MAKING A **STRONG** UNIVERSITY **STRONGER**

CHANGES WITHOUT A BURNING PLATFORM

WORLD-CLASS UNIVERSITIES CONFERENCE, SHANGHAI, 2011
RECTOR LAURITZ B. HOLM-NIELSEN
Change management of global universities: the case of Aarhus University

• INCREASING DEMAND FOR KNOWLEDGE
• EMERGING GLOBAL MARKET FOR RESEARCH AND HIGHER EDUCATION
• THE EUROPEAN RESEARCH AREA AND NATIONAL REFORMS
• MAKING A STRONG UNIVERSITY STRONGER: THE CASE OF AARHUS UNIVERSITY
• CONCLUSION: CHANGES WITHOUT A BURNING PLATFORM
EMERGING GLOBAL MARKET FOR EDUCATION AND R&D

Students enrolled outside their home country, 1975-2011

International co-authorships, 1985-2005

Source: Data from OECD, Education at a Glance

Source: OECD Science, Technology and Industry Outlook 2007
THE NORDIC KNOWLEDGE REGION
INCREASING DEMAND FOR KNOWLEDGE: the case of DENMARK

Danish Investments in R&D
Millions EUR (2008 prices)
NEW FRAMEWORK CONDITIONS IN EUROPE

1998/99, Intergovernmental agreement: Governmental push for convergence of HE systems by 2010

1999, Bologna Declaration: Key principles adopted by Ministers of Education of 29 European countries

2003 – 2007, Danish sector reforms:
- Reorganizing HE&R institutions (2007)
- Modernizing the funding compact

2008, Aarhus University’s Strategy:
- Research
- Talent development
- Knowledge exchange
- Education

2010, The AU Academic Development Process:
- Unified management
- Interdisciplinarity
MAKING A STRONG UNIVERSITY STRONGER

- We have the courage to challenge the university’s vision
- We will make room for freedom and transcending boundaries
- We will invent flexible solutions to society’s complex challenges
Source: Comparing Research at Nordic Universities using Bibliometric Indicators, A publication from the NORIA Net, NordForsk 2011, p. 61
## AU Key Figures

### Students*

<table>
<thead>
<tr>
<th>Study Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>19,064</td>
</tr>
<tr>
<td>MA</td>
<td>15,620</td>
</tr>
<tr>
<td>Professional/Executive MAs</td>
<td>4,128</td>
</tr>
<tr>
<td>PhD</td>
<td>1,822</td>
</tr>
<tr>
<td><strong>Total no. of students:</strong></td>
<td><strong>40,634</strong></td>
</tr>
</tbody>
</table>

### Staff*

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>4,596</td>
</tr>
<tr>
<td>Academic staff (part-time)</td>
<td>2,028</td>
</tr>
<tr>
<td>Administrative/technical staff</td>
<td>4,765</td>
</tr>
<tr>
<td><strong>Total no. of staff members</strong></td>
<td><strong>11,389</strong></td>
</tr>
</tbody>
</table>

### Finances*

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Accounts 2010</th>
<th>Budget 2011</th>
<th>Budget 2012</th>
<th>Budget 2013</th>
<th>Budget 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover in millions USD</td>
<td>1,003</td>
<td>1,057</td>
<td>1,111</td>
<td>1,147</td>
<td>1,167</td>
</tr>
</tbody>
</table>

*All figures include Engineering College of Aarhus.
*AU has 10% students, 23% PhD students from other countries and 73 nationalities among the staff,
### AARHUS UNIVERSITY in the RANKS

<table>
<thead>
<tr>
<th>League table</th>
<th>Aarhus University position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leiden Crown Indicator, 2010</td>
<td>55</td>
</tr>
<tr>
<td>ARWU, 2011</td>
<td>86</td>
</tr>
<tr>
<td>QS WU Ranking, 2011</td>
<td>79</td>
</tr>
<tr>
<td>THE, 2011</td>
<td>125</td>
</tr>
<tr>
<td>HEEACT 2011</td>
<td>96</td>
</tr>
</tbody>
</table>
"We must organize the “Aarhus University of the future” to enable us to contribute even more to meeting our society’s challenges”

- Globalization
- Food
- Water
- Energy
- Health
- Migration
- Security
- Climate change
- ...

The world is globalized, with complex interconnected challenges which transgress disciplinary boundaries – with regard to causes, consequences, and solutions
A MODERN UNIVERSITY – combining mass and elite

- TALENT DEVELOPMENT
  - PhDs
- EDUCATION
  - Students
  - Lifelong learning
- RESEARCH
  - Professors
  - Research projects
  - Research programmes
- KNOWLEDGE EXCHANGE
  - Post docs
  - Contracts

WCU Shanghai

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Nov. 2011
DIMENSIONS OF CHANGE

• Academic organisation: A unified university with fewer boundaries
  From nine to four main academic areas, from 55 to 26 departments, programmes in same location

• Governance: A unified management with joint responsibility for the entire university
  From ten management units to one single management unit with cross-cutting responsibility and specific responsibilities for research, talent development, knowledge exchange and education

• Administration and finance: A single university without administrative boundaries
  A common financial model, standardised, quality service for the whole university; from three to one (two) levels of administration – front office and back office.

• Academic cheques and balances: 4 academic councils and 4 AU Fora, one for each core activity: research, talent development, knowledge exchange and education
A **coherent** academic structure
AU GOVERNANCE

AU Board

- Advisory Boards
- Employer Panels
- Advisory Committees
- AU Forums
- Academic Councils
- Departmental Forums

AU Management
SCIENCE AND TECHNOLOGY

- Department of Animal Science
- Department of Bioscience
- Department of Environmental Science
- Department of Geoscience
- Department of Engineering
- Department of Agroecology

- Department of Food Science
- Department of Molecular Biology and Genetics
- Department of Physics and Astronomy
- Department of Mathematics
- Department of Chemistry
- Department of Computer Science
AU INTERDISCIPLINARITY

National Centers of Excellence
- 18 National Research Foundation centers
- 5 Lundbeck and VKR centers

Existing interdisciplinary centers:
- iNANO
- MINDlab

6-10 new interdisciplinary research centres
- Centre for Food, Nutrition and Health
- Centre for Global Change and Development
- Centre for iSequencing
- Neurocampus
- Centre for Integrated Register-based Research
- Centre for Arctic Research
CONTRIBUTIONS TO GLOBAL RESEARCH INFRASTRUCTURE

Aarhus Institute of Advanced Studies
- Exceptionally talented younger researchers from all over the world
- Stimulating, international and interdisciplinary environment
- Opportunity to pursue own research interests for a 2-3 year period
- Independent managerial structure with international advisory board

International research platforms
- ASTRID II – Heavy Ion Storage Ring and Synchrotron Radiation Facility
- Research Vessel
- National Centre for Particle Radiotherapy
- National Centre for NMR
- Testing Facilities for Wind and Bio Energy Systems
- Information intensive population databases
- Zackenberg High Arctic Research Station
CONCLUSION: CHANGES WITHOUT A BURNING PLATFORM

• Massive global challenges ahead. Universities must be ready to meet new demands and harness new possibilities.

• New framework conditions in Europe and Denmark provided a window of opportunity for change at Aarhus University.

• All changes at AU have been aimed at shaping a modern university combining features of the mass and the elite university, a university fully capable of meeting the demands.

• Changes have focused on increasing external competitiveness by decreasing internal boundaries, redundancies, and competition.

• The Aarhus University reorganisation objective? To stay among the best, strengthen competitive advantages, fill the role as a large elite university, and provide leadership in society and in the higher education sector.
THANK YOU

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