ARTS RESEARCH AND TALENT DEVELOPMENT

KEY FIGURES 2023

ARTS
AARHUS UNIVERSITY

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2 Preface

The purpose of Arts Research and Talent Development, Key Figures 2023 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 2023 with support from administrative units at Aarhus University.

3 Research at the Faculty of Arts

It is with great pleasure that we present the annual report summarising key figures covering faculty members, publications, PhD graduates, external funding and faculty rankings, all reflecting developments in 2022 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.

We are continuing the trend of previous years by moving closer towards an equal gender distribution. Despite a slight decrease in the percentage of female recruitments this year – which is probably due to a relatively low number of new recruitments overall – the total number of female academic staff (including female professors) has increased slightly.

Overall, we continue to have an impressive research output. We continue to publish increasingly in peer-reviewed formats and in a variety of languages (predominantly English), increasing the international impact of our research output. For the second year in a row, we can see a decrease in the number of peer-reviewed publications in 2022, and while this trend is to be expected as a delayed effect of the pandemic, we are following developments closely.

In 2022, as expected, we continued the trend from the previous year of the number of PhD degrees awarded (69) exceeding the number of newly enrolled PhD students (48). There has been an increase in the number of enrolled 4+4 students, such that the percentage of enrolled PhD students on a 4+4 scheme is the highest it has been in at least ten years. Also for the first time in ten years, in 2022 the majority of PhD students were exclusively financed by the faculty.

The proportion of PhD students doing research abroad for at least two months increased again in 2022 after a drop in 2021 (from 59% in 2021 to 64% in 2022). We expect this number to increase to pre-pandemic levels (80% in 2018 and 81% in 2019) within the next few years.

In 2022, we saw a significant increase in the amount of expenses financed by external funding, from DKK 198 million in 2021 to DKK 229 million in 2022. This is indicative of a general trend. Over the past ten years, the annual amount of expenses financed by external research foundations has increased steadily from DKK 136 million in 2013 to DKK 229 million in 2022 – an increase of 68%.

In general, the Faculty of Arts continues to be among the very best, as revealed by our rankings. In 2023, 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 2023

Maja Horst, Dean & Anne Marie Pahuus, Vice-Dean, Faculty of Arts

4 Academic staff

4.1 Full-time academic staff

The Faculty of Arts has 828 full-time academic members of staff in the categories of professor, professor with special responsibilities, associate professor, assistant professor and postdoc.

Table 1. Full-time academic staff, by school

Head count	PhD Students	Postdoc	Assistant professor	Associate professor	Professor w. special responsi-bilities	Professor	Total
EDU	66	27	2	103	6	14	218
CC	67	41	24	132	2	44	310
CAS	71	58	15	114	6	36	300
Total ARTS	204	126	41	349	14	94	828

Source: HR Arts, Graduate School Arts (January 2023)

Note: The numbers for PhD students are from the end of 2022.

4.2 Gender distribution of academic staff

The percentage of female employees decreases as staff climb the career ladder: 65% of PhD students, 46% of associate professors and 42% of professors (including professors with special responsibilities) at the Faculty of Arts are women.

Table 2. Percentage of female academic staff, by school

Head count	PhD Students	Postdoc	Assistant professor	Associate professor	Professor w. special responsi-bilities	Professor	Total
EDU	74%	64%	50%	54%	67%	50%	61%
CC	60%	51%	50%	48%	0%	36%	49%
CAS	68%	62%	60%	38%	33%	44%	51%
Total ARTS	65%	59%	54%	46%	43%	41%	53%

Source: HR Arts, Graduate School Arts (January 2023)

Note: The numbers for PhD students are from the end of 2022.

Figure 1 shows that, despite the drop in percentage of female employees as staff climb the career ladder, the development in percentage of female employees among senior academic staff is trending towards an equal gender distribution for the categories of associate professor, professor with special responsibilities and full professor.

Figure 1. Development in percentage of female academic staff at Arts
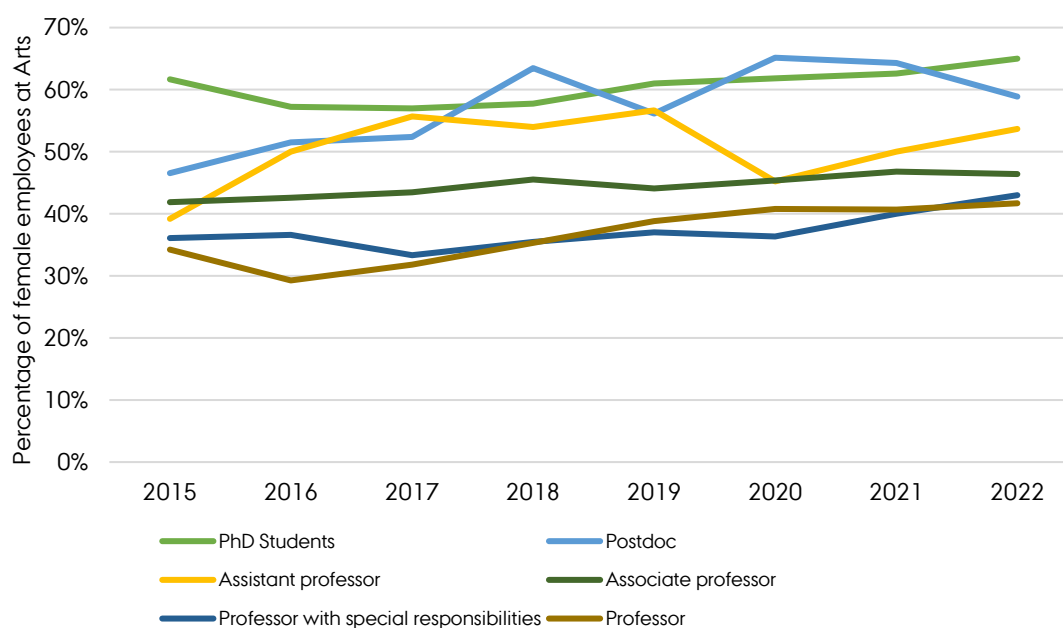
Source: HR Arts, August 2023

Figure 2. Development in percentage of female recruitments at Arts
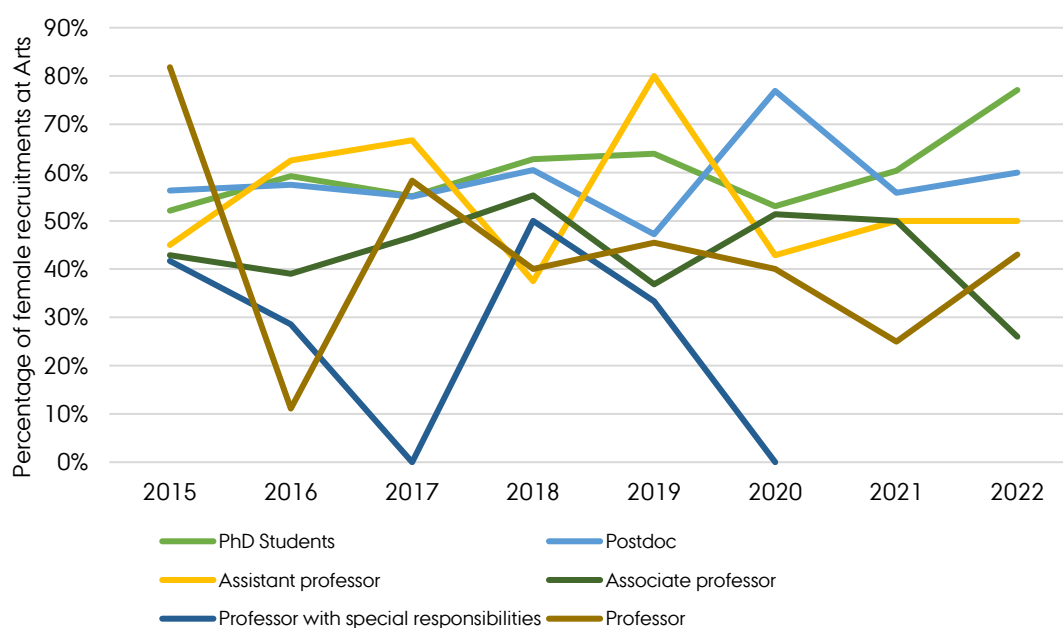
Source: HR Arts, August 2023

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

For all categories, the proportion of female employees at the Faculty of Arts is higher than the university average. Furthermore, the Faculty of Arts has the highest percentage of female employees in all but one category (PhD, assistant professor, associate professor and professor) in comparison to the other faculties at Aarhus University.

Table 3. Gender distribution, by faculty

% Female/Male	PhD students	Postdoc	Assistant professor	Associate professor	Professor	Total
ARTS	65/35	59/41	54/46	46/54	42/58	53/47
BSS	51/49	42/58	51/49	42/58	25/75	42/58
HEALTH	65/35	61/39	51/49	44/56	25/75	52/48
NAT	37/63	37/63	28/72	17/83	12/88	31/69
TECH	52/48	46/54	33/67	28/72	16/84	36/64
Total, AU	54/46	48/52	43/57	39/61	24/76	44/56

Source: AU Key Figures 2022

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 2023. 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 was 1,712 in 2022, which means that the number is below the 2013 level of 1,858 for the first time in ten years.

