

UNIVERSITY AND FACULTY STRUCTURE AND GOVERNANCE



AALBORG UNIVERSITY
DENMARK

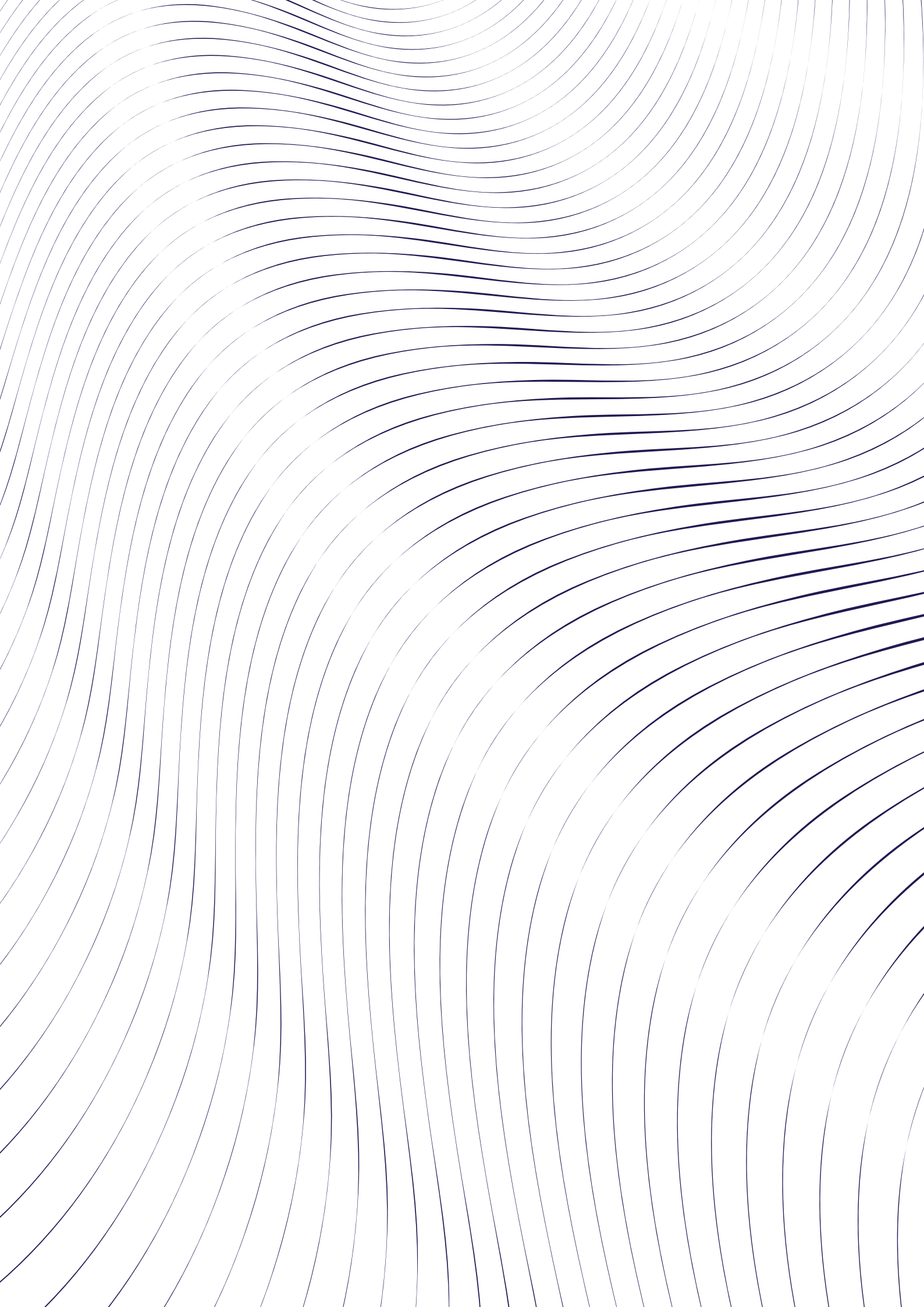


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Preface

This document serves as background information for panel members involved with academic evaluations at the Faculty of Social Sciences at Aalborg University. It provides an overview of the organisational structure of the university and the faculty, including an introduction to the economic, employment and educational structures.

The document begins with a brief introduction to Aalborg University, aimed at providing a general understanding of the university prior to outlining the specifics related to the faculty. In Section 2, the governance structure is reviewed, both at the university level and in relation to Aalborg University and the Faculty of Social Sciences. Section 3 deals with funding, including from where Danish universities receive their funding, and how those funds are internally distributed. Section 4 outlines the job categories, noting the tasks and responsibilities of each position. Finally, the various programmes offered by the faculty are described in Section 5 to provide an overall picture of the educational structure.

Aalborg, February 2018

1. Introduction to Aalborg University

Aalborg University has been providing students with academic excellence, cultural engagement and personal development since its inception in 1974. It offers educational and research programmes in the humanities, social sciences, natural sciences, technical science and health sciences.

Aalborg University opened as Aalborg University Centre (AUC), and gave rise to the Faculty of Humanities, the Faculty of Social Sciences and the Faculty of Engineering and Science.

In 1994, the name changed to Aalborg University (AAU) and in 1995, AAU merged with the School of Engineering in Esbjerg, and a new branch was opened, called AAU Esbjerg. In 2003, AAU opened a branch in Copenhagen, and in 2007, AAU merged with the Danish Building Research Institute (SBI).

Today, AAU has five faculties: the Faculty of Humanities, the Faculty of Social Sciences, the Faculty of Engineering and Science, the Faculty of Medicine and the Technical Faculty of IT and Design. AAU has approximately 21,000 students and 3,400 staff members. University staff is divided into academic staff and administrative staff.

AAU is actively strengthening and developing its profile as a dynamic and innovative research and educational institution oriented toward the surrounding world. Over the past three years, the university has recorded a 50% increase in earnings from its cooperation with external partners. In 2013, Aalborg University received external funding well above 100,000,000 Euro, approximately 22% of the university's total income.

At AAU, teaching and learning centres on problem-based and project-organised learning (PBL). This 'Aalborg PBL Model' builds bridges between the various approaches to teaching, research and innovation, and connects students and researchers.

The study programmes at Aalborg University are characterised by problem-solving group work centred on real-world projects, often solved in cooperation with the business world. Besides giving the students the chance to apply theory to real-life issues, PBL provides graduates with unique skills in teamwork, analytical thinking and results-oriented work-skills highly valued by employers.

Aalborg University boasts a remarkably low dropout and high completion rate, primarily due to the PBL-based pedagogical model. At AAU, the students are in close contact with their teachers and supervisors throughout the semester. Also, the students are mutually accountable for a written project with their fellow group members, and this requires the students to demonstrate a high level of self-motivation and personal responsibility for learning.

The PBL-based pedagogical model of the university is nationally and internationally recognised by universities, researchers and students as an advanced and efficient learning model. Thus, UNESCO has placed its only Danish Chair in PBL at Aalborg University.

2. Governance at Danish Universities and at Aalborg University

This section outlines the governance structure of the university sector in Denmark and provides an overview of how that structure is implemented at AAU. First, the purpose of the Danish universities is explained, followed by a description of the governance structure at the different university levels. The general level is addressed first, followed by a description of its implementation at AAU and the Faculty of Social Sciences.

2.1. PURPOSE OF THE UNIVERSITIES

In the University Act of 2003, four purposes for Danish universities are outlined:

1. The university shall conduct research and offer research-based education at the highest international level in the disciplines offered by the university. The university shall ensure a balanced relationship between research and education, regularly assess the relevancy of its research and educational disciplines, prioritise and develop them further, and disseminate knowledge of scientific methods and results.
2. The university has freedom of research and shall safeguard this freedom and ensure the ethics of science.
3. The university shall collaborate with society and contribute to the development of international collaboration. The university's scientific and educational findings should contribute to the growth, welfare and development of society. As a central knowledge-based body and cultural repository, the university shall exchange knowledge and competencies with society and encourage its employees to take part in the public debate.
4. The university shall contribute to ensuring that the most recent knowledge within relevant disciplines is made available to non-research oriented higher education.

