



ARTS RESEARCH AND TALENT DEVELOPMENT KEY FIGURES 2022



ARTS
AARHUS UNIVERSITY

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2 Preface

The purpose of *Arts Research and Talent Development, Key Figures 2022* 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 was collected in the summer of 2022 with support from administrative units at Aarhus University.



3 Research at the Faculty of Arts

It is with great pleasure that we present the yearly report summarising key figures covering faculty members, publications, PhD graduates, external funding and faculty rankings, all reflecting developments in 2021 compared with previous years. The purpose of the report is primarily to act as a tool for discussion about some of the major trends revealed in the figures and numbers.

We are continuing the trend of previous years by moving closer towards an equal gender distribution. The proportion of female professors is increasing: 41% of our professors (including professors with special responsibilities) are women, which is an increase of 2 percentage points compared with last year.

Overall, we had an impressive research output in 2021 despite the pandemic. There was only a slight decrease in the number of peer-reviewed publications compared with the record year of 2019.

For the first time, the number of PhD degrees awarded (59) exceeded the number of newly enrolled PhD students (53). However, this is not necessarily positive, as the number of new PhD students in 2021 was the lowest since 2012. There has been a slight increase in the number of enrolled 4+4 students compared with last year, but the number of newly enrolled students on the 4+4 scheme in 2021 corresponded to the historically low level in 2020. The number of PhD students funded as part of externally funded projects is decreasing, and the number of PhD enrolments has not been less than 55 since 2006 and 2012. These low numbers are mainly due to temporary financial circumstances, and our ambition is that they should increase again as soon as financially possible so that the Faculty of Arts can continue to train scholars of the highest international standard.

The proportion of PhD students doing research abroad for at least two months decreased considerably in 2021 (from 81% in 2019, to 77% in 2020, and 59% in 2021). However, this was probably a temporary decrease caused by Covid-19.

The amount of funding brought in from external sources (e.g., from DFF, Carlsberg, Velux and the EU) is increasing slightly once again.

In general, the Faculty of Arts continues to be among the very best, as revealed by our rankings. We rank number 43 in the Times Higher Education World University Rankings in the arts and humanities, which is higher than any other faculty in this field in the Nordic region.

We thank you all for another year of excellence in research at the Faculty of Arts.

November 2022

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

4 Academic staff

4.1 Full-time academic staff

The Faculty of Arts has 612 full-time academic members of staff in the categories of professor, professor MSO, associate professor, assistant professor and postdoc.

Table 1. Full-time academic staff, Faculty of Arts

Head count	PhD Students*	Postdoc	Assistant professor (adjunkt)	Associate professor (lektor)	Professor MSO**	Professor	Total
CAS (IKS)	93	45	16	117	9	28	308
CC (IKK)	71	41	25	135	4	38	314
EDU (DPU)	69	22	5	105	7	15	223
Total	233	108	46	357	20	81	845

Source: HR Arts, Graduate School Arts (January 2022)

*The numbers for PhD students are from the end of 2021

**MSO is the Danish abbreviation for "with special responsibilities".

4.2 Gender distribution of academic staff

The percentage of female employees decreases as staff climb the career ladder: 63 percent of the PhD students, 50 percent of the associate professors and 41 percent of the professors (including professors with special responsibilities) at the Faculty of Arts are women.

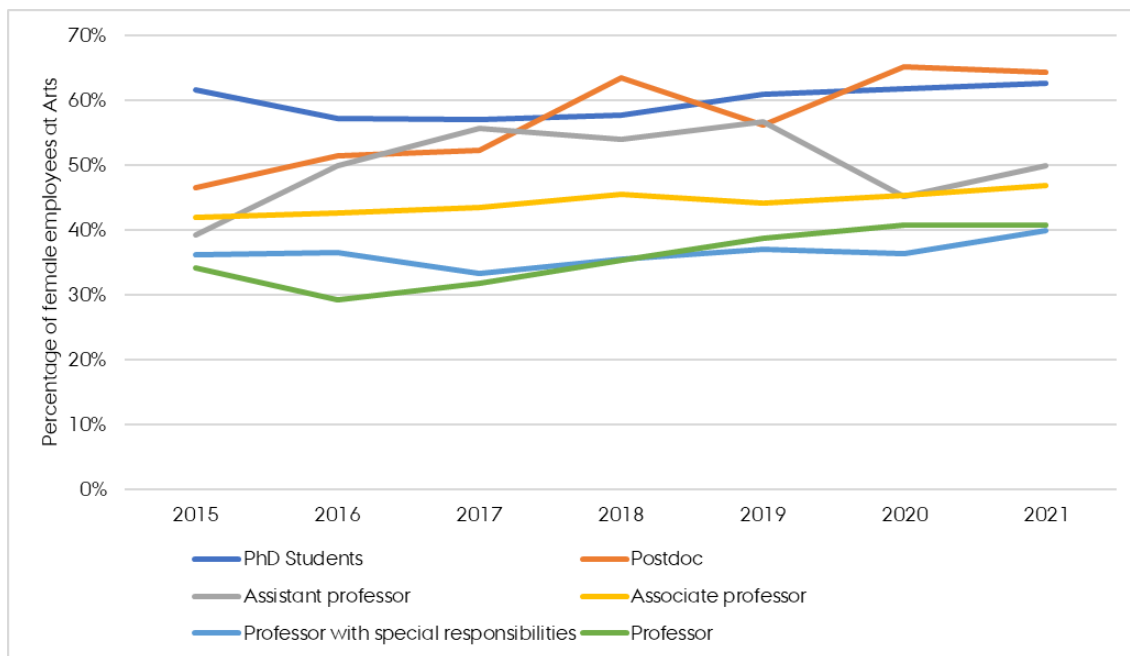
Table 2. Gender distribution as a percentage

Gender, % Female	PhD Students*	Postdoc	Assistant professor (adjunkt)	Associate professor (lektor)	Professor MSO**	Professor	Total
CAS (IKS)	62.8	70.8	43.8	40.2	33.3	35.7	50.7
CC (IKK)	63.2	56.1	48	46.7	25	39.5	50
EDU (DPU)	61.5	65.2	80	54.3	57.1	53.3	57.7
Total ARTS	62.6	64.3	50	46.8	40	40.7	52.3

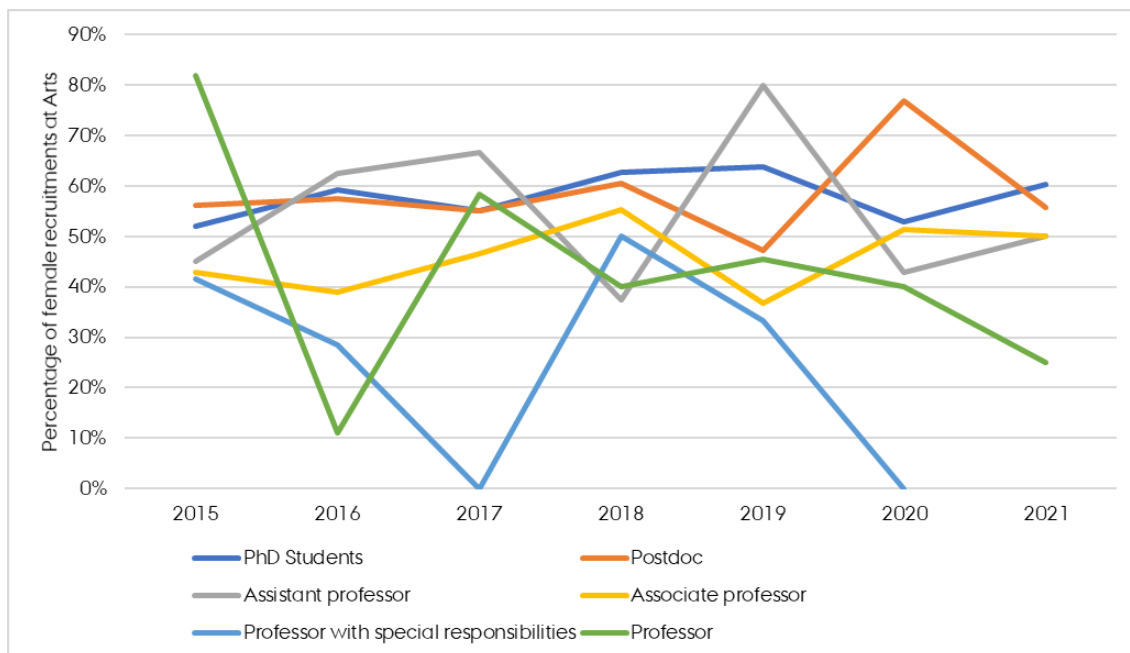
Source: HR Arts, Graduate School Arts (January 2022)

*The numbers for PhD students are from the end of 2021

**MSO is the Danish abbreviation for "with special responsibilities".

Figure 1. Percentage of female employees, Faculty of Arts

Source: HR Arts, August 2022

Figure 2. Percentage of female recruitments, Faculty of Arts

Source: HR Arts, August 2022

Note: Fluctuations are due to the fact that the numbers in some categories are relatively low. Furthermore, the category 'Professor MSO' has been discontinued.

In comparison to the other faculties at Aarhus University, the Faculty of Arts has the highest percentage of female employees at postdoc, associate professor and professor level.