Figure 3. Research publications
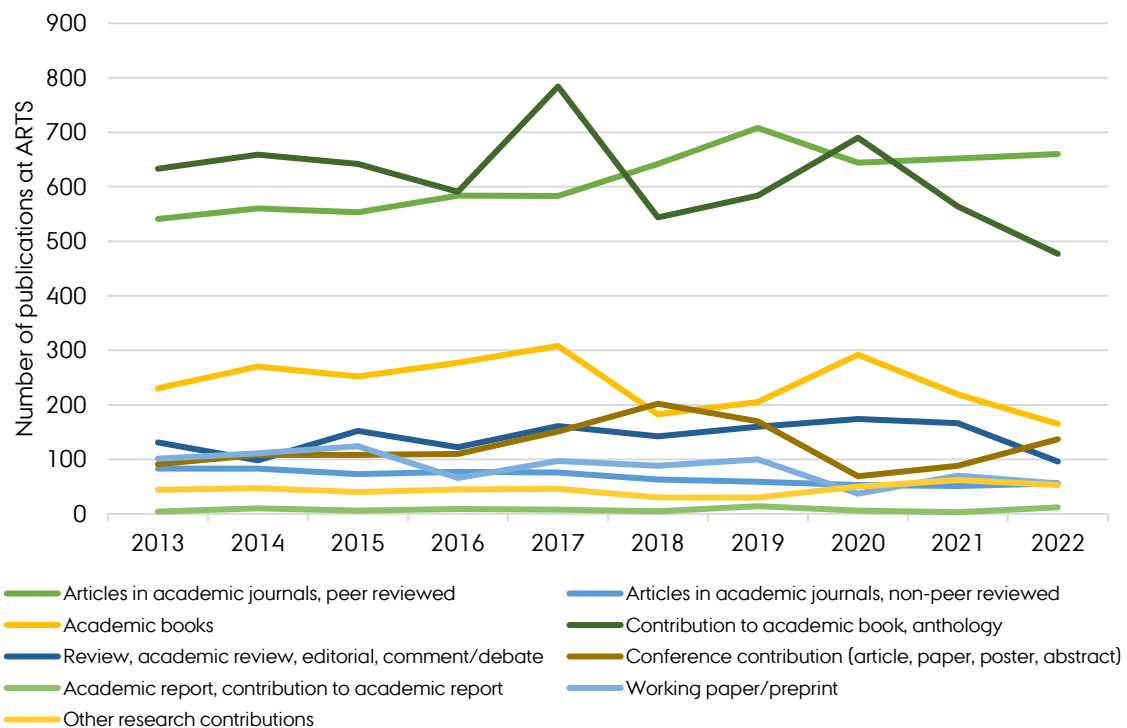
Source: AU Key Figures 2013-2022

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 an increasing majority of the research output from the faculty goes through a peer-review process.

Figure 4. Peer reviews of all types of publication
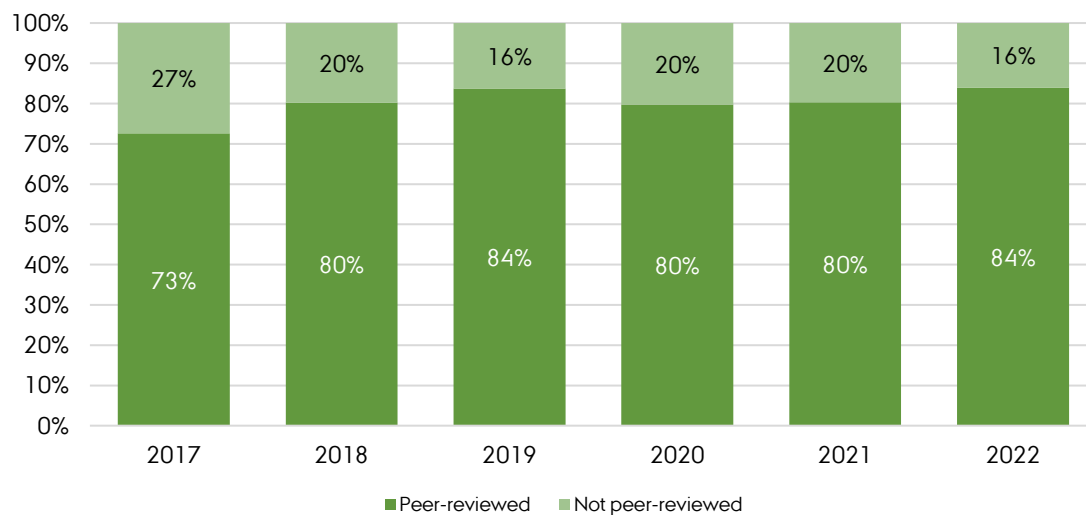
Source: AU Library, Pure

Figure 5 shows a similar trend for academic journal articles at the individual schools.

Figure 5. Peer reviews of academic journal articles, by school
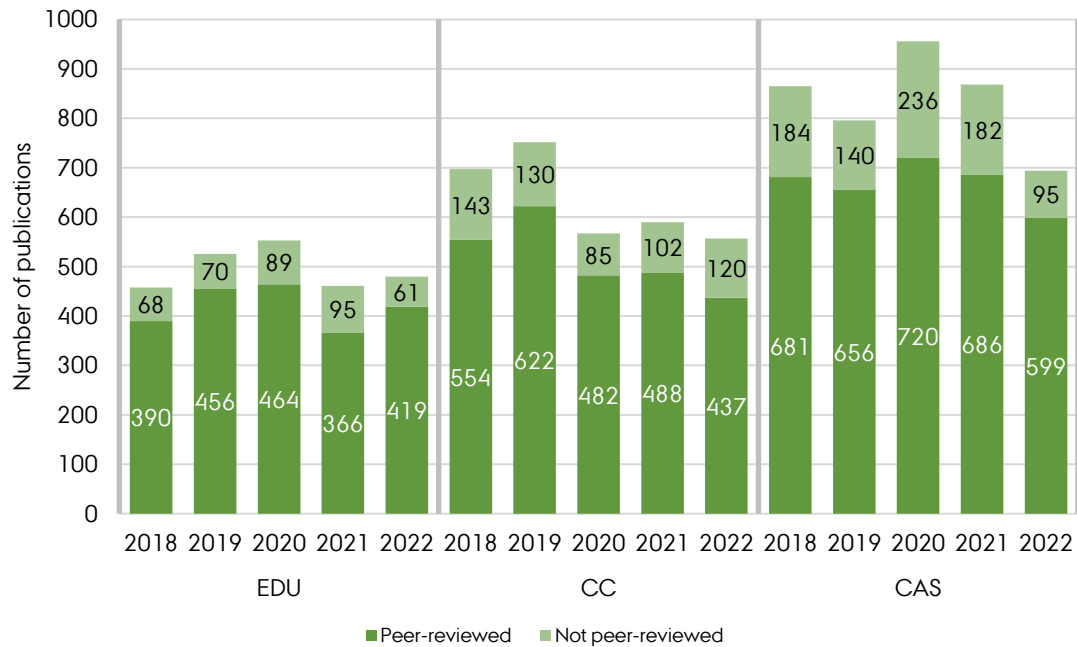
Source: AU Library, Pure

Note: Note 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 serves to illustrate that the relative output across schools is somewhat similar. The relative differences still present in figure 6 might be explained by the plethora of publication types not included in the figure.

Figure 6. Publications per full-time member of academic staff, by school
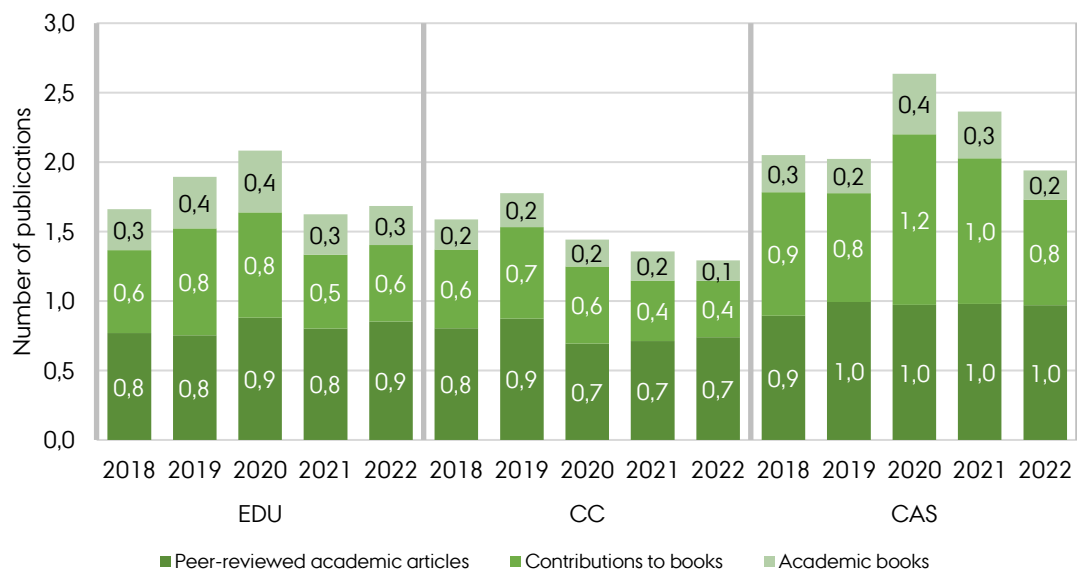
Source: AU Library, Pure

