

WELCOME TO AALBORG UNIVERSITY AND TO DEPARTMENT OF BUSINESS & MANAGEMENT

TEMPUS STUDY VISIT,
MONDAY, APRIL 29, 2013

BIRGITTE GREGERSEN, HEAD OF DEPARTMENT
DEPARTMENT OF BUSINESS AND MANAGEMENT



AALBORG UNIVERSITY
DENMARK

Agenda

1. Short intro to Aalborg University and Dept. of Business and Management
2. The broader landscape of HE and current “hot issues” in the Danish HE landscape
3. A closer look at department management - Dept. of Business and Management as an example

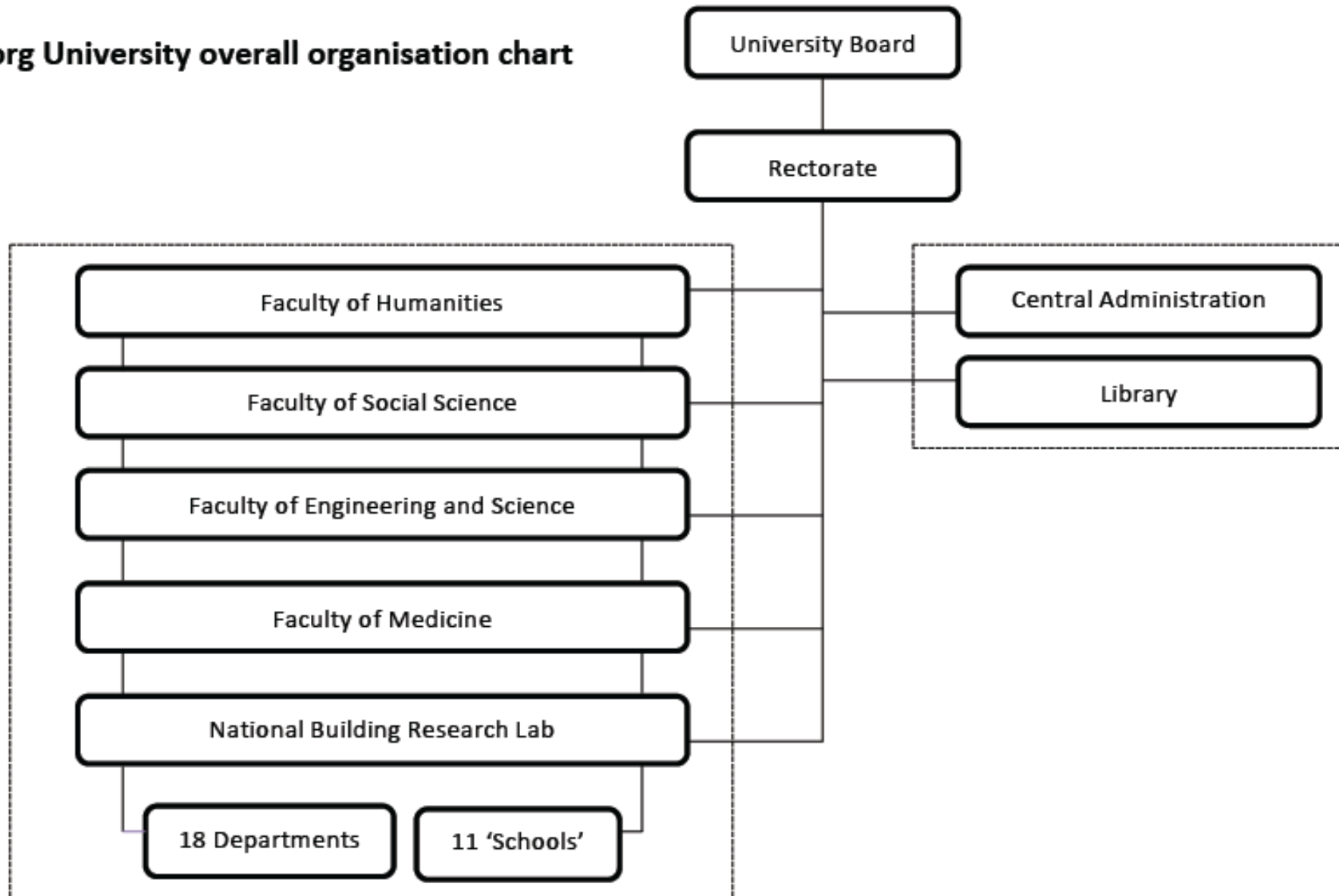
1.1 About Aalborg University

- Founded 1974 (merging of existing institutions + new study programmes)
- Part of a regional development strategy (less brain drain and more brain gain)
- Problem Based Learning (PBL) as the basic model (inter-disciplinarity, project-organized group work), “modernization”
- Cooperation with business, organisations and institutions within teaching and research (regional, national, internationally)
- From 2.000 students in 1974 to around 18.600 today (10% international”)
- From 500 employees in 1974 to 3.000 employees
- Budget from 70 mill. DKK (9 mill. €) in 1974 to 2.500 mill. DKK (337 mill. €) today
- Campus in Aalborg, Copenhagen and Esbjerg
- Engineering & Science; Health; Humanities; Social Sciences