Table 3. Gender distribution as a percentage, Aarhus University

<i>Gender % Female/Male</i>	PhD Students	Postdoc	Assistant professor (adjunkt)	Associate professor (lektor)	Professor	Total
BSS	46/54	42/58	50/50	40/60	25/75	48/52
HE	65/35	52/48	18/82	44/56	26/74	60/40
Arts	63/37	62/38	48/52	45/55	40/60	52/48
Nat.	36/64	34/66	22/78	17/83	11/89	39/61
Tech.	51/49	42/58	39/61	28/72	17/83	43/57
Total AU	54/46	43/57	41/59	37/63	24/76	50/50

Source: AU Key Figures 2021

5 Academic publications

This section provides an overview of the academic output of the faculty's research measured in types and number of publications. The overview is divided into peer-reviewed and non-peer-reviewed articles, as well as publication language.

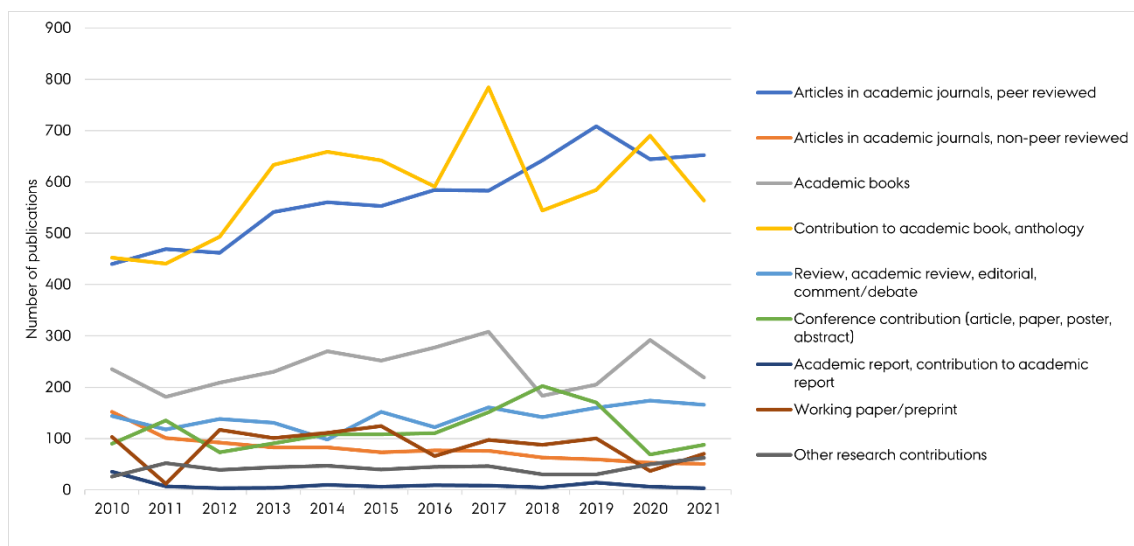
Data was drawn from Pure in the spring and summer of 2022. All academic staff are expected to update their Pure profiles by the end of February each year. However, there are still some qualitative and quantitative uncertainties in the Pure registrations.

In addition, it is important to remember that Pure is a dynamic database, so data drawn from Pure must be regarded as a snapshot of academic output. The numbers are constantly subject to change, due to new registrations, corrections etc.

5.1 Types of publications

Research at the Faculty of Arts is published in 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 the faculty has risen from 1,677 in 2010 to 1,875 in 2021.

Figure 3. Research publications, Faculty of Arts



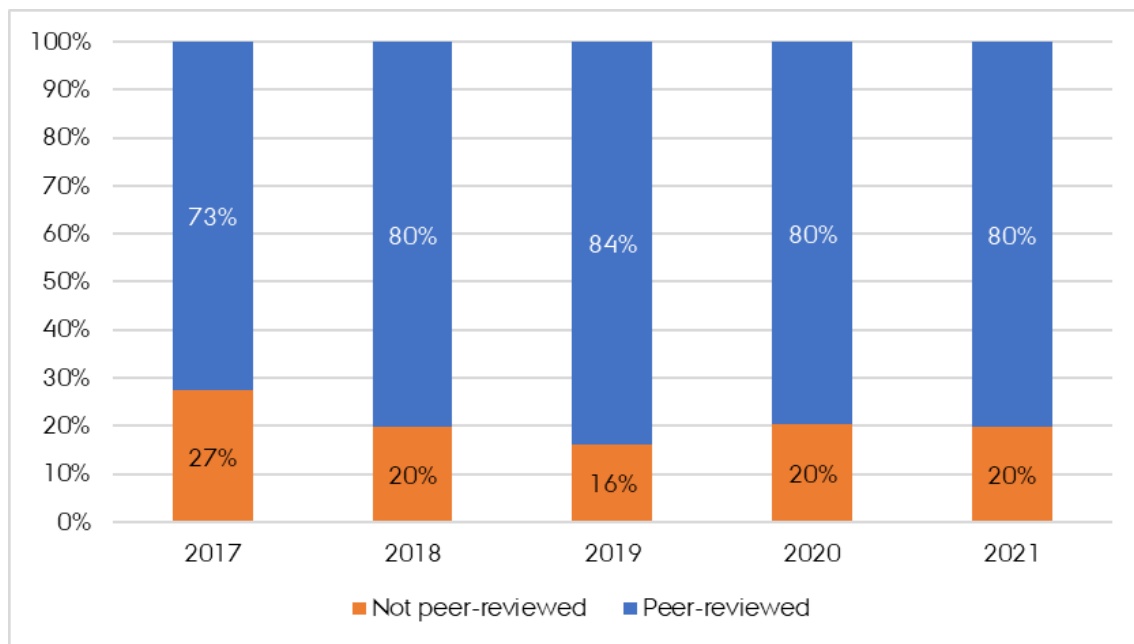
Source: AU Key Figures 2010-2021.

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, which is used in the rest of the report.

5.2 Peer-reviewed publications

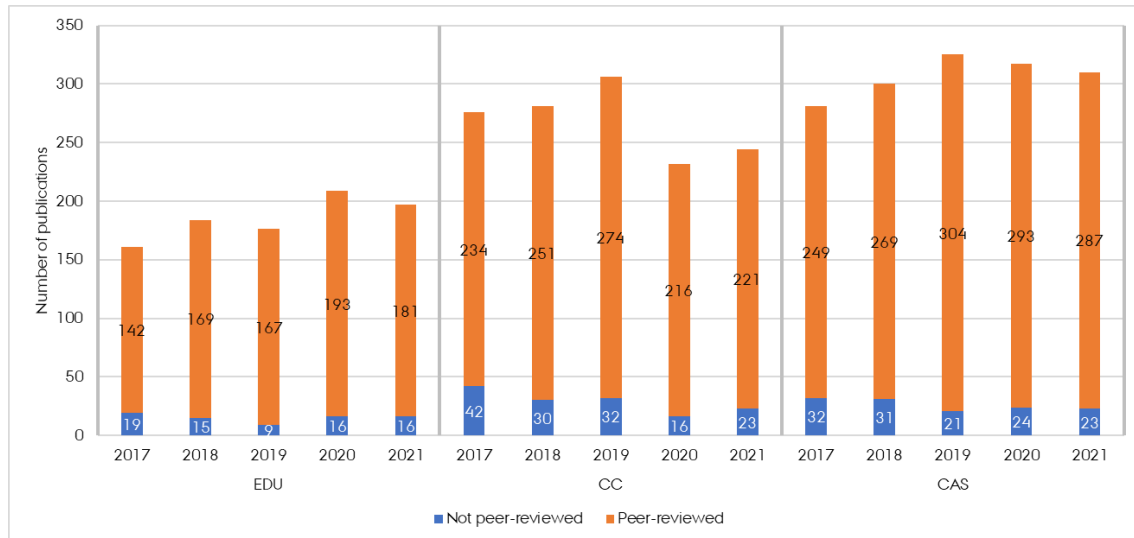
In Figure 4, a total count of all publication types at the Faculty of Arts divided into peer-reviewed and non-peer-reviewed publications shows that the majority of the research output at the faculty goes through a peer-review process.

Figure 4. Peer-reviewed and non-peer-reviewed publications, all publication types



Source: AU Library, Pure.

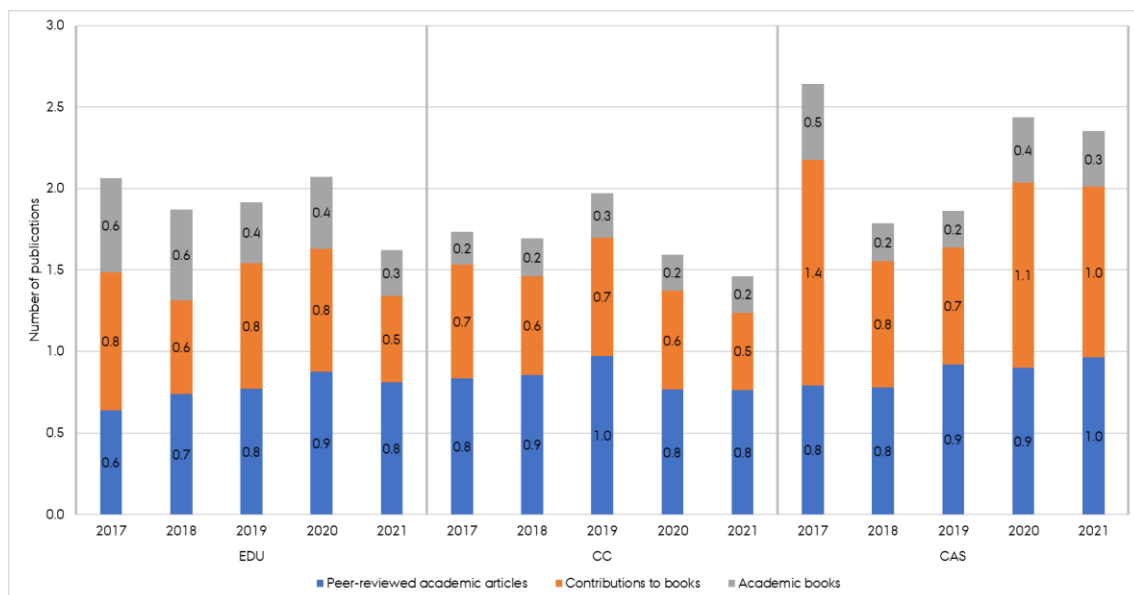
The vast majority of the articles produced by all three schools for publication in academic journals are peer reviewed (Figure 5).