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 illustrate 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 EDU
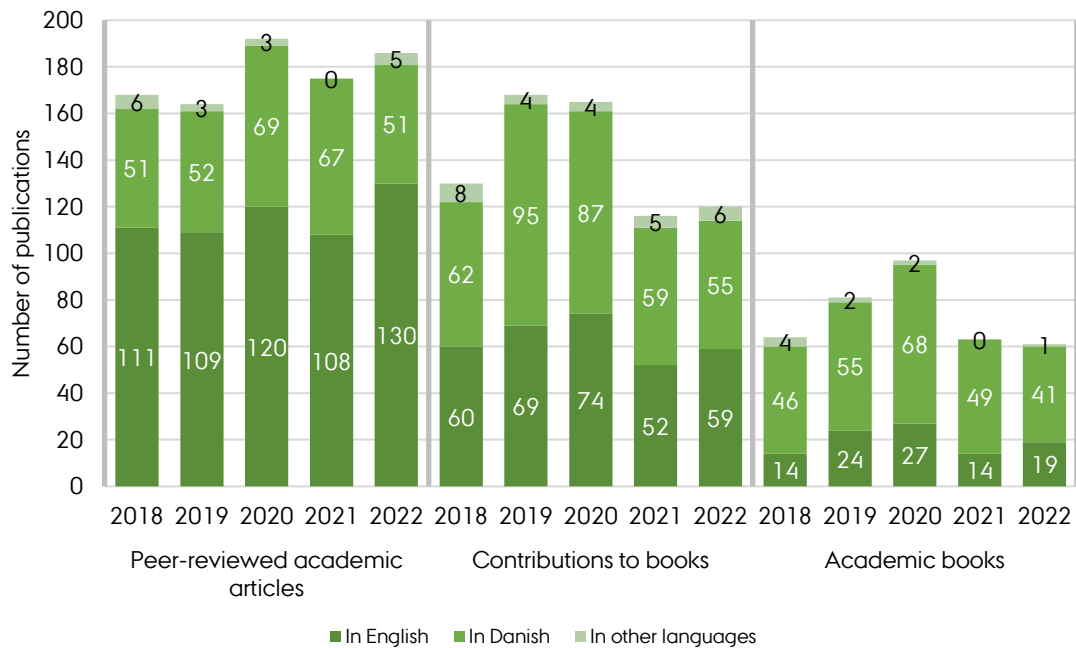
Source: AU Library, Pure

Figure 8. Publication language in publications from CC
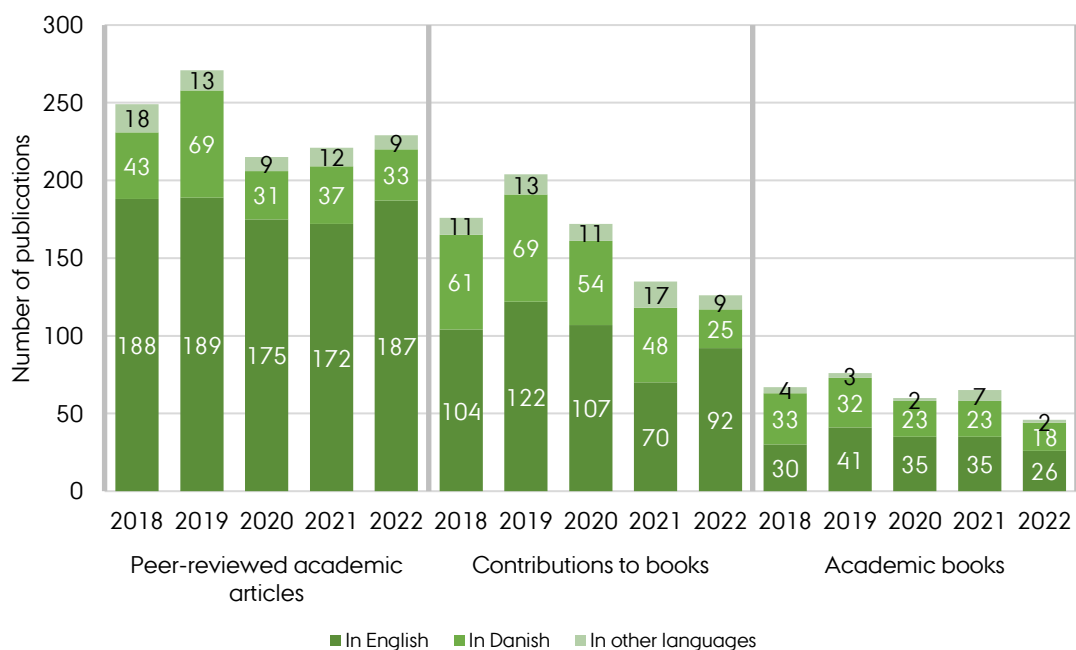
Source: AU Library, Pure

Figure 9. Publication language in publications from CAS
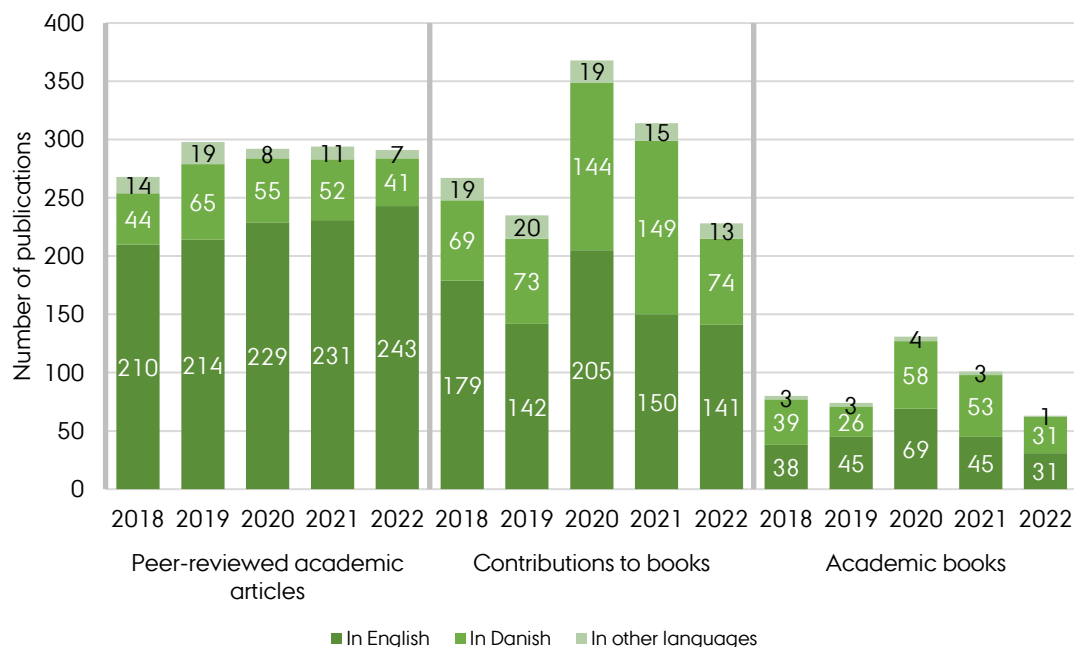
Source: AU Library, Pure

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 Nordic and European regions.

