ARTS RESEARCH AND TALENT DEVELOPMENT KEY FIGURES 2021

ARTS
AARHUS UNIVERSITY

Content

1 Tables and Figures

2 Preface

The purpose of *Arts Research and Talent Development, Key Figures 2021* is to provide an internal report of recent developments in a variety of areas related to research and talent development within the Faculty of Arts and its schools.

The data has been collected in the summer 2021 with support from administrative units at Aarhus University.

3 Research at Arts

By August 2021, as we are finalizing this year's report, we are physically back at AU Campus and sincerely hope that the universities in Denmark and worldwide look into a remaining 2021 and 2022 with increasingly normal levels of teaching, research and collegial activities.

No doubt the Covid-19 pandemic has been strenuous on all of us, and we are deeply aware that it has been challenging to plan and execute research activities. We are also aware that online conferences are not as effective and engaging, as the physical meeting with room for thorough debates and discussions with students, colleagues and peers. Yet, we have made the best of the options that have been available to us, and the creativity during the pandemic from both students and researchers has been impressive.

This report provides a retrospective glance into the research output at the faculty. And it is obvious, that in spite of all the obstacles during 2020, it has been possible for the academic staff to maintain an impressive level of research output. Measured in publications the research output is only slightly lower that the record high year in 2019 and still remains high.

Graduate School Arts, has been having some previous years with high enrollments. One reason for this is that researchers at Arts are having success with external funding, in which PhD-projects are included. Currently the financial situation for the Graduate School is tighter, and the number of faculty financed stipends is therefore lower than it has been for the past years. We hope that researchers will continue to include PhD-projects in their research projects, as this is a way to secure the talent-pool for the universities scientific areas.

Danish funds are still the funding bodies where we attract the majority of external funding, but we do hope that we can continue to build on the previous successes the faculties researchers have had with international and especially EU funding sources. The framework programme, Horizon Europe, is the new EU funding scheme, and we trust we will continue to attract funding from the EU in the years to come.

We hope you will enjoy this years "state of the Arts".

Johnny Laursen, Dean & Anne Marie Pahuus, Vice Dean, Faculty of Arts

4 Scientific Staff

4.1 Full-time scientific staff

The Faculty of Arts has 561 full-time scientific members of staff in the categories professor, professor MSO, associate professor, assistant professor and postdoc.

Table 1. Full-time scientific staff (head count), Faculty of Arts, primo 2021

Numbers	**PhD Students***	**Postdoc**	**Assistant Prof.** *Adjunkt*	**Associate Prof.** *Lektorer*	**Prof. MSO**	**Prof.**	**Total**
CAS (*IKS*)	103	27	16	117	11	24	**298**
CC (*IKK*)	75	27	16	131	4	36	**289**
EDU (*DPU*)	71	12	10	107	7	16	**223**
Total	**249**	**66**	**42**	**355**	**22**	**76**	**810**

Source: HR Arts, August 2021/Graduate school, Arts; January 2021
*The numbers for PhD students are from ultimo 2020

4.2 Gender distribution of scientific staff

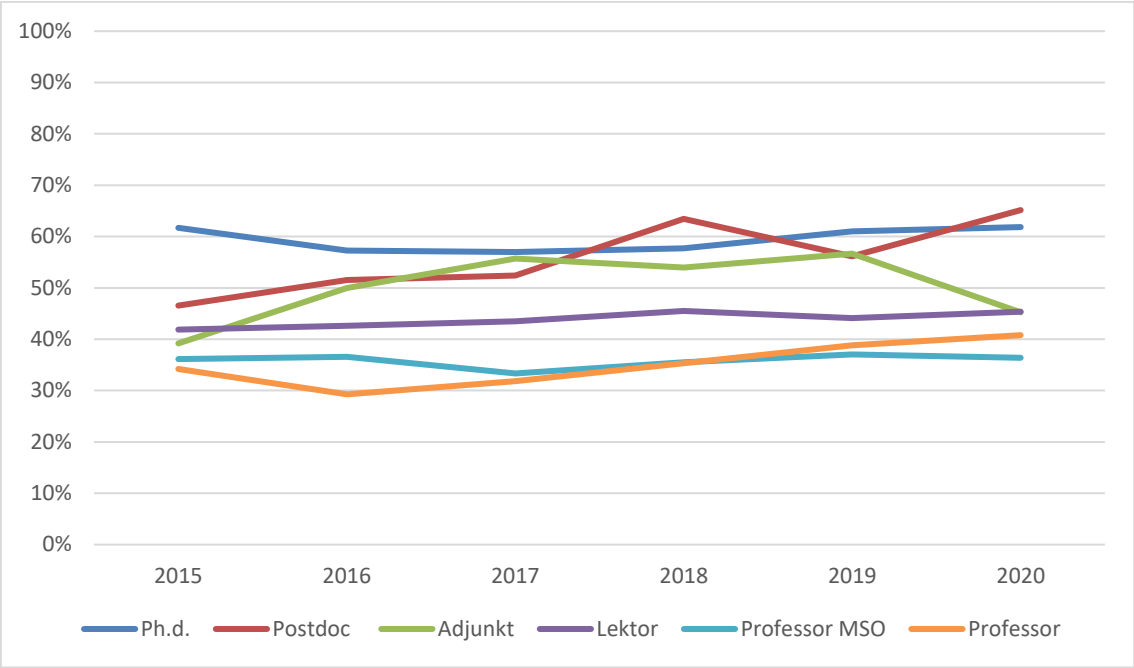
The percentage of women decreases when climbing the career ladder; 62 percent of the PhD students, 45 percent of the associate professors and 39 percent of the professors (incl. MSO) are female at Arts.

Table 2. Gender distribution in percentage, Faculty of Arts

Gender % Female/Male	**PhD Students***	**Postdoc**	**Assistant Prof.** *Adjunkt*	**Associate Prof.** *Lektorer*	**Prof. MSO**	**Prof.**	**Total**
CAS (*IKS*)	65/35	63/37	38/63	39/61	27/73	33/67	**49/51**
CC (*IKK*)	59/41	63/37	44/56	44/56	25/75	42/58	**49/51**
EDU (*DPU*)	61/39	75/25	60/40	53/47	57/43	50/50	**57/43**
Total	**62/38**	**65/35**	**45/55**	**45/55**	**36/64**	**41/59**	**51/49**

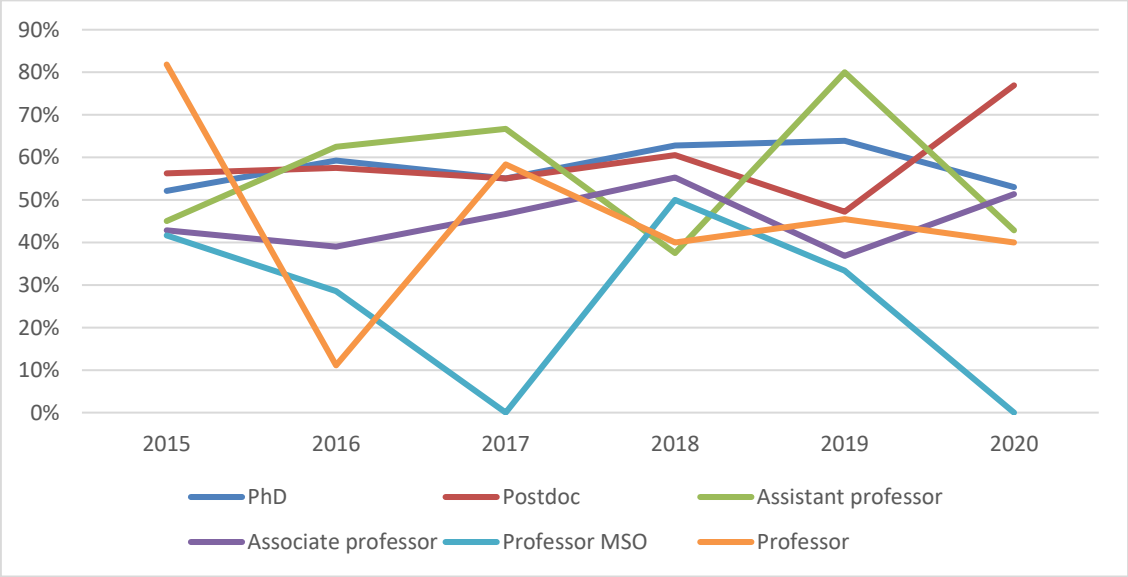
Source: HR Arts, August 2021/Graduate School, Arts, January 2021
*The numbers for PhD students are from ultimo 2020

Figure 1. Percentage of women, Faculty of Arts, divided by employment category from 2015-2020



Source: HR Arts, August 2021

Figure 2. Percentage of women, recruitments divided by employment category from 2015-2020



Source: HR Arts, August 2021
Note: Fluctuations are due to the fact that the numbers in some categories are relatively low (e.g. Professor MSO).

In comparison to the other faculties at Aarhus University, The Faculty of Arts has the highest percentage of women at both assistant professor/postdoc, associate professor and professor level.

Table 3. Gender distribution in percentage, Aarhus University

Gender % Female/Male	**PhD Students**	**Assistant Prof./Postdoc** *Adjunkt*	**Associate Prof.** *Lektorer*	**Prof**	**Total**
BSS	47/53	49/51	40/60	25/75	**41/59**
HE	66/34	53/47	42/58	25/75	**51/49**
Arts	63/37	57/43	45/55	40/60	**52/48**
Nat.	36/64	32/68	16/84	11/89	**29/71**
Tech.	46/54	41/59	27/73	15/85	**36/64**
Total AU	**53/47**	**44/56**	**37/63**	**32/76**	**43/57**

Source: AU Key Figures 2020

5 Scientific Publications

This section provides an overview of the scientific output of Arts' research measured in types and numbers of publications. The overview is divided into bibliometric levels (BFI), peer-reviewed and non-peer-reviewed articles, and publication language.

