STRATEGY FOLLOW-UP 2020

FACULTY OF ARTS
AARHUS UNIVERSITET

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Strategy follow-up 2020

The ongoing challenge of Covid-19 and lockdown in Denmark turned 2020 into a test of endurance for staff and students alike. But despite all the difficulties of Covid-19, we managed to conduct our teaching and exams. And the faculty has complied with all its agreements and maintained all its external collaborations. This follow-up to our strategy contains a selection of cases providing practical examples to illustrate all the words and statistics reflecting developments in the past year.

Degree programmes

The Faculty of Arts offers degree programmes of high academic quality in a wide range of subjects. One of the faculty's most important contributions to society is the education of graduates with core academic expertise as well as cross-disciplinary skills, knowledge and competences. During the course of 2020 the focus was placed in particular on conducting our degree programmes and providing the best possible online teaching with a view to ensuring that the students did not experience any loss of quality owing to the challenges presented by Covid-19.

CASE:

The Digital Curriculum

The Digital Curriculum is a new course of teaching that strengthens the digital skills of the faculty's teachers, helping them to pass new knowledge onto the students and prepare them for a digital working life. Strong digital skills are in great demand on today's labour market, and the students need to learn to understand and exploit the fast-growing opportunities of modern technology. Teachers from the Departments of Scandinavian Studies and Experience Economy, English and History have learned more about how digital tools can be used in existing courses of teaching, helping the students to become familiar with more data-based learning and the use of computational methods. The aim of the project is to equip the students to handle large amounts of data and statistical material, to navigate critically and securely when working with archives, and to understand large amounts of feedback from customers or coverage in the social media. When the digital skills of the teachers have been strengthened, their experience is tested in teaching situations.

Once the course has been conducted the first time, the plan is that teachers from even more subjects should be given the chance to take part in The Digital Curriculum. You can read more about The Digital Curriculum here: https://dighumlab.org/dc/

The Covid-19 situation has resulted in huge digital developments. Digital teaching was not particularly common before Covid-19, but in 2020 we managed to conduct our teaching in purely digital formats. As a result, our departments have now identified elements of their teaching that can be conducted better in digital format than face to face (tutorials about programming, for instance).

FACTS:

ECTS credits earned per semester per student

The positive tendency in terms of the number of ECTS credits earned by students at Bachelor's level has been maintained, although the tendency at Master's level seems to be either static or in decline

BA	2018	2019	2020
ARTS	28.7	28.5	29

MA	2018	2019	2020
ARTS	25.1	25.3	25.2

Source: STADS data. AU Studies Administration's summary of ECTS credits earned and numbers of students based on the method of measurement in indicator 2 in the data packages/AU's quality work with regard to degree programmes.

Definition: This indicator shows the average number of ECTS credits earned per semester by active (enrolled) ordinary students.

The number is calculated based on the number of credits earned by students since they commenced their studies. Students with credit transfer and leave of absence are included, while students who have just started their degree programme (who therefore

have 0 semesters) are not. The annual statement is calculated in the form of an average of the spring semester and the following autumn semester; and for AU as a whole this is weighted in relation to the population of Bachelors and Masters. Completion time is calculated in the spring after 1 April, and in the autumn after 1 November.

In 2021 and subsequent years, the lessons learned about digital teaching will be discussed with a view to implementing the positive experiences so digital formats can be used in teaching in situations where the greatest academic advantages can be obtained.

Research

The level of research produced and funding secured in 2020 remained high, but the Covid-19 situation had an obvious impact on our research activities because it restricted travel, major conferences, fieldwork and other activities. In the second half of 2021 and at the start of 2022, we expect all these activities to return to the same level as 2019. The same applies to the mobility and exchange of academic staff in Denmark and abroad. Among other things, this will be achieved by using the faculty's Marie Curie initiative, for which young, talented researchers from all over the world are invited to apply using the Faculty of Arts as their host.

