responsibilities and hourly compensation, but they may not negotiate pay supplements from the management pool.

The head of department delegates the following functions to the head of section:

- Day-to-day staff management in relation to all members of staff (excluding deputy department heads, the director of studies and PhD students) affiliated with the section
- Responsibility for cooperation regarding academic development, including contributing to the links between education and research by holding staff meetings, seminars etc.
- Responsibility (delegated by the head of department and director of studies) to cooperate with the degree programme committee, board of studies and director of studies for the planning of capacity and allocation of teaching tasks to the section staff
- Responsibility (delegated by the head of department and director of studies) for including the degree programme committees and boards of studies to ensure that the degree programmes live up to the relevant legal obligations and quality requirements
- Responsibility for the optimum administration of the resources allocated by the director of studies to educational activities and the ongoing, systematic quality development of the degree programmes
- Contributing to the establishment of frameworks that support innovation and the development of degree programmes and teaching, including their research base, in the section and affiliated teams of teachers
- Delegating (with the director of studies) some educational tasks to appointed degree programme coordinators
- Entering into and representing the section and subject environments in the departmental management



- Contributing to increased management communication with the staff affiliated with the section

### **Staff management tasks delegated to heads of section**

The head of department delegates staff management to the head of section with regard to all academic staff (excluding deputy department heads, the director of studies and PhD students) affiliated with the section. The delegated staff management in connection with the head of section comprises the primary staff responsibility. As staff manager, the head of section is responsible for:

- Offering and conducting staff development dialogues (SDDs) and following up on them, for instance with regard to competence development, courses etc. By arrangement with the member of staff concerned, the head of section must bring relevant input from SDDs to the attention of the head of department, for instance in connection with career wishes and competence development
- Conducting discussions when staff are absent due to illness (discussing the options) and ensuring that a staff retention plan is drawn up
- Providing the head of department with information in connection with the salary negotiation process
- Conducting initial discussions with senior members of staff and perhaps drawing up draft senior staff schemes. Final senior staff schemes are produced by the head of department
- Approving holiday plans
- Advising the director of studies regarding the teaching potential of assistant professors, postdocs and PhD students
- Informing the head of department about any neglect of duty, although it is incumbent on the head of department to carry out discussions of such problems including issuing warnings
- Dealing with the academic introduction of new staff in the section (Arts, HR is responsible for the general introduction to Aarhus University, and the head of department is responsible for the introduction to the department once each semester)

The head of section is not responsible for approving applications for leave. The head of section does not have the authority to appoint or dismiss staff, nor to carry out salary negotiations.



### **Tasks of heads of section in connection with department management**

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The head of section is involved in department management in the following respects:

- Playing a role in the department management and taking part in decisions regarding the department's strategy and operation
  - Playing a role in budget discussions, although without having any special budget responsibility
  - Supplying information for job advertisements and perhaps participating in job interviews and providing information about possible candidates from among the section's staff for awards/councils/committees/supplements
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### **Tasks of heads of section in connection with degree programme management**

- Drawing up teaching objectives and plans for the section's degree programmes in accordance with the department's degree programme and teaching strategy, in cooperation with the section's degree programme committee and supported by the administrative centre at Arts
  - Being responsible for leading and establishing a strong degree programme, teaching environment and academic community by motivating and inspiring the teachers affiliated with the section, including making offers about competence development, mutual collegiate supervision and particular degree programme and teaching activities
  - Ensuring academic development based on anchoring the degree programmes firmly in research
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## **APPENDIX B: Functions of research programme directors (new in relation to 2011)**

Research programme directors are appointed by the head of department for a three-year period (with the option of extension). With regard to staff issues they refer to the relevant head of section, and with regard to academic issues they refer to the head of department, who has an annual discussion of research management with the programme director concerned. Research programme directors are entitled to a supplement for responsibilities and hourly compensation, but they may not negotiate pay supplements from the management pool.

The head of department delegates responsibility for the following functions to the research programme director (cf. memo entitled “New departmental structure at Arts” (19.10.2011)).

- Being a member of the department’s research committees and contributing through them to the department’s research strategy as well as giving advice about issues related to research, including the recruitment of academic staff
- Having basic responsibility for the research management of a research programme and assuring quality in general in relation to the programme’s research activities, publication strategies, project development and applications, development and communication
- Motivating and inspiring the affiliated researchers, for instance in the form of research development discussions, with a view to ensuring the implementation of innovative research activities of high quality within the framework of the research programme
- Having responsibility for the funds allocated to the research programme by the department
- Collecting knowledge and informing the head of department of the development and results of the research programme
- Preparing 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
- Working actively with the PhD programme directors to ensure the best conditions for research talent development
- Entering into dialogue with the director of studies and heads of section regarding the teaching portfolio of assistant professors and postdocs
- Conducting group development interviews, possibly together with the director of studies and/or the head of department, or so that the outcomes of group interviews are brought to the attention of the director of studies and department management for further processing



## **Supplementary functions of research programme directors**

Here are some *supplementary details* about the functions of research programme directors at the faculty, as described and adopted in the memo entitled “New departmental structure at Arts” (19.10.2011).

### **Academic and research/strategic management tasks of research programme directors**

Research programme directors exercise academic management in the form of research management, which comprises the following:

- Participation in the department’s research and knowledge-exchange committee, advising the head of department in all issues related to research, including research and recruitment strategy
- Responsibility for the implementation of the department’s research and knowledge-exchange strategy in dialogue with the research programme’s units and members
- Responsibility (in cooperation with the research programme units and members) for drawing up research objectives and plans in accordance with the department’s research and knowledge-exchange strategy
- Responsibility for regular follow-up on the programme’s research objectives (via PURE) and informing the head of department of this
- Responsibility for managing and establishing a strong research environment and research community by motivating and inspiring the programme members, for instance in relation to applying for external research funding, establishing research seminars/conferences/camps, participating in conference panels, mutual peer reviews of articles, applications etc., knowledge-exchange activities, including junior researchers in programme activities, arranging special activities for junior researchers and other activities that support the same objectives
- Responsibility for the academic performance of new members of staff in the research programme
- Responsibility for supplying information for job advertisements and perhaps participating in job interviews and providing information about possible candidates from among the research programme’s staff for awards/councils/committees
- Responsibility when necessary for group development interviews with research units under the research programme
- Responsibility for and approval of withdrawals from the programme’s funds for research activities (e.g. seminars, workshops, visiting lecturers)
- Responsibility for and academic approval of the use of funds by programme members for research trips (academic approval of the activity in question). However, this does not apply to official trips made on behalf of the department, which are subject to the approval of the head of department



**The research programme director is not responsible for monitoring the research efforts of the members of the programme, or for entering into agreements in connection with monitoring or follow-up discussions. This task is incumbent on the head of department alone.**