Figure 5. Peer-reviewed and non-peer-reviewed academic journal articles, by school

Source: AU Library, Pure.

Note: It is worth remembering that EDU has far fewer employees than the other two schools (see Table 1).

When considering the research output from the individual schools, it is important to take the number of employees into account (figure 6)

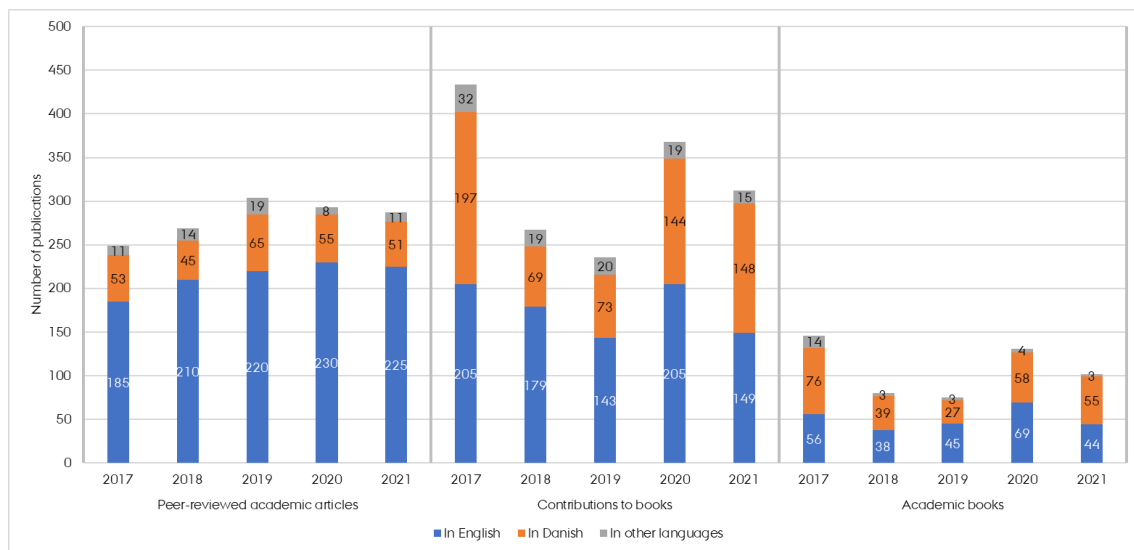
Figure 6. Publications per full-time member of academic staff, by school

Source: AU Library, Pure.

5.3 Internationalisation and publication language

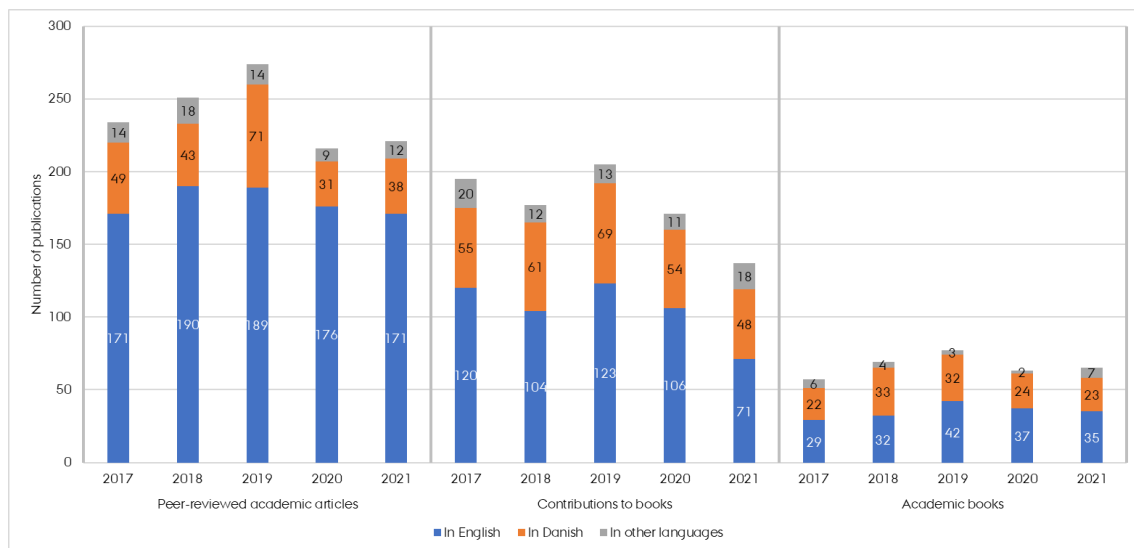
The Faculty of Arts wishes to increase the international impact of its research output. One indicator that can be used to view this development is the number of publications in English and other languages relevant in a field (Figures 7, 8, and 9).

Figure 7. Publication language in publications from CAS

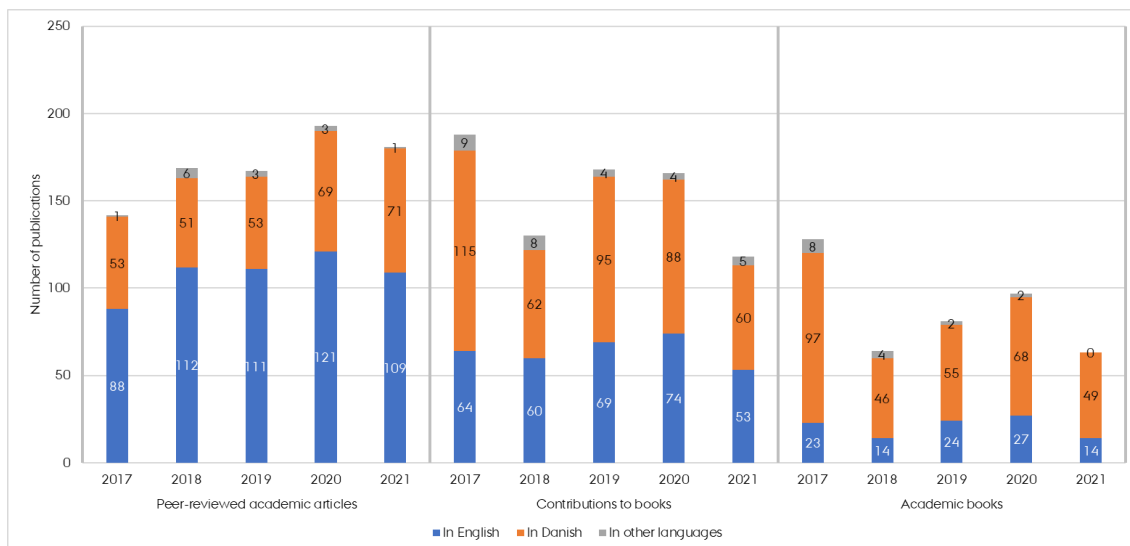


Source: AU Library, Pure.

Figure 8. Publication language in publications from CC



Source: AU Library, Pure.

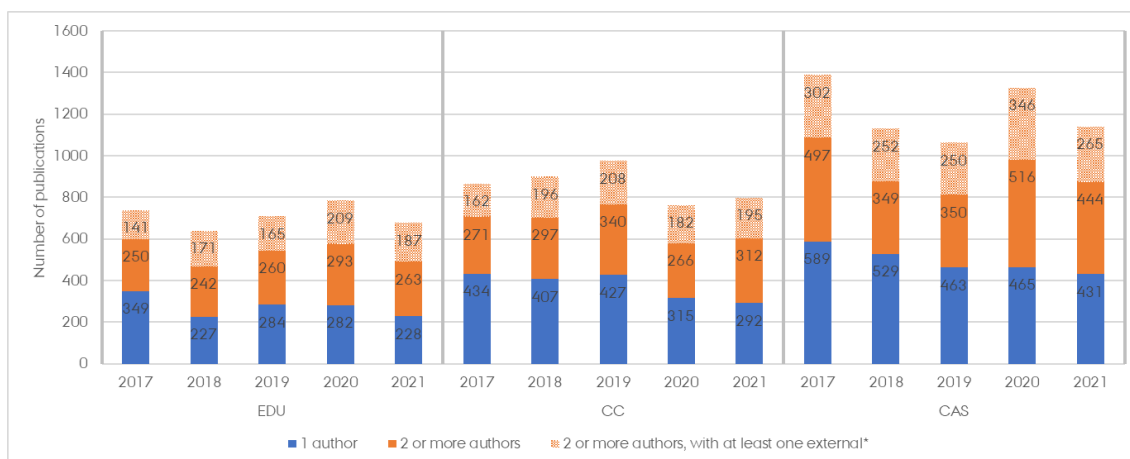
Figure 9. Publication language in publications from EDU

Source: AU Library, Pure.

English and Danish are by far the two main publication languages in all schools and types of publications. In the “other” category, the most common languages are Spanish, German, Swedish, Norwegian and French.

5.4 Author collaborations

Researchers at the Faculty of Arts increasingly co-publish with one or more co-authors. Figure 10 shows that a large proportion of publications are co-authored, with many of them being co-authored with at least one external collaborator from another university. The vast majority of these external collaborators are affiliated with research institutions in Denmark, followed by research institutions in the Nordic and European regions.

