



ARTS RESEARCH AND TALENT DEVELOPMENT KEY FIGURES 2016

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2 Preface

The purpose of *Arts Research and Talent Development, Key Figures 2016* 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 2016 with support from administrative units at Aarhus University.



3 Research at Arts in 2015

In recent years, and not least in 2015 and 2016, there has been ongoing discussion in the academic world in Denmark about the financial state of the universities. Due to budget restraints, especially on education, but also on the national public funding schemes, we as universities and as researchers all feel the pressure; not just economically, it is also our “worth” we have to prove. Our faculty is one of the largest humanistic environments in Northern Europe – the largest in Denmark. We have 753 full time academic staff (including PhD students) who everyday work really hard to educate our young generation, research and contribute to solutions of current societal challenges. I have no doubt that we are worth it.

I am incredibly proud of the research community we have at the faculty of Arts. In spite of all the pressure and the cut-backs the research output at the Faculty of Arts is very impressive. As this report shows we have managed to continue to attract increasing external funding – not least from EU and other international sources. This also means that we can keep hiring talented researchers, and that the research output is rising.

There are several reasons for these successes. One is our research organization and the establishment of research programmes, which in all schools seem to have found new grounds in 2015-2016. Another, and most importantly, is dedicated staff who thrive in their effort to contribute to groundbreaking research.

At the faculty level we have been through a process of establishing faculty based research programmes. These will begin their work by September 1, 2016. *Human Futures* and *Uses of the Past* are two themes which each represent the width and breadth of our Faculty. Researchers from all three schools are represented in the research programmes.

I encourage you to take the time to look through the numbers in the report. It will help you get an idea of the current status of our three schools and our faculty at large.

Anne Marie Pahuus, Vice Dean, Research, Arts

4 Scientific Staff

4.1 Full-time scientific staff

The Faculty of Arts has 502 full-time scientific members of staff in the categories professor, associate professor, assistant professor and postdoc (end 2015). By December 2015, 251 PhD students were enrolled at the Faculty of Arts.

Table 1. Full-time scientific staff, end 2015

Numbers	PhD Students	Assistant Prof. <i>Adjunkt/ Postdoc</i>	Associate Prof. <i>Lektorer</i>	Professors	Total
CAS (IKS)	105	67	92	26	290
CC (IKK)	75	31	115	12	233
EDU (DPU)	71	27	100	23	221
CUDiM	-	5	4	0	9
Total	251	130	311	61	753

Source: AU Key Figures 2015 and Graduate School, Arts.

In addition to the above mentioned categories, there are a number of full-time scientific staff members in the categories *videnskabelige assistenter*, *studieadjunkter og studielektorer* and other categories (CAS: 25, CC: 27, EDU: 40). These are not included in the table above since they have no formal research obligations.

4.2 Gender distribution of scientific staff

The percentage of women decreases when climbing the career ladder. By the end of 2015, 63 percent of the PhD students, 44 percent of the assistant professors, 41 percent of the associate professors and 34 percent of the professors (incl. MSO) are female at Arts.

Table 2. Gender distribution in percentage, end 2015

Percentage	Arts % Female	Arts % Male		AU % Female	AU % Male
PhD Students	63%	37%	PhD students	49%	51%
CAS	56%	44%	BSS	49%	51%
CC	63%	37%	ST	39%	61%
EDU	73%	27%	HE	59%	41%
Assistant Professors	44%	56%	Assistant Professors	39%	61%
CAS	37%	63%	BSS	52%	48%
CC	52%	48%	ST	31%	69%
EDU	52%	48%	HE	52%	48%
Associate Professors	41%	59%	Associate Professors	34%	66%
CAS	33%	67%	BSS	37%	63%
CC	36%	64%	ST	23%	77%
EDU	54%	46%	HE	42%	58%
Professors (incl. MSO)	34%	66%	Professors (incl. MSO)	19%	81%
CAS	31%	69%	BSS	19%	81%
CC	8%	92%	ST	10%	90%
EDU	52%	48%	HE	23%	77%
Total (all VIP, excl. DVIP)	49%	51%	Total (all VIP, excl. DVIP)	39%	61%
CAS	42%	58%	BSS	41%	59%
CC	46%	54%	ST	29%	71%
EDU	61%	39%	HE	50%	50%

Source: AU Key Figures 2015.

4.3 Scientific staff recruitments

Table 3 provides an overview of the number and the percentage of scientific staff members recruited at Arts from 2014-2015 with a PhD degree from AU or another (external) university divided into scientific staff categories. In total, Arts has a fairly even distribution of recruitments as 49 % in 2014 and 56 % in 2015 had an AU PhD degree.