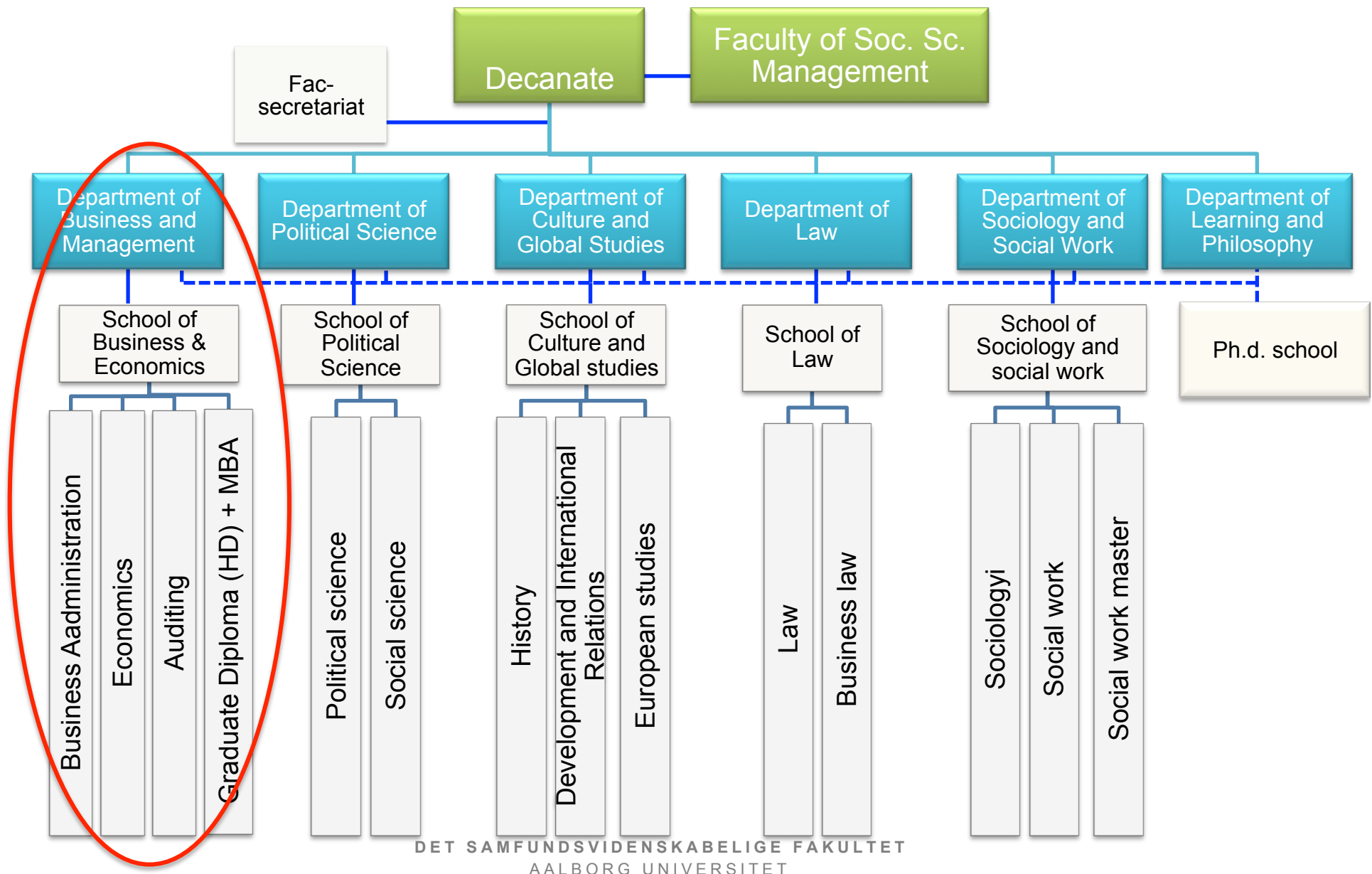


AALBORG UNIVERSITY
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Aalborg University overall organisation chart