Figure 10. Author collaborations in research publications

Source: AU Library, Pure.

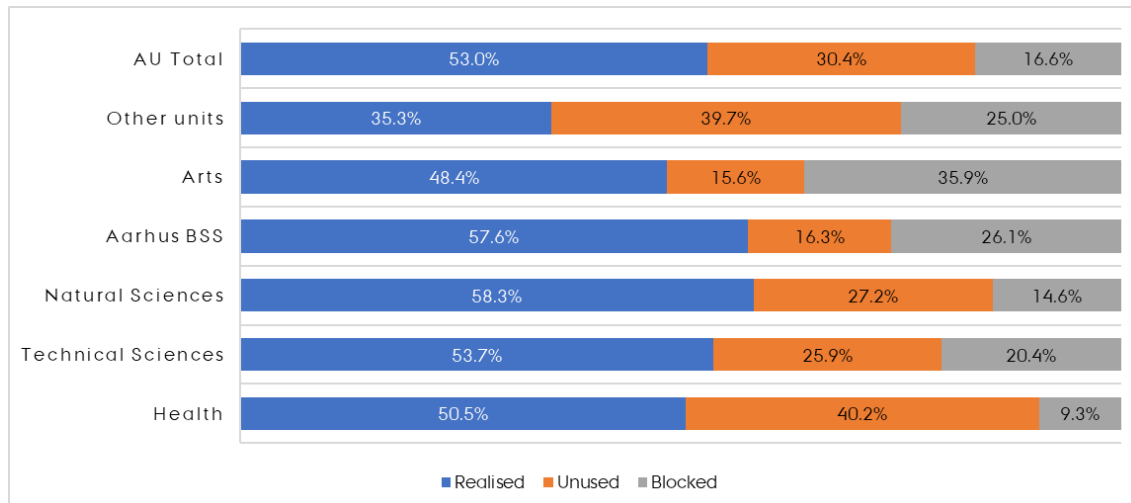
5.5 Open access

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 a full-text version and/or as a link, ideally supplemented by archiving in another online academic archive, with an 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 the 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.

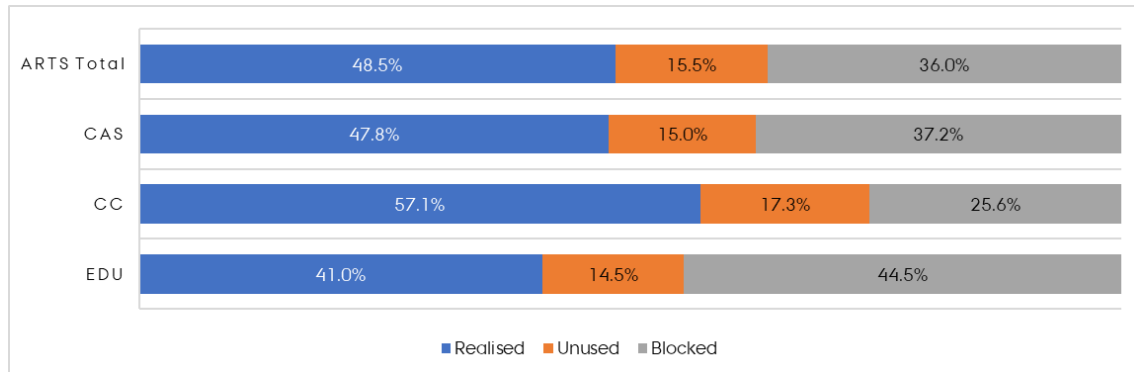
Figure 11 shows the percentage of publications realised as open access. It also shows the open access potential in the different schools and the percentage of publications blocked from becoming open access within 12 months of publication.

Figure 11. Open access indicator, AU



Source: AU Library and Danish Open Access Indicator (<http://oaindicator.dk/en>), June 2022

It is worth noting that the Faculty of Arts has the highest percentage of publications in the 'blocked' category, and that the faculty is performing well with the lowest percentage in the 'Unused' category. In other words, although the faculty has a high percentage of publications unlikely to become open access, we are performing well by realising the vast majority of 'non-blocked' publications as open access.

Figure 12. Open access indicator, Faculty of Arts

Source: AU Library and Danish Open Access Indicator (<http://oaindikator.dk/en>), June 2022

5.6 Knowledge exchange publications

The faculty's researchers are engaged in knowledge exchange. It is possible to register these activities in Pure, but researchers don't necessarily register all these activities. As a result, the data in Table 4 contains a large number of uncertainties, and it is fair to assume that the number of activities and publications is much higher than the number registered.

Table 4. Publications related to knowledge exchange, Faculty of Arts

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Articles in journals/newspapers	323	293	176	226	168	184	158	160	141	139	129
Feature articles in journals/newspapers	209	177	112	190	93	130	198	118	128	102	82
Reviews in journals/newspapers	100	88	68	53	137	79	75	111	126	125	88
Research providing books/anthologies/reports	33	32	30	40	44	37	36	38	33	23	27
Research contributing to books/anthologies/reports	1	2	2	1	2	9	4	7	8	3	6
Encyclopedia articles, comments	232	195	190	238	197	210	207	134	142	129	150
Other knowledge exchange contributions	32	71	25	11	16	17	70	52	59	63	68
Textbooks	12	4	21	10	12	8	3	11	5	13	7
Compendiums/lecture notes	2	1	1	1	0	0	4	2	2	1	2
Contributions to textbooks	12	10	39	13	19	4	12	12	10	9	13
Other teaching materials	3	12	4	9	2	5	6	6	10	7	12
Total	959	885	668	792	690	682	773	651	664	614	584

Source: AU Key Figures 2011-2021.

6 Talent development

6.1 Enrolments and graduates

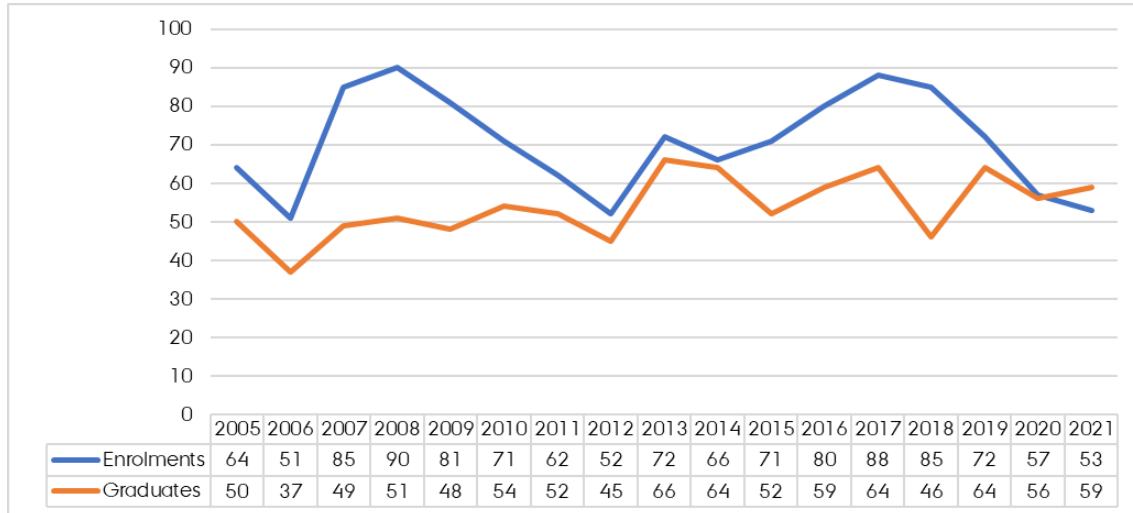
Table 6 shows that in December 2021 the Graduate School, Arts had a total of 233 enrolled PhD students. All these PhD students are affiliated with a school (see also Table 1) and one of the faculty's eight PhD degree programmes.

Table 5. Enrolled PhD students on the faculty's PhD degree programmes

School	Programme	Enrolled PhD students
CAS	Anthropology, Global Studies and the Study of Religion	41
	History, Archaeology and Classical Studies	30
	Theology, History of Ideas and Philosophy	22
	Total	93
CC	Art, Literature and Cultural Studies	33
	ICT, Media, Communication and Journalism	17
	Language, Linguistics, Communication and Cognition	21
	Total	91
EDU	Didactics	30
	Learning and Education	39
	Total	69
Total		233

Source: Graduate School, Arts, January 2021

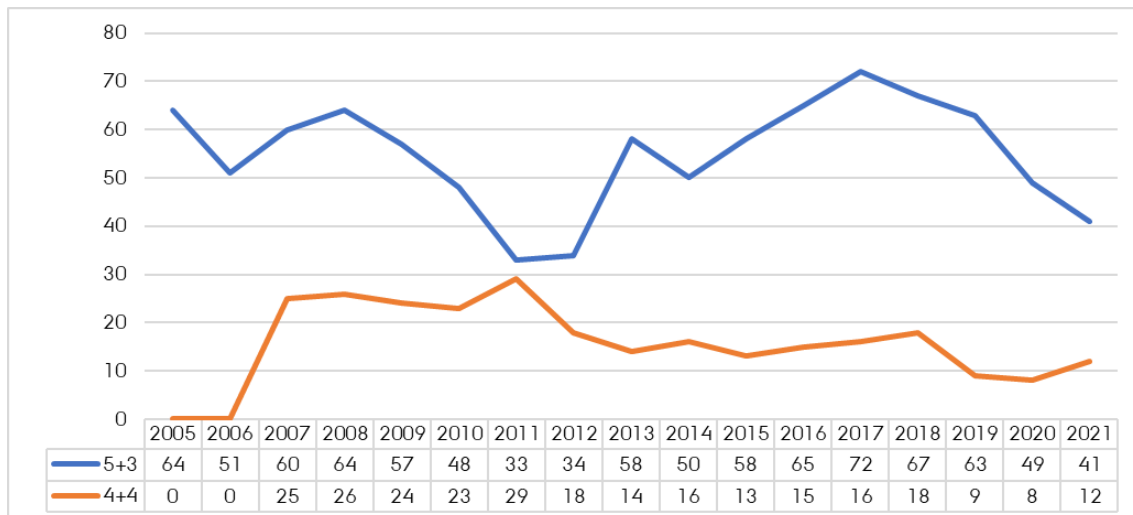
Figure 13 shows the number of enrolled students and accepted PhD dissertations at the Graduate School, Arts since 2005. The faculty has the largest number of PhD enrolments within the humanities, education and theology in Denmark.