Table 3. Recruitments with AU or external PhD degree, scientific staff categories

Percentage (numbers)	2014 AU/external PhD degree	2015 AU/external PhD degree
Postdoc	48%/52% (15/16)	31%/69% (8/18)
Assistant professor (<i>adjunkt</i>)	54%/46% (14/12)	71%/29% (12/5)
Associate professor (<i>lektor</i>)	48%/52% (11/12)	68%/32% (21/10)
Professor	50%/50% (2/2)	25%/75% (1/3)
Professor MSO	38%/62% (3/5)	73%/27% (8/3)
Arts total	49%/51% (45/47)	56%/44% (50/39)

Source: AU HR.

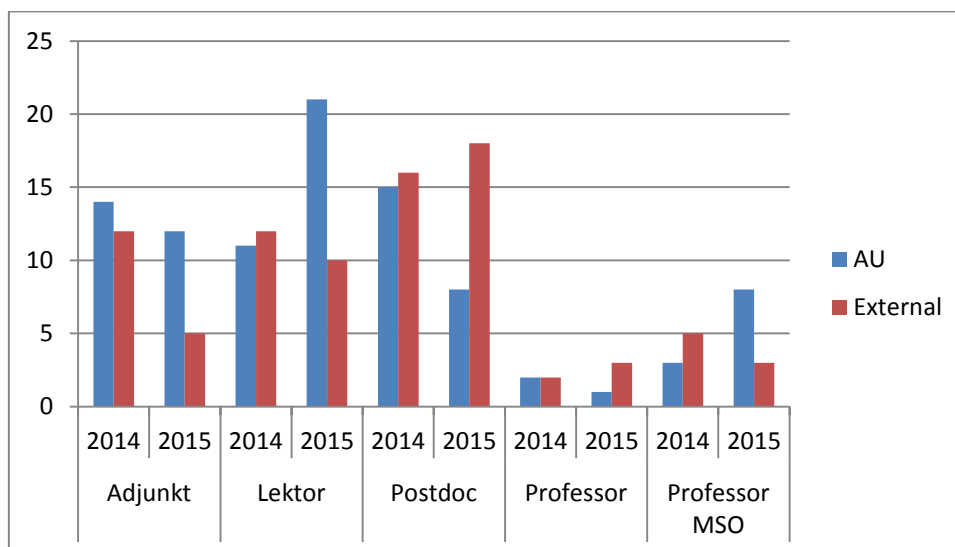
Note:

1) The numbers are based on a manual count.

2) How to read the numbers: % AU/% external (AU/external/total).

Figure 1 illustrates the numbers from Table 3.

Figure 1. Recruitments with AU or external PhD degree, scientific staff categories

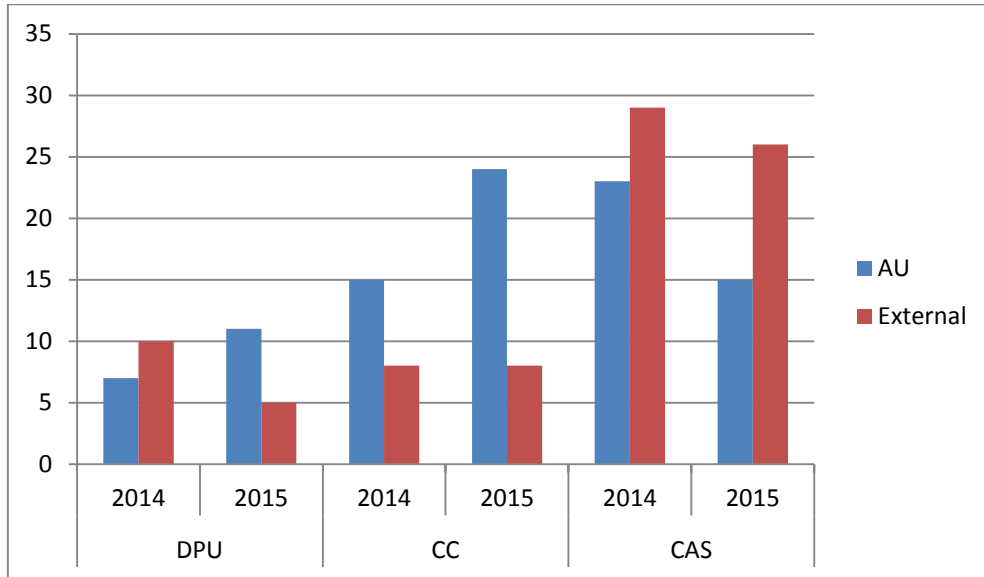


Source: AU HR.

Note: The numbers are based on a manual count.

Figure 2 provides an overview of recruitments divided into the schools of Arts.