2.2. GOVERNANCE STRUCTURE

2.2.1. UNIVERSITY LEVEL – GENERAL

The university boards look after the interests of the universities in their capacity as institutions for education and research. The board is composed of external members and members representing the universities' scientific staff, including employed PhD students, technical-administrative staff and the students. The majority of the members are external; these members are appointed on the merit of their personal qualifications. The representatives for the students and staff are elected by their respective peers. One of the external members is elected chair of the board. Generally, the board answers to the Danish Minister of Higher Education and Science. The board's responsibilities include:

- Development of the university charter
- Employment and dismissal of the rector
- Conclusion of a university development contract with the minister
- Administration of the funds of the self-governing university and approval of budgets and accounts

The board appoints the rector, who must be an acknowledged researcher and have experience with management and organisation of research environments. The rector is responsible for the day-to-day management of the universities within the framework laid out by the board, including the appointment of deans and the recommendation of budgets to the board.

2.2.2. UNIVERSITY LEVEL – AALBORG UNIVERSITY

See Appendix 1 for an organisational chart of AAU.

The executive board at AAU is responsible for executive strategic decisions. It consists of the rector, the pro-rector, the university director, the innovation director and the five deans. The rector is the head of the executive board and delegates assignments and responsibilities to its members. The executive board meets every three weeks.

2.2.2.1. Aalborg University Strategy 2016–2021

AAU's strategy – Knowledge for the World¹ – forms the basis, charts the course and sets the level of ambition for AAU towards 2021.

During this period, AAU aims to fulfil certain tasks within the following areas:

- Research
- Problem-based learning
- Education
- Knowledge collaborations
- Organisational development

To further its development as a research institution, the university will focus on accomplishing four goals related to the research area:

- AAU will increase the impact of its research in the national and international arenas. This will be done by increasing the volume of contributions to recognised and well-reputed publications and by acquiring a larger number of prestigious grants.
- To support AAU's research and efforts to acquire an increasing number of prestigious grants, a targeted research support initiative will be launched. This initiative will focus on the potential, development and capacity of research environments and ensure that researchers

¹ For more information about Knowledge for the World, see www.strategy.aau.dk

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receive support from administrative staff throughout the application process and project period. The research support initiative will be supplemented by interest promotion in the fora in which framework conditions and calls are formulated.

- AAU will strengthen its endeavours to identify and develop budding research talents through a general talent development initiative.
- AAU will enhance its holistic research and develop new positions of strength in areas with potential for collaboration among its mono-disciplinary research environments. This will be done by launching six interdisciplinary research projects with participants from research environments across AAU.

2.2.3. FACULTY LEVEL – GENERAL

The rector has delegated several responsibilities, including budget and employment responsibilities, to the deans at the various faculties. The deans undertake the management of the faculties and are responsible for:

- ensuring cohesion between research and education and the quality of education and teaching activities
- ensuring inter-disciplinary quality development of education and research at the faculty
- employing and dismissing the head of each department
- appointing study boards and approving chairs and deputy chairs of study boards
- appointing a PhD committee and a chair and deputy chair of this committee
- appointing and dismissing directors of studies as recommended by the study boards
- approving regulations and curricula proposed by the study boards
- dissolving study boards or PhD committees (in special circumstances)
- taking on study board or PhD committee tasks (in special circumstances)

Pro-deans are the dean's deputies. The dean and pro-deans constitute the Dean's Office, which is the highest authority of the faculty. The pro-deans are appointed by and report to the dean, but must also be approved by the rector. The pro-deans undertake tasks in agreement with the dean.

At each faculty, an academic council is established. The academic council oversees the academic interests of the faculty. The purpose of the academic council is to make recommendations to the dean regarding internal allocation of funds, key strategic research areas and plans for knowledge exchange.

2.2.4. FACULTY LEVEL – THE FACULTY OF SOCIAL SCIENCES AT AAU

The Faculty of Social Sciences is headed by the Dean of Social Sciences, the Pro-Dean of Research and the Pro-Dean of Education.

The faculty management is comprised of the Dean's Office and the heads of departments. Together, they make strategic decisions for the faculty

and oversee the management.

The Faculty of Social Sciences consists of six departments: the Department of Culture and Global Studies, the Department of Learning and Philosophy, the Department of Business and Management, the Department of Sociology and Social Work, the Department of Law and the Department of Political Science. The Department of Culture and Global Studies and the Department of Learning and Philosophy are cross-faculty departments, located under both the Faculty of Social Sciences and the Faculty of Humanities.

The faculty contains seven schools: the School of Sociology and Social Work, the School of Learning and Applied Philosophy, the School of Culture and Global Studies, the Law School, the School of Political Science, the School of Business and Economics and the AAU Executive School of Business and Social Sciences. Each of the schools offers several study programmes (see Section 5).

At the Faculty of Social Sciences, the academic council is composed of representatives from the academic staff and the student body, who are elected by their respective peers, and from the administrative staff, who function as observers. The chair and deputy chair are appointed by the council members.

See Appendix 2 for the organisational chart of the Faculty of Social Sciences.

2.2.4.1. Research Areas at the Faculty of Social Sciences at Aalborg University

The research carried out at the Faculty of Social Sciences is extensive:

- **The Department of Culture and Global Studies** concentrates on the interplay between cultural, societal and political processes in a globalised world with special focus on intercultural communication, transnational relations, identity formation and cultural production.
- **The Department of Learning and Philosophy** works in an interdisciplinary way with pedagogical innovation and didactics, organisational learning, education and evaluation as well as philosophy, innovation and ethics.
- **The Department of Sociology and Social Work** focuses on the areas of sociology, social work, work-life and organisation. The research is interdisciplinary and combines perspectives and theories from different academic areas.
- **The Department of Political Science** researches politics and management, political economics, the welfare state, the labour market, digitalisation, management, democracy, opinion-shaping, political communication, evaluation, mobility and international relations.
- **The Department of Business and Management** conducts research within traditional business economics areas, such as financial management, accounting and organisation development, and interdisciplinary research in fields such as health economics, innovation and

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industrial dynamics, business models and entrepreneurship.

- **The Department of Law** focuses its research on legal theory and international influence on its development, concentrating on cyber-crime, family law, succession and social law. The department is in the process of establishing research areas concerning consumer law, company law and civil procedure.

2.2.4.2. Faculty Strategy

The Faculty of Social Sciences at AAU has adopted a strategy for 2016–2021, which focuses on education, research and research collaboration.

The faculty will concentrate on three key points within the research area:

- **Research quality and impact.** The aim of this key point is to increase the faculty's share of prestigious research funding, strengthen research networks and increase the number of contributions in the most recognised publishing channels. To do so, the internal organisation of research will be evaluated and restructured, the process for affiliating internationally recognised researchers will be improved, and ways to further disseminate the faculty's research will be considered
- **Breaking new ground** by improving collaboration structures across departments and faculties, developing and supporting interdisciplinary areas and ideas and strengthening strategic collaboration with external partners.
- **Strategic acquisition of external funding.** To maintain a high level of external funding and ensure a balance in the overall funding, internal quality assurance procedures related to research applications as well as systematic collection, processing and dissemination of feedback from research applications will be examined.

2.2.5. DEPARTMENT LEVEL – GENERAL

Research and teaching activities are undertaken by the departments. The responsibilities of the head of the department – who must be an acknowledged researcher experienced in teaching – include:

- the day-to-day management of the department, including planning and assignment of tasks
- ensuring quality and correlation between research and teaching undertaken by the department
- following up on evaluations of the study programmes and teaching in consultation with the study board and the head of studies
- supervising the quality of research and publication activity of individual academic staff members
- establishing an organisation that – in consultation with students, academic staff and technical and administrative staff – is capable of executing the tasks related to the main academic areas

2.2.6. DEPARTMENT LEVEL – AALBORG UNIVERSITY

Each department has established a department council. The department council advises the head of the department and consists of academic staff, administrative staff and students.

All departments implement strategies for their education and research as a starting point for the development of the department.