Figure 13. PhD student enrolments and graduates

Source: Graduate School, Arts.

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

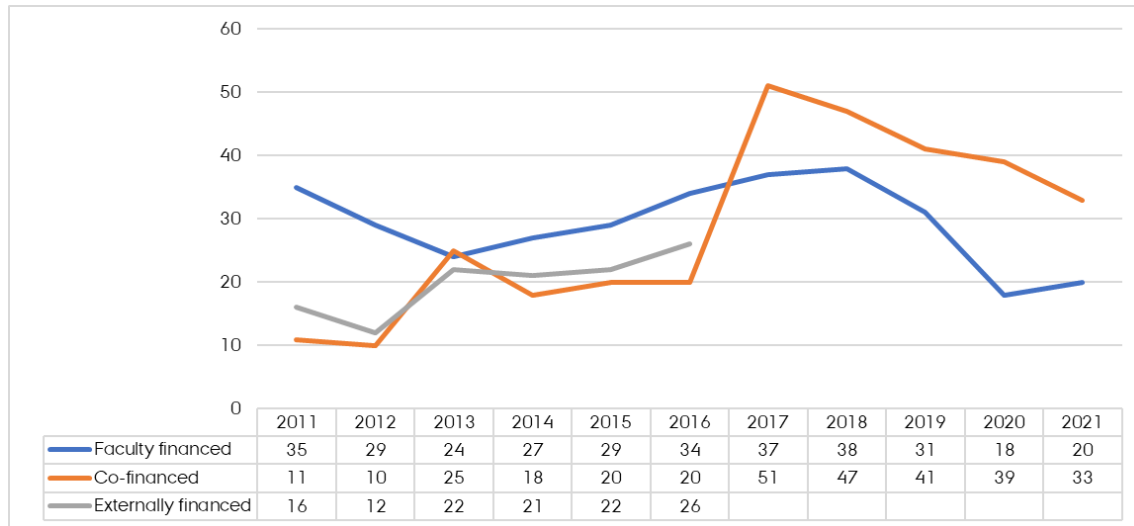
Figure 14 divides the enrolments from figure 13 into 5+3 and 4+4.

Figure 14. PhD student enrolments divided into 5+3 and 4+4

Source: Graduate School, Arts.

6.2 Financing of PhD students

Figure 15 shows that an increasing proportion of the PhD students at the 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 the graduate school.

Figure 15. Financing of PhD students (head count)

Source: Graduate School, Arts.

Note: From 2017 co-financed and externally financed students are included in the same group. Often the Graduate School's contribution to the co-financing consists in coverage of overhead not covered by external partners.

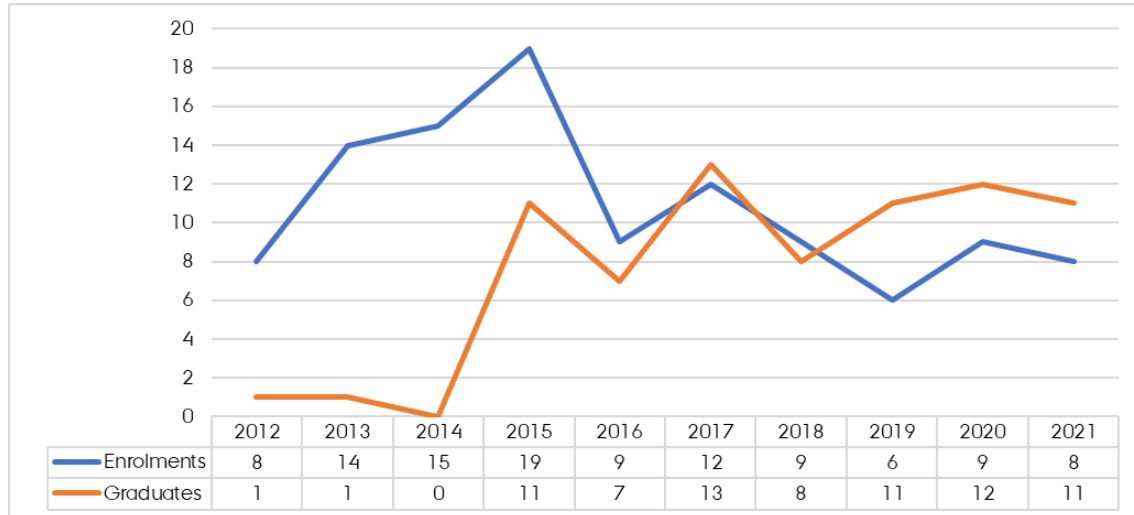
6.3 PhD students with external partners

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

Table 6. Enrolled PhD students in collaboration with university colleges

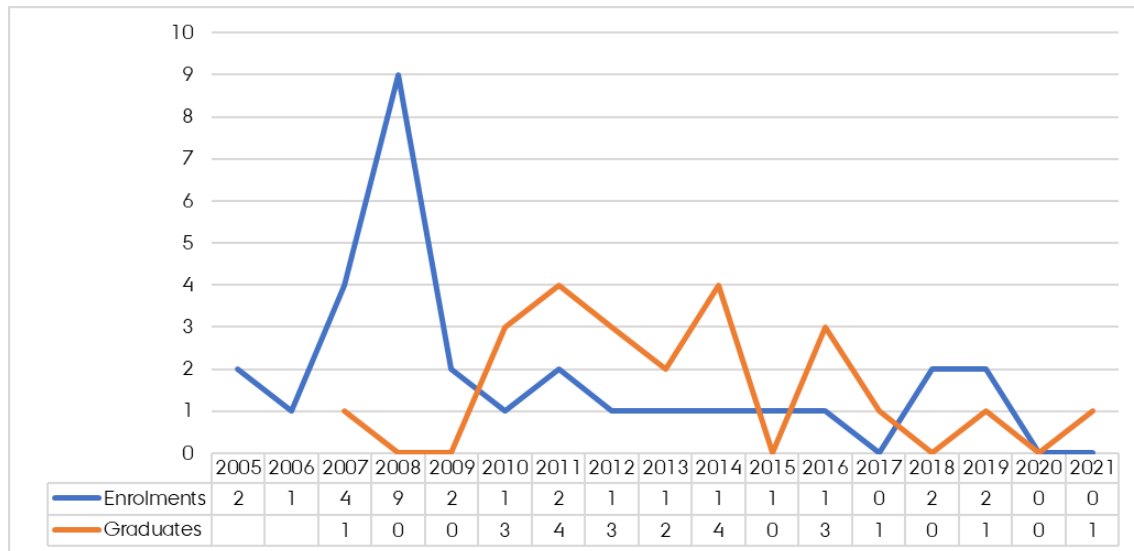
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Anthropology, Global Studies and the Study of Religion	0	0	0	0	0	0	0	0	0	0
Art, Literature and Cultural Studies	0	0	1	4	4	3	3	0	0	0
Didactics	7	10	19	24	23	22	20	16	16	17
History, Archaeology and Classical Studies	0	0	0	0	0	0	0	0	0	0
ICT, Media, Communication and Journalism	0	1	2	4	4	2	4	2	2	0
Language, Linguistics, Communication and Cognition	0	0	0	1	1	1	0	0	0	0
Learning and Education	11	15	18	16	15	15	16	10	8	7
Theology, History of Ideas and Philosophy	1	1	1	1	1	1	1	1	0	0
Total	19	27	41	50	48	44	44	29	26	24

Source: Graduate School, Arts.

Figure 16. Enrolments and graduates in collaboration with university colleges

Source: Graduate School, Arts.

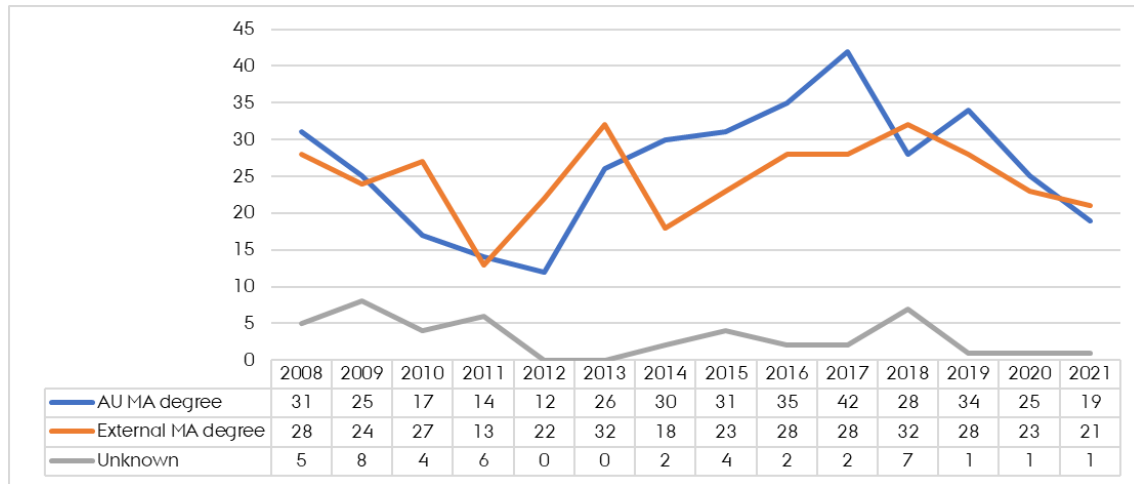
Industrial PhD students are enrolled at the university for three years while being employed by a company/institution as part of their PhD project. The PhD students work full time on their PhD project and divide their time equally between the company/institution and the university.