Figure 2. Recruitments of scientific staff, all categories, with AU or external PhD degree, schools



Source: AU HR.

Note: The numbers are based on a manual count.

5 Scientific Publications

This section provides an overview of the scientific outcome 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.

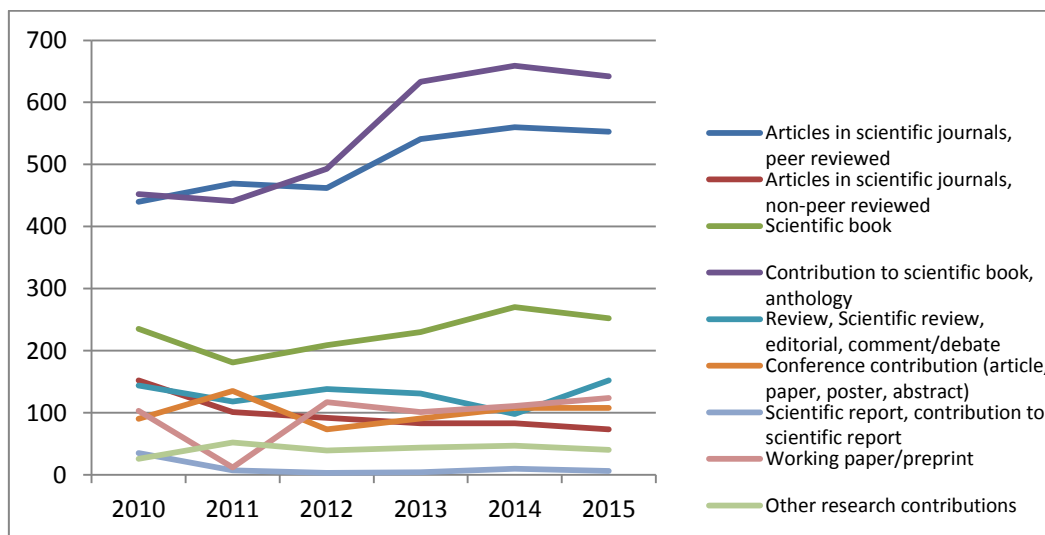
Data was drawn from PURE in the spring and summer of 2016. All scientific staff is expected to update their PURE profiles by the end of February each year, however, there are some qualitative and quantitative uncertainties in the PURE registrations.

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 1.950 in 2015. The most noticeable rise in recent years is within peer reviewed scientific articles, contributions to scientific books and scientific books.

Figure 3. Research publications, Arts total



Source: AU Key Figures 2010-2015.

Note: The numbers in Figure 3 are drawn from PURE for the purpose of AU Key Figures, and the methodology used is different than AU Library's method for the remaining parts of the report.

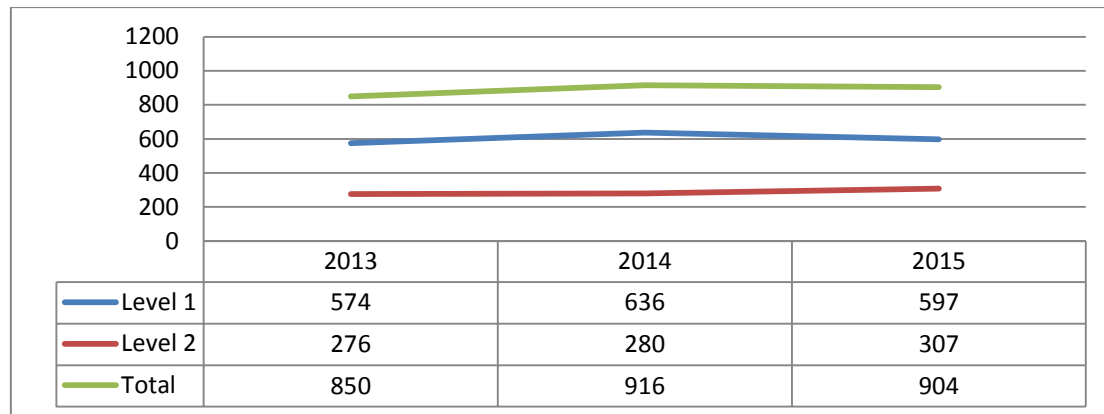
5.2 BFI publications

The Danish Bibliometric Research Indicator (BFI) is dynamic, and both the journals and the publishers at level 1 or 2 are subject to change. Level 2 holds the highest rated publications

while publications at level 1 are rated lower. All journals and publishers included in the BFI are subject to a peer-review process.

Figure 4 shows the total number of BFI rated publications which have remained relatively stable over the past few years.