FACULTY OF SOCIAL SCIENCES

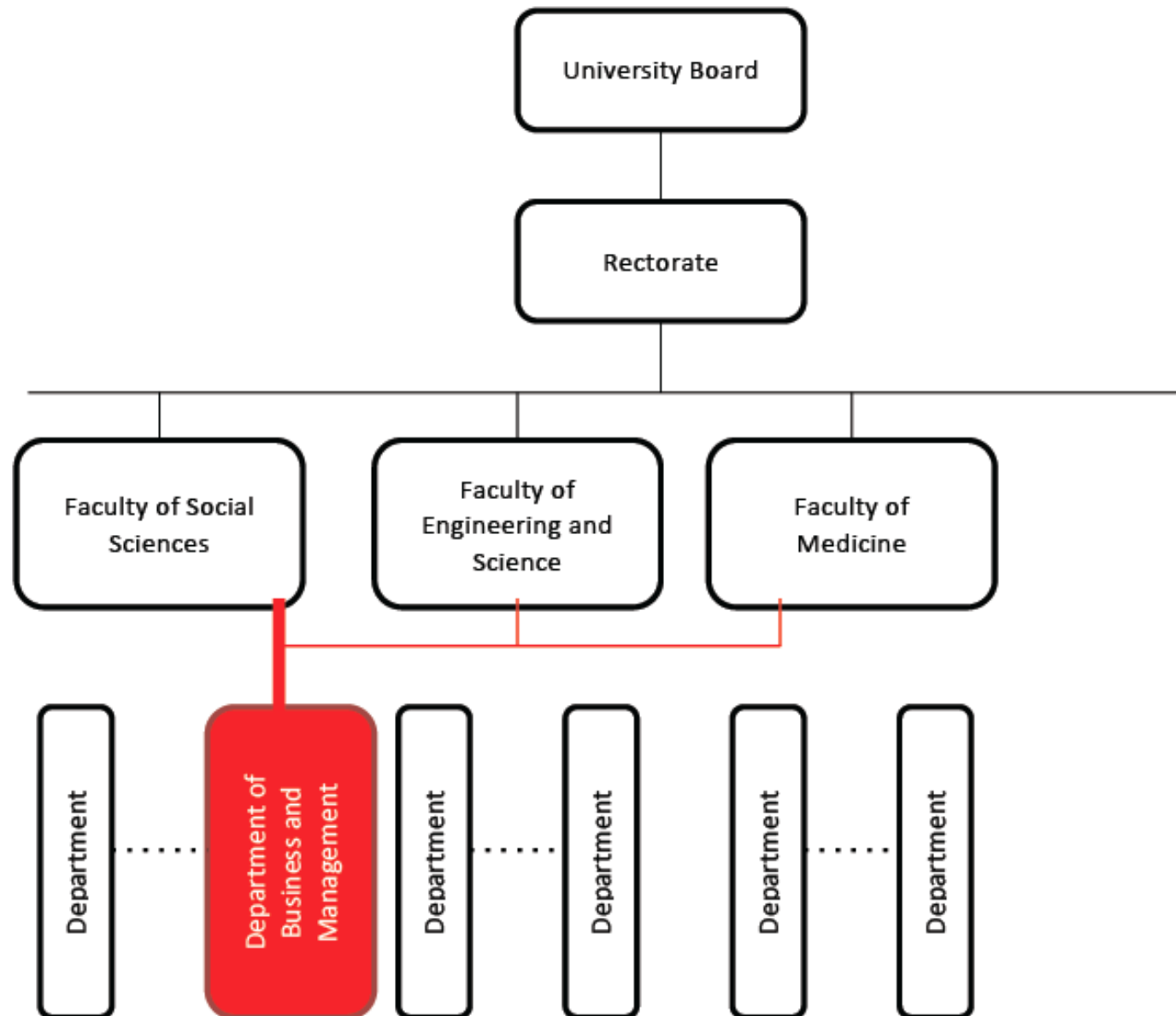


Department of Business and Management is a cross-faculty department:

3/4 of activities, staff etc. within social sciences

1/4 engineering and medicine [Center for Industrial Production (CIP) and

Danish Center for health Care Improvements (DCHI)]



Research Groups and Research Centres at the Department

- [Entrepreneurship and Organizational Behavior - EOB](#)
- [Center for Industrial Production - CIP](#)
- [Center for Research Excellence in Business models - CREBS](#)
- [Danish Center for Health Care Improvements - DCHI](#)
- [Firms, Innovation and Relations Management - FIRM](#)
- [International Business Centre - IBC](#)
- [Innovation, Knowledge and Economic dynamics - IKE](#)
- [Management Accounting and Control - MAC](#)
- [Macroeconomic Methodology, Theory and Economic Policy - MaMTEP](#)
- [Theory Building Research Programme - TBRP](#)
- [Research group for Unlimited Knowledge Application - UKA](#)

Research Networks

- [Center for Regional Development - CRU](#)
- [Dynamics of Institutions and Markets in Europe - DIME](#)
- [The Danish Research Unit for Industrial Dynamics - DRUID](#)
- [The Global Network for the Economics of Learning, Innovation, and Competence Building Systems \(GLOBELICS\)](#)
- [Nordjysk Konjunkturbarometer - NJK](#)

Study programmes in Business and Economics

Bachelor level

- BSc. in Economics and Business Administration - HA
- BSc. in Economics and Business Administration (En) - EBA/IBC
- BSc. in Economics and Business Administration (En; 4th - 6th semester) - IBC
- BSc. in Economics (Oecon)

Graduate diploma level

- HD

Master level

- MSc. in Innovation Management (cand. merc.)
- MSc. in International Business Economics (cand. merc.) - IBC
- MSc. in Management Accounting (cand. merc.)
- MSc. in International Marketing (cand. merc.) - IBC
- MSc. in Organisation and Strategy (cand. merc.)
- MSc. in Innovation, Knowledge and Entrepreneurial Dynamics (cand. merc.) - MIKE-B
- MSc. in Auditing (cand. merc.)
- MSc. in Economics (oecon)
- MSc. in Innovation, Knowledge and Economic Dynamics (cand. merc.) - MIKE-E

MBA

- Master of Business Administration



Ph.d. programmes Dept. of Business & Management

Social sciences:

- Innovation economic programme
- Business economic programme

Engineering and Science (CIP)

“Numbers”

Social science part:

- 1000 BA & MSc. students
- 500 Diploma
- 45 MBA
- 125 staff + International guests (20% prof.) + >50 part time lecturer
 - 65 academic staff
 - 22 administration
 - 36 Ph.d.
- “Turnover”: 120 mill DKK (16 mill €)

CIP: 35-40 (all)

2. The broader landscape of HE and current “hot issues” in the Danish HE landscape

2.1 The broader landscape of HE

- Increasing recognition of the role of universities as important driver for innovation and sustainable growth
- Globalization and restructuring of the production system
- Increased internationalization of knowledge production and knowledge diffusion
- Increased marketization of public sector activities, including HE
- Division of labor between different knowledge institutions