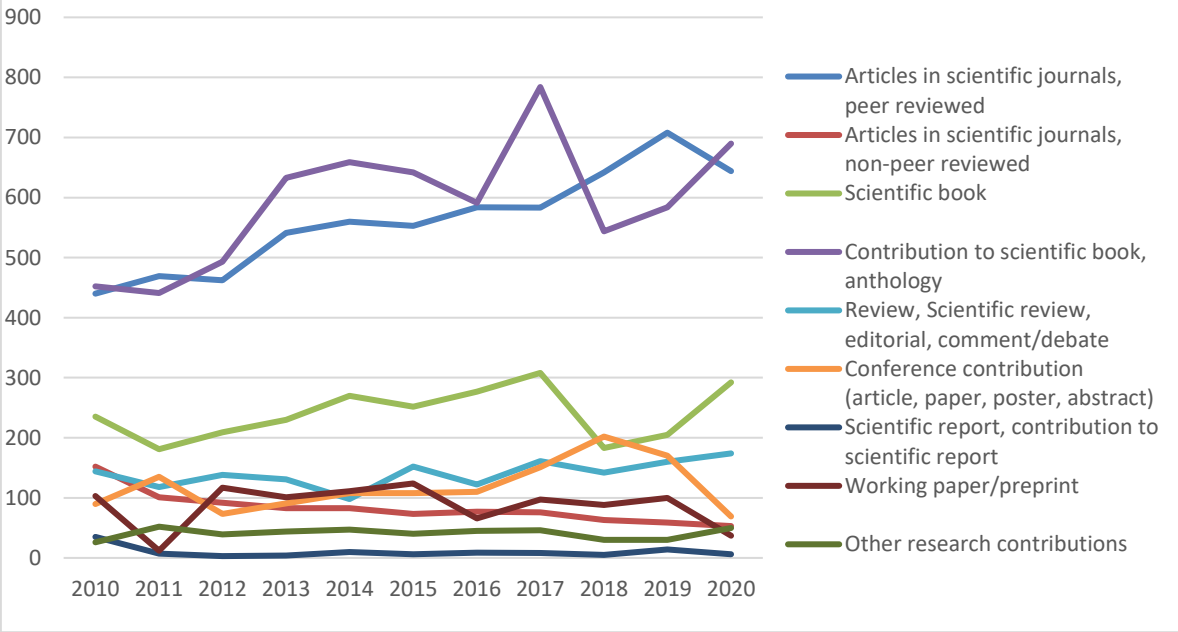
Data was drawn from Pure in the spring and summer of 2021. All scientific staff is expected to update their Pure profiles by the end of February each year, however, there are some qualitative and quantitative uncertainties in the Pure registrations.

In addition, it is important to be aware that Pure is a dynamic database and data drawn from Pure is considered a momentary glance into the scientific output. The numbers are constantly subject to change, due to new registrations, corrections etc.

5.1 Types of publications

Research at Arts is published through diverse channels. Figure 3 provides an overview of the total number of publications divided into different types of research output. The total number of research publications at Arts has risen from 1.677 in 2010 to 2.015 in 2020.

Figure 3. Research publications, Arts total



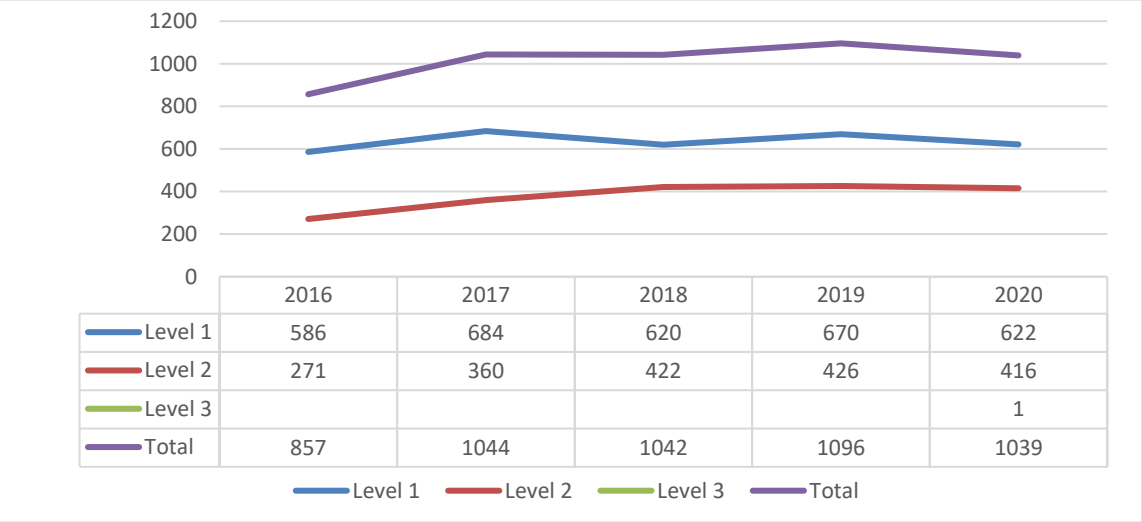
Source: AU Key Figures 2010-2020.
Note: The numbers in Figure 3 are drawn from Pure for the purpose of AU Key Figures, and the methodology used differs from AU Library's method for the remaining parts of the report.

5.2 BFI publications

The Danish Bibliometric Research Indicator (BFI) is dynamic and subject to change. In BFI, series (journals and book series) are divided into 3 levels, publishers are divided into 2 levels. The

higher the level a channel has, the more BFI points trigger a publication published in the channel. Level 3 is a new level (valid from publication year 2018) that triggers more points than level 2. Unlike Level 2, which applies for the following two years, Level 3 will apply for the following four years. All journals and publishers included in the BFI are subject to a peer-review process.

Figure 4. BFI, Arts total

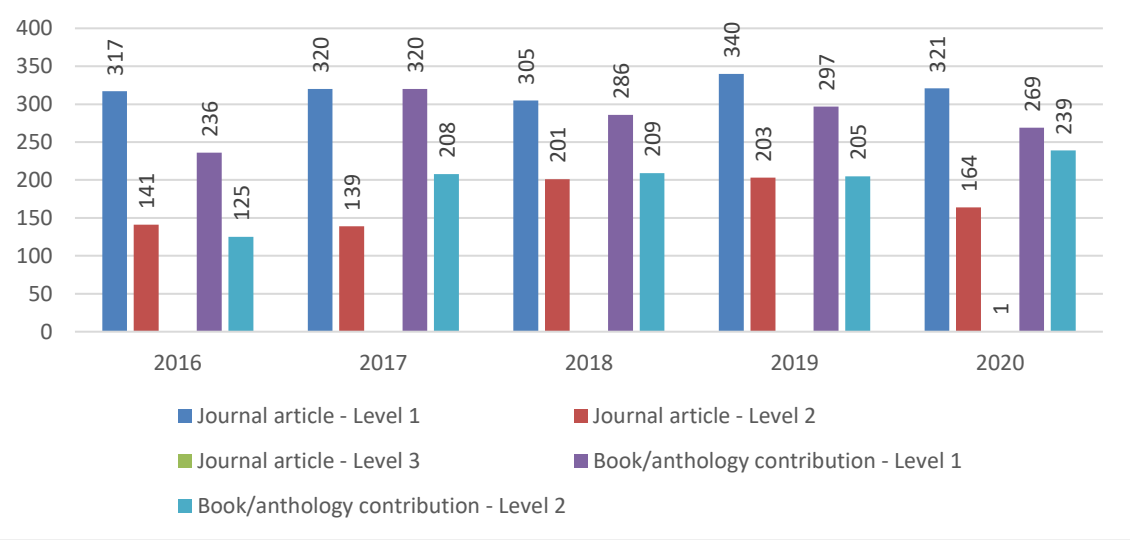


	2016	2017	2018	2019	2020
Level 1	586	684	620	670	622
Level 2	271	360	422	426	416
Level 3					1
Total	857	1044	1042	1096	1039

Source: AU Library, Pure.

The majority of the BFI rated publications are either scientific journal articles or book/anthology contributions. These are extracted in Figure 5.

Figure 5. BFI, scientific journal articles and book/anthology contributions, Arts total



Source: AU Library, Pure.

In Figures 4 and 5, co-authored articles and publications only count once.

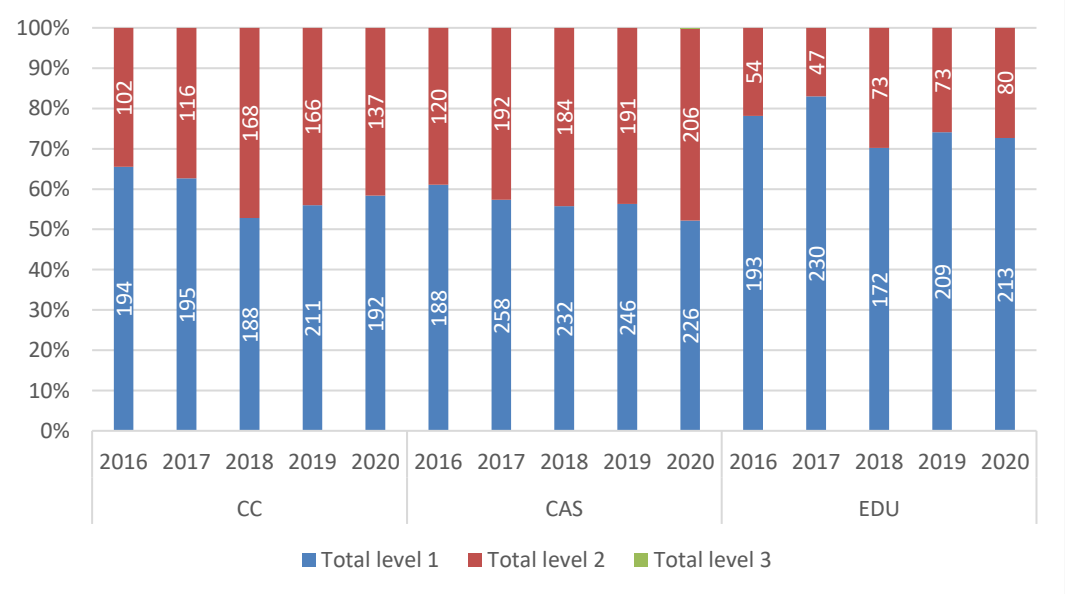
Table 4. BFI scientific publications by school

Numbers	CC					CAS					EDU				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Journal article - Level 1	88	110	91	111	85	118	124	110	133	129	106	84	93	95	115
Journal article - Level 2	52	47	76	83	62	54	58	91	95	75	39	30	38	32	33
Journal article - Level 3										1					
Book/anthology contribution - Level 1	93	76	86	95	99	61	118	116	103	87	77	127	67	96	83
Book/anthology contribution - Level 2	49	65	86	75	72	63	127	90	90	125	15	15	32	38	44
Book - Level 1	13	9	11	5	8	9	16	6	10	10	10	19	12	18	15
Book - Level 2	1	4	6	8	3	3	7	3	6	6		2	3	3	3

Source: AU Library, Pure.

Figure 6 shows the total number and the proportion of BFI scientific publications published by academic staff affiliated to each school. Co-authored articles count more than once, if an article is co-authored by researchers from different schools (Section 5.5 provides an overview of the number of co-authored publications).