Figure 17. Industrial PhD student enrolments and graduates

Source: Graduate School, Arts.

6.4 Recruitment of PhD students and internationalisation

4+4 students are internal recruitments, so they have been omitted from Figure 18.

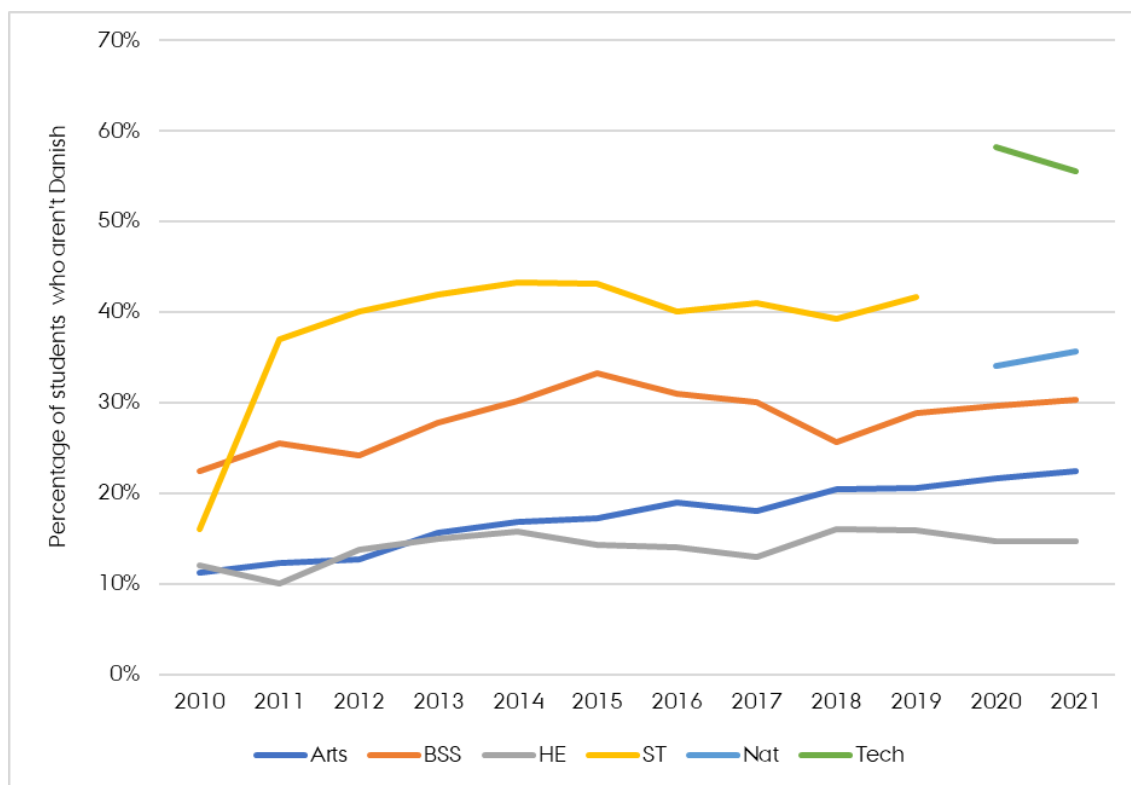
Figure 18. Origin of MA degree for 5+3 enrolments

Source: Graduate School, Arts.

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

In addition, the Faculty of Arts strives to enhance the level of internationalisation of the enrolled PhD students. This is measured both in terms of how many international (non-Danish) PhD students the graduate school has enrolled (Figure 19), and in terms of how many students do a period of research abroad (Figure 20).

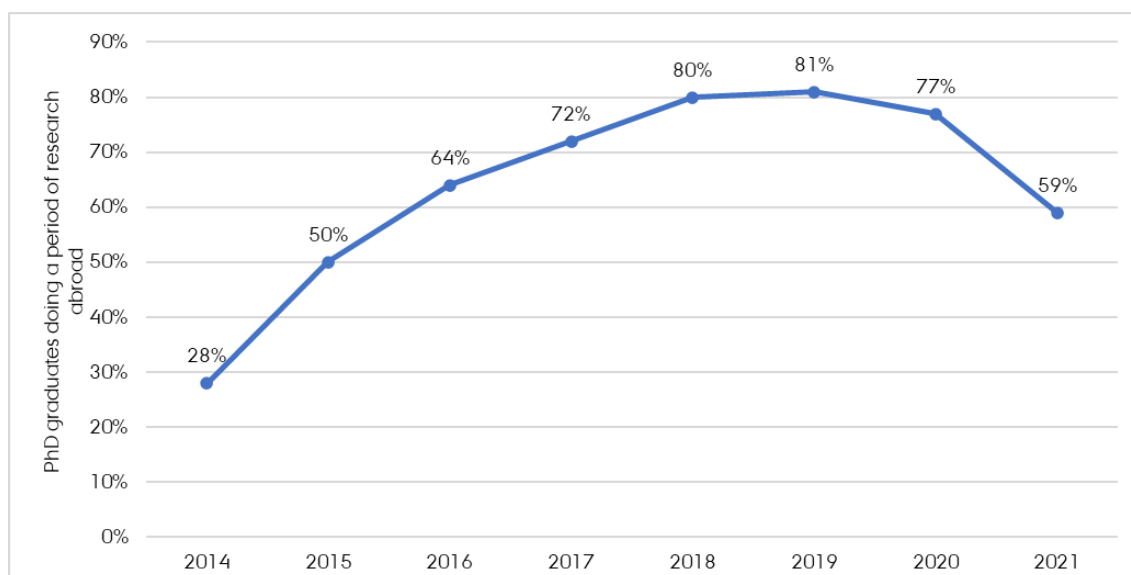
Figure 19 shows an increase in the percentage of international students since 2010 at the faculty, but the proportion is still low compared with Nat, Tech and BSS.

Figure 19. International (non-Danish) PhD students at AU

Source: AU Key Figures 2010-2021.

Note: In 2020 the Faculty of Science and Technology (ST) was divided into the Faculty of Natural Sciences (Nat) and the Faculty of Technical Sciences (Tech)

Figure 20 shows the percentage of PhD graduates since 2014 doing research abroad for a minimum of two months during their PhD enrolment.

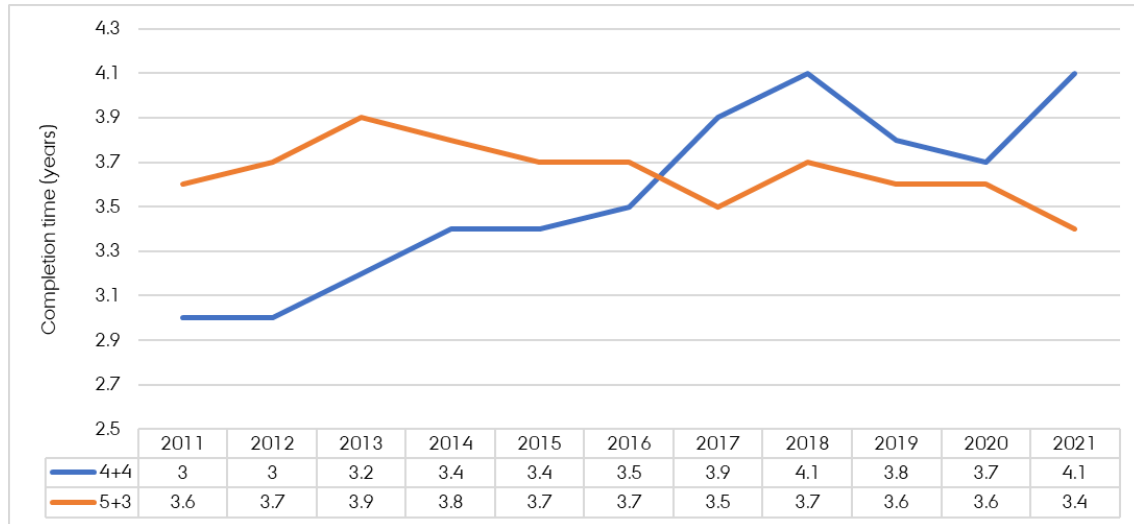
Figure 20. PhD graduates doing research abroad for at least two months

Source: Graduate School, Arts.

6.5 Completion time of PhD students

Figure 21 shows the development in the average completion time (effective study time) for PhD students at the Graduate School, Arts.