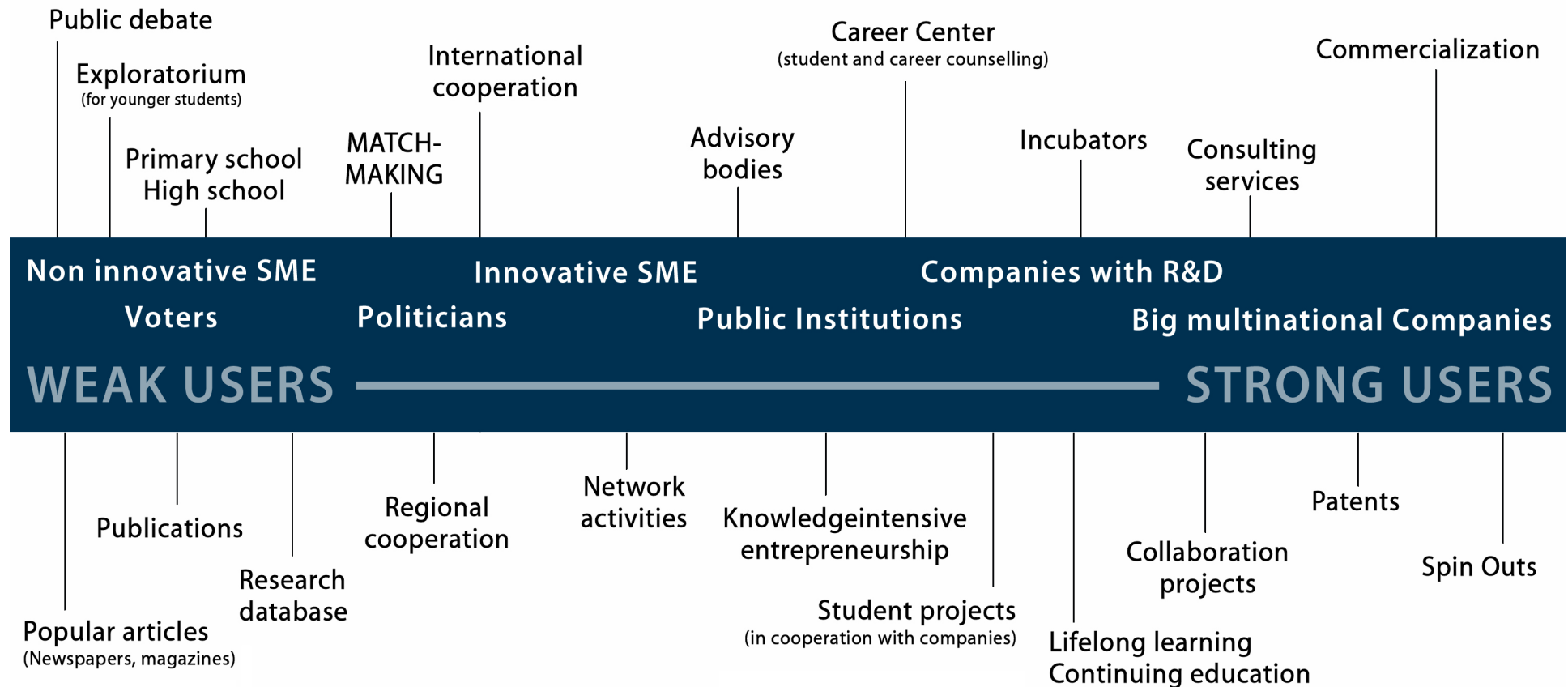
2.2 Current “hot issues” in the Danish HE landscape: **Teaching and enrolment**

- Enrolment and ‘efficiency’ (More students and they have to start directly after high-school and finish in shorter time)
 - Long standing issues: Engineering; Social inclusion / drop-out)
 - Tuition fees (currently no tuition fees for EU-citizens)
 - Mobility between different HE sectors, including master programmes (MBA, MPG, etc.)
 - Location (centralization vs. regional development, Network of Excellence (NoE) / Elite)
-
- Unemployment for new graduates (DK average 6%; >1/3 of graduates within the last 12 month)

2.3 Current “hot issues” in the Danish HE landscape: **Research**

- Increasing dependency on external funding
- “Free funds” vs. “strategic” (specific) programmes
- Patents (income vs. collaboration)
- NoE, Consortia with high rank universities

2.4 Current “hot issues” in the Danish HE landscape: “Third mission” (University – Industry collaboration)



3. A closer look at department management issues

- Dept. of Business and Management as example

3.1 A closer look at selected governance issues

Money flows and Financial autonomy

Financial autonomy: *acquiring and allocating funding, deciding on tuition fees, accumulating surplus (Lisbon Declaration 2007; here from Romeo's intro)*

- Output based funding model (taxameter + basic research + publications (BFI) + external funding)
- Ministry → University → Faculty → Department
 - Moving and conflicting 'targets' (research, teaching, external funding, collaboration with external partners)
 - Incentives (explicit performance management? Group or individual level)
 - Centralization – decentralization (at what level?)
 - Reallocation (study programmes, research groups, individuals)