Figure 6. BFI scientific publications, proportion by school

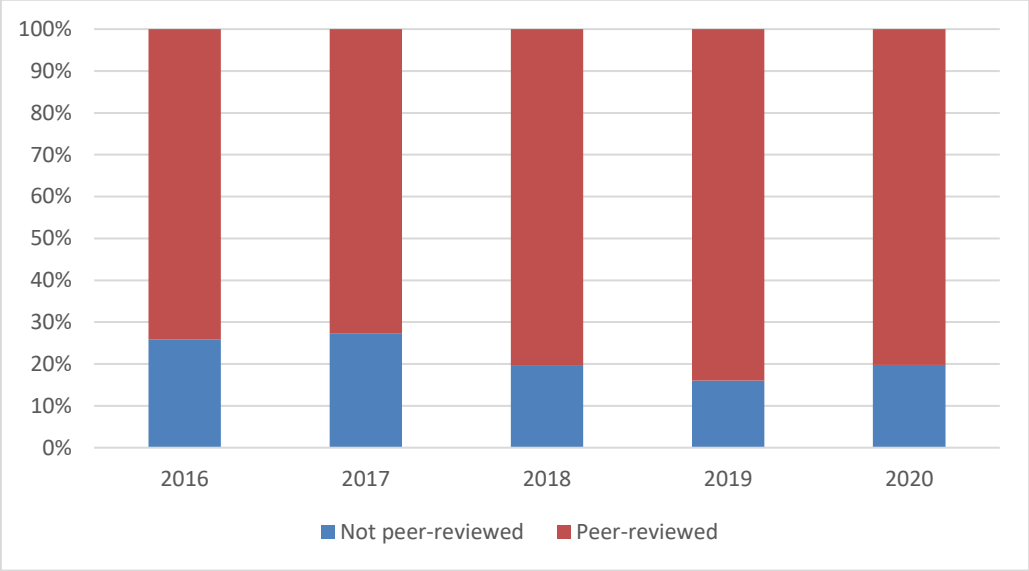


Source: AU Library, Pure.

5.3 Peer-reviewed publications

In Figure 7, a total count of all publication types at Arts divided into peer-reviewed and non peer-reviewed publications shows that the majority of the research output at Arts goes through a peer-review process.

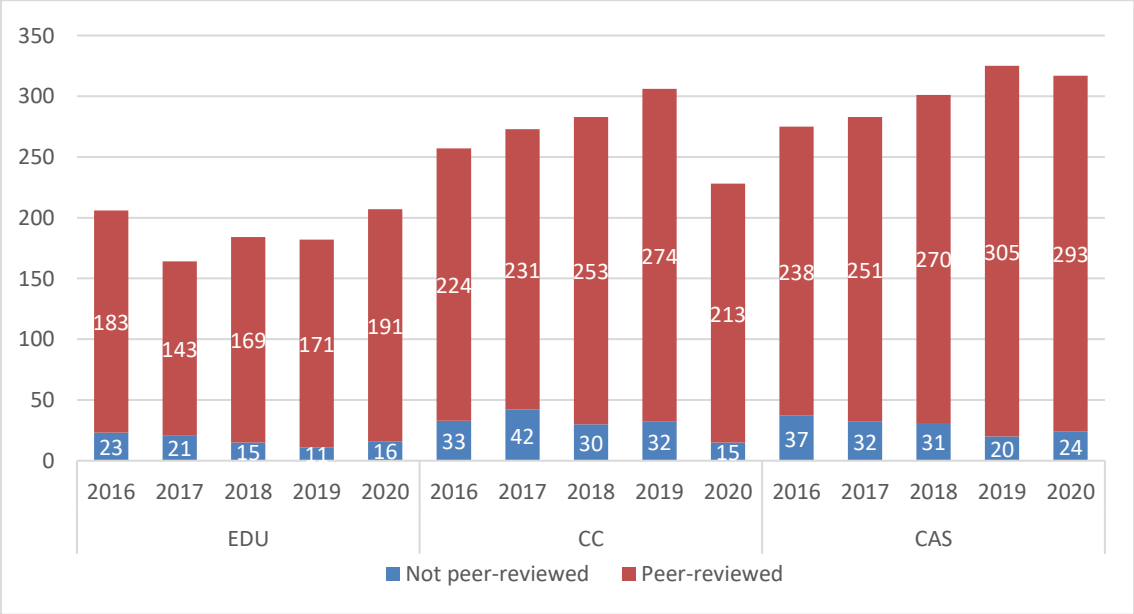
Figure 7. Peer-reviewed and non peer-reviewed publications, all publication types



Source: AU Library, Pure.

Within the category of scientific journal articles, peer-reviewed publications are significant in all three schools (Figure 8).

Figure 8. Peer-reviewed and non peer-reviewed scientific journal articles, by school

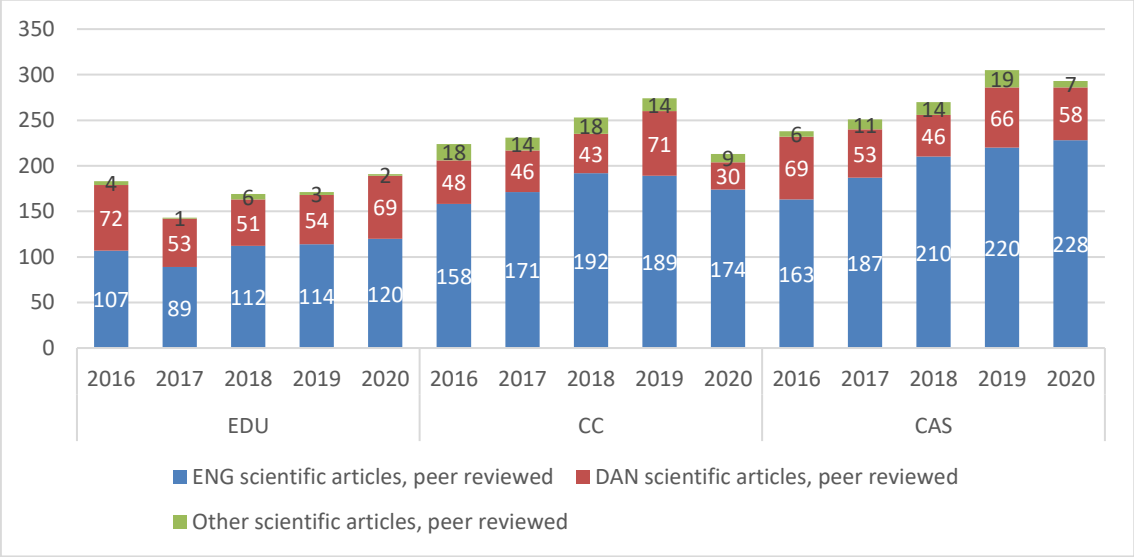


Source: AU Library, Pure.

5.4 Internationalisation and publication language

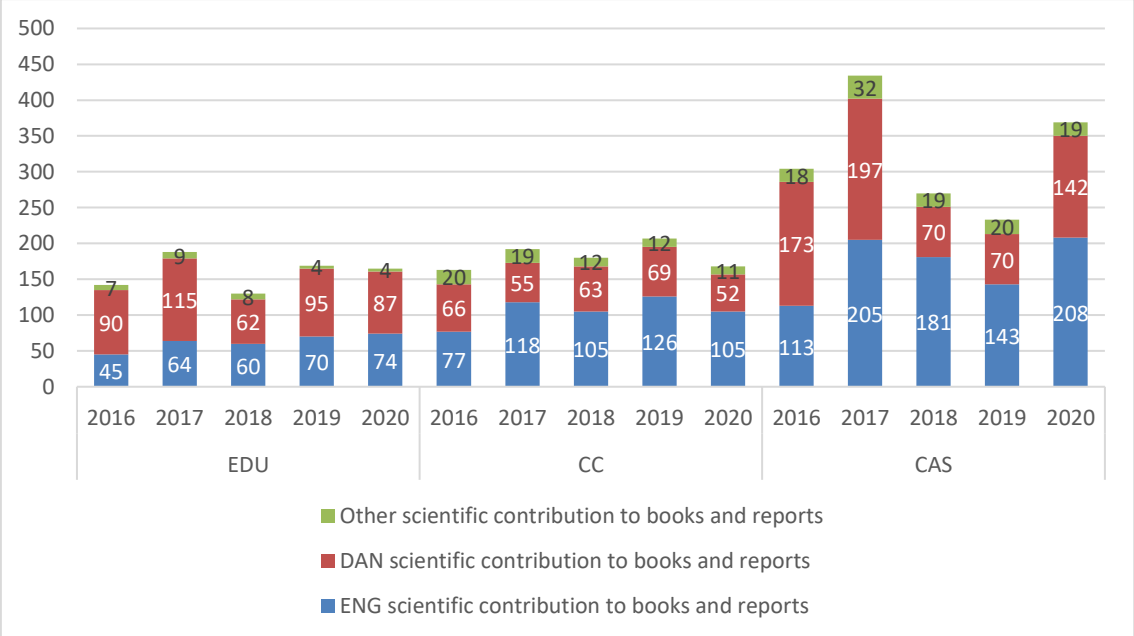
It is a goal of Arts to increase the international impact of its research output. One indicator that can be used to view this development is the language of publication, especially the number of publications in English and other languages relevant in a field (Figures 9, 10 and 11).

Figure 9. Publication language in peer-reviewed scientific articles



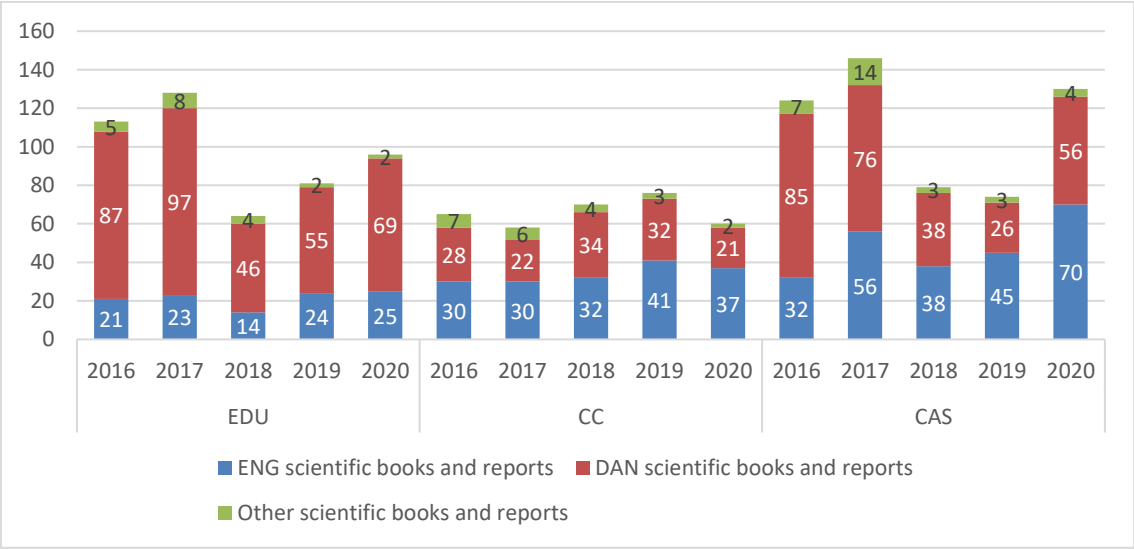
Source: AU Library, Pure.

Figure 10. Publication language in contributions to books (book chapter and report chapter)



Source: AU Library, Pure.

