Status of the Faculty of Law Strategy towards 2016

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Chapter 1: Research with international impact
In this chapter we measure recruitment of international staff and the development of organisational anchoring of research centres for this strategy period.

The Faculty set a target for the specific international orientation of research. The existing level should be lifted, partly by systematically following up on career plans and by employing international researchers.

Both aspects have succeeded and the Faculty now has a broader international base.

Table 1: Development of the proportion of PhD students and assistant professors recruited outside Denmark. 2015 is not included as the Faculty has not employed assistant professors in that year.

The table shows a rapid development from a low level in 2007 to a stable situation where half the PhD students have an international background.

In addition, the research centres established in the previous strategy period were more clearly anchored in the organization and there are both organizational and financial incentives to maintain a positive development in the centres. There will still be a need for focus on the support the research centre structure provides for the optimal development of research and educational strategies.

It is important for the Faculty that there are several sources of finance for research and education and therefore, satisfactory that, on average, a single grant commitment of more than DKK 3 million has been received each year. Generally, there has been considerable, if uneven, development in the area, and it is still necessary to pay attention to the area of external funding.
The table shows that the general volume of external funding is growing and that the Faculty has doubled the volume in the current strategy period. At the same time, the size of funding approvals fluctuates greatly.

The period has also been marked by a generally positive economic development, which has enabled the Faculty to maintain an expansive recruiting strategy. The number of permanent academic staff has risen steadily and has never been higher.
The table shows a considerable development in the number of permanent academic staff for all groups except assistant professors. At the same time, the development of the Faculty’s PhD school is also clear – from 2013 PhD students make up the largest group at the Faculty.

**Chapter 2: Research-based programmes**

In this chapter we measure this strategy period for the success of the 2011 Study Progress Reform, both in terms of academic standards and of study intensity.

One of the greatest successes in the previous strategy period was the establishment of a Study Progress Reform, where the first class started their studies in 2011. The current strategy period should therefore continue to ensure the development of programmes, so they meet the Faculty’s strategy for learning, including research-based programmes.

The period has seen a marked improvement in the students’ study intensity. A student FTE consists of exams that amount to 60 ECTS. The table below shows that on average the number of ECTS per student has risen with the Study Progress Reform and has been higher than under the previous curriculum and the highest at the University of Copenhagen for the last three years.

![ECTS / STUDENT / YEAR](chart.png)

*Table 4: ECTS per student. The year is the end year i.e. 2012 is the 2011/2012 study year. The blue line ‘BA-2006’ shows the average for the years 2008-2010.*

In addition to the quantitative improvement, the Study Progress reform contains a number of qualitative elements such as case-based teaching, new course elements, internationalization and limits for class sizes.

Another characteristic of the period is the Faculty’s expansive policy in the area of education. In keeping with the general development in the sector, there has, until recently, been an expansion in the number of students admitted.
Table 5: LLB admission. All numbers 1 October in the stated year

The table shows how the number of students admitted to the LLB has risen several times. In 2013 and 2015 many students did not decline their place before 1 October, where the admission numbers are calculated. It is not a case of a particularly large number of admissions, but rather a small number of students dropping out.

Another theme for the development of the legal programmes was that they should be relevant to and sought after on the employment market. The 2011 Study Progress Reform had this in mind, but the effect is first expected to be seen in the future when students affected by the reform graduate.

Table 6: Graduate unemployment 2 quarters after graduation

The table shows the development in unemployment over the last 5 years compared with the social science area. Unemployment for jurists is generally low, but graduates from the University of Copenhagen are
sought after even in a period of generally increasing unemployment. Generally, unemployment for our graduates is lower than for the main field.

There are unfortunately no figures more recent than 2013. The figures are produced by the Ministry of Higher Education and Science on the basis of a special agreement with Statistics Denmark. The data from Statistics Denmark is valid, but unfortunately published with a certain delay.

Chapter 3: Communication and collaboration with the outside world
In communications, more than in any of the other chapters in the strategy, there has been a rapid development in the Faculty’s priorities. All the strategies 8 indicators have been finished, but few as we expected when the strategy was written in 2010. In this chapter we measure the Faculty’s dialogue with the outside world and partners for this strategy period, but not in quantitate terms as such. In this period, the Faculty has produced communication plans for research centres that have prepared them for actively pursuing dialogue with the outside world. In addition, the Faculty’s centres are part of a large number of national and international networks that ensure knowledge transfer from the Faculty in all areas of research. A large number of seminars and after-work meetings have been held at the Faculty that also ensure open involvement with the legal professions in Copenhagen. This is also seen on the internet, where all centres have active websites and where virtual platforms are used within fixed patterns and frameworks.

The employer panel is now included more in the Faculty’s overall development and a new employer panel has been appointed in the period that is used more as a dialogue partner, and included in the Faculty’s educational vision. With regard to the chairman of the external examiners, there is also a good, strategic dialogue.