3.2 A closer look at Governance issues

Staff and Staffing autonomy

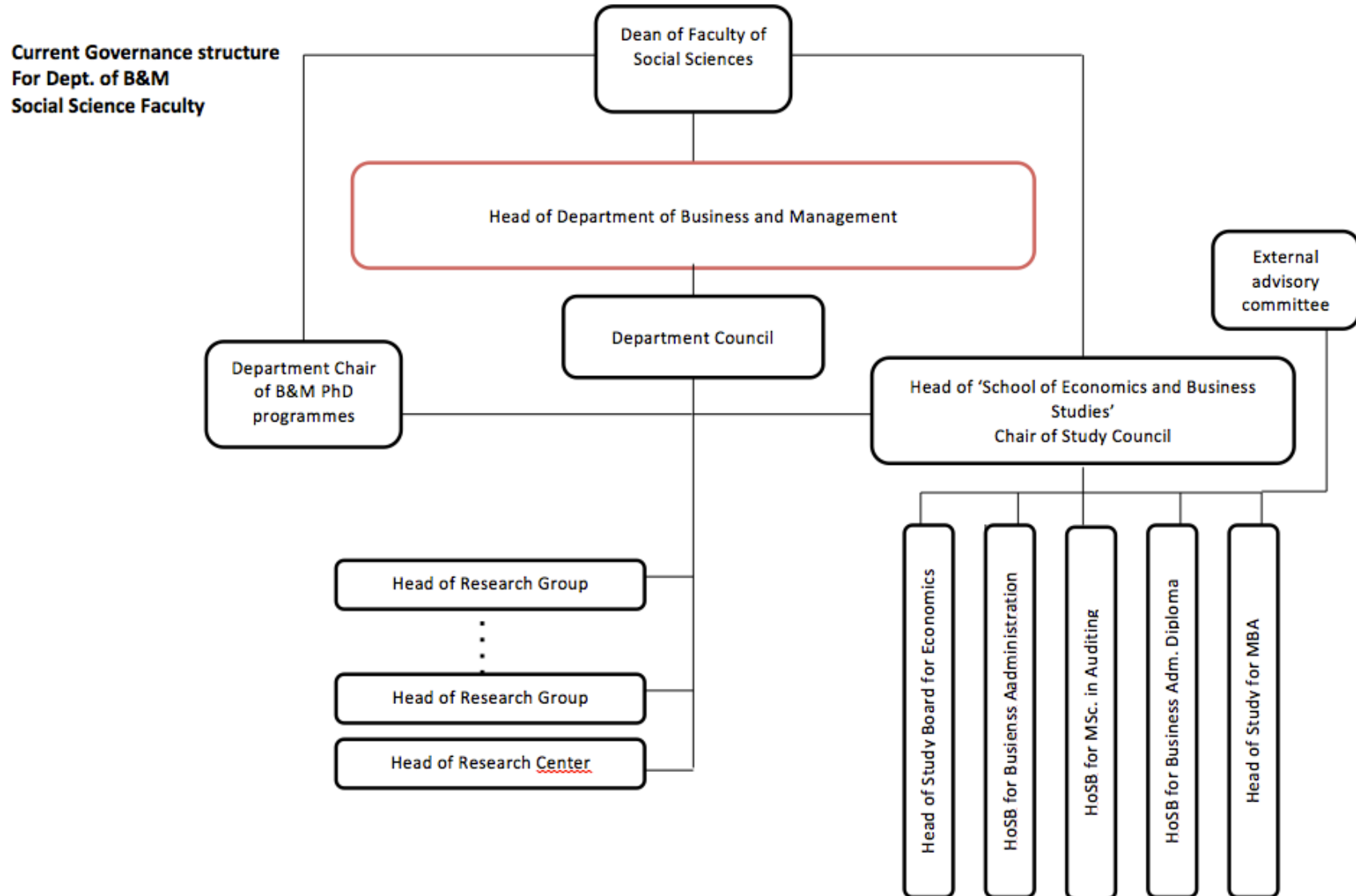
Staffing autonomy: *responsibility for recruitment, salaries and promotions (Lisbon Declaration 2007; here from Romeo's intro)*

- Recruitment
 - 'Critical areas' (corporate finance, management accounting, auditing)
 - International staff
 - Generation shift
- Employment development interviews (MUS)
- Staff administration (division of labor: HR, Faculty, Department, Research group, Secretariat)
- "Infrastructure"/"framework conditions" (office facilities, library, IT, travel & conference budget, administrative support,...)
- Working load (allocation of time [60-40]) and wages; labor market issues

3.3 A closer look at Governance issues

Organizational autonomy

Organizational autonomy: setting university structures and statutes, making contracts, electing decision-making bodies and persons (Lisbon Declaration 2007; here from Romeo's intro)



3.4 A closer look at Governance issues

Academic autonomy

Academic autonomy: deciding on degree supply, curriculum and methods of teaching, deciding on areas, scope, aims and methods of research (Lisbon Declaration 2007; here from Romeo's intro)

- Teaching (on the agenda Wednesday)
- Research
 - Individual level: formal – practice
 - Group level
 - Department level
 - Faculty level
 - University level
- Funding
- Regional, national and international collaboration context

Thank you for your attention
Questions?