Figure 11. Publication language in scientific books (anthology, book, doctoral thesis, PhD thesis, report)



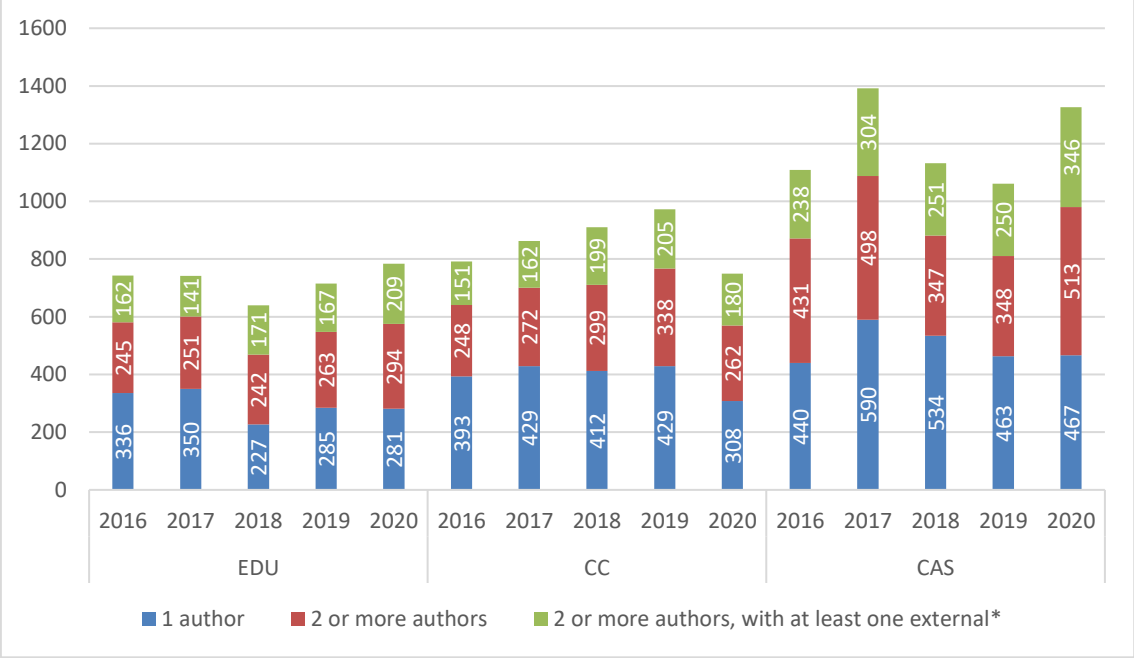
Source: AU Library, Pure.

English and Danish are by far the two main publication languages. In the "other" category, the most common languages used are Spanish, German, Swedish, Norwegian and French.

5.5 Author collaborations

Researchers at Arts increasingly co-publish with one or more co-authors. Figure 12 shows that a large proportion of publications are co-authored, and of these a major part are co-authored with at least one external collaborator from another university. The far majority of the external collaborators (non-AU) are affiliated with mostly Danish, then Nordic and European research institutions.

Figure 12. Author collaborations in research publications



Source: AU Library, Pure. *The green column is a fraction of the middle (red) column.

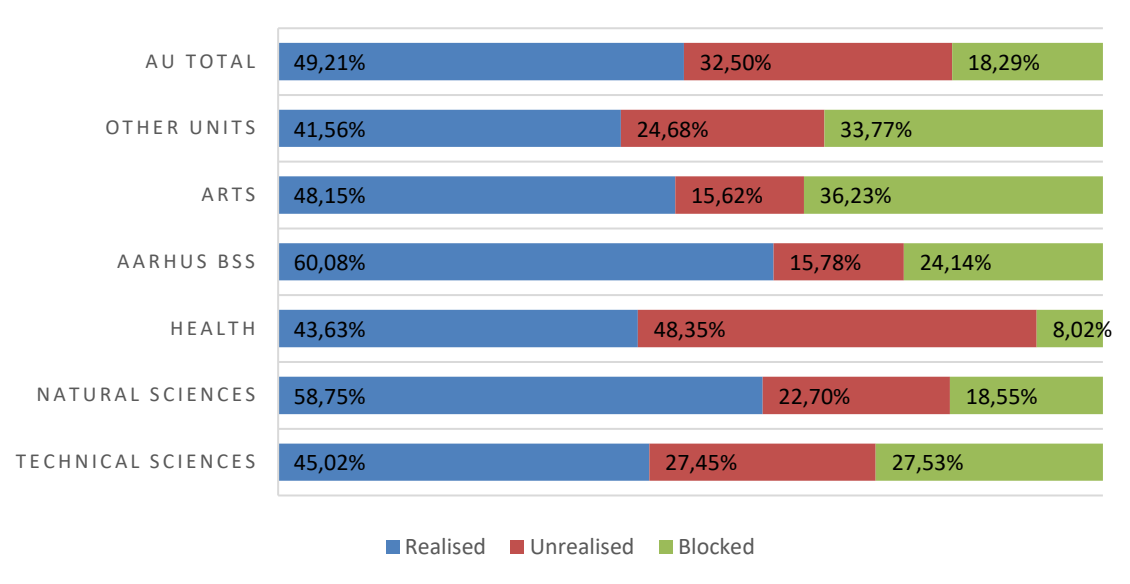
5.6 Open Access

Aarhus University has adopted an open access policy in order to establish free access for all citizens, researchers and enterprises to research publications produced as part of the research at AU. The university's open access policy states that: "Peer-reviewed research articles, and as far as possible other research publications, are archived in Pure in full-text version and/or as a link, ideally supplemented by archiving in another online academic archive, with indication of whether the publication is an Open Access version or, if relevant, subject to an embargo period."

This means that it is the author who provides access to the full text version of an article, by uploading a full text version in the Pure repository or as a link. The author can only upload the full text version with the publisher's consent. AU Library assists with the practical work concerning publication of an Open Access version in Pure. Researchers are contacted by mail when Open Access to peer-reviewed research articles registered in Pure is possible by uploading the accepted manuscript.

Figure 13 shows the percentage of publications realised as open access. It also shows the open access potential in the different schools and the percentage of publications blocked from becoming Open Access within 12 months of publication.

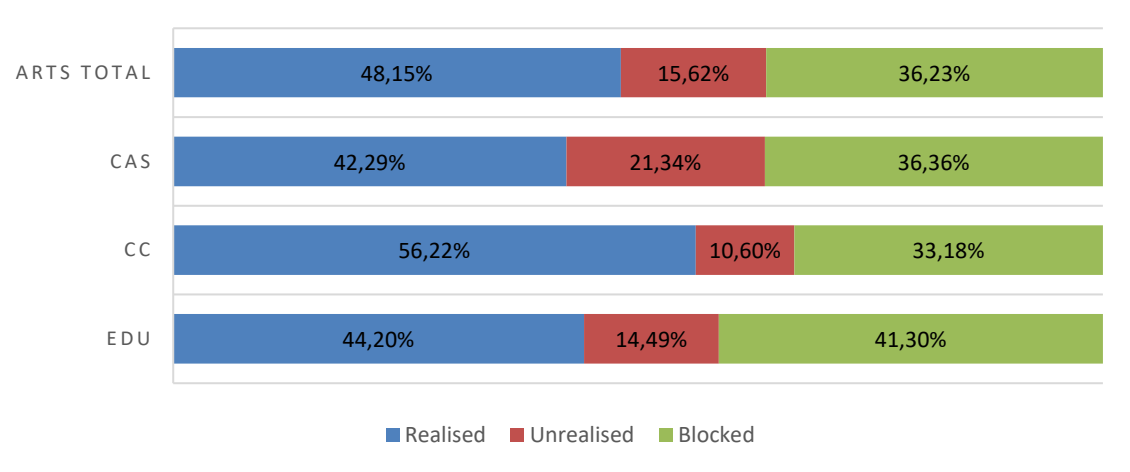
Figure 13. Open Access Indicator, AU



Source: AU Library and Danish Open Access Indicator (http://oaindikator.dk/en), June 2021
Note: The 2019 statistics, are based on the final OAI results released in 2021.

It is worth noticing that Arts has the highest percentage of publication in the 'blocked' category, and that Arts is performing well with a low percentage in the 'Unrealised' category. Meaning that since Arts is challenged by a high percentage of publications deemed unlikely to become Open Access, the three schools are performing well because of the small 'unrealised' potential.

Figure 14. Open Access Indicator, Faculty of Arts



Source: AU Library and Danish Open Access Indicator (http://oaindikator.dk/en), June 2021
Note: The 2019 statistics, are based on the final OAI results released in 2021.

5.7 Knowledge exchange publications

Arts' researchers are engaged in knowledge exchange. It is possible to register these activities in PURE, however, researchers don't necessarily register all these activities. As a result, the data in Table 5 holds a large amount of uncertainties, and it is fair to assume that activities and publications are much higher than the numbers registered.

Table 5. Arts publications related to knowledge exchange

Numbers	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Articles in journal/newspaper	323	293	176	226	168	184	158	160	141	139
Feature articles in journal/newspaper	209	177	112	190	93	130	198	118	128	102
Review in journal/newspaper	100	88	68	53	137	79	75	111	126	125
Research providing book/anthology/report	33	32	30	40	44	37	36	38	33	23
Research providing contribution to book/anthology/report	1	2	2	1	2	9	4	7	8	3
Encyclopedia article, comment	232	195	190	238	197	210	207	134	142	129
Other knowledge exchange contributions	32	71	25	11	16	17	70	52	59	63
Textbook	12	4	21	10	12	8	3	11	5	13
Compendium/lecture notes	2	1	1	1	0	0	4	2	2	1
Contribution to textbook	12	10	39	13	19	4	12	12	10	9
Other teaching material	3	12	4	9	2	5	6	6	10	7
Total	**959**	**885**	**668**	**792**	**690**	**682**	**773**	**651**	**664**	**614**

Source: AU Key Figures 2011-2020.

6 Talent Development

6.1 Enrolments and graduates

Table 6 shows that by December 2020 Graduate School, Arts had a total of 249 enrolled PhD students. The PhD students are affiliated with a school (see also Table 1) and one of Arts' eight PhD degree programmes.