Figure 10. Author collaborations in research publications, by school
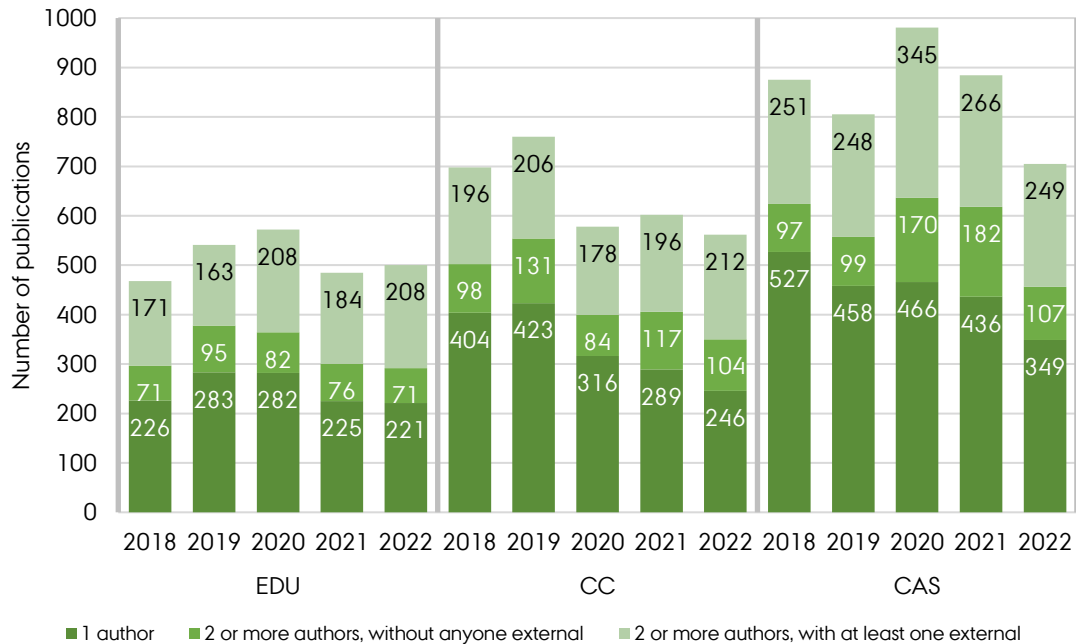
Source: AU Library, Pure

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.

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

Figure 11. Open Access Indicator, by faculty

	Realised	Unused	Blocked
ARTS	58,7%	11,6%	29,8%
BSS	60,6%	14,4%	24,9%
HEALTH	57,0%	34,7%	8,3%
NAT	64,9%	23,0%	12,1%
TECH	58,2%	19,5%	22,3%
Other units	58,3%	27,2%	14,6%
AU, total	59,1%	25,5%	15,4%

■ Realised ■ Unused ■ Blocked
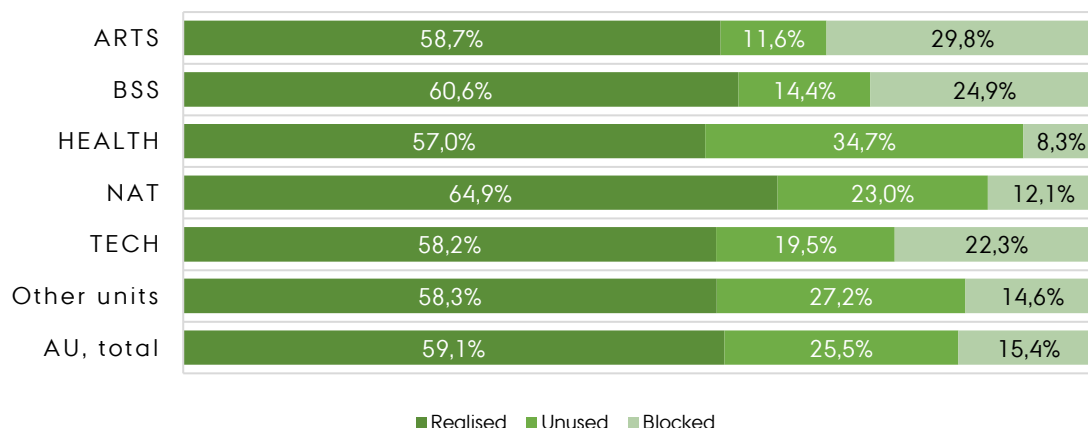
Source: AU Library and Danish Open Access Indicator (http://oaindikator.dk/en), June 2023

Note that the Faculty of Arts has the highest percentage of publications in the 'Blocked' category of all the faculties at AU, but on the other hand the faculty has 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, by school

	Realised	Unused	Blocked
EDU	44,9%	10,7%	44,4%
CC	60,5%	9,7%	29,7%
CAS	67,2%	13,7%	19,1%
ARTS, total	58,7%	11,6%	29,8%

■ Realised ■ Unused ■ Blocked
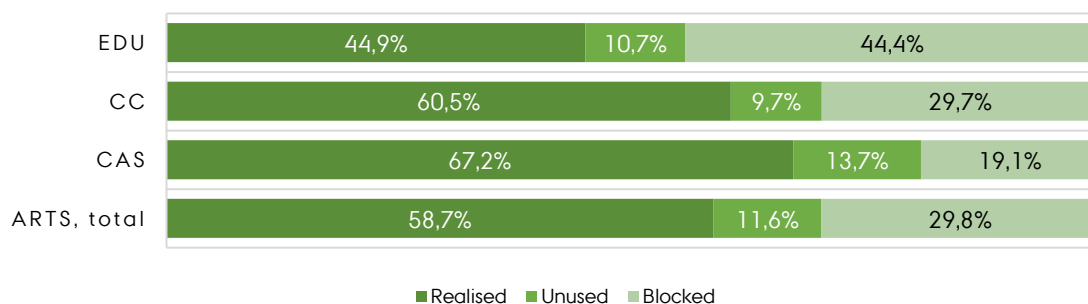
Source: AU Library and Danish Open Access Indicator (http://oaindikator.dk/en), June 2023

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. Nevertheless, the number of registered research publications rose in 2022 and is expected to keep rising in coming years.

Table 4. Publications related to knowledge exchange

	2018	2019	2020	2021	2022
Articles in journals/newspapers	160	141	139	129	141
Feature articles in journals/newspapers	118	128	102	82	122
Reviews in journals/newspapers	111	126	125	88	135
Research providing books/anthologies/reports	38	33	23	27	46
Research contributing to books/anthologies/reports	7	8	3	6	12
Encyclopaedia articles, comments	134	142	129	150	127
Other knowledge exchange contributions	52	59	63	68	84
Textbooks	11	5	13	7	10
Compendiums/lecture notes	2	2	1	2	0
Contributions to textbooks	12	10	9	13	9
Other teaching materials	6	10	7	12	14
Total	651	664	614	584	700

Source: AU Key Figures 2018-2022

6 Talent development

6.1 Enrolments and graduates

Table 5 shows that in December 2022 the Graduate School, Arts had a total of 204 enrolled PhD students. All these PhD students are affiliated with a school and one of the faculty's eight PhD degree programmes.

Table . Enrolled PhD students, by school

School	Programme	Enrolled PhD students
CAS	Anthropology, Global Studies and the Study of Religion	33
	History, Archaeology and Classical Studies	21
	Theology, History of Ideas and Philosophy	17
	Total	71
CC	Art, Literature and Cultural Studies	31
	ICT, Media, Communication and Journalism	15
	Language, Linguistics, Communication and Cognition	21
	Total	67
EDU	Didactics	25
	Learning and Education	41
	Total	66

Source: Graduate School, Arts, January 2023

Figure 13 shows the number of enrolled students and accepted PhD dissertations at the Graduate School, Arts since 2013. Although the number has decreased over the last few years, the faculty has the largest number of PhD enrolments within the humanities, education and theology in Denmark,

Figure 13. PhD student enrolments and graduates

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Enrolments	72	66	71	80	88	85	72	57	53	48
Graduates	66	64	52	59	64	46	64	56	59	69
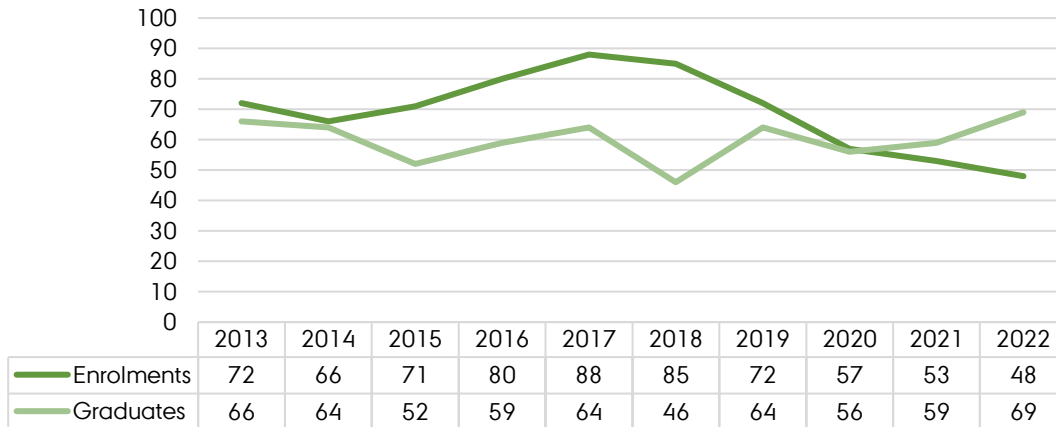
Source: Graduate School, Arts