Building a medical education

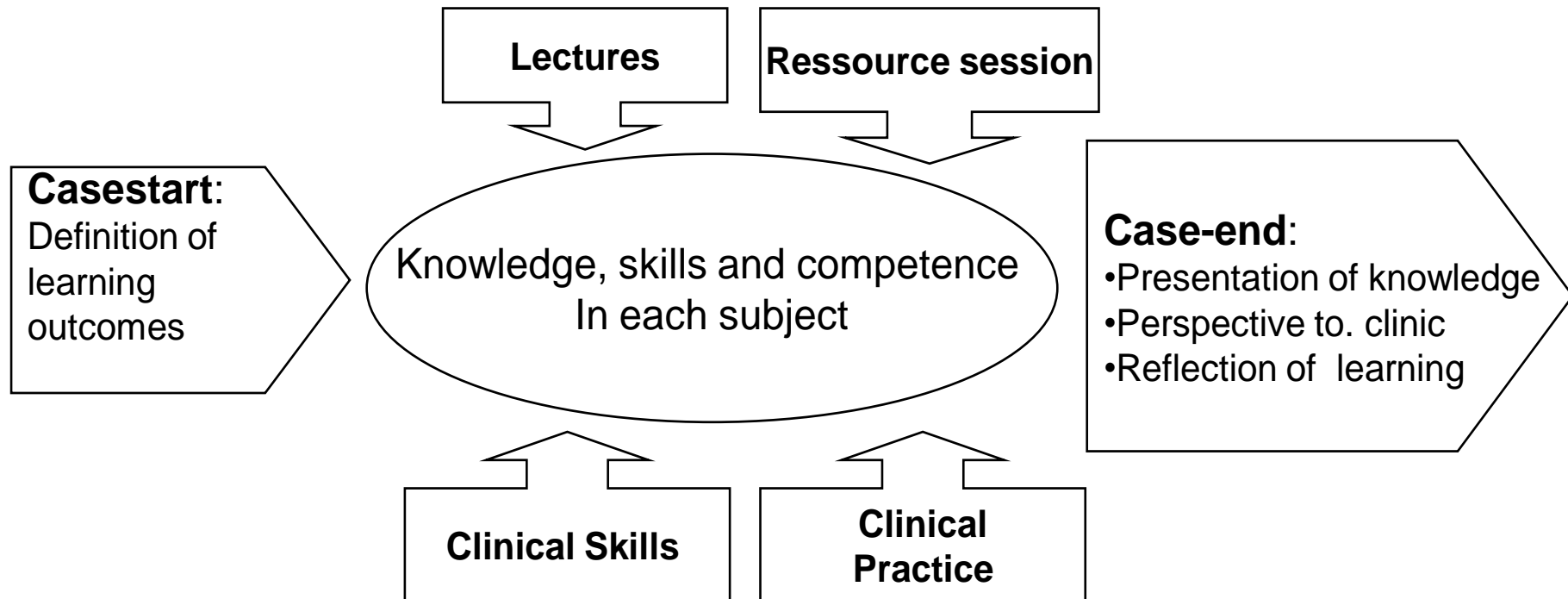
Timeline

- 2006: First medical bachelor, Industrial Medicine
 - Collaboration between Aalborg University and Hull-York School of Medicine
 - No authorization as MD
- 2009: Application for full medical programme
 - Approved April 2009
 - Industrial Medicine curriculum changed
- 2010: First bachelor students in medicine
- 2013: First Candidate students, Aalborg University Hospital

A new medical education

- Aspects of traditional medical educations
 - information overloaded
 - Separation of topics
 - Anatomy
 - Physiology
 - Biochemistry
 - Little emphasis on clinical integration
 - Not student oriented

A new pedagogical model - The case PBL model



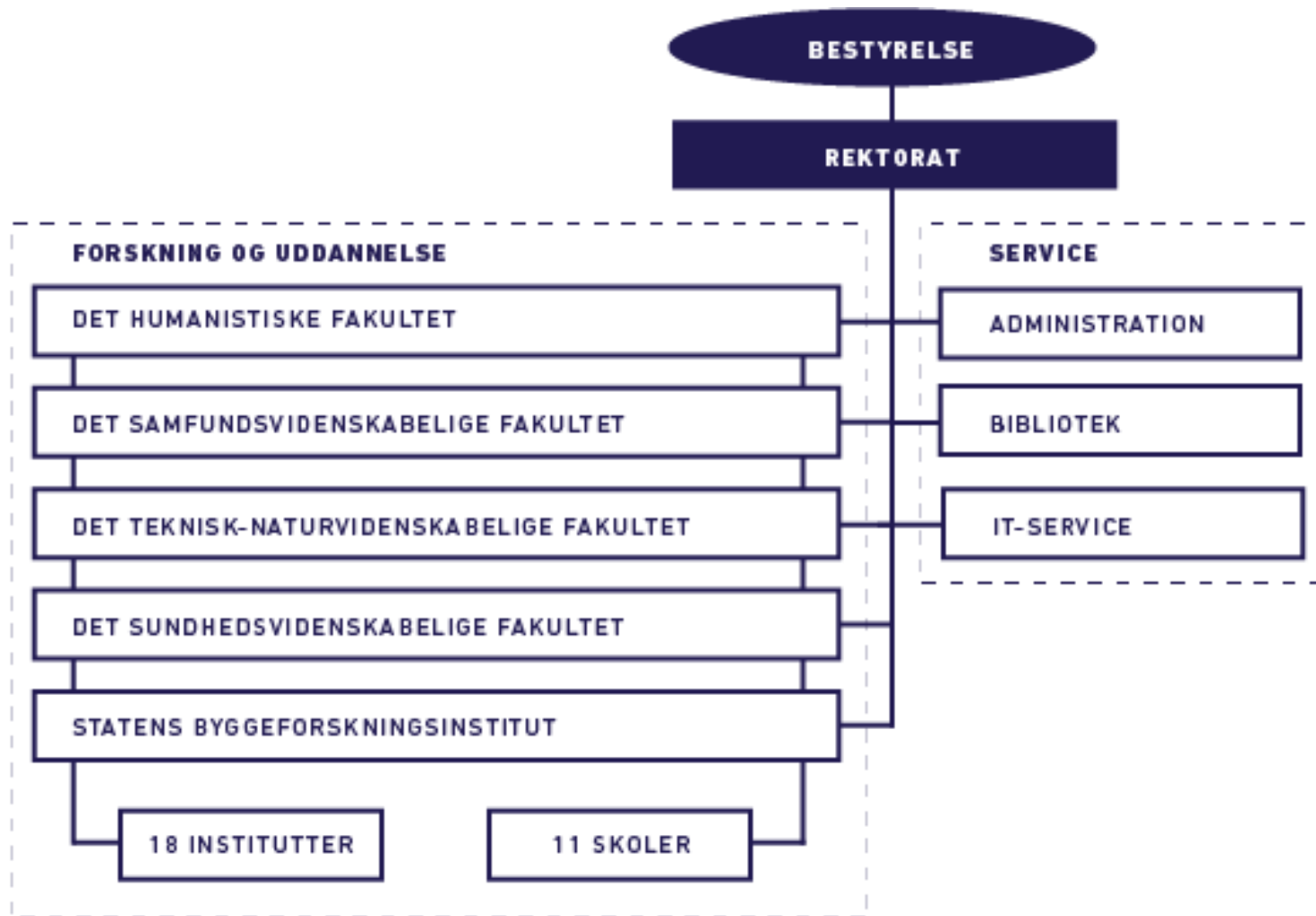
The Board of education, Medicine

- Supervises the education/quality control
- Revises education
- Approves organization of teaching

The School of Medicine

- Manages administration of students
- Economy
- PR efforts

The University management



Organization of Danish Universities

- The government
 - Ministry of Education
 - Danish Agency for Universities and Internationalisation
 - Accreditation of educations
 - Ministry of Research
 - PhD education
 - Research

Other medical educations in DK

- Aarhus
- Southern Danish University
- Copenhagen

Local Authorities

- The region of Northern Jutland
- The hospitals
 - Aalborg Hospital
 - Candidate students
 - Hospital of Northern Jutland (Vendsyssel)
 - Bachelor students
 - Thy-Mors
 - Himmerland

The Danish board of health (SST)

- Approves all changes to danish medical educations
- Authorizes medical doctors

Allocation of resources to Aalborg University – and re-allocation to the Faculties

- and the part PBL play in this

Ole Garsdal Hansen

Aalborg University
Finance and accounts dep.