The department associated with the present research evaluation will be described in detail in a separate document.

2.3. CONSULTATION COMMITTEES AT AALBORG UNIVERSITY

According to the general rules on consultation committees in public institutions, AAU has established consultation committees at the university, faculty and department levels. The general consultation committee attends to issues common to the entire university. The faculty consultation committee handles faculty level cases, while the consultation committees handle department level cases.

The faculty consultation committee is responsible for a number of issues related to staff policies, gender equality, the work environment and evaluation of staff appraisal interviews, among others.

The task of the consultation committees is to maintain cooperation between management and staff. Through mutual information sharing and ongoing dialogue, the consultation committees define the overall framework and guidelines for work and staff issues.

Thus, the academic councils and the consultation committees jointly ensure and maintain a quality research and working environment at the faculties.

3. FUNDING

Danish universities are largely financed by public funds, including funding from public research councils. There are three types of university funding:

1. Basic funding, in which the government allocates annual funds directly to the universities.
2. External funding, which includes donations from foundations and private individuals as well as research grants from the EU and scientific councils.
3. Other operating income, such as financial income and fees.

The state allocates resources for the universities' teaching, research and other activities, including administration and buildings. The distribution of resources is based on political decisions and historical development, and is increasingly characterised by the principles of performance management – educational funding relies directly on the number of students passing exams, while research funding is dictated by the national research performance indicator, the number of PhD degrees awarded and the ability to attract external funds in a competitive environment.

3.1. BASIC FUNDING

Basic funding consists of two types of funding: funding for education and funding for research. The two types are explained below.

3.1.1. FUNDING FOR EDUCATION

Funding for education is further divided into funding for ordinary education and funding for continuing education.

3.1.1.1. Funding for Ordinary Education

Ordinary education is solely funded by the Danish government. However, students from outside the EU pay fees. Education funding is based on the 'taximeter scheme', where student performance is measured in terms of exams passed. For each student who passes an exam, a certain amount of money is paid to the university. As such, the budget is calculated as the number of passed exams (full-time equivalent) multiplied by various tariffs, determined by the government. The size of the tariff depends on the education, the student sits an exam for. The university receives no compensation for students who fail or do not attend their exam(s).

To increase the universities' incentive to matriculate students, the taximeter scheme is supplemented by a completion bonus, whereby the universities receive a bonus when a student completes a bachelor's or

master's degree programme within the prescribed period of study. Recently, the Danish government introduced a 'Study Progress Reform', which grants economic incentives to universities that implement initiatives to reduce the average study period.

3.1.1.2. Funding for Continuing Education

Students who participate in continuing education pay a fee to attend, which is determined by the faculty based on the cost of the programme. The faculty also receives funding from the state based on the taximeter scheme.

3.1.2. FUNDING FOR RESEARCH

The universities receive annual funding from the government in the form of subsidies for basic research, including research training. These funds are distributed among the faculties through an internal distribution model, providing a basic grant that corresponds to that of the previous year. As this basic research grant has historically increased from year to year, the surplus is distributed among the faculties based on the following distribution parameters, calculated two years before the budget year: educational revenue (45%), revenue from external research and tuition fees (20%), BFI points (25%) (explained below) and PhD degrees (10%).

3.1.3. THE RESEARCH PERFORMANCE INDICATOR (BFI)

To strengthen Danish research, in 2010 the government adopted a bibliometric research indicator (BFI) upon which a small percentage of funding is based. This indicator is used to identify and measure scientific publishing activities across research institutions.

BFI measures scientific publishing activities (scientific monographs, scientific articles and scientific chapters in anthologies, patents and doctoral theses) in publications and journals that appear in the official [authoritative records count](#). To appear in the records, publications must be peer reviewed and the publishers must be selected from BFI list assembled by the 67 trade groups responsible for quality assurance. The groups also select the classification level for the publication channels, categorising the most highly respected journals and publishers as 'level 2' and the remaining as 'level 1'. From autumn 2017, publishing channels may be categorised as 'level 3'. Particularly excellent publications will be assigned to this level.

Publications are weighted according to their type and, for journal articles, the ranking of the journal. The calculation of the indicator is based on a public register of all scientific publications produced by employees from

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research institutions.

3.2. EXTERNAL FUNDING

External funding includes donations from foundations and private individuals as well as research grants from the EU and scientific councils.

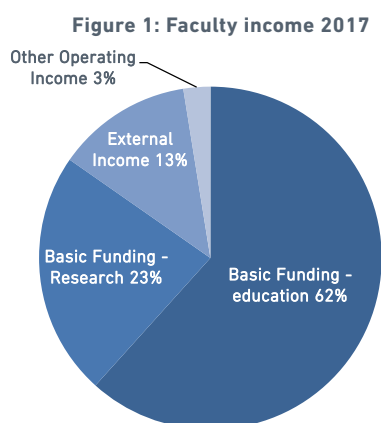
Denmark has a rather clear demarcation between bottom-up (independent) research and strategic research when it comes to the government-funded research. For example, [Independent Research Fund Denmark](#) is responsible for researcher-driven research. The Faculty of Social Sciences obtains the majority of its funds from the Social Sciences Research Council, but others are generated from the Humanities Research Council, as the latter covers disciplines such as history. [Innovation Fund Denmark](#), on the other hand, has a large focus on societal challenges, strengthens research and increases innovation commitment within private companies.

3.3. DISTRIBUTION OF BASIC FUNDING AT AALBORG UNIVERSITY

The funds granted to AAU in accordance with section 19.22.17 of the Finance Act are allocated to the five faculties based on a plan of distribution recommended by the rector and approved by the AAU Board. In addition to funds from the Ministry of Higher Education and Science, AAU also receives funds from the Ministry for Children and Social Affairs. The funds are given to each faculty as a lump sum. The dean of each faculty then decides on the principles for internal distribution of the funds among the faculty's departments, schools and study boards. These principles must agree with the overall goal and strategy of AAU and must be in accordance with the requirements of grants, frameworks and guidelines.

3.4. BUDGET PRINCIPLES FOR DEPARTMENT FUNDING

At the Faculty of Social Sciences, total income is divided into four categories, as seen in Figure 1.



The current model for distribution of basic research funds from the faculty to the departments were established in 2014. In 2014, the funds were distributed solely on the parameters mentioned in Section 3.1.2. From 2015 onwards the basic research funds are distributed to departments in the form of last year's grant plus a share of additional funds for the year. The share of the additional funds are based on the parameters mentioned in Section 3.1.2.

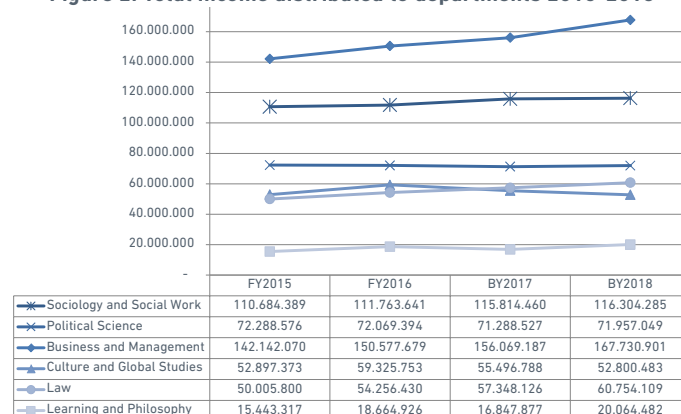
The departments are then charged fees for various expenses. Departments must pay rent dependent on their allotted square metres as well as a fee to AAU Shared Services for the infrastructure at disposal (this contribution is dependent on income). Finally, they must contribute to the Faculty of Social Sciences' joint expenses, which covers activities carried out at the faculty, the Dean's Office, operations at the Faculty Office and comprises shared strategic funding.

After paying the fees, departments pay academic staff, project expenses, the amount allocated to schools and study boards and, finally, the department budget.

The department budget includes all additional expenses, including salaries for technical and administrative staff, as well as operational costs, which encompasses staff activities such as travelling and conferences, consultancy services, IT purchases and other items.

Figure 2 shows the development in the faculty's total income, distributed to the departments.

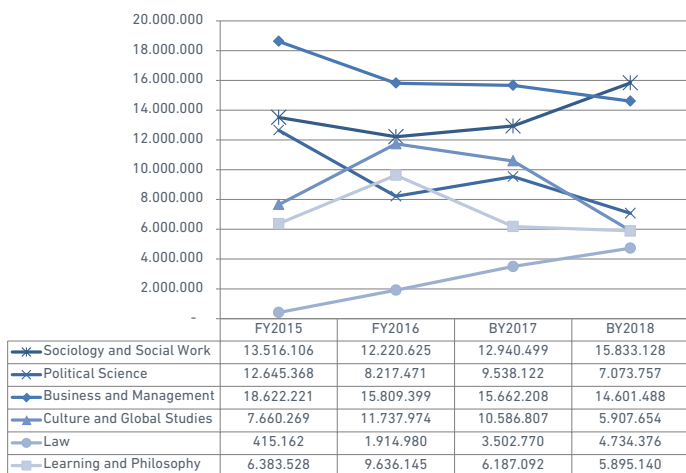
Figure 2: Total income distributed to departments 2015-2018



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Figure 3 shows the faculty departments' external spending from 2015–2018.

Figure 3: External spending, distributed to departments 2015-2018



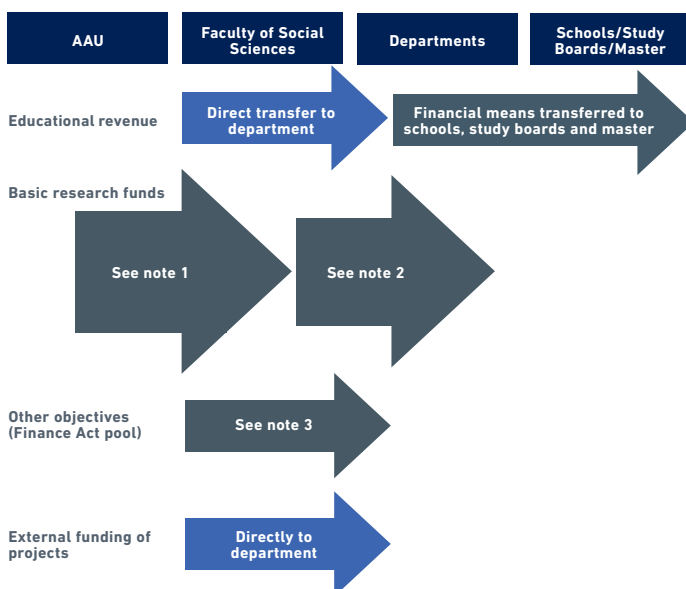
2) Basic funding distributed to departments based on the previous year's distribution. Residual distributed according to the distribution plan from the AAU model.

3) Distributed according to department share of educational revenue, basic research funding and externally funded projects.

As mentioned previously, the departments contribute to the AAU Shared Services' budget (18.3% in 2018) and to the Faculty of Social Sciences joint expenses (5.17% in 2018). Furthermore, they have to pay rent.

The flow of money from university level to faculty level down to department level can be seen in Figure 4.

Figure 4: Budget model, Faculty of Social Sciences - income



Notes:

1) Distributed to departments based on 45% educational revenue, 25% BFI points, 20% external projects plus tuition (continuing and further education) and 10% PhD degrees. Corresponds to new AAU distribution model.

4. STAFFING

Danish universities are required to comply with the state law, and the State Employer's Authority negotiates collective agreements with the labour organisations in terms of payment and employment.

4.1. JOB STRUCTURE FOR ACADEMIC STAFF AT DANISH UNIVERSITIES

The Memorandum on Job Structure for Academic Staff at Universities provides the framework for employment positions, and university management defines the specific job content.

4.1.1. POSITIONS BELOW THE LEVEL OF ASSISTANT PROFESSOR

PhD positions are fixed-term education positions lasting three years.

'Research assistant' is a fixed-term academic position. The principal responsibilities are research and/or teaching. The position is held for a maximum of three years. Applicants for the position of research assistant must hold a master's degree.

'Assistant lecturer' and 'part-time lecturer' are both part-time positions. Principal responsibilities include independent performance of teaching duties. Applicants must hold a master's degree, and part-time lecturers must have additional qualifications, such as particular areas of specialisation, expertise or practical experience achieved through employment involving the actual application of the discipline.

4.1.2. POSITIONS AT THE LEVEL OF ASSISTANT PROFESSOR

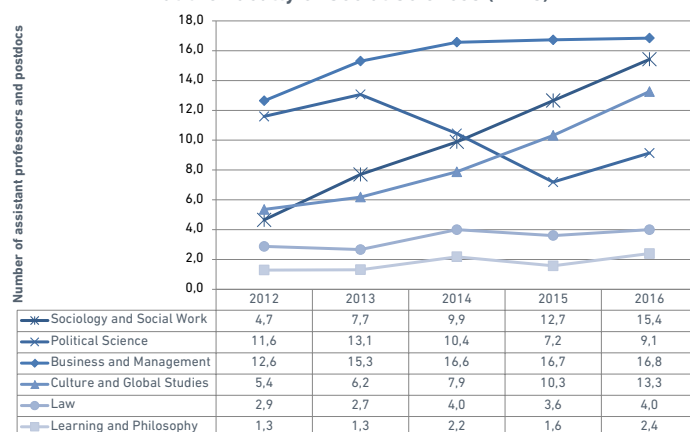
The assistant professor position requires a PhD. The position may take the form of a fixed-term position held for a maximum of four years or a tenure track position held for a maximum of six years. A positive tenure evaluation allows the candidate to become an associate professor.

The main responsibilities are research, including publication/academic dissemination duties, and research-based teaching with associated examination duties. In addition, the position may include a duty to share knowledge with the public. During the employment period, an assistant professor must complete a teacher-training program.

'Postdoc' is a fixed-term academic position. Typically, the position is weighted heavily in favour of research. In addition, a certain amount of teaching may be required. Other responsibilities may be included to a limited extent. The position does not require that pedagogical competencies be enhanced.

The change in assistant professors and postdocs (FTEs) across the Faculty of Social Sciences departments has primarily increased since 2012, as can be seen in Figure 5.

Figure 5: Assistant professors and postdocs at the Faculty of Social Sciences (FTEs)



4.1.3. POSITIONS AT THE LEVEL OF ASSOCIATE PROFESSOR

The position of associate professor normally takes the form of a permanent appointment, but might also be fixed-term, as may occur in the appointment of visiting associate professors or in connection with special projects and external funding.

Associate professors have the same responsibilities as assistant professors. In addition, associate professors may be asked to manage research, take part in academic assessments and supervise or provide guidance to PhD students and assistant professors.

The change in associate professors (FTEs) at the Faculty of Social Sciences is seen in Figure 6.

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**Figure 6: Associate professors
at the Faculty of Social Sciences (FTEs)**

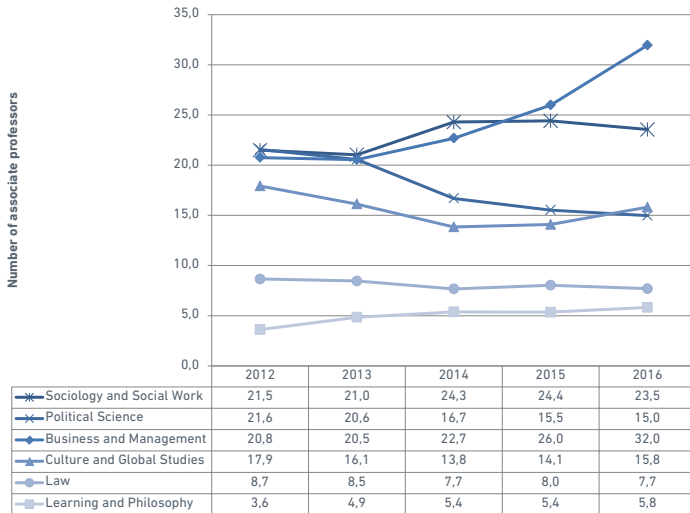
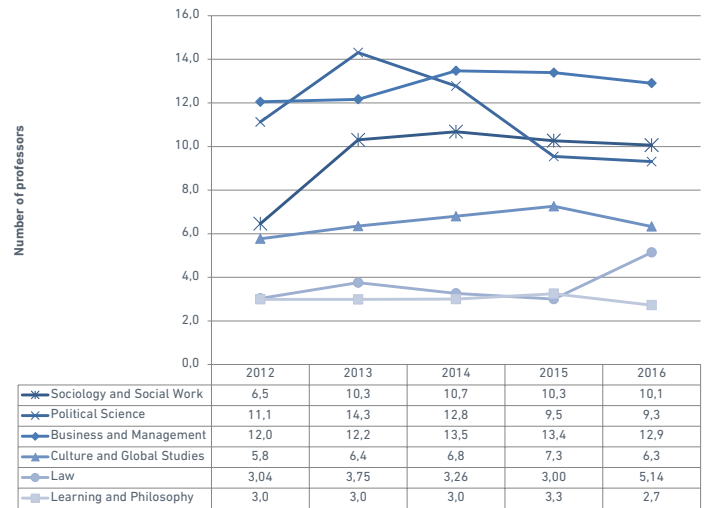


Figure 7: Professors at the Faculty of Social Sciences (FTEs)



4.2. APPOINTMENT OF ACADEMIC STAFF

An academic position is opened by the dean based on recommendations from one of the heads of department. Professorships and associate professorships must be advertised internationally.

For professor, associate professor and assistant professor positions, the dean selects an appointment committee and an assessment committee. The chair of each committee (usually the head of department) shortlists the candidates to be evaluated by the assessment committee. The dean makes the final decision.

For appointments to other academic positions, the process is similar, but there are a few variations in the composition of the assessment committee.

If foundations or councils under the Danish Ministry of Higher Education and Science or a non-governmental fund have provided at least half of the funding for the appointment of a person nominated by the funders, the dean is entitled to appoint this person without advertising the position, provided the nominated individual receives a positive academic assessment. This form of appointment is frequent in departments with large shares of external funding and is often used to fill junior researcher positions such as postdocs.

4.3. RESPONSIBILITIES OF ACADEMIC STAFF

According to the Danish University Act, the head of the department undertakes the day-to-day management of the department, including planning and assignment of tasks. The head may assign specific tasks to individual staff members. During the periods where members of the academic staff are not performing such tasks, they are free to conduct re-

4.1.4. POSITIONS AT THE LEVEL OF PROFESSOR

The tasks and areas of responsibility of professors are the same as mentioned under associate professors, but they are expected to have greater abilities.

Applicants for the position of full professor must be able to document a high degree of original academic production at the international level, demonstrating that the applicant has contributed to the development of the academic discipline in question. Teaching qualifications and the applicant's ability to manage research and any other management functions, such as those related to cooperation with other universities, is emphasized. A professorship normally takes the form of permanent appointment.

'Professor with special responsibilities' includes fixed-term specific functions as well as responsibilities generally associated with professorships. This position may last for three to five years, with the option to extend to a maximum of eight years. Typically, the positions are established with a view to appointing particularly talented researchers to develop a special field of research or education within a promising discipline at an international level. At the end of the employment period, the special responsibilities are discontinued and the employee transfers to the position of associate professor at the university.

The development of professors (FTEs) at the Faculty of Social Sciences can be seen in Figure 7, which includes both full professors and professors with special responsibilities.

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search within the strategic framework laid down by the university.

In practice, researchers and research groups are usually quite free to plan and conduct research activities, including applying for external funds, but policies may vary across departments. Formally, all applications for external funds need to be approved by the head of the department, who must also supervise the research quality and the publication activity of individual researchers.

Non-research and administrative tasks are divided among the academic staff by the head of the department. Usually, the head attempts to divide these tasks evenly among the assistant, associate and full professors, allowing each individual approximately the same amount of time for research, but this may vary across departments. In certain cases, assistant professors have lighter teaching loads than other researchers. The departments keep records of non-research tasks.

At the Faculty of Social Sciences, different teaching requirements are attached to the various job positions. These can be seen in Table 1.

Table 1: Teaching requirements at the Faculty of Social Sciences

Job Position	Teaching hours per year	Note
PhD student	200*	*PhD students must teach 600 hours during their enrolment period (normally three years).
Postdoc		Teaching requirements are outlined by specific agreement.
Assistant Professor	820	After completing the teacher-training program, the assistant professor is credited 189 teaching hours. The teacher-training program normally takes three semesters.
Associate Professor	984	
Professor	984	

5. STUDY PROGRAMMES

The universities offer research-based education at the undergraduate and postgraduate level as well as continuing and further education. Undergraduate and graduate degree programmes are only offered after their quality and relevance have been approved by the Danish Accreditation Institution. The relevance of new programmes is also approved by the Ministry of Higher Education and Science.

5.1 UNDERGRADUATE QUALIFICATIONS – UNIVERSITY BACHELOR'S DEGREES

University bachelor's degrees are awarded upon the successful completion of the three-year undergraduate programme (worth 180 ECTS credits), which normally centres around one or two fields of study. The study programmes are research-based and provide students with a broad academic foundation as well as specialist knowledge, combined with applied, theoretical and analytical skills. Students are required to submit a final thesis. The study programmes qualify students for careers in their field and postgraduate studies, such as the two-year master's degree programme. The Danish and English title is BSc/BA + field of study.

Upon completion of a bachelor's degree programme, most students immediately enrol in a master's degree programme.

5.1.1. UNDERGRADUATE QUALIFICATIONS – FACULTY OF SOCIAL SCIENCES

At AAU, the Faculty of Social Sciences offers at least one undergraduate degree for each of the six departments: Sociology and Social Work, Culture and Global Studies, Learning and Philosophy, Business and Management, Law and Political Science.

Figure 8 shows the change in the number of enrolled students at the undergraduate level as distributed across the faculty schools.

Figure 8: Change in number of enrolled students per year (BSc/BA)

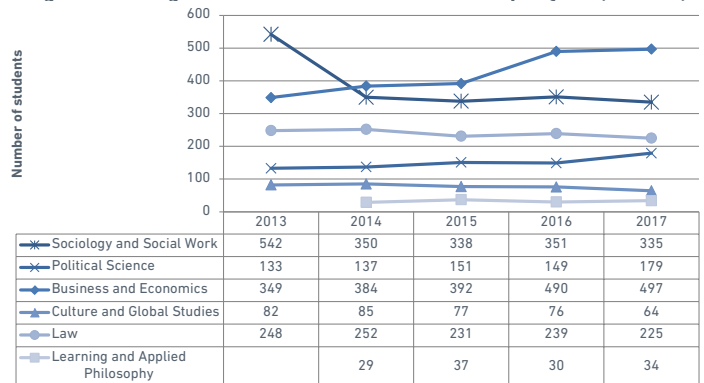
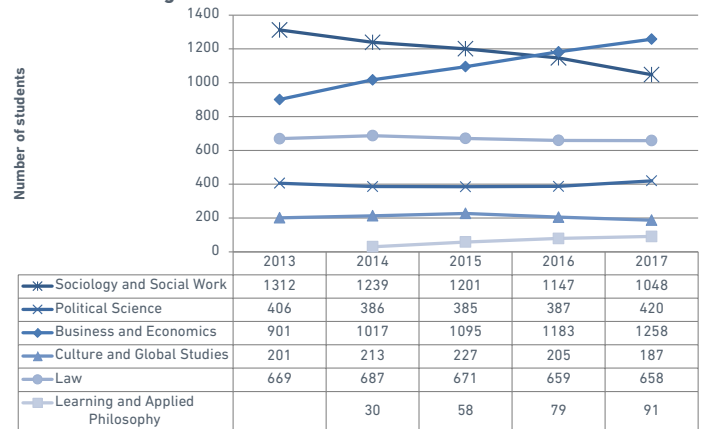


Figure 9 shows the total number of Bachelor students across the faculty schools.

Figure 9: Total number of BSc/BA students



5.2. POSTGRADUATE QUALIFICATIONS (SECOND CYCLE DEGREES) – MASTER'S DEGREE

The master's degree is awarded upon the successful completion of the two-year study programme (worth 120 ECTS credits), following a relevant BSc/BA degree. Students who have completed a BSc/BA degree programme are entitled to continue their studies in the corresponding master's degree programme. The study programme is research-based and provides students with theoretical knowledge as well as analytical and scientific skills, combined with practical application.

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The study programme requires the preparation of a thesis (worth 30 ECTS credits). It qualifies students for a professional career and for scientific work. The Danish title is usually Cand. + subject field. The English title is usually MSc/MA + subject field.

5.3.1. POSTGRADUATE QUALIFICATIONS – FACULTY OF SOCIAL SCIENCES

At AAU, the Faculty of Social Sciences offers a graduate degree corresponding to each undergraduate degree. Furthermore, it is possible to study for a degree in subjects that relate to more than one undergraduate degree, such as international development or social work.

For most of the faculty's master's degree programmes, it is common for students to spend a term at a foreign institution as part of their studies. Similarly, the faculty receives a substantial number of guest and exchange students in its postgraduate courses.

An overview of all study programmes at the Faculty of Social Sciences can be found in Appendix 3.

Figure 10 shows the change in the number of enrolled students at the postgraduate level distributed across the faculty schools.

Figure 10: Change in number of enrolled students per year (MSc/MA)

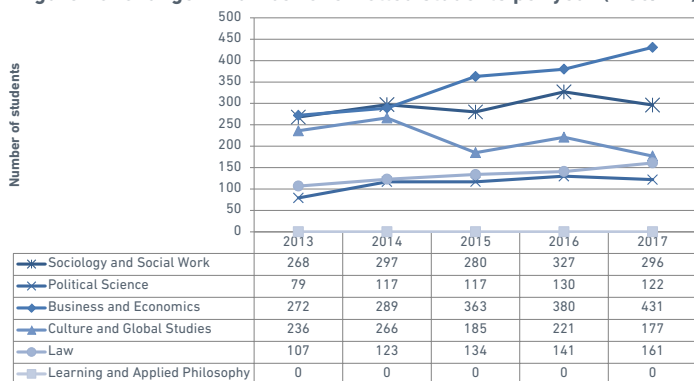
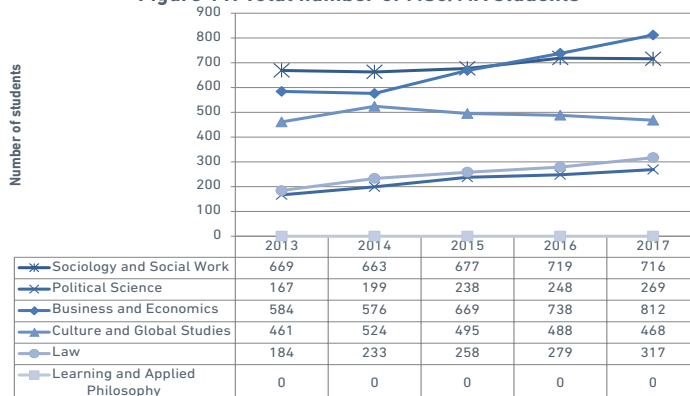


Figure 11 shows the total number of Master students in each school.

Figure 11: Total number of MSc/MA students



5.3. STUDY BOARDS

Study boards are set up to cover one or more study programmes (bachelor's and master's degrees). At the Faculty of Social Sciences, there are six schools besides the doctoral school. To handle issues related to the study programmes of the respective departments and schools, 13 undergraduate study boards and 4 study boards for the master's programmes have been created. A study board comprises an equal number of students and teachers, elected by the schools' students and academic staff, respectively. The chairperson is elected from the academic staff members of the study board and the deputy chairperson from the student members. The study board recommends a head of studies to the dean.

5.4. CONTINUING AND FURTHER EDUCATION

The universities' continuing and further education programmes are professionally oriented, research-based study programmes targeted to individuals who have completed their degree and now want to pursue a higher level of education, or update their qualifications within the field of their initial degree. The programmes are typically part-time, enabling students to receive supplementary education or training while holding a job. Continuing and further education is organised at either the first or second cycle level as programmes consisting of two years of part-time study, equivalent to one year of full-time study (worth 60 ECTS credits). Applicants must hold relevant educational qualifications and have at least two years of relevant work experience. The master's programmes are partially subsidised by the government and partially fee-based. Universities may also offer completely fee-based continuing and further education.

5.5. DOCTORAL SCHOOLS – GENERAL

The Danish PhD programme consists of three years of study, equivalent to 180 ECTS credits, and is regulated by the Danish [PhD Order](#). Section 7 outlines the following requirements:

1. Carry out independent research work under supervision (the PhD project).

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2. Complete PhD courses or similar study elements totalling approximately 30 ECTS credits.
3. Participate in active research environments, including stays at other, primarily foreign research institutions or private research enterprises.
4. Gain experience of teaching activities or other forms of knowledge dissemination related to the student's PhD project.
5. Complete a PhD thesis based on the PhD project.

Historically, the PhD programme was a continuation of the master's degree programme. However, with the implementation of a 4+4 model in 2016, PhD studies may begin during the second academic year of a master's degree programme. This model has only been used by a few students. Furthermore, the number of students who have been employed outside a university before enrolment as a PhD student has increased. Many of these students are co-financed by the employing company or institution. Generally, the number of fully funded fellowships at the universities is limited, and external funding and collaboration between the universities and companies or institutions is the more prevalent funding model.

The PhD degree programme trains students in research, development and teaching at an international level in the private and public sectors, requiring broad knowledge of research.

A principal supervisor responsible for the student's PhD study is assigned to each student. The principal supervisor must be a recognised researcher within the relevant field, be employed by the university and be affiliated with the graduate school. The student may have additional supervisors assigned.

When the PhD student has completed the degree programme, the PhD student must publicly defend his or her thesis, which is evaluated by an assessment committee comprising international experts within the field of the PhD project. The title obtained is PhD + subject field.

5.6. DOCTORAL SCHOOL OF SOCIAL SCIENCE AT AALBORG UNIVERSITY

The Doctoral School of Social Science offers seven doctoral programmes that reflect the diversity of the Faculty of Social Sciences in terms of academic scope and profile. Some programmes are interdisciplinary, some are organised across faculties and others are rooted in mainstream social science disciplines.

These seven doctoral programmes are:

- Sociology and Social Work
- Political Science
- Business Economics
- Innovation Economics
- Culture and Global Studies
- Law and Business Law

- Education and Learning

The doctoral programmes qualify students to engage in research, partly through work with their project and partly through participation in courses. These two elements, together with a requirement of research communication, constitute the core of the PhD programme.

An overview of the doctoral programmes and their connection to the departments can be found in Appendix 4.

Figure 12 shows the number of new enrolments of PhD students each year, distributed across the departments of the faculty.

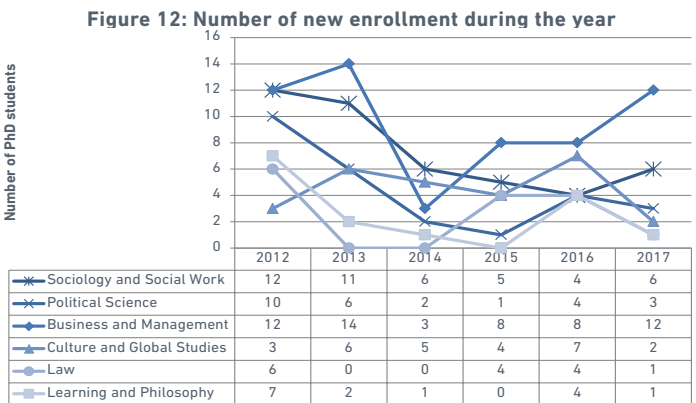
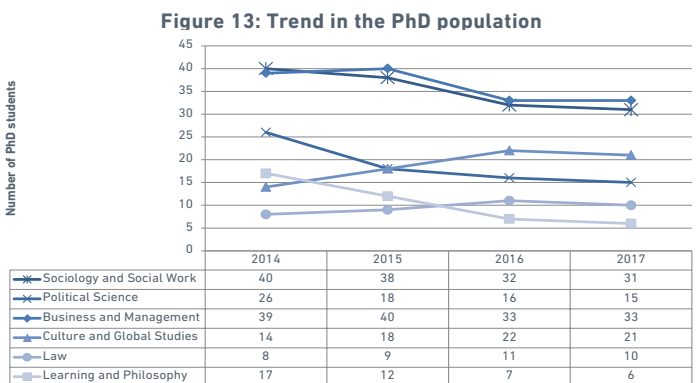


Figure 13 shows the changes in the number of PhD students, distributed across the departments of the faculty.



5.7. THE DOCTORAL DEGREE

The Danish doctoral degree is an advanced degree obtained after five to eight years of original and outstanding research. It is awarded after public defence of a thesis evaluated by a committee. There is no study programme connected with the degree. The title obtained is Dr + subject field.

Appendices

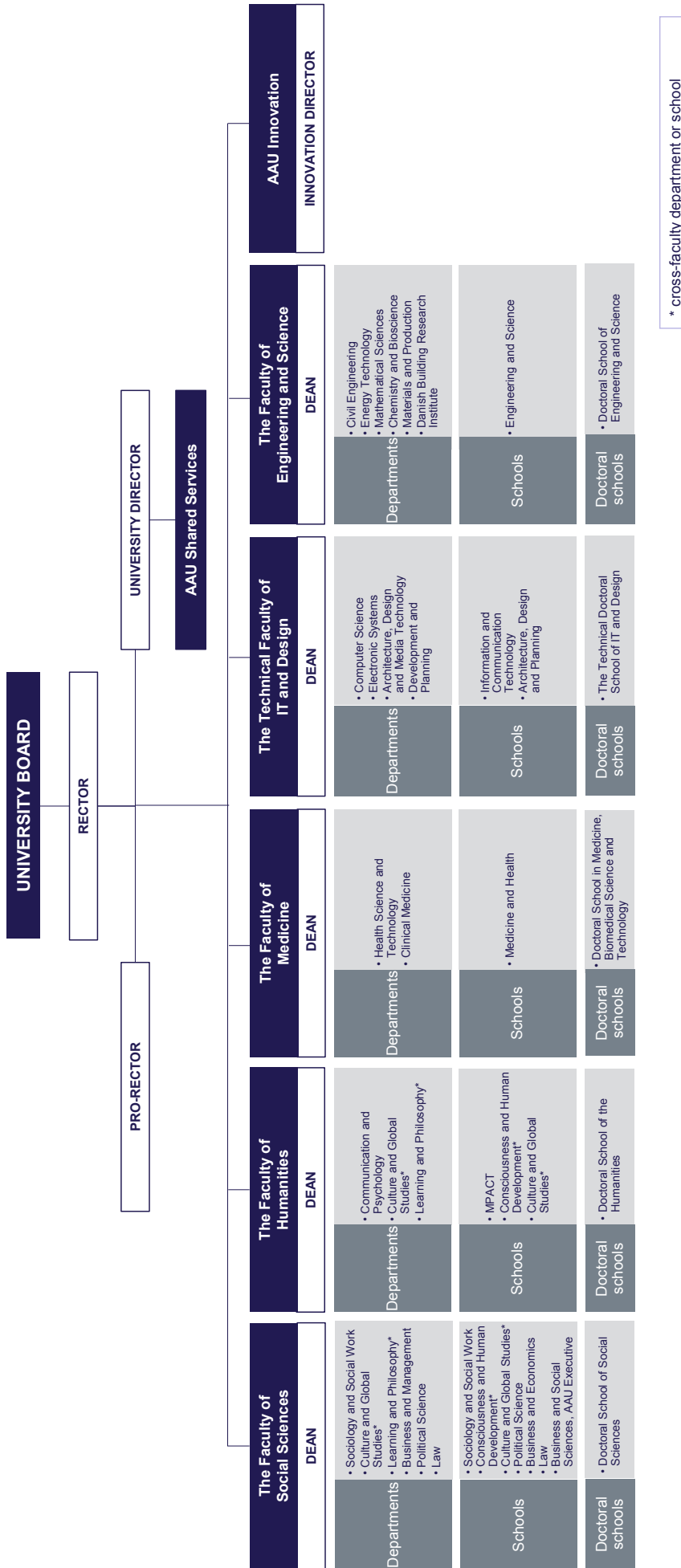
Appendix 1: Organisational chart of Aalborg University

Appendix 2: Organisational chart of the Faculty of Social Sciences

Appendix 3: Overview of all study programmes at the Faculty of Social Sciences

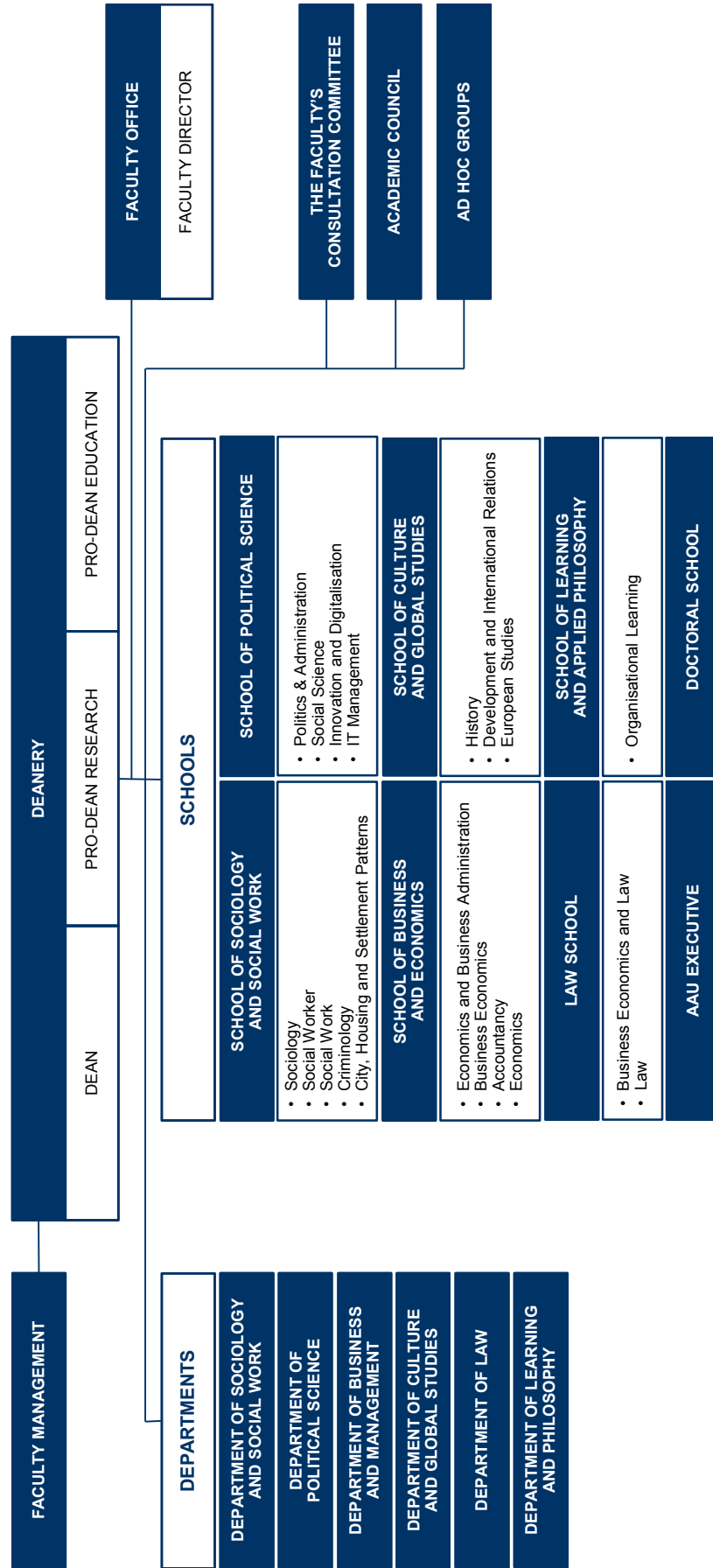
Appendix 4: Overview of the doctoral programmes and their connection to the departments

AALBORG UNIVERSITY

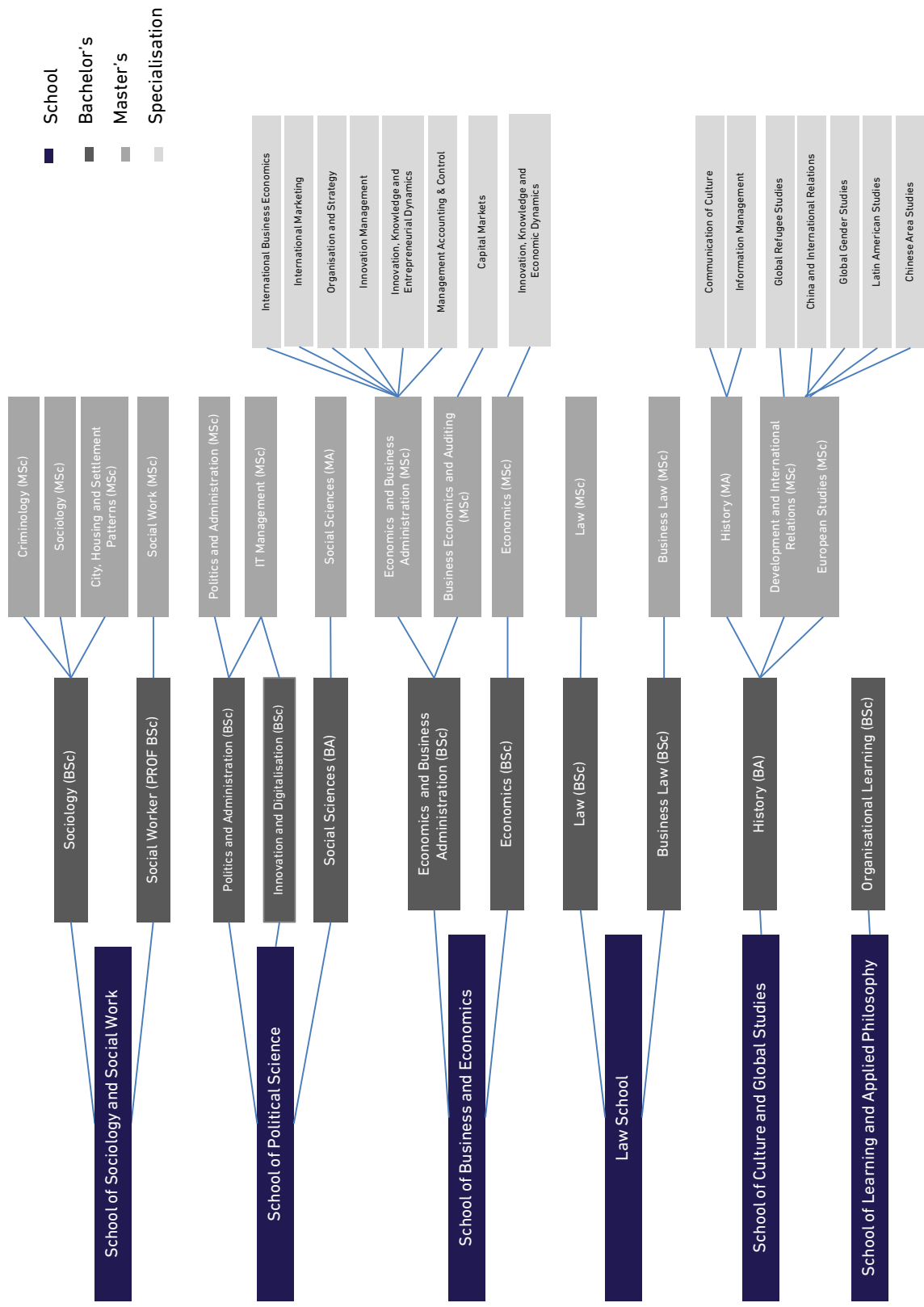


* cross-faculty department or school

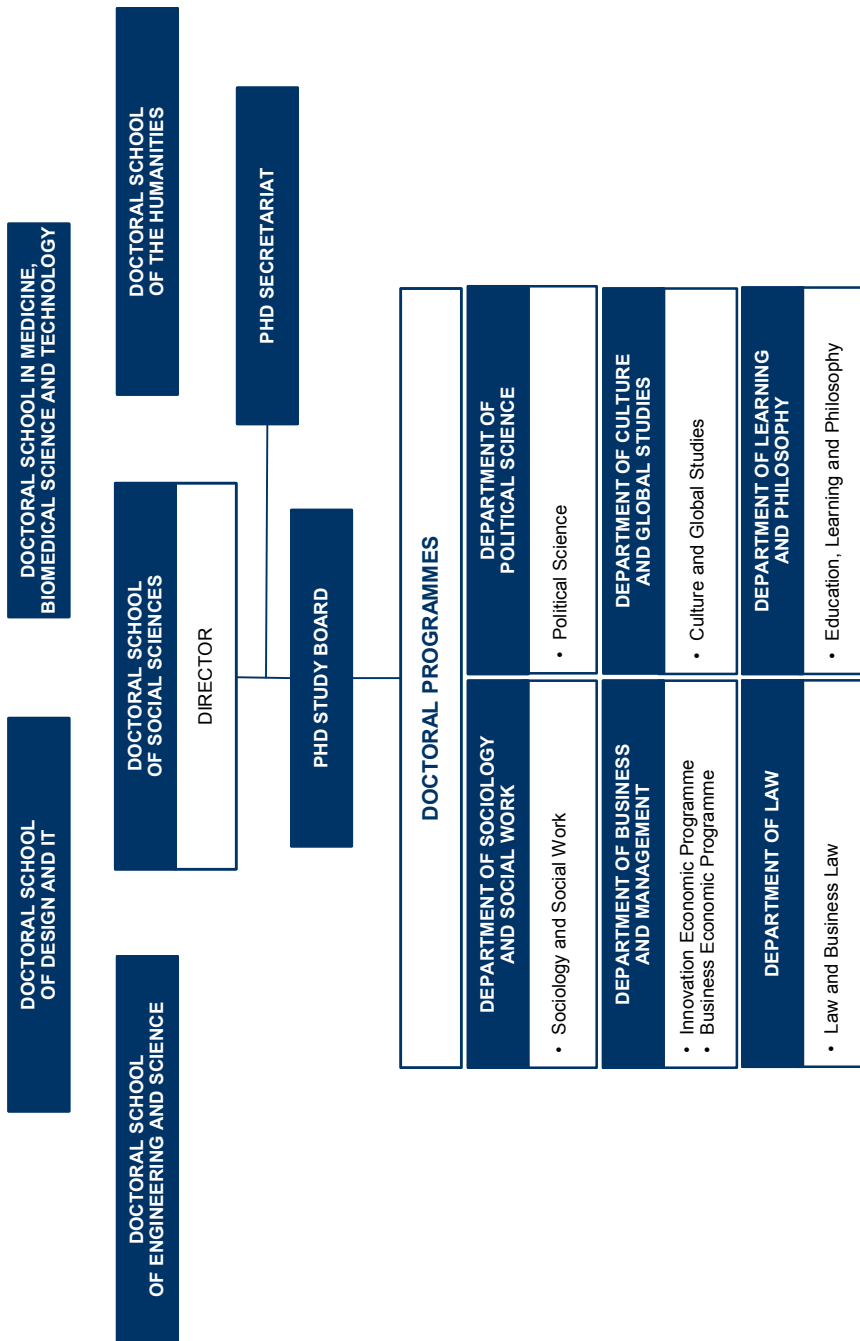
FACULTY OF SOCIAL SCIENCES



BSc/BA to MSc/MA and specialisations



DOCTORAL SCHOOL OF SOCIAL SCIENCES





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