At the start of the strategy period, the Faculty of Law wished to enter into a close and mutually beneficial collaboration with the business community. When dialogue commenced, there was a greater focus on the transition from education to employment market than on the moot courts that the business community was expected to play a role in. The moot courts still exist and are financed by the Faculty’s partners, but there is also a partnership programme. The partnership programme focuses on coupling career guidance and employer branding, and here there has been a very positive development away from advertising to collaboration that eases students’ transition to the employment market.

In the area of education, the Faculty has also collaborated with Copenhagen Business School and the Faculty of Social Science in the period. The initiative is called ‘Copenhagen School of Law and Governance’, and enables students from the 3 institutions to take relevant courses across the collaborating institutions. In this way the students also contribute with new points of view from other programmes to teaching at the Faculty of Law.

Chapter 4: Administration with well-defined service level
In this chapter we measure the ensuring, in this strategy period, of the instruments required to meet the Faculty target. ‘A well-driven administration is a prerequisite for a Faculty at a high international level’ states the 2012-2016 strategy, and the ambition was visible both in the organization and the range of services the administration should deliver. A service catalogue on the intranet, where services provided by
the administration and access to the service units could be seen, was produced early on in the strategy period. In addition there has been work on the internal processes in the form of administrative agreements and management of strategic projects by portfolio management.

In addition, there has been focus on the Faculty’s fixed expenses for infrastructure in the period. Improvements and streamlining has occurred by developing the administrative organisation and outsourcing of IT, the library and building operations. In addition usage of building capacity in local areas has been improved. The development has meant fewer expenses to IT, buildings and administration from 2009 onwards.

Table 7: Share of expenses spent on administration, IT and buildings.

The table shows the development up to 2011, after which the fall is weaker. There is a single year’s fluctuation in connection with large unforeseen events; it is therefore more interesting to look at the general tendency.
Table 8: Relationship between academic and administrative staff FTE.

![Graph showing the relationship between academic and administrative staff FTE from 2008 to 2014.]

Table 9: Student FTE per administrative member of staff

Table 8 shows the development of academic and administrative staff FTE. Over the last 8 years, the number of academic staff members has risen while the number of administrative staff has remained the same. Therefore the relationship between academic and administrative staff is considerably improved, which indicates an effective administration. At the same time the number of student FTE has risen while the number of administrative staff working with education has remained stable. This can be seen in table 9 which compares the 2 key figures.

In addition, administrative quality has been focused on in the strategy period. Management continuously follows the development of annual satisfaction and well-being surveys together with working environment evaluations.
Table 10: General satisfaction with different administrative areas

The table shows that satisfaction at the Faculty of Law on the whole is the same as at the university in general, and that in most places there has been a positive development. IT shows the largest increase, but is still lower than average for the university and economy shows the largest fall, but is still higher than average for the university.

In addition to the mentioned areas, the satisfaction report also provides a number for the overall view of ‘how satisfied are you with administration at the University of Copenhagen’, and here the score at the Faculty of Law was 3.5 on a scale of 1 to 5; exactly the same as the average for the whole university.

Chapter 5: Work and study environment

In this chapter we measure the work and study place assessments for this strategy period.

The pleasure of working in an informal and inspiring study environment where students want to be, was the ambitious target when the strategy was written. There have been a number of different initiatives to improve both working and study environment within the given physical framework. In relation to the working environment, a special welcome pack has been produced for both Danish and international staff, and welcome events are held regularly for new members of staff, where colleagues describe their working day at the Faculty. In addition, management and the collaboration committee pay attention to the results of workplace assessment and satisfaction surveys, and action plans are produced to follow up on critical
areas. For example, it should be mentioned that a faculty conference for all of the Faculty staff was held as the result of an action plan. The conference was called ‘Let’s work together’, and the central point was cooperation across the entire organisation.

In 2017 the Faculty is moving from Studiegården to South Campus. In the current strategy period, many resources have been used to prepare the move to South Campus in order to ensure a good work and study environment in the future. There have been workshops, working groups, hearings and site visits for staff and students.

In addition, a Faculty staff association has been created. It is run by the staff and has held a number of different events from the summer party to a canal tour excursion, a sushi workshop and the monthly coffee cart in the courtyard that gathers staff informally over a cup of coffee. The Faculty has also focused on the study environment. More study places have been created, experiments have been made with the learning environment in some classrooms and the Student Law House III has been opened in Fiolstræde.

The Faculty measures the study environment annually via a survey among the students. These measurements show, despite a slight improvement last year, that though the students are very satisfied with some things, there are things the Faculty must work on in the future. In addition to the mentioned focus areas, things are expected to improve by moving to South Campus. Here students and staff will be involved in creating a good, active study environment.

**Conclusion**

The winds of change blow constantly. This has only been confirmed by the previous strategy period. There have been no ‘sheltered’ periods. The universities have been favoured financially for a long time, including through the financial crisis. With the new budget, the scene is set for cutbacks. In such situations it is time to stop up and look at what we do and if we can do it differently and perhaps better? Together with the challenges we are facing in relation to reaccreditation and institutional accreditation, the Faculty will, itself, initiate changes that will take us in new and exciting directions. We can neither afford nor have we the time to snuggle down into a sheltered spot. We must figuratively follow the weather systems and with due care perhaps influence the direction of some of the Faculty’s strategic and critical decisions.