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

Figure 14. PhD student enrolments, by plan
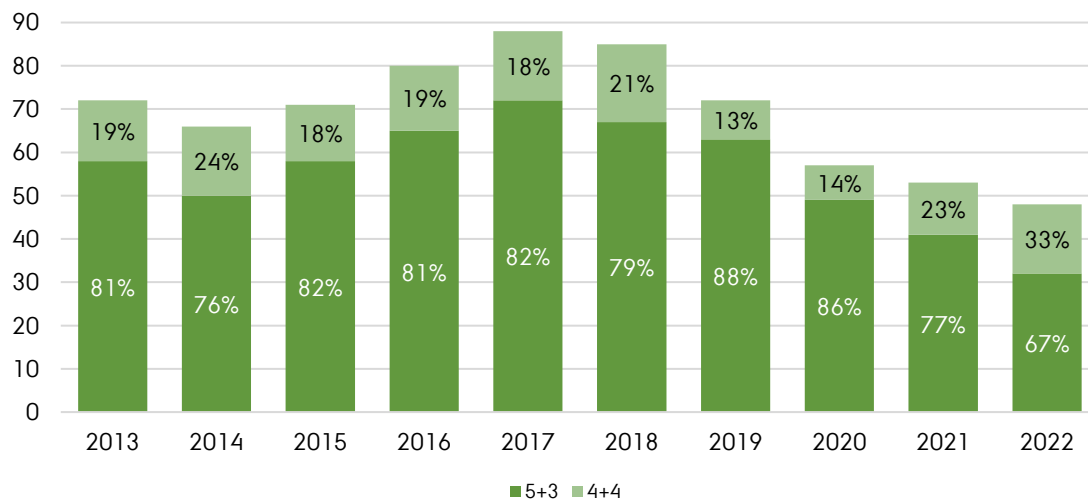
Source: Graduate School, Arts

6.2 Financing of PhD students

Figure 15 shows that a large percentage of the PhD students at the Graduate School, Arts are financed fully or in part by external actors. These PhD students are often affiliated with a university college, a museum or another institution while conducting their PhD studies at the graduate school. However, in 2022, for the first time in 10 years, the majority of PhD students will be exclusively financed by the faculty itself.

Figure 15. Financing of PhD students
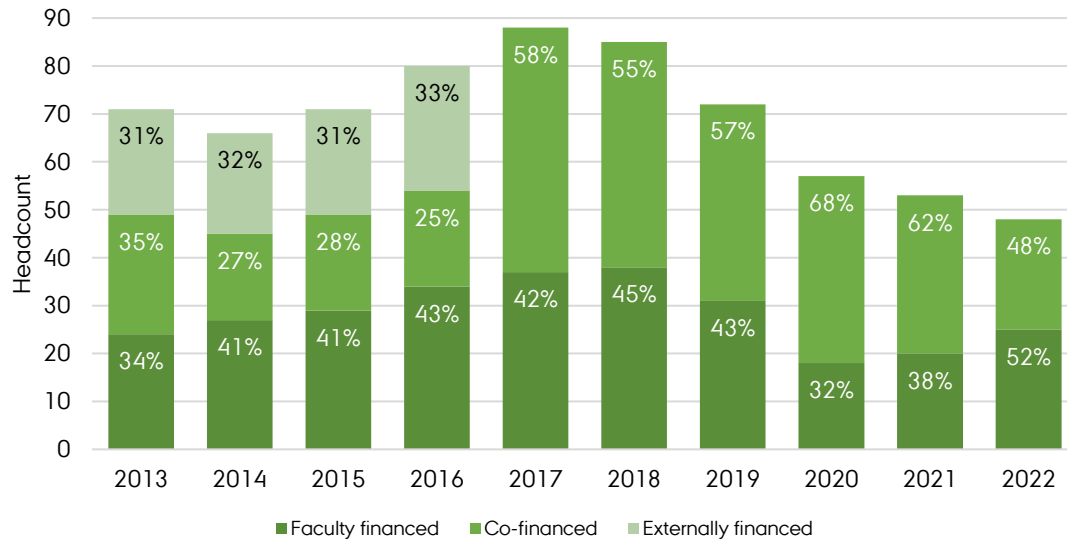
Source: Graduate School, Arts

Note: Number stated based on headcount. 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 partners are the Danish university colleges, with whom we collaborate on PhD students.

Table 6 shows that most of the PhD students, who are enrolled in collaboration with Danish university colleges, are at EDU.

Table 6. Enrolled PhD students in collaboration with university colleges, by school

School	Programme	2018	2019	2020	2021	2022
CAS	Anthropology, Global Studies and the Study of Religion	0	0	0	0	0
	History, Archaeology and Classical Studies	0	0	0	0	0
	Theology, History of Ideas and Philosophy	1	1	0	0	0
	Total	1	1	0	0	0
CC	Art, Literature and Cultural Studies	3	0	0	0	0
	ICT, Media, Communication and Journalism	4	2	2	0	0
	Language, Linguistics, Communication and Cognition	0	0	0	0	0
	Total	7	2	2	0	0
EDU	Didactics	20	16	16	17	16
	Learning and Education	16	10	8	7	8
	Total	36	26	24	24	24

Source: Graduate School, Arts

Figure 16 shows that the number of PhD students enrolled in collaboration with Danish university colleges has fallen significantly over the last ten years.

Figure 16. Enrolments and graduates in collaboration with university colleges

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Enrolments	14	15	19	9	12	9	6	9	8	5
Graduates	1	0	11	7	13	8	11	12	11	5
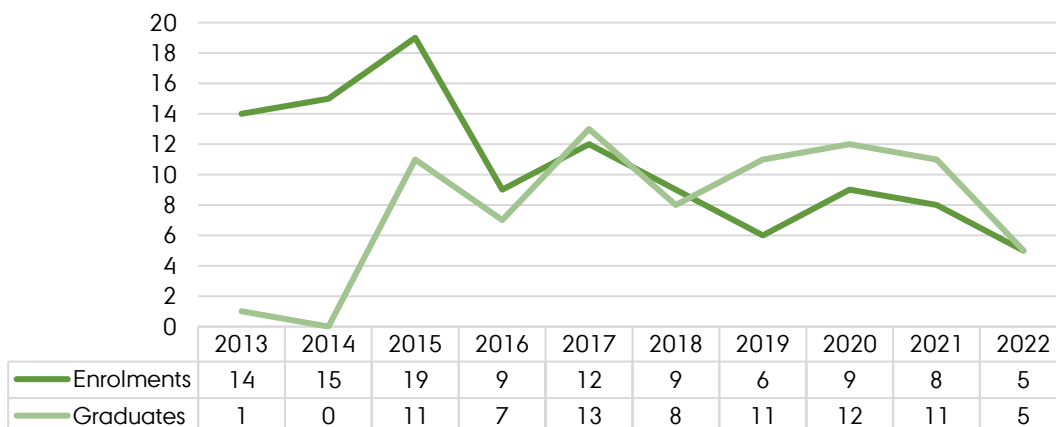
Source: Graduate School, Arts

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 shows that the enrolment of Industrial PhD students has been falling over the last ten years and the scheme has been used very rarely in the last few years.

Figure 17. Industrial PhD student enrolments and graduates

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Enrolments	1	1	1	1	0	2	2	0	0	1
Graduates	2	4	0	3	1	0	1	0	1	0
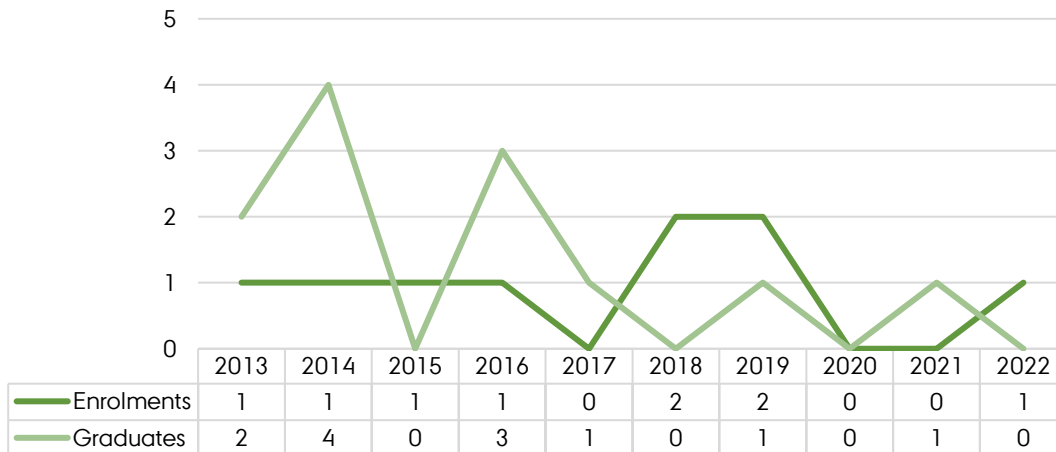
Source: Graduate School, Arts

6.4 Recruitment of PhD students and internationalisation

All 4+4 students as well as approximately half of the 5+3 students are internal recruitments. Figure 18 shows that the share of 5+3 students with an external MA degree has increased over the last ten years.