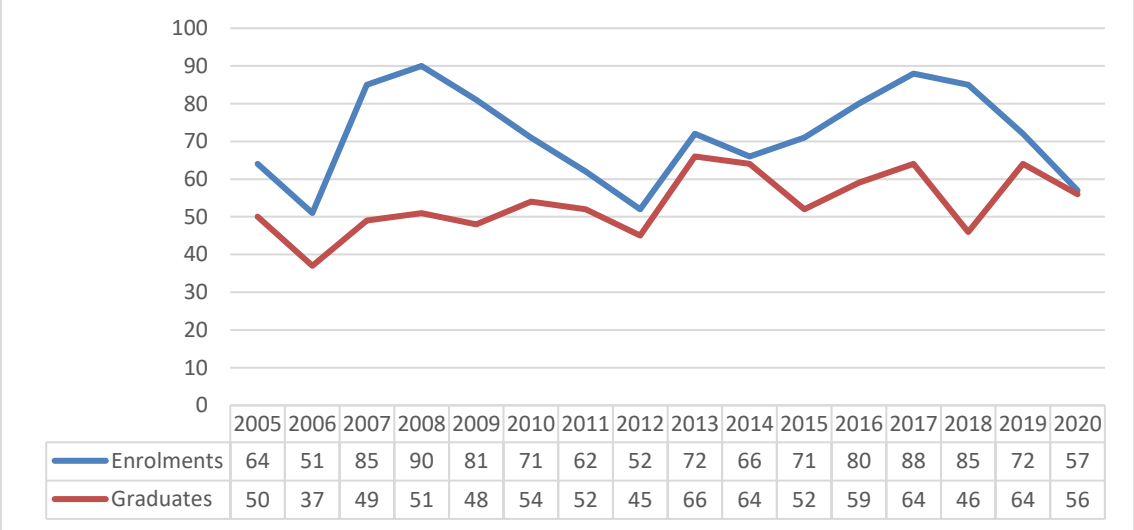
Table 6. Enrolled PhD students at Arts' PhD degree programmes

School	Programme	Enrolled PhD Students
CAS	Anthropology, Global Studies and the Study of Religion	45
	History, Archaeology and Classical Studies	34
	Theology, History of Ideas and Philosophy	24
	Total	*103*
CC	Art, Literature and Cultural Studies	38
	ICT, Media, Communication and Journalism	18
	Language, Linguistics, Communication and Cognition	19
	Total	*75*
EDU	Didactics	31
	Learning and Education	40
	Total	*71*
Total		**249**

Source: Graduate School, Arts, January 2021

Figure 15 shows the number of enrolled students and accepted PhD theses at Graduate School, Arts since 2005. The faculty has the largest number of PhD enrollments within the humanities, education and theology in Denmark.

Figure 15. PhD student enrolments and graduates, 2005-2020

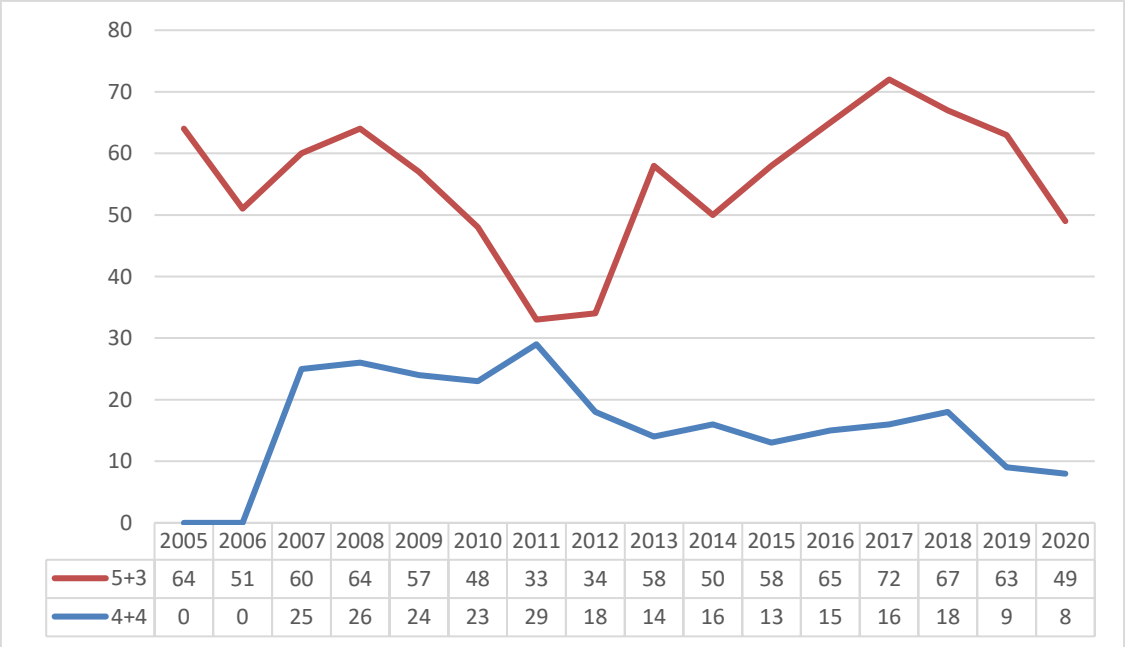


	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Enrolments	64	51	85	90	81	71	62	52	72	66	71	80	88	85	72	57
Graduates	50	37	49	51	48	54	52	45	66	64	52	59	64	46	64	56

Source: Graduate School, Arts.
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

Figure 16 divides the enrolments from figure 15 into 5+3 and 4+4.

Figure 16. PhD student enrolments divided into 5+3 and 4+4, 2005-2020



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
5+3	64	51	60	64	57	48	33	34	58	50	58	65	72	67	63	49
4+4	0	0	25	26	24	23	29	18	14	16	13	15	16	18	9	8

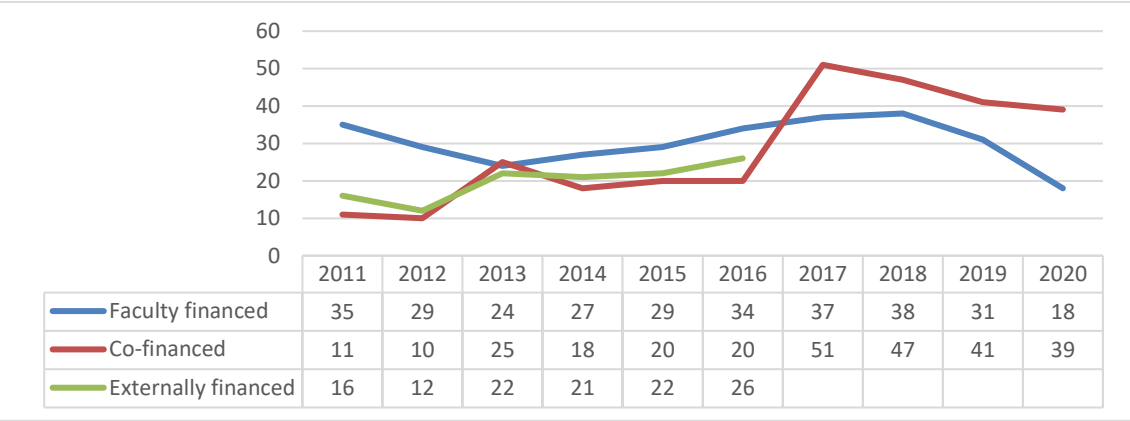
Source: Graduate School, Arts.

6.2 Financing of PhD students

Figure 17 shows that an increasing amount of the PhD students at Graduate School, Arts are either co-financed or externally financed. These PhD students are often affiliated with a university

college, a museum or another institution while conducting their PhD studies at Graduate School, Arts.

Figure 17. Financing of the PhD students (head count), 2011-2020



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Faculty financed	35	29	24	27	29	34	37	38	31	18
Co-financed	11	10	25	18	20	20	51	47	41	39
Externally financed	16	12	22	21	22	26				

Source: Graduate School, Arts.
Note: From 2017 co-financed and externally financed count as one group, often the co-financing of the Graduate School is the exclusion of overhead.

6.3 PhD students with external partners

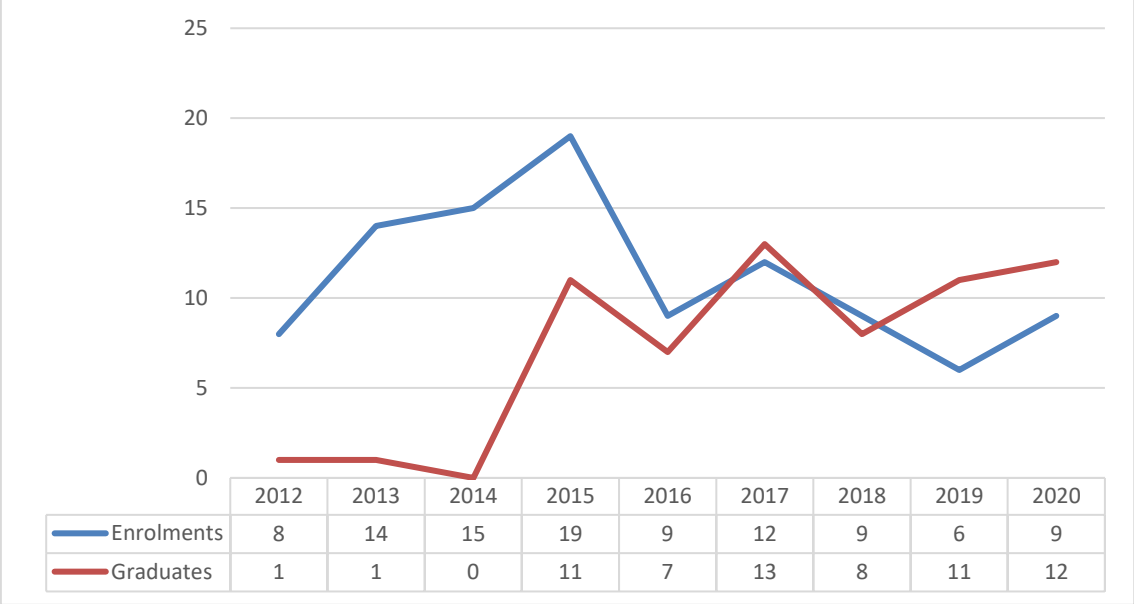
The Faculty of Arts has a substantial collaboration with external partners. Some of these are in collaboration with the Danish University Colleges.

Table 7. Enrolled PhD students in collaboration with University Colleges 2012–2020

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Anthropology, Global Studies and the Study of Religion	0	0	0	0	0	0	0	0	0
Art, Literature and Cultural Studies	0	0	1	4	4	3	3	0	0
Didactics	7	10	19	24	23	22	20	16	16
History, Archaeology and Classical Studies	0	0	0	0	0	0	0	0	0
ICT, Media, Communication and Journalism	0	1	2	4	4	2	4	2	2
Language, Linguistics, Communication and Cognition	0	0	0	1	1	1	0	0	0
Learning and Education	11	15	18	16	15	15	16	10	8
Theology, History of ideas and Philosophy	1	1	1	1	1	1	1	1	0
Total	**19**	**27**	**41**	**50**	**48**	**44**	**44**	**29**	**26**

Source: Graduate School, Arts.