As shown in the two case descriptions, the faculty has focused a good deal on ensuring an effective process for researchers wishing to apply for grants from the European Research Council (ERC).

CASE:

Travel and mobility in Antiquity (+ photo)
Based on Jewish scriptures, Elisa Katariina Uusimäki will investigate the reasons why the Israeli/Jewish people left their homes to travel across the Mediterranean region in Antiquity, and try to find out who these travellers were. In this connection, the project will study literary and cultural presentations of travel and mobility in ancient Jewish scriptures, including texts from the Hebrew bible and other Jewish sources from the Hellenistic and Early Roman period. One of the ambitions of the project is to learn more about how the people of this period perceived the notion of human mobility – with particular focus on whether this mobility or travelling was done voluntarily or not.

'An Intersectional Analysis of Ancient Jewish Travel Narratives' should last five years, and in 2020 the project received EUR 1.5 million from the European Research Council.

FACTS:

New external funding secured per senior member of full-time academic staff

	2018	2019	2020
ARTS	381,073	432,086	436,240

Source: AU Finance and AU Key Statistics table F1A + AU Finance with regard to tenure.

Definition: Amount of (new) external funding secured by Aarhus University (awards during the year) from Danish and international sources, as stated in divisional financial statement 4: research financed by grants per senior member of full-time academic staff.

Senior members of academic staff are defined as: professors + associate professors/senior researchers/senior advisers + tenure track assistant professors + tenure track researchers.

Proportion of international senior members of academic staff

	2018	2019	2020
ARTS	17%	17%	20%

Source: AU HR + AU Key Statistics table F1B + AU HR with regard to tenure.

Definition: Proportion of international senior members of academic staff in relation to total number of senior members of academic staff at Aarhus University.

Apart from focusing on securing more European grants, we have also sought to consolidate our foundations in the field of research. Among other things, all our staff have taken part in courses on research integrity, ensuring that the quality of our projects and research output remains high in future.

In 2021 work continues with regard to improving the management of individual research projects as well as services for researchers in relation to major rounds of applications such as ERC and Sapere Aude, and applications for securing a basic research centre.

Collaboration and societal commitment

In recent years, the faculty has been working to strengthen its level of societal commitment through close collaborations and partnerships with stakeholders, for both researchers and students. A number of major research grants are obtained in collaboration with companies, ministries, municipalities, university colleges, upper-secondary schools, foundations, associations, NGOs and cultural institutions such as libraries, museums and galleries/art halls. We also try to give the students good experience of the labour market that awaits them when they graduate, and to help students on project placements and students writing their theses in collaboration with organisations or companies.

CASE:

NRGI introduces students to business understanding and the cooperative business structure

In the autumn of 2020 the School of Culture and Society launched a collaboration with the energy group NRGi involving students from the Faculty of Arts. The Bachelor's supplementary subject in humanistic organisational development has already had a visit by NRGi, who presented the NRGi group and gave an introduction to business understanding and the cooperative business structure, which is one of NRGi's distinguishing characteristics. During the winter and the spring of 2021, a range of projects have been established in collaboration between NRGi and the students and teachers on this supplementary subject. The results of these projects will be presented to NRGi, and the projects will also be part of the students' exam.

CASE:

University students perform tasks for companies in West Jutland
Dangro Nordic, a company based in Vorgod-Barde, are facing the challenge of making their packaging more environmentally friendly, ensuring that their products are climate friendly, and basing their production 100% on green energy. But they also need to inform their customers – and potential customers – about their green profile. And there aren't always enough hours in the day, even though you really want to get the message about your green profile across. So Dangro Nordic and eight other companies were happy to present their case when students from Aarhus University and the Ringkøbing-Skjern Business Council offered to provide proposals for meeting these communication challenges at companies in Ringkøbing-Skjern. Among other things, the companies were interested in obtaining input for a communication strategy and a digital marketing strategy, and ideas for the branding of companies with the focus on sustainability. For several years the Faculty of Arts has been organising a case competition for students on a variety of degree programmes under the slogan 'Stay Relevant', and in 2020 it was students of international business communication who provided the solutions.