Figure 21. Average completion time of PhD degree in years for 4+4 and 5+3



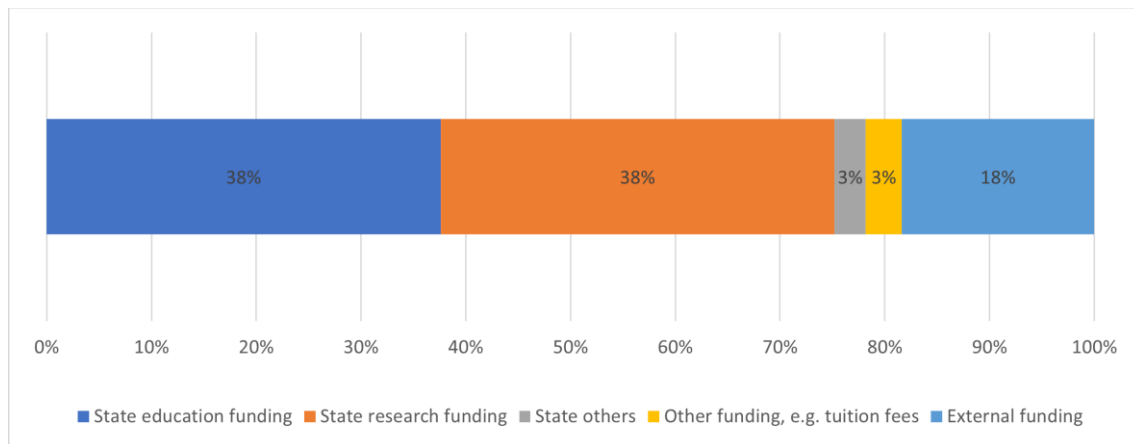
Source: Graduate School, Arts.

Note: For 4+4 students, all periods of leave and part A (MA credit) are excluded.

7 External research funding

In 2021, 18 percent of the faculty's income was derived from external funding (Figure 22).

Figure 22. External funding as a proportion of the faculty's annual income in 2021



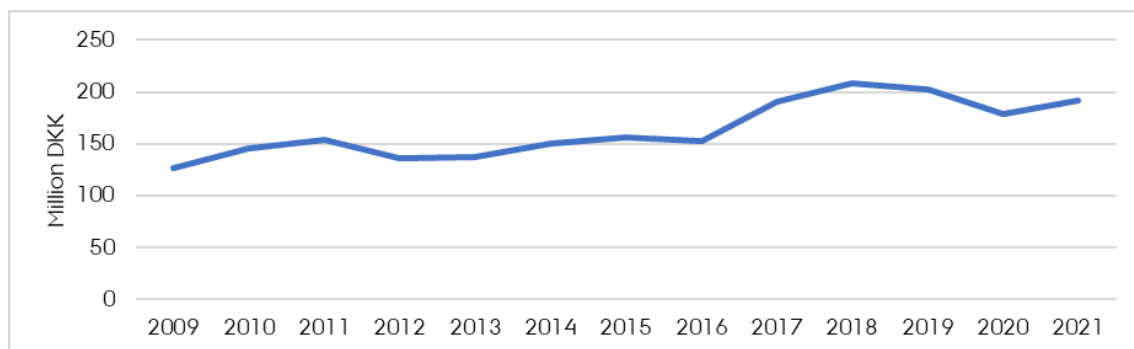
Source: Administration Centre Arts

"Other funding" refers to non-state funding, for instance from Master tuition fees.

"State others" refers to funding that is neither education nor research related (i.e. library funding and other sources of funding).

Figure 23 provides an overview of the development of the annual amount of expenses financed by external research funds since 2009.

Figure 23. Expenses financed by external research funds



Source: AU Key Figures 2009-2021.

7.1 External research funding sources

Table 7 shows the origin of external funding sources of the faculty's expenses based on the total amount of external research funds granted to the faculties at AU in the period 2011-2021. The table shows that the majority of external research funding comes from national funding sources.

Table 7. Sources of external research funding divided into faculties

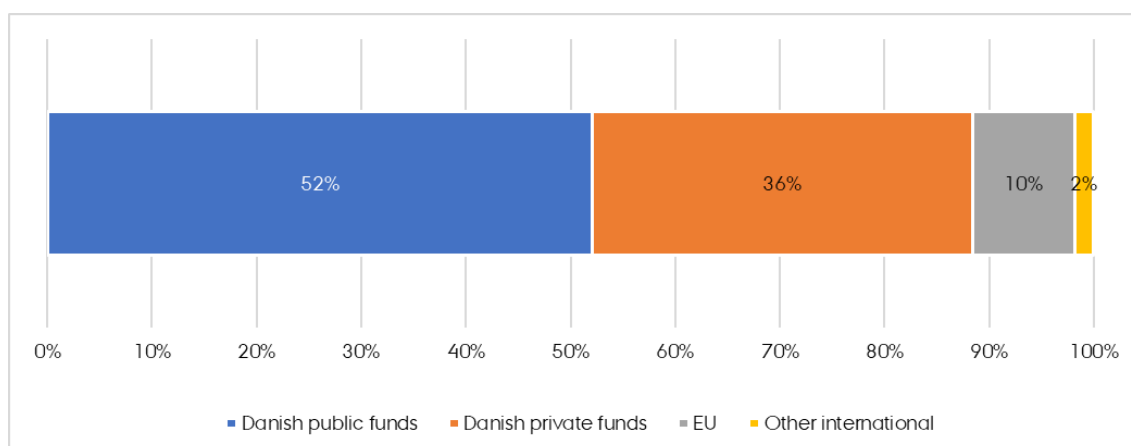
DKK million		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Arts	Danish public funds	93	86	90	92	93	94	105	110	84	75	77
	Danish private funds	54	35	36	45	47	42	62	74	87	74	78
	EU	7	15	10	8	10	14	20	20	26	22	30
	Other international	-	-	-	5	6	2	3	4	5	8	6
BSS	Danish public funds	101	116	105	95	98	88	92	81	86	75	71
	Danish private funds	21	27	35	37	46	45	54	63	73	82	101
	EU	17	20	18	12	21	15	16	16	22	27	39
	Other international	-	-	-	6	7	9	10	10	9	8	11
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	248
	Danish private funds	-	-	-	-	-	-	-	-	-	241	258
	EU	-	-	-	-	-	-	-	-	-	63	63
	Other international	-	-	-	-	-	-	-	-	-	35	34
Tech.	Danish public funds	-	-	-	-	-	-	-	-	-	302	331
	Danish private funds	-	-	-	-	-	-	-	-	-	79	102
	EU	-	-	-	-	-	-	-	-	-	90	114
	Other international	-	-	-	-	-	-	-	-	-	32	22
Health	Danish public funds	129	144	159	146	148	135	124	121	126	120	140
	Danish private funds	104	126	145	157	169	159	172	200	237	248	308
	EU	31	31	34	12	12	15	18	21	18	17	23
	Other international	-	-	-	11	11	12	12	17	17	22	42

Source: AU Key Figures 2011-2021

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

Figure 24 shows the relative distribution of the faculty's sources of funding for 2021 also found in Table 7.

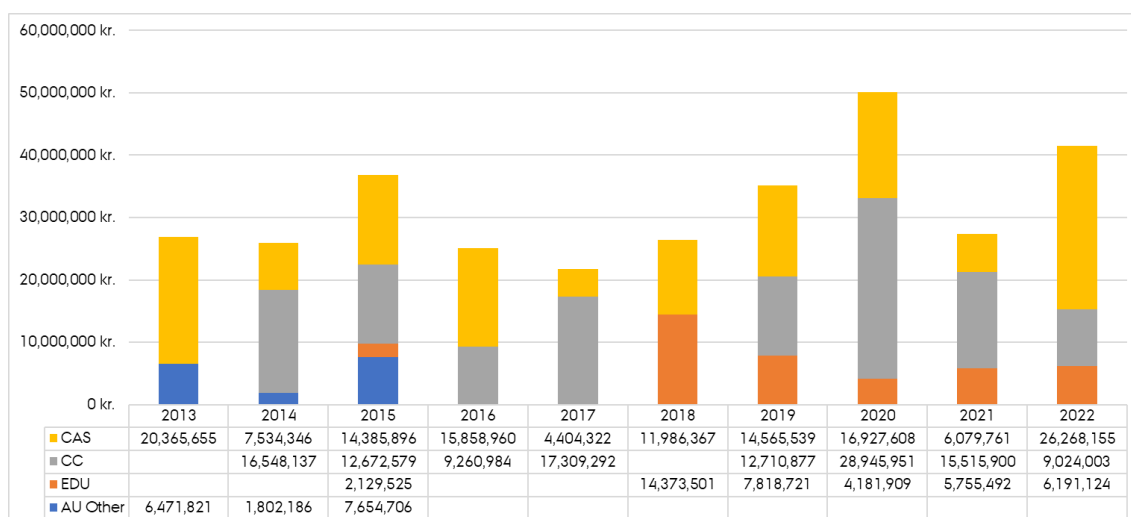
Figure 24. Sources of funding, 2021



Source: AU Key Figures 2021

At the Faculty of Arts, one of the major funding sources for both research projects and postdoctoral projects is the Danish Research Council for Independent Research (DFF). Figure 25 shows the development in funding that the faculty's schools have attracted from DFF (individual postdocs and collective research projects).

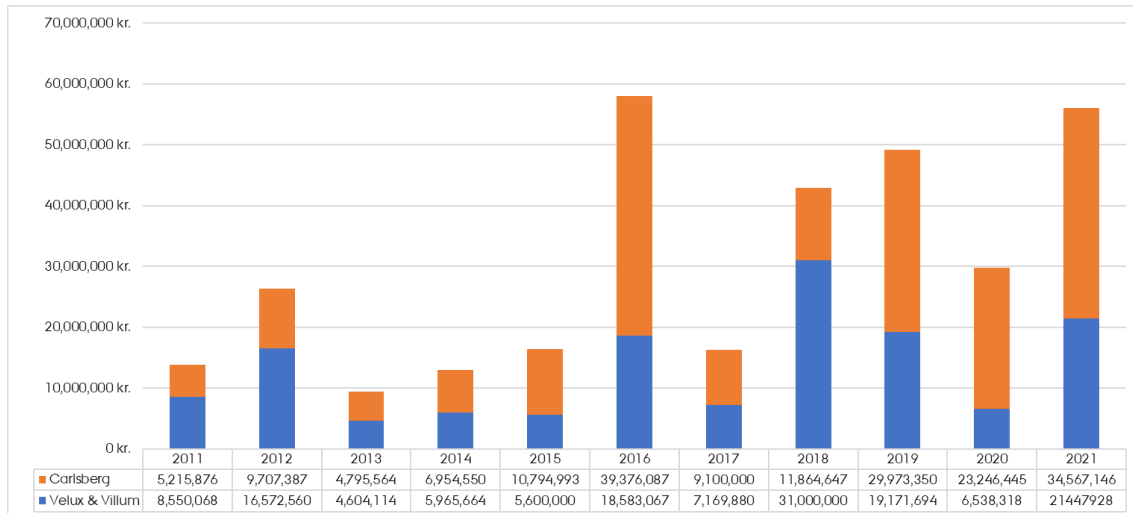
Figure 25. DFF funding for individual postdoc and collective research projects



Source: www.dff.dk

Note: The figure only shows the projects in which the Faculty of Arts is the main applicant. Funding for the faculty's researchers who are co-applicants in other universities' projects are not included. The numbers for 2022 may still rise.

Apart from public funding, the faculty also attracts funding from private funds, in particular from Velux and Carlsberg (Figure 26).

Figure 26. Velux/Villum and Carlsberg funding

Source: Velux's website and Carlsberg's yearly report.

Note: The figure only shows the projects in which the Faculty of Arts is the main applicant. Researchers from the faculty who are co-applicants in other universities' projects are not included.

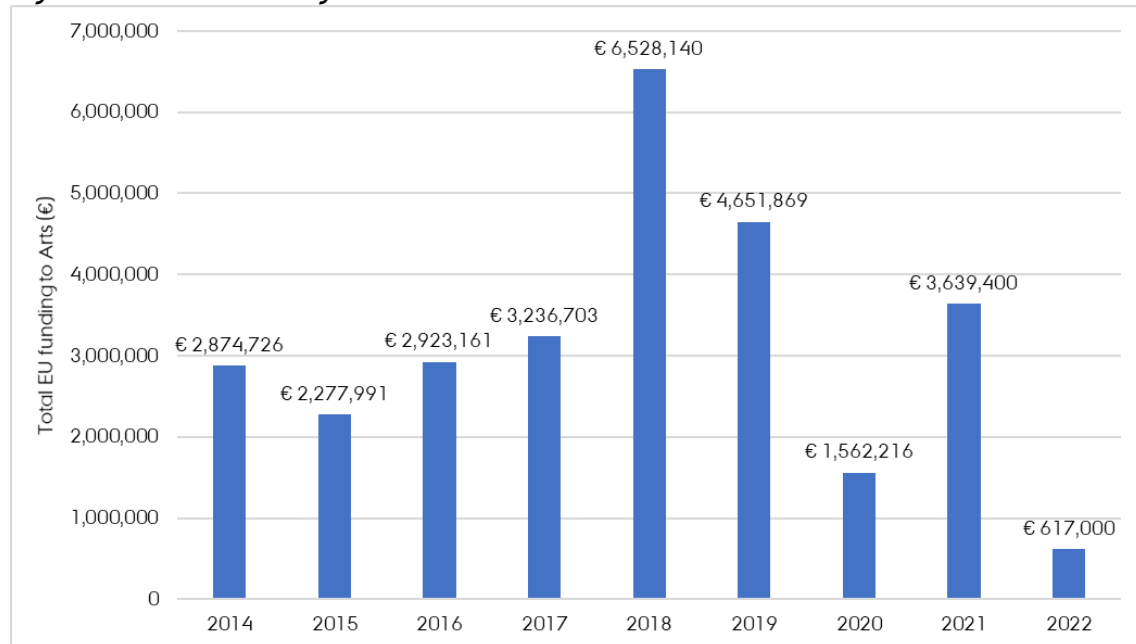
7.2 Research funding from the EU

One of the faculty's strategic goals involves attracting more research funding from the EU and the Horizon 2021 framework. From the FP7 (2007-2013), the faculty's researchers attracted a total of EUR 5,460,568. Table 8 lists the funding attracted from the EU Horizon 2021 programme (2014-2021).

Table 8. EU Horizon 2021 projects by school

EUR	2014	2015	2016	2017	2018	2019	2020	2021
CAS	200,195	1,500,154		2,342,473	3,504,548	4,280,256	1,063,421	1,070,298
CC	2,674,531	777,837	1,467,218	694,035	3,023,592	371,613	419,420	2,267,314
EDU			1,436,618	200,195				301,788
CUDiM			19,325				79,375	
Total	2,874,726	2,277,991	2,923,161	3,236,703	6,528,140	4,651,869	1,562,216	3,639,400

Source: AU Research Support Unit, August 2022

Figure 27. Total EU funding

Source: AU Research Support Unit, August 2021

8 International rankings

8.1 Aarhus University rankings

Among over 17,000 universities worldwide, Aarhus University is ranked among the top in the world 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 9. Aarhus University rankings

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Leiden Ranking	72	77	68	81	97	101	111	108	110	128	134
Shanghai - Academic Ranking of World Universities	86	81	74	73	65	65	65	60	69	71	69
National Taiwan University Ranking	82	86	87	88	86	88	89	89	87	93	107
QS World University Rankings	89	91	96	107	117	119	141	145	147	155	161
US News Best Global Universities Ranking	-	-	-	127	108	95	106	108	105	103	109
Times Higher Education World University Rankings	116	138	153	106	98	109	123	115	106	104	117

Source: Rector's Office.

The social sciences and humanities do not have the same weight in the international rankings as science, technology, engineering and mathematics. The main reason for this is that most rankings are based on impact factors measured by citations via citations indexes, which are difficult to measure in the social sciences and humanities. The Leiden and Shanghai rankings do not include the humanities in their rankings (they include education as part of the social sciences).

8.2 Faculty rankings

Apart from a ranking of universities as a whole, some lists also include a faculty-based ranking in which the arts and humanities are ranked separately.

As shown in Table 10, QS World University Ranking ranks Aarhus University higher in the field of 'Arts and Humanities' than in any of the other fields that they examine. Furthermore, the faculty's position in this field on the QS faculty ranking has improved from 2021 to 2022, although the assessment of AU as a whole has fallen in the same period.

Table 10. Faculty rankings by QS

	2015	2016	2017	2018	2019	2020	2021	2022
Arts and Humanities	92	93	93	87	85	110	111	99
Social Sciences and Management	70	68	68	98	118	145	132	122
Engineering and Technology	112	105	105	113	178	197	206	222
Life Sciences and Medicine	60	58	58	66	75	86	85	116
Natural Sciences	95	87	87	131	150	197	201	201

Source: QS World University Rankings by field, 2015-2022.

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

As seen in Table 11, Leiden's University Ranking ranks 'Social Sciences and Humanities' higher than most of the other fields at Aarhus University, as well. Again, it is worth noticing that while AU as a whole has fallen in the rankings from 2021 to 2022, the ranking for 'Social Sciences and Humanities' has improved in the same period.

Table 11. Faculty rankings by Leiden

	2015	2016	2017	2018	2019	2020	2021	2022
Social Sciences and Humanities	131	71	70	70	69	63	69	66
Biomedical and Health Sciences	196	163	168	170	161	155	150	150
Life and Earth Sciences	179	30	30	32	36	35	35	39
Mathematics and Computer Science	421	423	437	461	460	518	511	483
Physical Sciences and Engineering	83	230	252	259	265	264	271	302

Source: CWTS Leiden Rankings by field, 2015-2022.

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

The Times Higher Education ranking, as shown in Table 12, ranks Aarhus University higher in the field of 'Arts and Humanities' than in any of the other fields that they examine. Once again, the faculty's position in this field on the Times Higher Education ranking has improved from 2021 to 2022, even though the assessment of AU as a whole has fallen during the same period.

Table 12. Faculty rankings by Times Higher Education

	2015	2016	2017	2018	2019	2020	2021	2022
Arts and Humanities	65	55	65	90	92	75	60	43
Clinical, Pre-clinical and Health	100	94	101-125	101-125	101-125	101-125	101-125	101-125
Engineering and Technology	-	-	151-175	176-200	176-200	201-250	176-200	176-200
Life Sciences	-	98	85	83	86	126-150	100	86
Physical Sciences	-	-	101-125	126-150	126-150	126-150	101-125	126-150
Social Sciences	-	-	79	85	84	60	43	47
Business and Economics	-	82	101-125	151-175	126-150	126-150	176-200	151-175

Source: Times Higher Education, Aarhus University ranking by field, 2015-2022.

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

8.3 Subject rankings

The Faculty of Arts also has a number of academic disciplines which have an impressively high ranking in the QS subject ranking. In 2022 seven disciplines at Aarhus University are ranked in the top 50, including three from the Faculty of Arts.

Table 13. Subject rankings by QS

Faculty	Department	2016	2017	2018	2019	2020	2021	2022
ARTS	Anthropology	51-100	39	35	42	34	39	33
	Archaeology	40	25	17	35	27	36	19
	Communication & Media Studies	34	38	35	42	36	40	36
BSS	Politics	-	-	-	51-100	51-100	51-100	47
	Social Policy & Administration	-	51-100	51-100	49	36	51-100	44
HEALTH	Dentistry	17	17	21	27	33	35	48
TECH	Agriculture and Forestry	51-100	51-100	45	35	37	28	37

Source: QS World University Rankings by Subject, 2015-2022.