Figure 18. Enrolments and graduates in collaboration with university Colleges 2012-2020

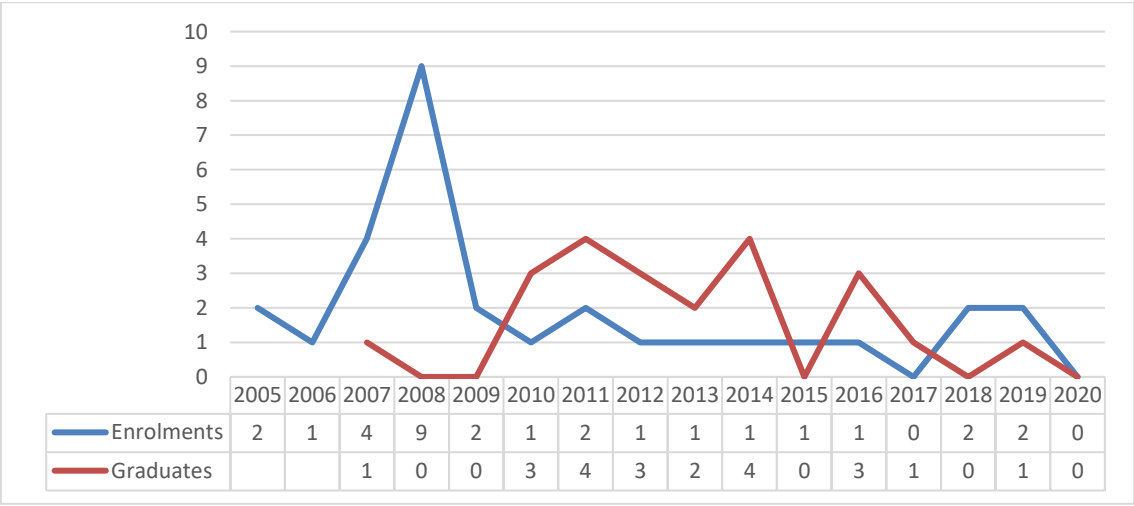


	2012	2013	2014	2015	2016	2017	2018	2019	2020
Enrolments	8	14	15	19	9	12	9	6	9
Graduates	1	1	0	11	7	13	8	11	12

Source: Graduate School, Arts.

Industrial PhD students are enrolled at the university for three years and at the same time employed by a company/institution as part of their PhD project. The PhD students work full time on their PhD project and share their time equally between the company/institution and the university.

Figure 19. Industrial PhD student enrolments and graduates, 2005-2020



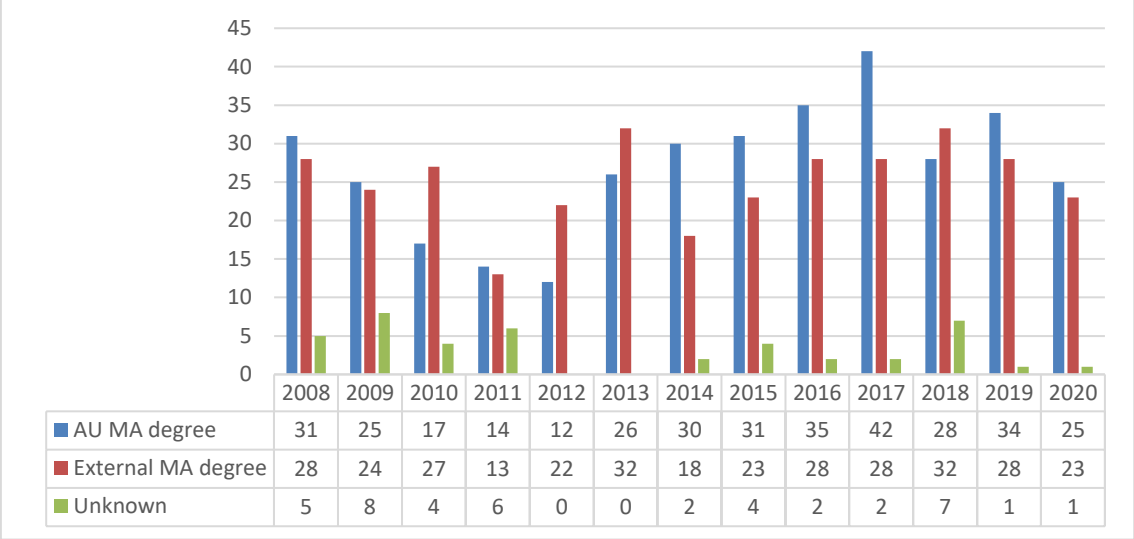
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Enrolments	2	1	4	9	2	1	2	1	1	1	1	1	0	2	2	0
Graduates			1	0	0	3	4	3	2	4	0	3	1	0	1	0

Source: Graduate School, Arts.

6.4 Recruitment of PhD students and internationalisation

4+4 students are internal recruitments, therefore they are left out of Figure 20.

Figure 20. Origin of MA degree for 5+3 enrolments, 2008-2020



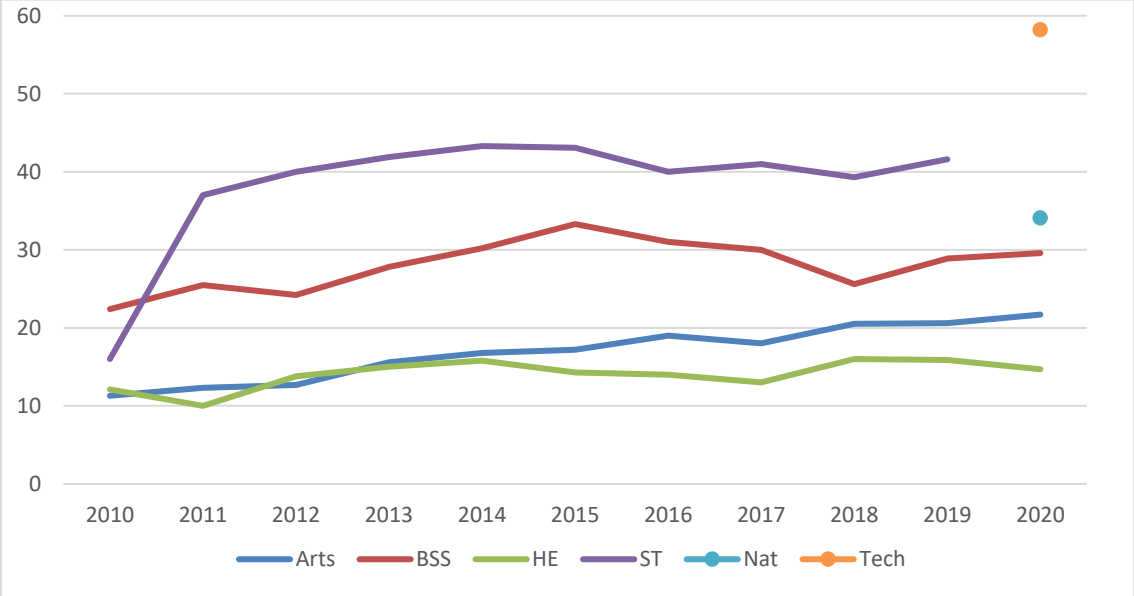
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
AU MA degree	31	25	17	14	12	26	30	31	35	42	28	34	25
External MA degree	28	24	27	13	22	32	18	23	28	28	32	28	23
Unknown	5	8	4	6	0	0	2	4	2	2	7	1	1

Source: Graduate School, Arts.
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

In addition, Arts strives to enhance the level of internationalisation of the enrolled PhD students. This is measured both by how many international (non-Danish) PhD students the graduate school has enrolled (Figure 21) and on how many students do a research stay abroad (Figure 22).

Figure 21 shows an increase in the percentage of international students since 2010 at Arts, however the proportion is still low compared to both Nat, Tech and BSS.

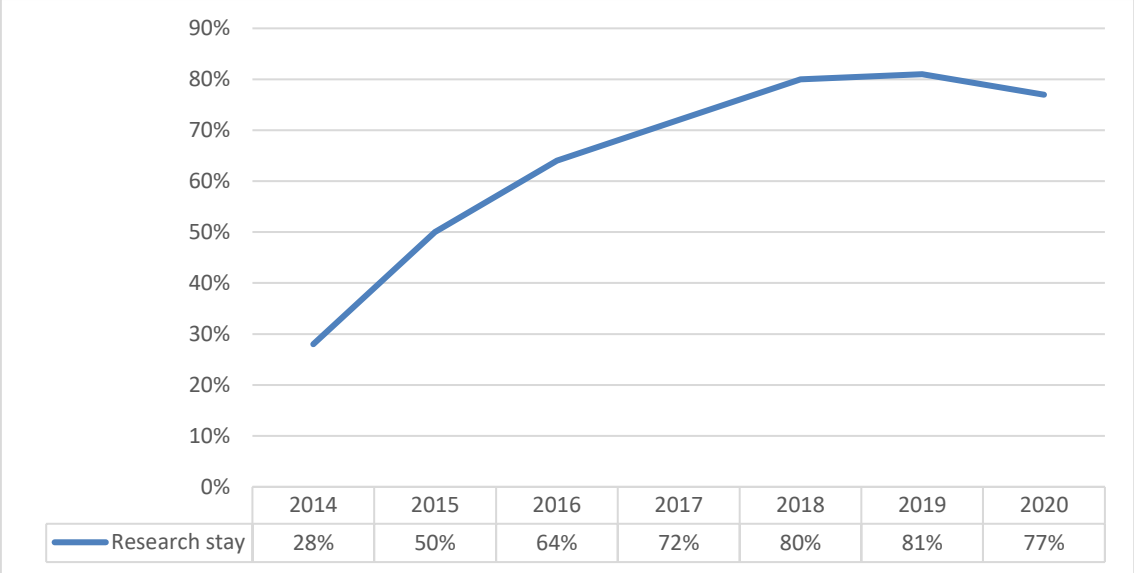
Figure 21. International (non-Danish) PhD students at AU, percentage of students, 2010-2020



Source: AU Key Figures 2010-2020.
Note: In 2020 Faculty of Science and Technology (ST) was divided into Faculty of Natural Sciences (Nat) and Faculty of Technical Sciences (Tech)

Figure 22 shows the percentage of PhD graduates since 2014 who went on a research stay abroad for a minimum of two months during their PhD enrollment.