Figure 18. Origin of MA degree for 5+3 enrolments
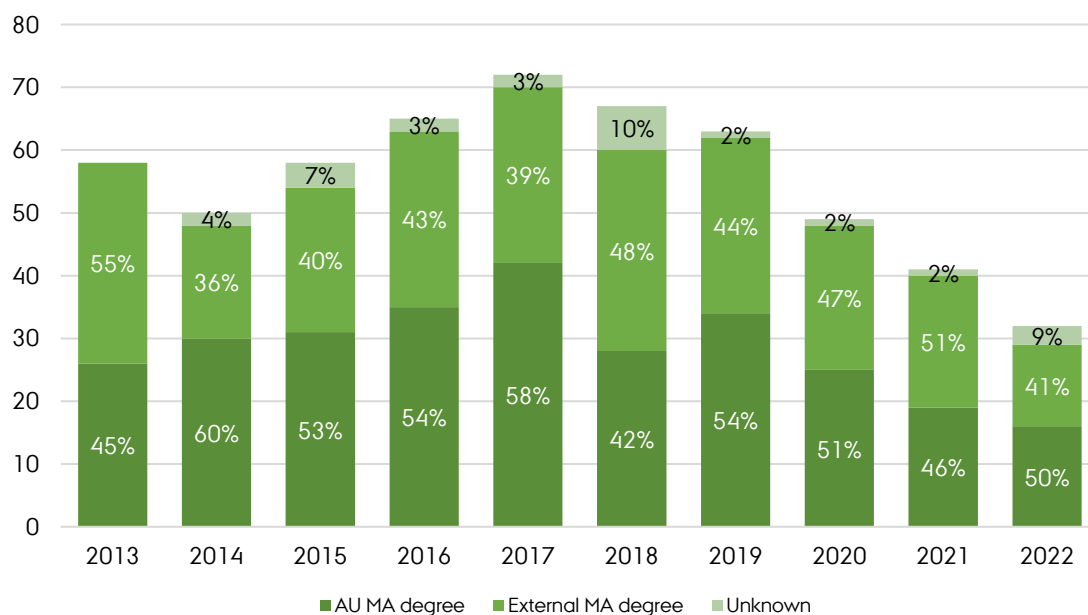
Source: Graduate School, Arts

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 2013 at the faculty, but the proportion is still low compared with Nat, Tech and BSS.

Figure 19. International PhD students, by faculty
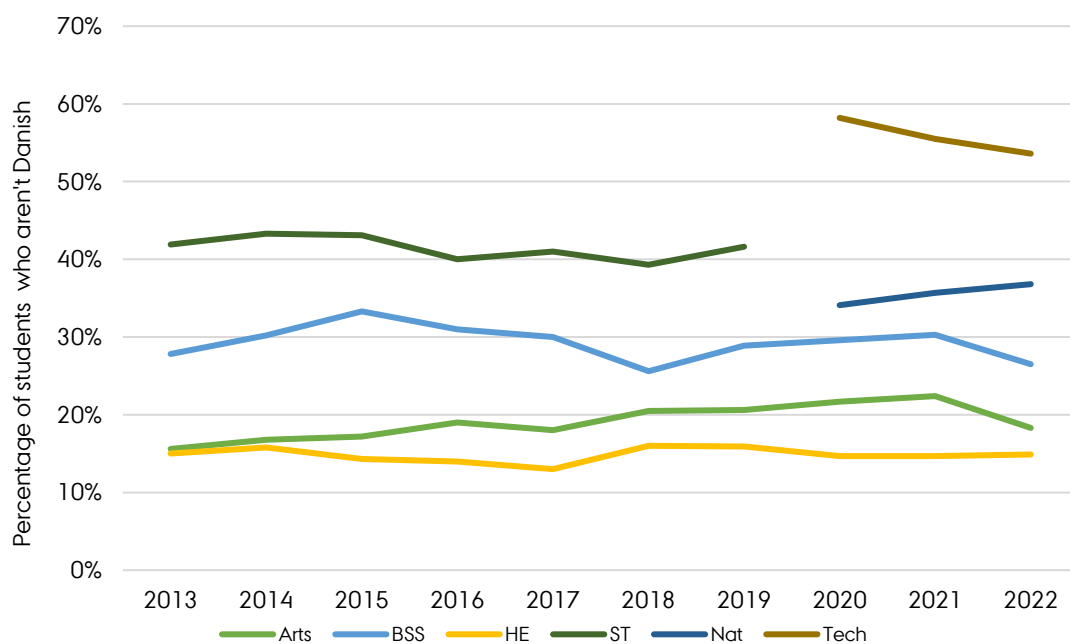
Source: AU Key Figures 2013-2022

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, showing the percentage of PhD graduates doing research abroad for a minimum of two months during their PhD enrolment, indicates that the faculty's attempts to enhance the level of internationalization of the enrolled PhD students has worked. The number of stays abroad is significantly higher than ten years ago and has already started to increase again after a significant decrease as a result of the corona pandemic.

Figure 20. PhD graduates doing research abroad for at least two months
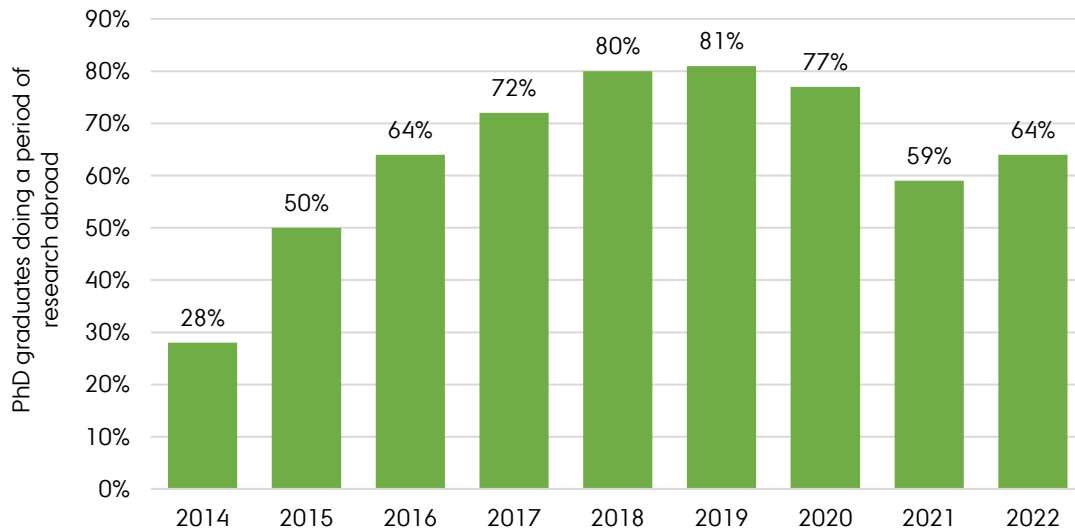
Source: *Graduate School, Arts*

6.5 Completion time of PhD students

Figure 21, which shows the average completion time for PhD students at the Graduate School, Arts, indicates that the development in the effective study time has been fairly stable since 2013.

Figure 21. Average completion time of PhD degree, by plan

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
4+4	3,2	3,4	3,4	3,5	3,9	4,1	3,8	3,7	4,1	3,8
5+3	3,9	3,8	3,7	3,7	3,5	3,7	3,6	3,6	3,4	3,8
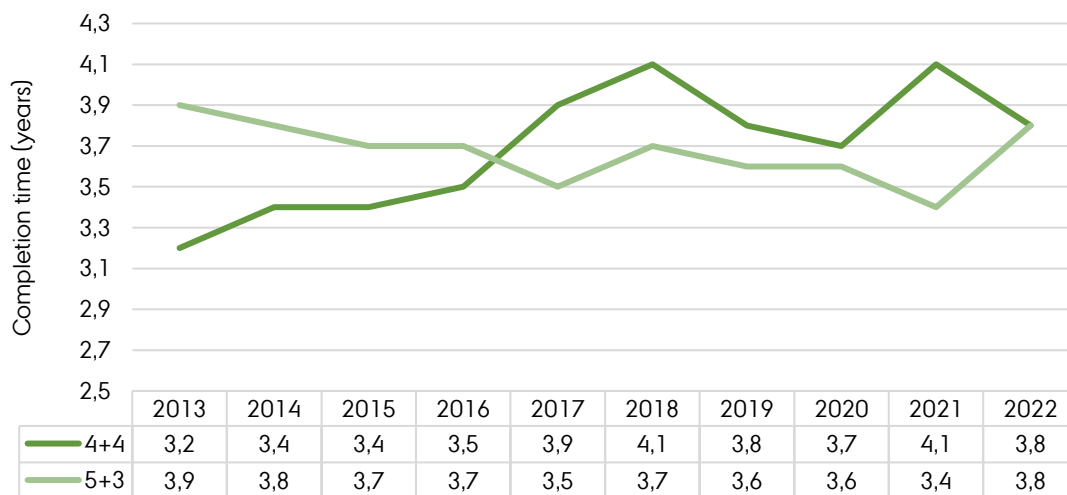
Source: *Graduate School, Arts*

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

7 External research funding

Figure 22 shows the distribution of the faculty's income in 2022. It shows that three-quarters of the total income comes from the state, while one-fifth comes from external funding. Additionally, 4% comes from other sources, such as tuition fees.

Figure 22. Arts' annual accounts in 2022

| State education funding | State research funding | State others |
| Other funding, e.g. tuition fees | External funding |
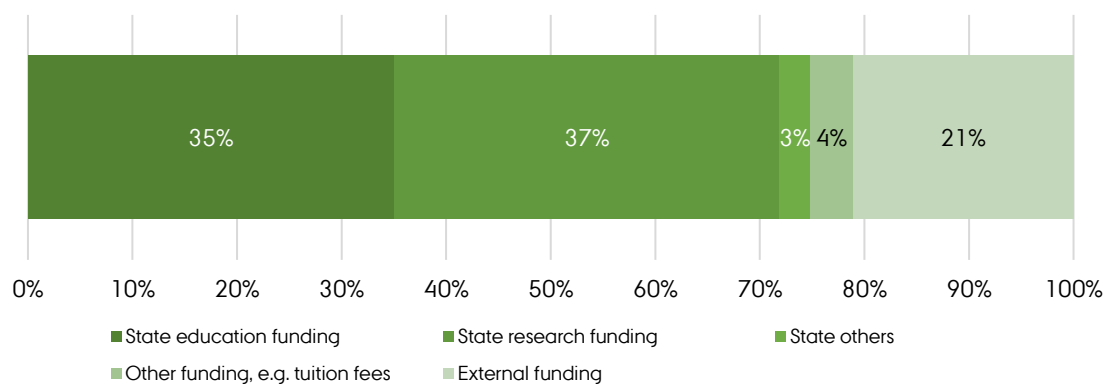
Source: Administration Centre Arts

Note: "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 in the external funding to the Faculty of Arts. Over the past ten years, the annual amount of expenses financed by external research funding has increased steadily from DKK 136 million in 2013 to DKK 229 million in 2022 – an increase of 68%.

Figure 23. Development in external funding
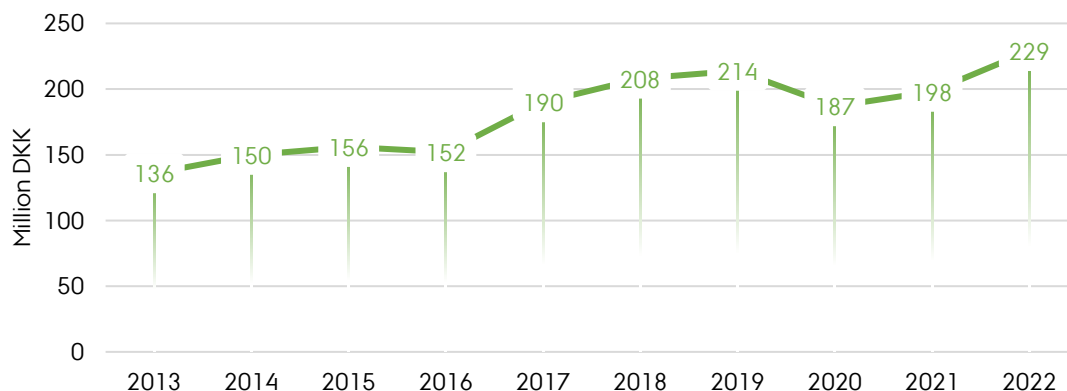
Source: AU Key Figures 2013-2022

7.1 External research funding sources

Table 7 shows the sources of external funding of the faculty's expenses based on the total amount of external research funding granted to the faculties at AU. The table shows that the majority of external research funding to Faculty of Arts in the years 2019-2022 comes from national funding sources. A similar distribution of the funding from external sources can be seen at the university's other faculties.

Table 7. Sources of external research funding, by faculty

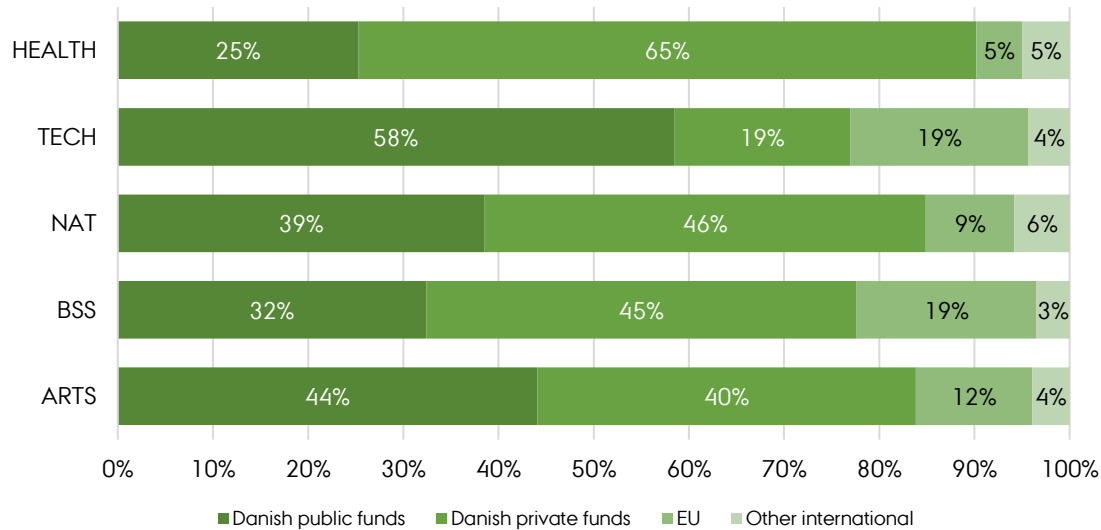|		2019	2020	2021	2022
ARTS	**Danish public funds**	88	77	80	101
	Danish private funds	93	78	81	91
	EU	28	23	31	28
	Other international	5	9	6	9
BSS	**Danish public funds**	90	78	74	84
	Danish private funds	77	86	104	117
	EU	23	28	40	49
	Other international	9	9	11	9
ST	**Danish public funds**	608	-	-	-
	Danish private funds	288	-	-	-
	EU	139	-	-	-
	Other international	75	-	-	-
NAT	**Danish public funds**	331	252	256	273
	Danish private funds	220	252	267	328
	EU	76	66	66	66
	Other international	44	37	35	41
TECH	**Danish public funds**	309	314	342	391
	Danish private funds	75	83	106	124
	EU	72	94	118	125
	Other international	35	33	23	29
HEALTH	**Danish public funds**	133	125	144	142
	Danish private funds	249	259	318	364
	EU	19	17	24	27
	Other international	18	23	43	28

Source: AU Key Figures 2022

Note: Amount stated in million DKK. 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 2022 also listed in Table 7. Again, it can be seen that the distribution of national and international funds is relatively similar across faculties. However, it is clear that there is some variation in how the national funding is distributed between the state and private actors.

Figure 24. Sources of external research funding, by faculty

Faculty	Danish public funds	Danish private funds	EU	Other international
HEALTH	25%	65%	5%	5%
TECH	58%	19%	19%	4%
NAT	39%	46%	9%	6%
BSS	32%	45%	19%	3%
ARTS	44%	40%	12%	4%

Legend: ■ Danish public funds ■ Danish private funds ■ EU ■ Other international

Source: AU Key Figures 2022

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). It can be seen that in 2022 the faculty received the second highest level of funding from DFF, in the ten-year period covered by the figure.

Figure 25. DFF funding, by school

Year	AU Other	EDU	CC	CAS
2013		6,5		20,4
2014	1,8	16,5		7,5
2015		7,7	2,1 / 12,7	14,4
2016			9,3	15,9
2017			17,3	4,4
2018	14,4			12,0
2019	7,8		12,7	14,6
2020	4,2		28,9	16,9
2021	5,8		15,5	6,1
2022	6,2	9,0		26,3

Y-axis: Million DKK (0 to 55)

Legend: ■ AU Other ■ EDU ■ CC ■ CAS
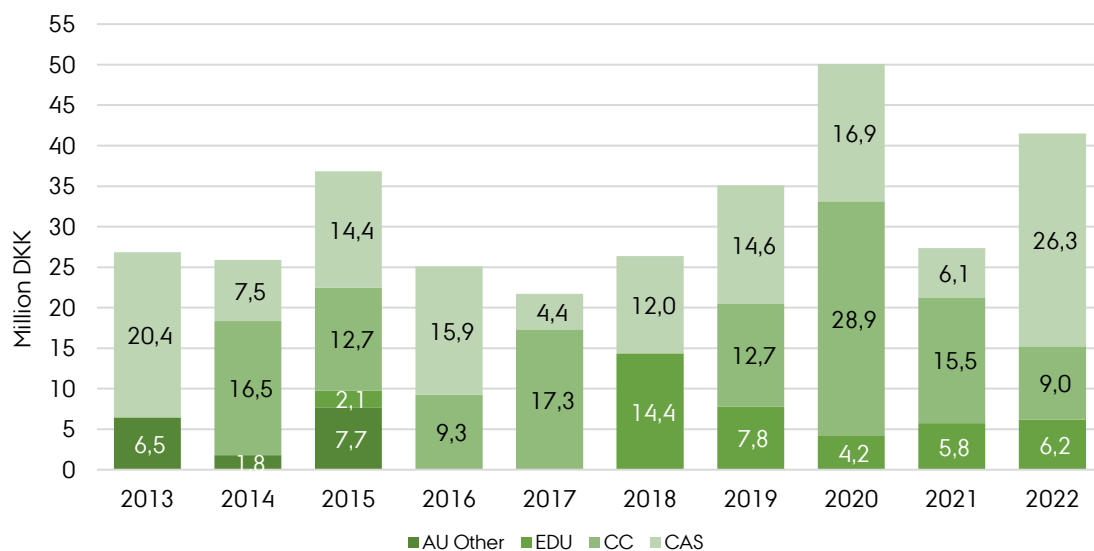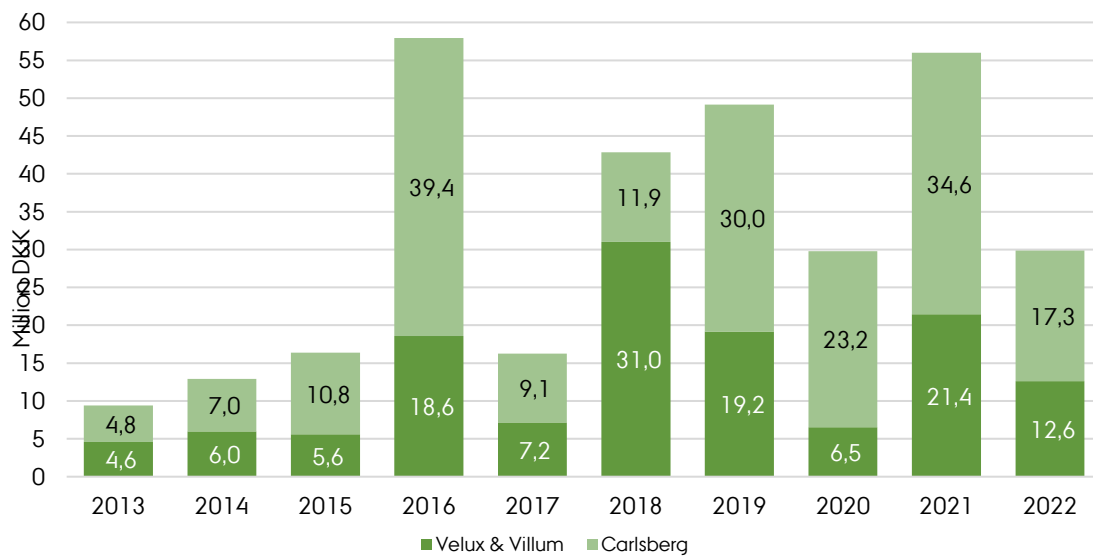
Source: www.dff.dk

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.

Apart from public funding, the faculty also attracts funding from private foundations, in particular from Velux and Carlsberg. Figure 26, which shows the development in funding received from these two private foundations, indicates that the annual amount received from the two fairly regular contributors fluctuates quite a bit. However, if you look back at table 7, it can be seen that the faculty has managed to even out these fluctuations and ends with a stable development in annual private funding.

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 framework. Table 8 lists the funding attracted from the EU Horizon programme.

**Table 8. EU Horizon funding, by school**

	2018	2019	2020	2021	2022
CAS	€ 3,504,548	€ 4,280,256	€ 1,063,421	€ 686,608	€ 161,000
CC	€ 3,023,592	€ 371,613	€ 419,420	€ 2,498,088	€ 497,290
EDU				€ 301,788	€ 1,164,806
CUMim			€ 79,375		
Total	€ 6,528,140	€ 4,651,869	€ 1,562,216	€ 3,486,484	€ 1,823,096

Source: AU Research Support Unit, August 2022

Note: There have been some changes in the 2021 figures, as there have been some projects on the reserve list which have received a grant since last year's report was completed. In addition, other projects have been moved away from AU in the negotiation phase.

In this area as well, figure 27 indicates that the annual amount received from the programme fluctuates quite a bit. Compared to table 7, however, it is clear that the development of annual EU funding to the faculty ends being relatively stable.

Figure 27. Arts' total EU Horizon funding
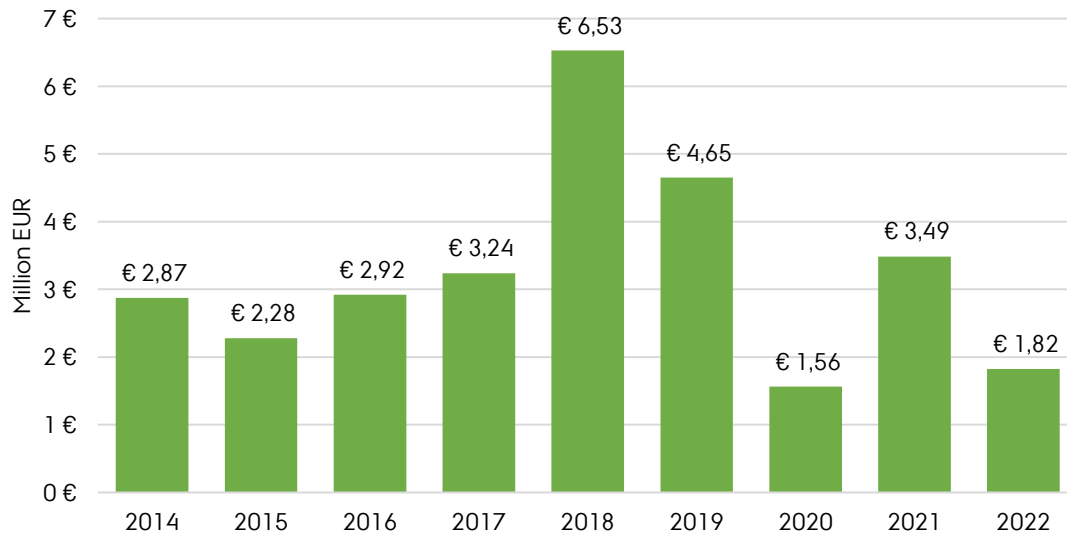
Source: AU Research Support Unit, June 2023

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's rankings

	2019	2020	2021	2022	2023
Leiden Ranking	108	110	128	134	169
Shanghai Academic Ranking of World Universities	60	69	71	69	78
National Taiwan: University Ranking	89	87	93	107	-
QS World University Rankings	145	147	155	161	143
US News Best Global Universities Ranking	108	105	103	109	-
Times Higher Education World University Rankings	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 improved from 2021 to 2022 and again from 2022 to 2023.

Table 10. Aarhus University's faculty rankings by QS

	2019	2020	2021	2022	2023
Arts and Humanities	85	110	111	99	85
Social Sciences and Management	118	145	132	122	164
Engineering and Technology	178	197	206	222	279
Life Sciences and Medicine	75	86	85	116	109
Natural Sciences	150	197	201	201	226

Source: QS World University Rankings by Subject, 2019-2023

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. Note that while AU as a whole has fallen in the rankings from 2022 to 2023, the ranking for 'Social Sciences and Humanities' has improved in the same period.

Table 11. Aarhus University's faculty rankings by Leiden

	2019	2020	2021	2022	2023
Social Sciences and Humanities	69	63	69	66	65
Biomedical and Health Sciences	161	155	150	150	161
Life and Earth Sciences	36	35	35	39	45
Mathematics and Computer Science	460	518	511	483	452
Physical Sciences and Engineering	265	264	271	302	313

Source: CWTS Leiden Rankings by field, 2019-2023

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 2022 to 2023, even though the assessment of AU as a whole has fallen during the same period.

Table 12. Aarhus University's faculty rankings by Times Higher Education

	2019	2020	2021	2022	2023
Arts and Humanities	90	92	75	60	43
Clinical, Pre-clinical and Health	101-125	101-125	101-125	101-125	101-125
Engineering and Technology	176-200	176-200	201-250	176-200	176-200
Life Sciences	83	86	126-150	100	86
Physical Sciences	126-15	126-150	126-150	101-125	126-150
Social Sciences	85	84	60	43	47
Business and Economics	126-150	126-150	126-150	176-200	151-175

Source: Times Higher Education, Aarhus University ranking by field, 2019-2023

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 with an impressively high ranking in the QS subject ranking. In 2023, seven disciplines at Aarhus University are ranked in the top 50, including three from the Faculty of Arts.

Table 13. Aarhus University's subject rankings by QS

School	Subject	2019	2020	2021	2022	2023
ARTS	Anthropology	42	34	39	33	36
	Archaeology	35	27	36	19	19
	Communication & Media Studies	42	36	40	36	47
BSS	Politics	51-100	51-100	51-100	47	47
	Social Policy & Administration	49	36	51-100	44	47
HEALTH	Dentistry	27	33	35	48	37
TECH	Agriculture and forestry	35	37	28	37	39

Source: QS World University Rankings by Subject, 2019-2023