Taken from: https://arts.au.dk/aktuelt/nyheder/nyhed/artikel/studerende-fra-aarhus-universitet-skal-hjaelpe-virksomheder-fra-ringkoebing-skjern/

FACTS:

No. of Master's theses written in collaboration with the business community and the public sector

	2018	2019	2020
ARTS	54	80-124	188

Source: STADS (data from AU Student Administration and Services).

Definition: No. of Master's theses written in collaboration with the business community and the public sector.

No. of students on a project placement in a private or public organisation

	2018	2019	2020
ARTS	553	639	651

Source: STADS (data from AU Student Administration and Services).

Definition: No. of BA and MA students performing tasks or doing a placement as part of their degree programme in a private or public organisation (project placements).

No. of AU graduates finding employment in the private sector

	2018	2019	2020
ARTS	42%	44%	48%

Source: Data from the Ministry of Higher Education and Science. Data from AU Student Administration and Services.

Definition: No. of AU graduates finding employment in the private sector. Including MA graduates, professional MA graduates, graduates with a diploma in business administration and PhD graduates. (The 2020 figures reflect the situation in 2018).

In 2020 we focused once again on collaborating with the faculty's alumni to ensure that we can use our alumnus data and give all our students the chance to become AU alumni when they graduate. We also made efforts to strengthen our links with small and medium-sized companies, for instance in the Academics in Business Life project. In 2021 we are continuing to take initiatives to build bridges between student life and life on the labour market, as well as giving our alumni the chance to be guest lecturers.

Organisation

The Faculty of Arts is a large and complex organisation characterised by a wide range of disciplines, decentralised and central functions, and a great number of supporting specialised functions. The continued development of the faculty's positions of strength in terms of research and education depends on all staff groups and functions throughout the faculty joining forces in a professional, close and trust-based collaboration with a view to achieving the faculty's development potential in full.

CASE:

New committee for diversity and equality at Arts

The aim of the Diversity Committee at the Faculty of Arts is to give advice about how to promote diversity at the faculty, for instance by advising the dean and faculty management team so more women can be recruited to tenured positions on the academic staff.

The Diversity Committee held its founding meeting in May 2020, with Professor Dorthe Staunæs from the Danish School of Education being elected chair of the committee. Dorthe Staunæs is also the faculty's representative on the university's diversity committee, alongside Bjarke Paarup, who is the Head of the School of Culture and Society. The committee's terms of reference outline the need for binding collaboration between the management and staff focusing on diversity in career paths, recruitment and talent scouting.

FACTS:

	2018		2019		2020	
	Women	Men	Women	Men	Women	Men
Other academic staff	49%	51%	53%	47%	61%	39%
PhD students	58%	42%	61%	39%	63%	37%
Postdocs	63%	37%	56%	44%	65%	35%
Assistant professors	54%	46%	57%	43%	45%	55%
Associate professors	46%	54%	44%	56%	45%	55%
Professors with special responsibilities	35%	65%	37%	63%	36%	64%
Professors	35%	65%	39%	61%	41%	59%
Total	50%	50%	51%	49%	53%	47%

Source: AU HR. Data retrieved in March 2021 in connection with the annual follow-up on data regarding equal opportunities at AU.

In 2020 all three schools appointed deputy heads of school, so the schools now have two deputy heads of school to assist the head of school in the day-to-day tasks connected with appointments, education and research. In 2021 particular focus will be placed on links between the administration centre (ACA) and the schools, helping to ensure that administrative tasks are performed satisfactorily. There is also continued focus on the psychological workplace

environment (follow-up on the workplace assessment, the importance of courtesy and good manners, and how to handle offensive behaviour).

Background

On 13 December 2019 Aarhus University adopted the strategy for 2020-2025, and in June 2020 the faculty management team adopted the strategy for the Faculty of Arts for the period 2020-2025. The faculty strategy is closely connected to AU's overall strategy.