Figure 22. PhD graduates who did a research stay abroad of min. 2 months, 2014-2020



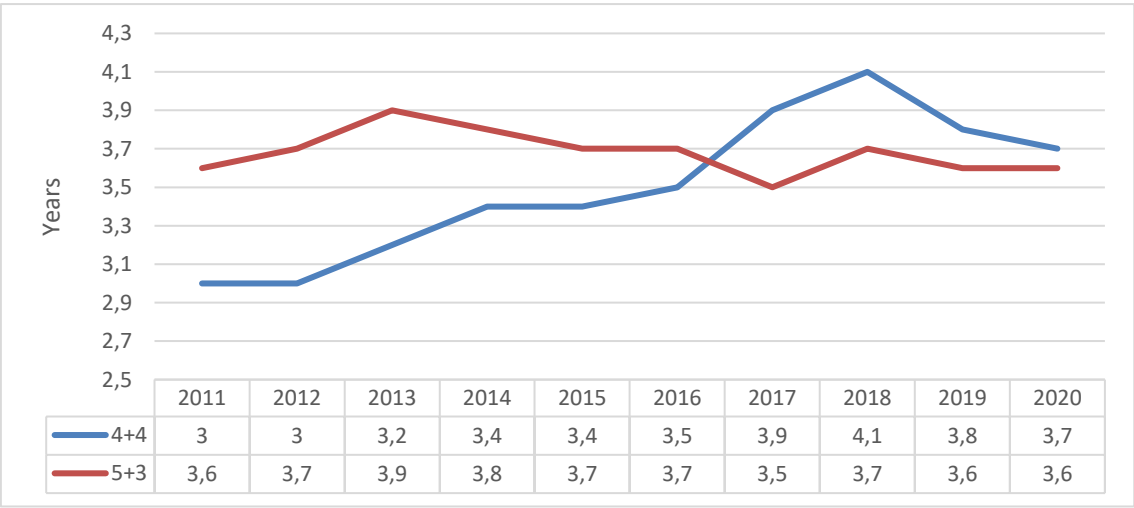
	2014	2015	2016	2017	2018	2019	2020
Research stay	28%	50%	64%	72%	80%	81%	77%

Source: Graduate School, Arts.

6.5 Completion time of PhD students

Figure 23 shows the development in the average completion time (effective study time) for PhD students at Graduate School, Arts.

Figure 23. Average completion time of PhD degree in years for 4+4 and 5+3, 2011-2020



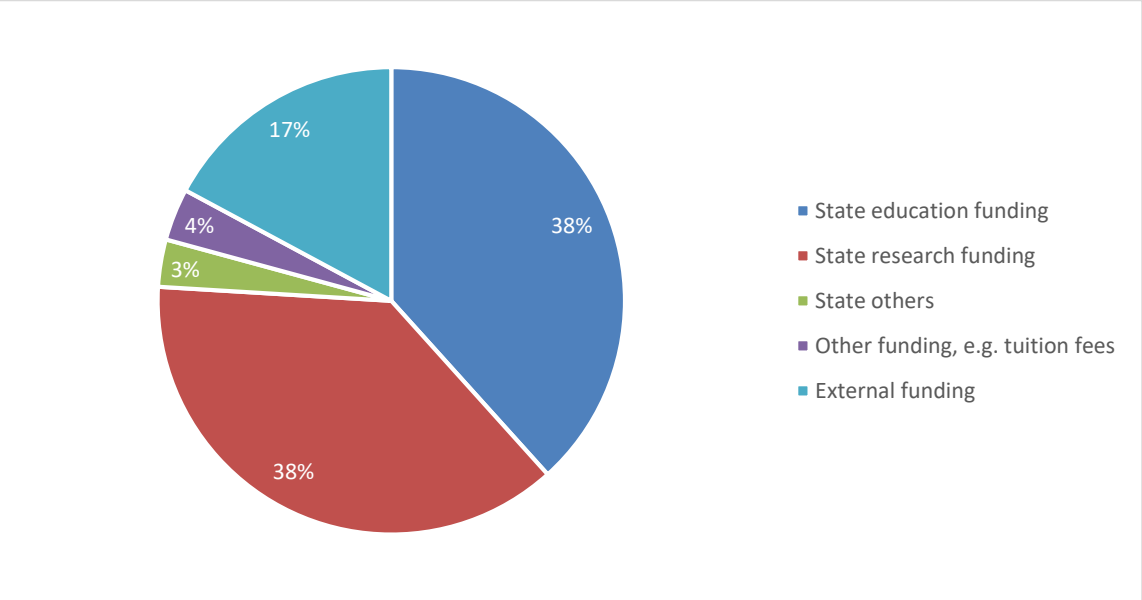
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
4+4	3	3	3,2	3,4	3,4	3,5	3,9	4,1	3,8	3,7
5+3	3,6	3,7	3,9	3,8	3,7	3,7	3,5	3,7	3,6	3,6

Source: Graduate School, Arts.
Note: For 4+4 students, all leaves and part A (MA credit) are excluded.

7 External Research Funding

In 2020, 17 percent of Arts' annual accounts were external funding (Figure 24).

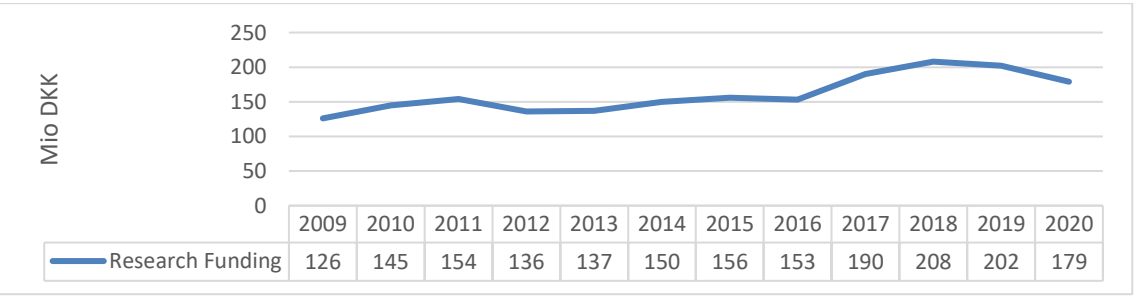
Figure 24. External funding as proportion of Arts' annual accounts in 2020 (1,066,513 DKK)



Source: Administration Centre Arts
"Other funding" refers to non-state funding, for instance from Master tuition fees.
"State others" refer to funding that is neither education nor research related (i.e. library and other funds).

Figure 25 provides an overview of the development of the annual expense level financed by external research funds to Arts since 2009.

Figure 25. Expenses financed by external research funds in million DKK



Source: AU Key Figures 2009-2020.

7.1 External research funding sources

Table 8 shows the origin of funding sources based on the total amount of external research funds to the faculties at AU in the period 2010–2020. The table shows that the majority of

external research funds come from national funding sources.

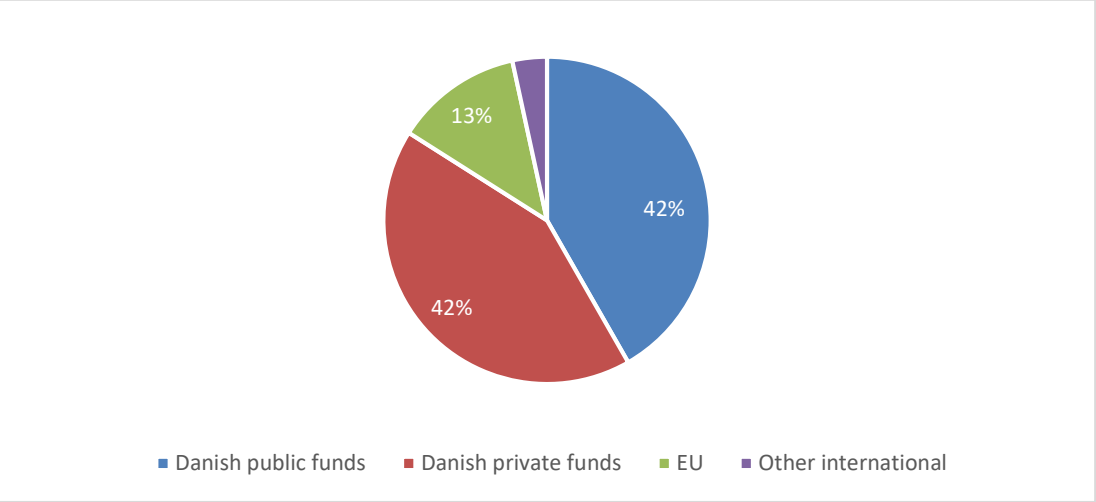
Table 8. Sources of external research funding divided into faculties

Mio. DKK		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Arts	Danish public funds	93	86	90	92	93	94	105	110	84	75
	Danish private funds	54	35	36	45	47	42	62	74	87	74
	EU	7	15	10	8	10	14	20	20	26	22
	Other international	-	-	-	5	6	2	3	4	5	8
BSS	Danish public funds	101	116	105	95	98	88	92	81	86	75
	Danish private funds	21	27	35	37	46	45	54	63	73	82
	EU	17	20	18	12	21	15	16	16	22	27
	Other international	-	-	-	6	7	9	10	10	9	8
ST	Danish public funds	590	632	607	604	622	679	665	599	608	-
	Danish private funds	178	178	165	189	209	178	217	260	288	-
	EU	144	140	179	116	131	123	121	130	139	-
	Other international	-	-	-	-	37	46	47	63	75	-
Nat.	Danish public funds	-	-	-	-	-	-	-	-	-	242
	Danish private funds	-	-	-	-	-	-	-	-	-	241
	EU	-	-	-	-	-	-	-	-	-	63
	Other international	-	-	-	-	-	-	-	-	-	35
Tech.	Danish public funds	-	-	-	-	-	-	-	-	-	302
	Danish private funds	-	-	-	-	-	-	-	-	-	79
	EU	-	-	-	-	-	-	-	-	-	90
	Other international	-	-	-	-	-	-	-	-	-	32
Health	Danish public funds	129	144	159	146	148	135	124	121	126	120
	Danish private funds	104	126	145	157	169	159	172	200	237	248
	EU	31	31	34	12	12	15	18	21	18	17
	Other international	-	-	-	11	11	12	12	17	17	22

Source: AU Key Figures 2011-2020.
Note: For years 2011-2013, "EU" and "Other international" are gathered in one number. In 2020 Faculty of Science and Technology (ST) was divided into Faculty of Natural Sciences (Nat.) and Faculty of Technical Sciences (Tech).

Figure 26 visualizes the distribution of Arts' funding sources for 2019 and 2020 from Table 8. The percentages represent averages across the two years.

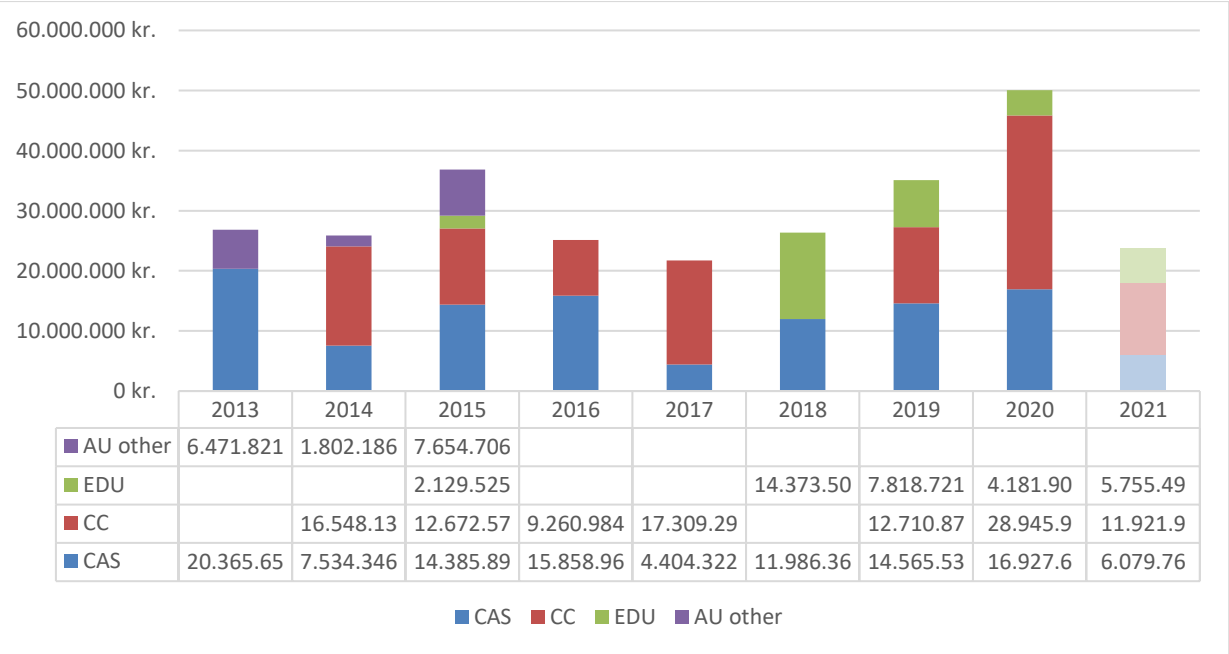
Figure 26. Arts' funding sources, 2019-2020



Source: AU Key Figures 2020.

At Arts, one of the major funding sources for both research projects and postdoctoral projects is the Danish Research Council for Independent Research (DFF). Figure 27 shows the development in funding that Arts' schools have attracted from DFF (individual postdocs and collective research projects).

Figure 27. DFF funding to Arts for collective research projects (and individual postdoc until 2016) and Research Networks (included from 2021)

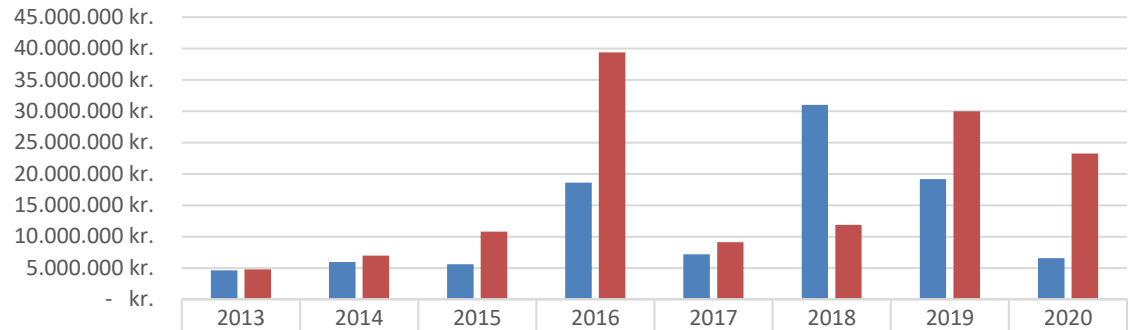


	2013	2014	2015	2016	2017	2018	2019	2020	2021
AU other	6.471.821	1.802.186	7.654.706						
EDU			2.129.525			14.373.50	7.818.721	4.181.90	5.755.49
CC		16.548.13	12.672.57	9.260.984	17.309.29		12.710.87	28.945.9	11.921.9
CAS	20.365.65	7.534.346	14.385.89	15.858.96	4.404.322	11.986.36	14.565.53	16.927.6	6.079.76

Source: Data gathered from dff.dk
Note: The figure only shows the projects where Arts (AU) is the main applicant. Funding for Arts researchers who are co-applicants in other universities' projects are not included. The numbers for 2021 may still rise.

Apart from public funding, Arts also attracts funding from private funds, in particular from Velux and Carlsberg (Figure 28).

Figure 28. Velux/Villum and Carlsberg funding to Arts



	2013	2014	2015	2016	2017	2018	2019	2020
Velux & Villum	4.604.114	5.965.664	5.600.000	18.583.06	7.169.880	31.000.00	19.171.69	6.538.318
Carlsberg	4.795.564	6.954.550	10.794.99	39.376.08	9.100.000	11.864.64	29.973.35	23.246.44

Source: Velux' webpage and Carlsberg yearly report.
Note: The figure only shows the projects where Arts (AU) is the main applicant. Arts researchers who are co-applicants in other universities' projects are not included.

7.2 Research funding from the EU

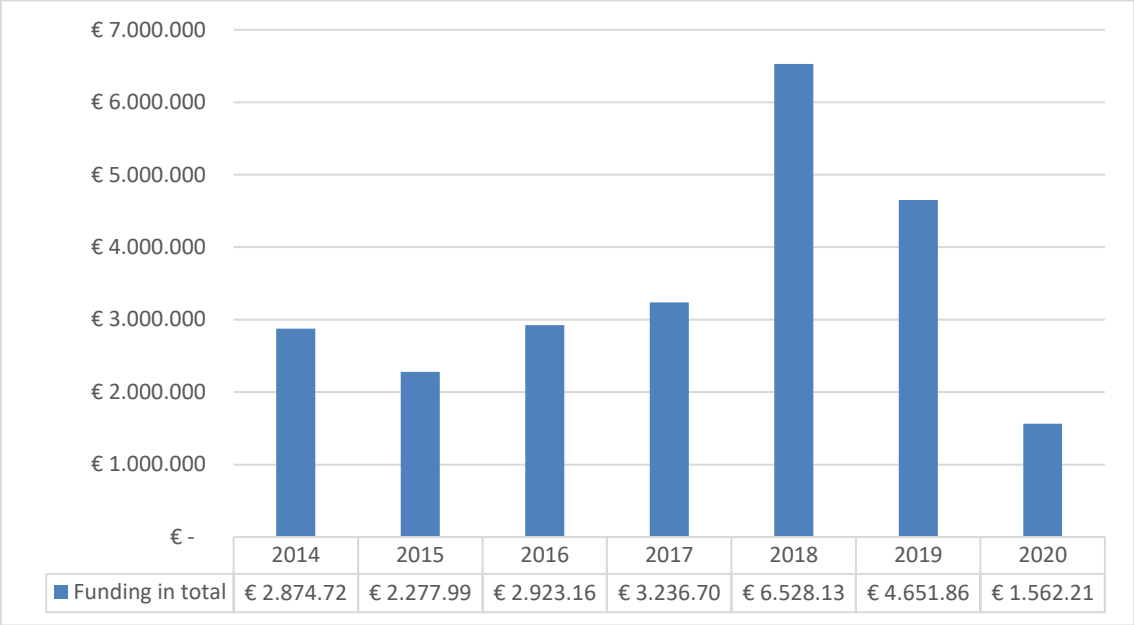
It is a strategic goal of Arts to attract more research funding from the EU and the Horizon 2020 framework. From the FP7 (2007-2013) Arts researchers attracted a total of 5.460.568 €. Table 9 lists the funding attracted from the EU Horizon 2020 programme (2014-2020).

Table 9. EU Horizon 2020 projects by school

	CAS	CC	EDU	CUDiM
2014	€ 200.194,80	€ 2.674.531		
2015	€ 1.500.154	€ 777.837		
2016		€ 1.467.218	€ 1.436.618	€ 19.325
2017	€ 2.342.473	€ 694.035	€ 200.195	
2018	€ 3.504.548	€ 3.023.592		
2019	€ 4.280.256	€ 371.613		
2020	€ 1.063.421	€ 419.420		€ 79.375,00
Total	**€ 12.690.851**	**€ 9.428.245**	**€ 1.636.813**	**€ 98.700**
€ 23.854.609				

Source: AU Research Support Unit, August 2021

Figure 29. Total EU funding to Arts



Source: AU Research Support Unit, August 2020

8 International Rankings

8.1 Aarhus University rankings

Among over 17.000 universities world-wide, Aarhus University is ranked in the top in several influential rankings. A high ranking is an important competitive advantage for a university which seeks to attract and retain the best students, researchers and partnerships.

Table 10. Aarhus University rankings

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Leiden Ranking	77	68	81	97	101	111	108	110	128
ARWU – Shanghai	81	74	73	65	65	65	60	69	-
National Taiwan University Ranking	86	87	88	86	88	89	89	87	-
QS World University Ranking	91	96	107	117	119	141	145	147	-
US News Best Global Universities Ranking	-	-	-	127	108	95	106	105	155
Times Higher Education World University Ranking (AU/Arts and Humanities)	138/95	153/91	106/65	98/55	98	109	123	106	-

Source: Rector's Office.

8.2 Faculty rankings

The disciplines within social sciences and humanities do not have the same weight in the international rankings as STEM disciplines. The main reason for this is that most rankings are based on impact factors measured by citations. However, within the social sciences and humanities, impact is difficult to measure via citations indexes. Leiden and Shanghai rankings do not include the humanistic disciplines in their rankings (the ranking includes education as part of the social sciences).

QS World University Ranking does a faculty based ranking where the disciplines within arts and humanities are measured. Until 2012, QS Faculty Rankings were mainly based on academic reputation, but from 2013 onwards the ranking also includes employer reputation and a citation indicator.

Table 11. QS Faculty Rankings

	2010	2011	2012	2013	2014	2015	2016/ 2017	2018	2019	2020	2021
Arts and Humanities	117	154	116	79	76	92	93	87	85	110	111
Social Sciences and Management	129	144	122	59	62	70	68	98	118	145	132
Engineering and Technology	214	202	239	128	166	112	105	113	178	197	206
Life Sciences and Medicine	116	95	109	74	64	60	58	66	75	86	85
Natural Sciences	89	117	134	112	139	95	87	131	150	197	201

Source: Rector's Office.
Note: Some of Arts' academic disciplines fall within the other categories in the faculty ranking.

In addition to the faculty ranking Arts have a few academic disciplines which have an impressive high ranking in the **QS subject ranking.** In 2021 five disciplines at Aarhus University are ranked in top 50. Three of these are from Arts

Table 12. QS Subject Ranking, AU

Faculty	**Department**	2016	2017	2018	2019	2020	2021
Arts	Anthropology	51-100	39	35	42	34	39
	Archaeology	40	25	17	35	27	36
	Communication and Media Studies	34	38	35	42	36	40
	Theology and Religious Studies	-	51-100	29	30	38	51-100
Health	Dentistry	17	17	21	27	33	35
Tech	Agriculture and Forestry	51-100	51-100	45	35	37	28
BSS	Social Policy & Administration	-	51-100	51-100	49	36	51-100

Source: RQS subject ranking.

Aarhus University, Arts
Tåsingegade 3, Bygning 1443
8000 Aarhus C

Tel.: (+45) 8715 0000
Monday – Thursday, 9.00–16.00
Friday, 9.00–14.00
www.au.dk