University income

Education Government/Appropriation Act Production based	Research Government/Appropriation Act Fixed grant	Other purposes Government/Appropriation Act Fixed grant	Subsidies Different sources – EU, private companies, Research councils Through competition
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AAU:	36 % 711 mkr.	37 % 717 mkr.	2 % 29 mk r.	27 % 552 mkr.
	Fixed grant			

Education: University grants for education are linked directly to production:

Passed Exams:

All exams carry a weight in ECTS and for 60 ECTS, one FTE, in Danish one STÅ, is produced.

Each STÅ gives a grant from government, according to the taximeter attached to the STÅ. There are 3 different levels of taximeter:

Level 1: 42.000 dkr (social science, humanities)

Level 2: 64.000 dkr (music, 'soft' IT)

Level 3: 98.000 dkr (health, engineering)

Degrees awarded

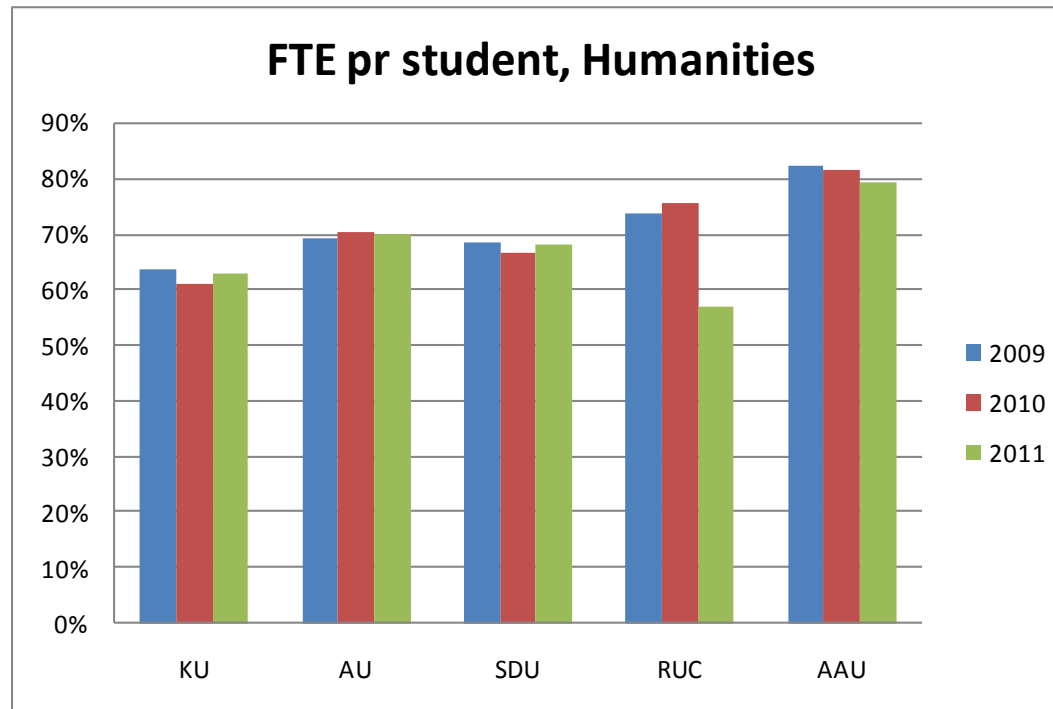
For every awarded degree there is a bonus, if specific conditions are met:

Bachelor level: Time used to finish the degree must be less than 4 year

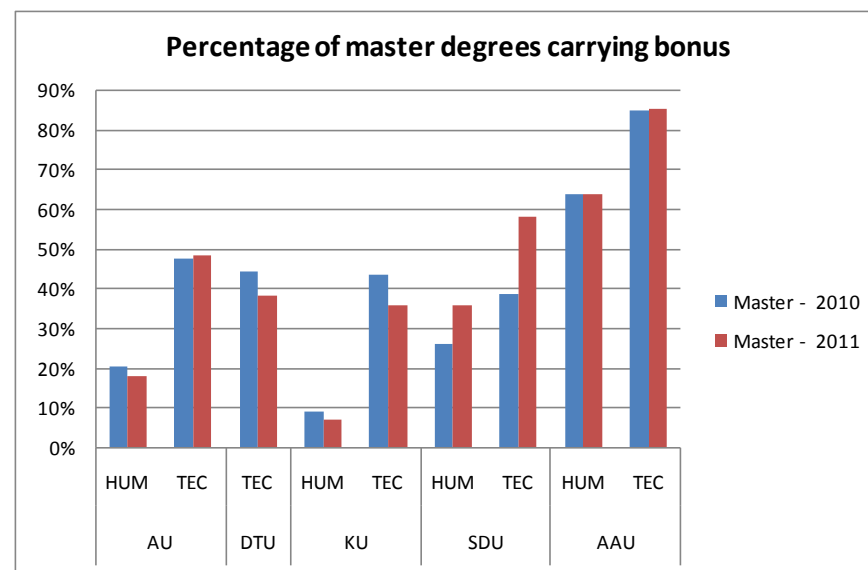
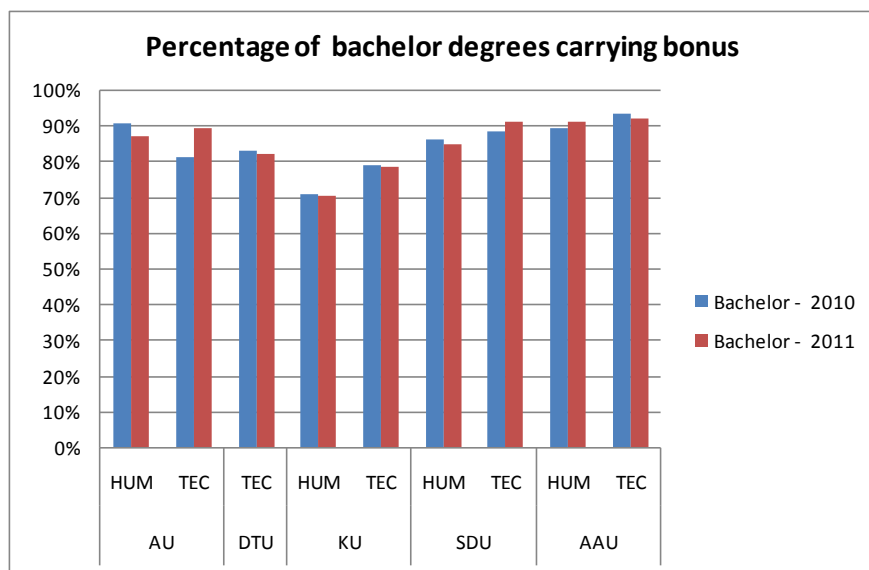
Master level: Time used must be less than 2 years + 3 months

Here there is no specific taximeter, but a fixed amount on the appropriations act, which is divided across the whole university sector according to the number of bonus-bearing degrees for each university (different levels for bachelors and masters)

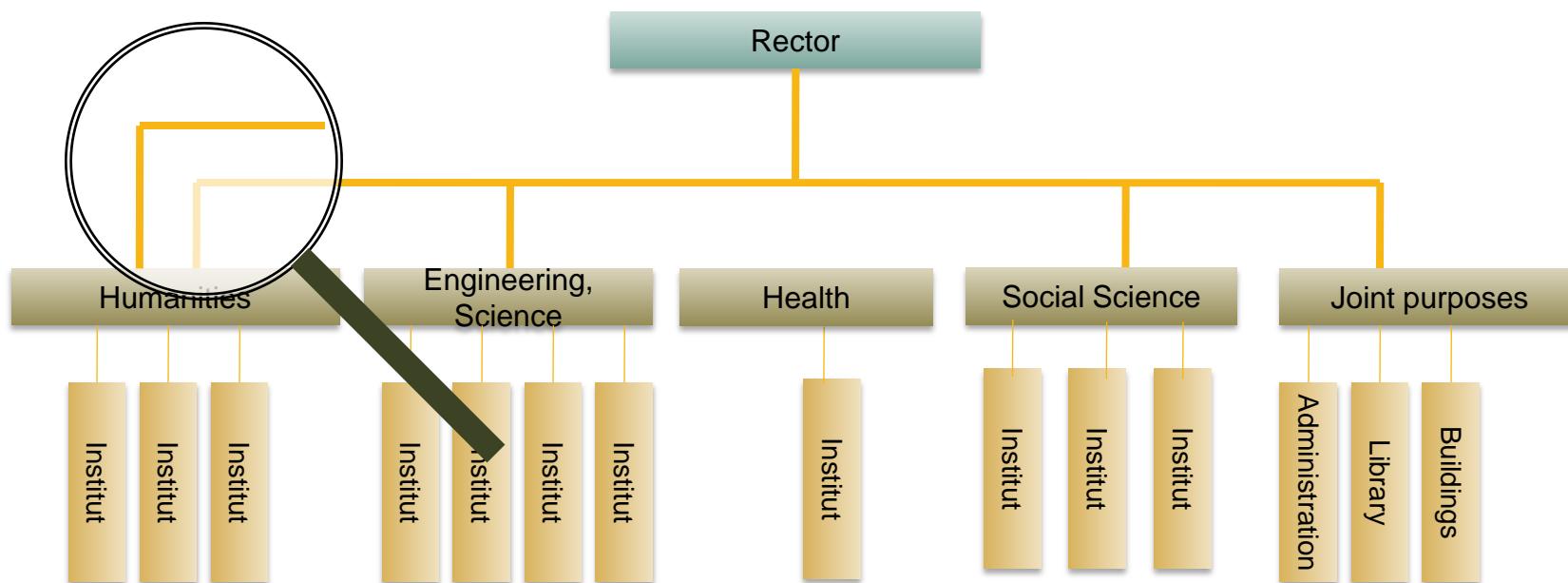
PBL: AAU students are more productive



PBL: AAU gets a bigger share of degree bonus



Universitetets organisation



Budgetting principles at Aalborg University

Main principles:

- Brutto-budgetting
All faculties get the income they earn.
- Incitaments
Research grants (including Ph.d.) from government is distributed to faculties through an incitament-baset model

Further:

- All faculties pays a 10 % 'tax' to cover joint expences (administration etc.)
- All faculties pays an internal rent for housing.

Double layer incitament model:

New research grants are allocated to universities according to share of:

- Taximeter-grant (45%)
- Research grants won in competition (20%)
- Published research (25%)
- Number of Ph.d. degrees (10%)

Allocation to the faculties:

- For all academic staff that have published in the last year a grant to ensure 40% research time is calculated
- Extra grants for support-functions calculated from the above grant
- The residual government research grant is now allocated after:
 - Research grants won in competition (60%)
 - Number of publishing points (40%)

Summary:

