



Strategic framework contract 2022-2025

Aarhus University enters into a strategic framework contract with the
Minister for Higher Education and Science.



Aarhus, 6 December 2021

Copenhagen, 20 December 2021

Chair of the AU Board
Connie Hedegaard

Minister for Higher Education and Science
Jesper Petersen



Strategic framework contract 2022-2025

The strategic framework contract outlines the strategic goals for Aarhus University's core activities.

Status and duration

This strategic framework runs from 1 January 2022 to 31 December 2025.

Both the institution and the minister may initiate renegotiation of the strategic goals if, for example, the financial circumstances of the institution change significantly from the conditions assumed, or if new challenges make it appropriate to amend the strategic goals in the contract. Changes in the contract require agreement between the board and the minister.

Reporting and follow-up on goal achievement

The institution must submit an annual status report on its progress in achieving the goals set out in the framework contract. The status report must include an overall assessment of the university's progress, with documentation of the development in the indicators specified in this contract. In addition, the status report must include a description of supplementary measures adopted by the institution in order to achieve the goals.

For each strategic goal, indicators have been specified, along with associated data sources for each indicator. If relevant new data sources that can serve to shed light on developments for a specific indicator are identified during the contract period, these may replace or supplement the data sources in the contract. The inclusion of new data sources in the contract must be by mutual agreement.

When the contract period ends, the institution will perform a final assessment of the degree to which each of the strategic goals has been achieved. The institution must provide an account of developments with regard to each of the indicators set

in the strategic framework contract, as well as a description of the measures adopted to achieve these goals during the contract period.

On the background of the institution's account, the ministry will perform a global assessment of the degree to which the goals set out in the framework contract have been achieved.

Strategic goals in the framework contract

In December 2019, Aarhus University adopted *Strategy 2025*, which emphasises the university's role as one of the pillars of society. The strategy is based on a thorough analysis of the university's strengths and challenges, and charts a clear course for its development and contributions to society. Naturally, there will thus be a close alignment between the goals of this framework contract and *Strategy 2025* and its many initiatives.

Denmark's international campus-based university

With its foundation in strong disciplines, Aarhus University has a special obligation to build bridges between the university and society, between discovery and solutions – and between Denmark and the world.

Aarhus University has evolved from local university to global university – with an international outlook and impact. For example, the university is a member of the European university alliance Circle U., along with other prominent universities such as Humboldt-Universität, King's College London, Université de Paris, Wien Universität and Universitetet i Oslo. The alliance seeks to create new models for educational development and collaborations on research and sustainable innovation.

The curiosity-driven creation of knowledge rooted in strong disciplines through basic research to the benefit of society is the university's reason for existing and foundation. Research at the highest international level is the very foundation of Aarhus University's vocation, including what is perhaps the university's most important task: to educate students and to give them access to new knowledge through research-based degree programmes that also develop their characters, creativity, independence and cooperation skills. The university's approach to education is centred on the campus-based university, with its openness, accessibility and unique learning environment, where in-depth learning and well-being go hand in hand.

Aarhus University emerged out of collaboration with the surrounding society, and over the years, the university has made a significant contribution to raising the level of knowledge and education, in Denmark initially and now internationally. Local and regional engagement is still an important strand in Aarhus University's DNA, and the university has a particularly strong and committed collaboration with industry and local authorities (regional and municipal) in Central Denmark. The university considers it essential that graduates and staff bring their knowledge into play, thereby contributing to a sustainable society, an informed democracy as well as growth and jobs locally, nationally, and globally.

Sustainable social development through new solutions

Aarhus University is characterised by disciplinary breadth as well as depth. The university spans the classic university disciplines: from the humanities, natural sciences, social sciences, health sciences and theology to business and engineering, educational theory and practice and the environmental and agricultural sciences.

This combination of breadth and depth gives the university exceptional opportunities to create research breakthroughs, innovation and technology leaps. This means the university is uniquely positioned to make significant contributions to solving the major challenges of our time – not least the climate crisis and the transition to a sustainable society, which will take knowledge, new technologies and a deeper understanding of human behavioural patterns.

Contributing to a sustainable society is a consistent theme in Aarhus University's vision for 2025. This means that the university has a strong focus on creating sustainable solutions. The new interdisciplinary research initiatives are an expression of this commitment, along with a focus on the transfer, creation and application of new knowledge by graduates and PhDs outside the university sector. Other examples are Aarhus University's wide-ranging collaboration with business and industry as well as the university's commitment to educating the labour force of the future, including engineers who can contribute to the green transition with their technical expertise.

During the 2022-2025 contract period, Aarhus University will work with the following strategic goals for our core activities:

1. Develop more research groups with high international impact by strengthening recruitment and attracting external funding
2. Contribute to solving societal challenges by establishing interdisciplinary research focus areas
3. Increase our PhD graduates' contribution to growth and innovation in society by creating and applying knowledge outside the university sector
4. Optimise learning and teaching environments by improving academic and social integration in order to improve retention and learning outcomes for new students
5. Intensify focus on digital competencies in the degree programmes in order to prepare students for the labour market of the future
6. Meet the labour market demand of the future, in particular by educating significant numbers of engineers
7. Promote entrepreneurship and incubate more new companies that contribute to growth and sustainability through innovation
8. Increase collaboration with business and industry, public-sector institutions and civil society in order to bring knowledge into play and create value.

Strategic goal 1

Develop more research groups with high international impact by strengthening recruitment and attracting external funding

Aarhus University commits to strengthening its efforts in regard to the recruitment and retention of highly qualified researchers and research talents in addition to attracting more external research funding from both national and international sources.

Motivation and ambition for the goal

Aarhus University's research is free, independent and internationally recognised. Basic research is the foundation for all of the university's activities, including its most important task: to educate and engage students and give them access to new knowledge through research-based education.

Research is resource-intensive. In order to develop more research groups with high international impact, Aarhus University must develop even more effective recruitment processes to ensure a strong, diverse field of applicants, in addition to retaining highly qualified research staff and research talents.

A decisive prerequisite for the development of strong research groups is attracting research funding from external funders; this is also important in order to finance the requisite research infrastructure, which is a crucial parameter for attracting and retaining research talents. For a number of years, the university has had success in attracting significant funding from the EU's framework programmes, and is striving to further develop European research collaboration through the Horizon Europe programme.

While the increase in external research funding is naturally positive, nonetheless it presents a challenge to the university's financial balance. This is because external research funding increasingly comes from private sources which only contribute to overhead to a minor extent – or not at all – to cover the indirect costs associated with the research projects they support. This increase in private funding thus puts a strain on the university's finances, because the indirect costs are to a large extent financed by government appropriations. This presents obstacles to the overall strategic development of research activities.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Better basis for recruiting academic staff

- Percentage of job adverts for permanent academic positions with a minimum of three qualified applicants. (Baseline 2020: 70 per cent; Source: AU's HR cube Empty Hire; calculated annually).

Better gender balance among academic staff

- Development in gender balance in senior academic positions at university level. (Baseline 2020: 33 per cent; Source: AU's HR cube Empty Hire; calculated annually).

Maintain a high level of external research funding

- Annual consumption of external research funding per senior academic FTE. (Baseline 2020: DKK 1,102,000. Sources: Indtægtsførte eksterne tilskud på delregnskab 4 (Tilskudsfinansieret forskning) i Navision og årsværk for senior VIP-årsværk i AU Nøgletalskubene baseret på SLS-data; calculated annually).

Strategic goal 2

Contribute to solving societal challenges by establishing interdisciplinary research focus areas

On the background of its broad portfolio of disciplines, Aarhus University will establish three interdisciplinary research focus areas that will contribute new knowledge, insight and solutions to critical problems facing society.

Motivation and ambition for the goal

The university's broad portfolio of disciplines and strengths within basic research provide unique opportunities for the interdisciplinary development of research-based solutions and the establishment of extensive collaborations with companies and other knowledge institutions, to the benefit of society as a whole.

Specifically, three new interdisciplinary research initiatives will be established that focus on finding solutions to societal challenges:

Danish centre for transition to sustainable agriculture

A successful transition to sustainable practices in the agricultural sector is a prerequisite for addressing excessive emission of greenhouses gasses, environmental degradation, pressure on land resources and loss of biodiversity. Aarhus University is working with the other Danish universities to found a new national centre for the transition to sustainable agriculture. The ambition is to create a world-leading living laboratory with the capacity to demonstrate solutions that can be implemented rapidly. The initiative aligns with the government's green research strategy, which includes as one of its missions 'climate and environmentally friendly agriculture and food production'.

PIREAU – Platform for Inequality Research at Aarhus University

Inequality is a global challenge that constitutes a potential threat to social cohesion and stability. Inequality exists in a variety of forms, from differences in financial living conditions to differences in health and life and expectancy. With the establishment of PIREAU, Aarhus University commits to strengthening interdisciplinary research collaboration on inequality. PIREAU is a new collaboration between top researchers from six social and health science departments at Aarhus University: the focus of the platform is encouraging closer collaboration between these programmes with a view to achieving new insight and translating it into action in the form of new proposed initiatives to address inequality.

SHAPE – Shaping Digital Citizenship

Denmark is an international frontrunner in the establishment of digital solutions and infrastructures that connect citizens, government agencies, companies and decision-makers in new ways. However, digitalisation does not automatically lead to democracy, equality or social cohesion. For this reason, ensuring that all citizens are included in the digitalisation of society is crucial. In order to prepare us for the future, there is a need for new forms of research and collaboration that can help shape the digital society of the future and contribute concrete solutions that are sustainable in every sense of the word. To contribute to humancentric development and use of technology in close collaboration with important sectors of society and industry, Aarhus University will establish the research centre SHAPE.

Basis for assessment of progress in achievement of goal

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Initiation of research projects in major interdisciplinary research initiatives

- Annual expenditure of project funding by the three research centres. (Baseline 2022: Baseline to be set in 2022; Source: Navision; calculated annually).
- Number of academic staff incl. postdocs and PhD students at the three research centres. (Baseline 2022: Baseline to be set in 2022; Source: the faculties; calculated annually).

Strategic goal 3

Increase our PhD graduates' contribution to growth and innovation in society by creating and applying knowledge outside the university sector

By assisting PhD students with career clarification at an earlier stage, Aarhus University commits to increasing the proportion of PhD graduates who quickly find employment outside the university sector, particularly in the private sector, in this way providing society with knowledge-producing specialists.

Motivation and ambition for the goal

Aarhus University has developed a solid position in regard to doctoral education on the background of the university's strong research groups. With about 1,800 PhD students in total and about 450 graduates of PhD programmes annually, the university has a stable and strong foundation for the development of new research talents. AU's PhD graduates are prepared by their programmes to conduct research at a high international level.

The university needs to further develop its research talents in order to prepare them for their subsequent careers, whether in academia or outside the university sector. Aarhus University thus commits to creating smooth, attractive paths for PhDs to transition to the job market outside the universities.

PhD graduates possess research competencies that can contribute significantly to innovation, both in the private and public sector. Going forward, however, job growth will primarily take place in the private sector. For this reason, the university will focus on enabling a larger proportion of the university's PhD graduates to find employment in the private sector, in this way contributing highly qualified labour with the right competencies and knowledge to this sector.

Basis for assessment of progress in achievement of goal

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More PhDs employed in the private sector

- Percentage of PhD graduates who find employment in the private sector. (Baseline 2020: 27 per cent; Source: data from the Ministry of Higher Education and Science. Statistics on employment sector for employed graduates with PhD as highest qualification who have completed their PhDs 0-3 years prior to date of calculation; calculated annually.)

Strategic goal 4

Optimise learning and teaching environments by improving academic and social integration in order to improve new student retention and learning outcomes

Aarhus University's goal is to reduce drop-out rates from a number of degree programmes. This will be achieved by working with the academic and social community on these degree programmes in order to improve student well-being and maintain high learning outcomes.

Motivation and ambition for the goal

Drop-out rates continue to present a challenge on several degree programmes. To address this problem, Aarhus University commits to intensifying its efforts to ensure a good start for first-year students, social and academically. Measures will be taken to improve the transition from upper secondary school to university in order to promote academic and social integration as well as retention, learning outcomes and student well-being.

There will be a particular focus on commencement of studies, in regard to which the university will develop pre-boarding and on-boarding initiatives in order to reduce first-year drop-out rates. This applies across the board, but particularly to degree programmes which still have high drop-out rates. On-boarding of students will involve a variety of activities that address the academic, social, physical and digital learning and teaching environment. This will be done, for example, by offering pedagogical-didactic training to lecturers who teach first-year courses. These initiatives aimed at first-year students and improving lecturers' competencies are important elements in the university's continued efforts to optimise the quality of its degree programmes, from the first semester through the last.

In addition, Aarhus University commits to continuing its efforts to ensure high levels of student engagement. Studies show that high levels of engagement contribute to good learning outcomes. For this reason, the university has been working to provide students with a lot of contact hours and to ensure high student engagement; in the previous contract period, the university succeeded in ensuring high levels of student engagement as measured by ECTS credit accumulation and self-reported time-on-task. In addition to contributing to good learning outcomes, high levels of student engagement can help reduce drop-out and contribute to creating a good academic and social environment on the degree programmes.

Finally, Aarhus University commits to developing its physical teaching and learning environment to provide the best framework for the continued development of didactically sound, professional teaching centred on the student learning experience. The university's main campus in Aarhus will be developed in coming years, and in this connection, the university will emphasise ensuring that learning environments continue to be based in a vibrant, on-campus community.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Maintenance of high student retention rates

- First-year drop-out. (Baseline 2019: 16.8 per cent; Source: data from the Ministry of Higher Education and Science.)

Maintenance of high levels of self-reported student engagement

- "How many hours do you spend on classes, independent study and work placement in the course of a typical week this semester?" (Baseline 2020: 37 hours (median); Source: Ministry of Higher Education and Science, the Danish Student Survey; calculated every other year.)

Maintenance of high levels of self-reported satisfaction with the learning and teaching environment

- "There is a good social environment" (Baseline 2020: 4.1 on a scale from 1 to 5 Ministry of Higher Education and Science, the Danish Student Survey; calculated every other year.)
- "There is a good academic environment" (Baseline 2020: 4.3 on a scale from 1 to 5 Ministry of Higher Education and Science, the Danish Student Survey; calculated every other year.)

Strategic goal 5

Intensify focus on digital competencies in the degree programmes in order to prepare students for the labour market of the future

Aarhus University commits to the continued development of all of its degree programmes in order to improve the digital competencies of both lecturers and students, for example by incorporating digital methods and topics into the curriculum.

Motivation and ambition for the goal

In 2017, Aarhus University adopted a comprehensive digitalisation strategy with three primary initiatives: 1) strengthen research into digitalisation by recruiting researchers with expertise in the field; 2) incorporate new learning technologies into teaching (included in previous framework contract); and 3) develop the curriculum of degree programmes by including digitalisation topics to a relevant extent.

The first of these initiatives is a major effort that is well under way and is contributing to strengthen the research foundation of the digitalisation degree programmes. The second of these initiatives has taken the form of a major Educational IT initiative which has already demonstrated its value during the shutdowns due to the pandemic.

The time is now ripe to launch the third initiative: the university will build on the previous many years of work with digitalisation by developing the curriculum of all all degree programmes with a view to strengthening digital competencies. The objective is to ensure that all students acquire digital competencies, and it will be achieved by incorporating digital methods and topics into the curriculum and developing lecturers' digital competencies. The challenge in regard to this digital curricular development is that the respective programmes must be involved in the development process to ensure that it addresses the specific needs of the individual subjects.

To address this challenge, the curricular development process will be organised into four tracks. As the need for digital curriculum development differs from programme to programme, the first track will involve an analysis of the development needs of Aarhus University's approx. 80 degree programmes. The second track will involve the development of the individual degree programme curricula. This track will last for a number of years, and will be initiated with a strategic selection of the degree programmes with the greatest need for curricular development. The third track will involve competency development for lecturers, as experience has shown that it is beneficial to combine curricular development with competency development. The fourth track will involve extracurricular coding camps for particularly interested students.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Improve digital competencies in the degree programmes

- Number of degree programmes analysed with regard to new digital elements. (Baseline 2021: Baseline to be established in 2022; Source: Registration of number of degree programmes; calculated annually).
- Number of lecturers who participate in competency development. (Baseline 2021: Baseline to be established in 2022; Source: Registration of number of participants in competency development; calculated annually).

Strategic goal 6

Meet the labour market demand of the future, in particular by educating significant numbers of engineers

Aarhus University will adapt the competency profile of its graduates to better meet society's needs, including in particular expanding on its positions of strength within the classical engineering disciplines and raising the visibility of engineering as a field in order to continue to educate large numbers of engineers for the entire labour market.

Motivation and ambition for the goal

Aarhus University commits to adjusting the competency profile of its graduates to better meet the needs of the private and public sectors, as well as society in general. The university is constantly working to future-proofing the university's overall graduate competency profile, as well as to sustain and further develop a strong focus on the labour market in dialogue with employers and alums.

To address the shortage of engineers facing industry and society as a whole, since 2016 Aarhus University has been working to realise 'AU Engineering 2025', a major engineering initiative. The university's engineering research programmes have been strengthened by new academic hires within the classical engineering disciplines, and the BScEng/MScEng programmes have been expanded to complement the existing BEng programmes. Over the past decade, the number of students admitted to Aarhus University's engineering programmes has almost doubled.

Continued growth in the number of engineering graduates is desirable. Society, and not least the private labour market, has an increasing demand for engineers who can deliver technical-scientific solutions to societal challenges. In particular, engineers have a key role to play in delivering solutions that can help society address the climate crisis.

However, applications to engineering degree programmes are not increasing at the same pace as society's demand for engineers and technological development. Changing the trend in favour of more applications to technical and digital degree programmes is a challenging task, which also involves attracting more female students. Significantly more graduates with relevant upper-secondary qualifications must be made aware of the wide range of opportunities that a technical or digital education provides. To this end, the university will intensify its collaboration with upper secondary schools and vocational schools, particularly in regard to technical and digital subjects, in addition to bolstering Aarhus University's internal organisation in this area.

Towards 2025, the university will allocate considerable funds to continuing the engineering initiative, including to the recruitment of additional researchers and lecturers to the development of:

- the BEng programmes, for example by consolidating newly established degree programmes in Aarhus and Herning
- the BScEng/MScEng programmes, for example by continuing to develop newly established BScEng programmes within the classical engineering disciplines.

In this way, Aarhus University will expand and consolidate its positions of strength within the classic engineering disciplines and, in collaboration with business and industry, exploit the synergy between the application-oriented and the research-

based to raise the visibility of engineering and educate graduates with relevant qualifications for the entire labour market.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Significant production of BEng and MScEng graduates

- Number of graduates of BEng and MScEng programmes. (Baseline 2020: 908 graduates; Source: STADS; calculated annually.)
- Number of new permanent academic appointments in engineering. (Baseline 2020: 10 academic staff; Source: AU's personnel administration system; calculated annually.)

Maintenance of high demand for the university's graduates

- Graduate unemployment in 4th - 7th quarters after graduation. (Baseline 2019: 13.6 per cent; Source: data from the Ministry of Higher Education and Science.)

Strategic goal 7

Promote entrepreneurship and incubate more new companies that contribute to growth and sustainability through innovation

Aarhus University commits to stimulating students' and researchers' interest in translating their research, knowledge and ideas into startups and spinouts. This will be accomplished through courses in entrepreneurship and more student projects in collaboration with spinouts and similar.

Motivation and ambition for the goal

The combination of research of high international quality, a strong entrepreneurship culture and a broad talent pool is a good foundation for more innovation and entrepreneurship. However, more students and researchers could potentially focus on realising their ideas as for-profit companies or as a new solution, for example in the public sector. The university is strongly committed to injecting new knowledge and innovation into society, and establishing startups and spinouts, relatively few of which are today being established relative to the university's size, is central in this regard.

In support of this commitment, in 2020 the university opened The Kitchen, a new interdisciplinary entrepreneurship hub for students and researchers. The Kitchen is also the base for an MIT-inspired collaboration with major regional players and venture capital. The goal is to develop an entrepreneurship ecosystem within sustainable food, health tech and clean tech that can contribute to the green transition, among other challenges.

Aarhus University will encourage entrepreneurship among students, PhD students and researchers from all fields. This will be achieved through an effective system for scouting, incubation and acceleration, in addition to ensuring close links to the

local ecosystem for innovation-driven entrepreneurship with access to venture capital.

The university will also offer more students and researchers formal training in entrepreneurship and intrapreneurship (employee-driven innovation within an organisation) both in connection with and alongside their studies and research. This will increase the awareness of students in particular with regard to opportunities for entrepreneurship and of researchers in particular with regard to opportunities for commercialisation. In addition, more students must complete work placements and projects at startups and spinouts.

The goal is for the university to become a crucible for more new companies that can contribute to future-proofing our society and contribute to the green transition through innovation and new solutions.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Increased activity in innovation hubs

- Number of researchers who participate in programmes in The Kitchen. (Baseline 2021: Baseline to be set in 2022; Source: AU's CRM system; calculated annually.)
- Number of students participating in programmes in the university's innovation hubs. (Baseline 2021: Baseline to be set in 2022; Source: AU's CRM system; calculated annually.)

Strategic goal 8

Increase collaboration with business and industry, public-sector institutions and civil society in order to bring knowledge into play and create value

Aarhus University commits to creating better framework conditions for collaboration and engage in more activities with external partners. In addition, the university will continue to develop its knowledge dissemination to society as a whole.

Motivation and ambition for the goal

By virtue of its academic breadth and high research quality, Aarhus University is uniquely positioned to combine disciplines in the creation of new knowledge and to establish value-creating collaborations with many sectors and civil society, to the benefit of all. This also gives the university special obligations in relation to disseminating independent, research-based knowledge to decision-makers, the population and not least other institutions of knowledge, including the university colleges.

In a time of major global challenges and fake news, the universities' research-based knowledge dissemination is crucial, and Aarhus University contributes substantially to a number of different arenas, such as science advice to ministries and

the book series Reflections aimed at civil society. Aarhus University also participates in the dissemination of research-based knowledge to the university colleges, for example in the field of pedagogy.

The university's most recent stakeholder analysis showed that although the university is generally positively regarded as a collaboration partner, a number of stakeholders expressed a desire for a greater focus on collaboration with business and industry. In response, Aarhus University has been working with a business initiative for several years. In 2020, this resulted in the creation of the unit Enterprise and Innovation, which provides support for collaboration with external partners and is headed by a director who reports directly to the rector.

In parallel, the university has also made extensive efforts to strengthen responsible conduct of research and freedom of research, which are a prerequisite for participating in productive collaborative relationships. Aarhus University has drafted a set of ground rules for responsible conduct of research and freedom of research which were included in the development of the national regulations in this area. In addition, a mandatory course in research integrity for all researchers has been developed, and workshops are held at all departments/schools focussing on issues of particular relevance. The university is monitoring this initiative closely and regularly evaluates the need for supplementary actions.

Aarhus University commits to establishing more active, reciprocal collaborations with large and small companies as well as public institutions and government agencies. Such collaboration will create value by fostering more innovation on the part of the external partner. At the same time, Aarhus University will continue advising the ministries for the environment and food on agreed and reasonable terms.

To achieve these goals, Aarhus University will initiate more contacts with large and small companies with a view to collaboration on specific activities, for example student collaboration and joint research and innovation projects. Contact to large and small companies will also take place in collaboration with the national business clusters, with which AU collaborates closely. Internally, the university will work to create a stronger foundation for external collaboration by improving internal framework conditions. However, national framework conditions do not provide the university and its staff with a clear incentive to intensify these efforts, which presents a challenge.

Basis for assessment of progress in achievement of goal

Assessment of the degree to which the goal has been achieved is based on an overall assessment of the outcomes achieved at the end of the contract period. The final status report is included in this assessment; as described above, it contains documentation for developments in the indicators set out in this contract and a review of supporting activities carried out.

Increase in number of research contracts

- Number of research contracts with businesses, public institutions and government authorities. (Baseline 2020: 486 agreements; Source: AU's registration system Inteum; calculated annually.)

Maintain high level of labour-market oriented courses

- Number of students in fieldwork/work placement. (Baseline 2020: 1,882 students; Source: STADS; calculated annually.)