Offentlia

HIGH LEVEL SEMINAR









QUESTIONS

- How can Denmark become the attractive destination for the brightest talents?
- How do we ensure the necessary infrastructure to allow circulation of talent?
- Is Danish language an issue in internationalisation?



QUESTIONS

- Hvordan udnytter de danske universiteter dekompetencer, som internationale studerende bringer med? El. Hvordan internationaliseres de dasnek uddannelsesmiljøer?
- Hvordan klæder uddannelsesinstitutionerne danske studerende på til at agere på et globalt uddannelsesmarked?



REASONS FOR CHANGE

- What made it possible?
 - Accumulated need for reforms since the 1980's and 1990's
 - Understood need for increased interaction between research and society
 - Increased global competition
 - Change in influence
 - From a more traditional research policy idea
 (the Humboldt model and the linear models focus upon autonomy and internal academic criteria and governance mechanisms)
 - Towards a new public management approach with transparency, accountability, efficiency, competition, contract, documentation and quantification in focus and new innovation policy ideas (closer integration between basic research, strategic research, innovation and knowledge exchange)
 - Political pressure supplemented by free choice of merger partners not all merged
 - Realised in a time of increasing funding (globalisation act of 2006)



A CHANGING UNIVERSITY LANDSCAPE

1998-99, Intergovernm. agreement:

Governmental push for convergence of HE systems by 2010

2000-02.

White Paper & OECD

Review

2003 - 2007, Danish sector reforms:

- New University Act (2003) (2011)
- Reorganizing HE&R institutions (2007)
- Modernizing the funding compact

2010, AU Academic Development Process:

- Unified management
- Interdisciplinarity

1999, Bologna Declaration:

Key principles adopted by Ministers of Education of 29 European countries

2000, European Research Area:

Cohesion in European research, promoting transnational scientific knowledge flow, competition, collaboration and mobility

2008, Aarhus University's Strategy:

- Research
- Talent development
- Knowledge exchange
- Education

2010, European Higher Education Area:

10 years after the Bologna process. Adopted by 47 countries, facilitating efforts to enhance European HE comparability, compatibility and coherence



UNIVERSITY GOVERNANCE - ACT OF 2003

- Autonomy
 - From state institutions to autonomous bodies within the public sector
- Accountability
 - Through the use of university performance contracts
- Governing boards with a majority of external members
 - Safeguard the university's interests as an educational and research institution
 - Determine guidelines for its organisation, long term activities and development
- Appointed leaders in university governance structures
 - Rector, pro-rector, university director, deans and head of departments
- Advisory academic councils
 - Instead of collegial bodies



WHY MERGERS?

- Strong international impulses for change
 - Importance of growth and innovation policy in a globalising knowledge economy
 - Danish public research environment deemed too fragmented by OECD
- High government ambitions
 - More interdisciplinary cooperation in education
 - More flexible and relevant offerings of degree programs for Danish students
 - Greater success for the universities in their applications for EU research funding
 - Higher quality (in the sense of impact) of the Danish university research output
 - Better cooperation between universities and the private sector with respect to innovation
 - More effective knowledge relationship between public research sector and ministries



POLITICAL PLATFORM OF THORNING-SCHMIDT GOVERNMENT 2011

- 95 % should complete youth education, 60 % higher education
- 25 % should complete research based higher education by 2020
- 2.5 % in PhD and 1% in post doc programmes
- Strengthen the national innovation strategy: education, research, innovation
- State Education Grant, taximeter for first two cycles



AU QUADRUPLE HELIX

THE NEW AU