Figure 4. BFI, Arts total

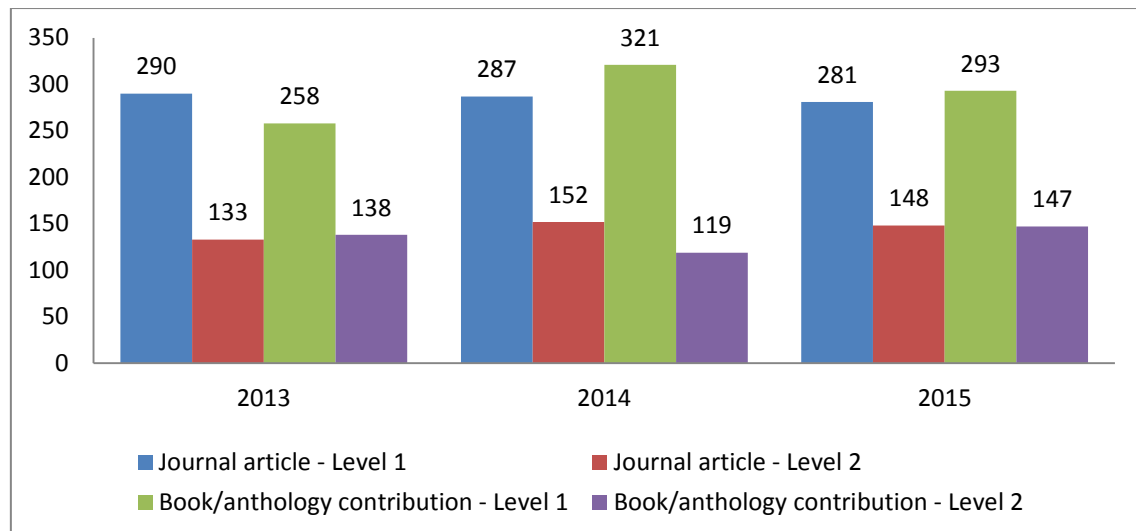


Source: AU Library, PURE.

Note: Due to a change in the Library's technique for drawing BFI data, the numbers in this year's report are lower compared to former years' report.

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.

Note: due to a change in the Library's technique for drawing BFI data, the numbers in this year's report are lower compared to former years.

In Figures 4 and 5, co-authored articles and publications only count once. The numbers are therefore slightly lower than the total numbers of the three schools shown in Table 4 below.

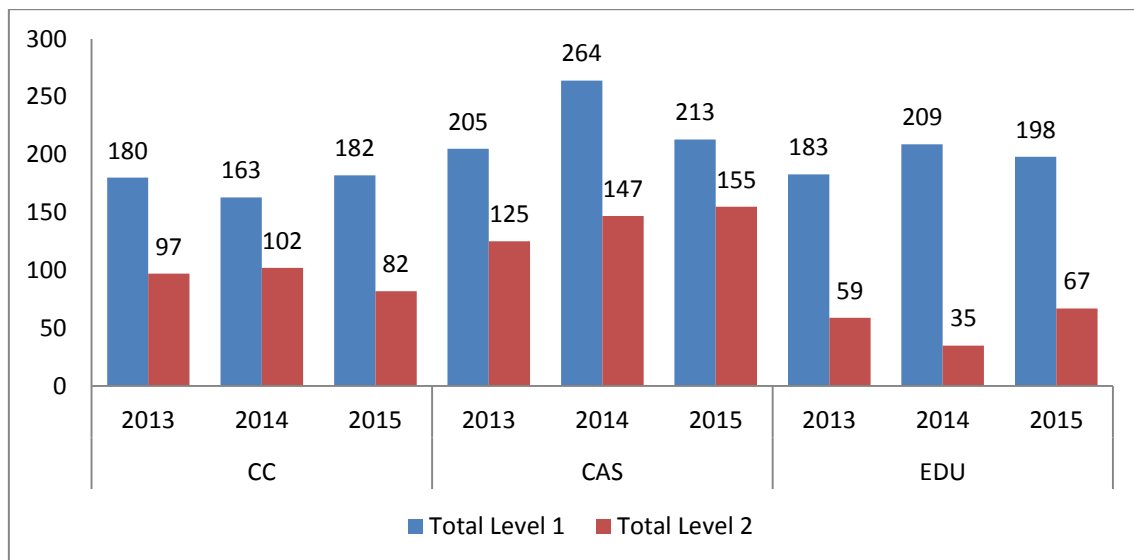
Table 4. BFI scientific publications by school

Numbers	CC			CAS			EDU		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Journal Articles Level 1	84	70	88	106	109	104	98	110	85
Journal Articles Level 2	56	63	41	55	71	73	25	20	35
Book Level 1	7	6	6	10	10	7	8	12	10
Book Level 2	3	3	2	2	6	8	0	0	1
Book/Anthology contr. Level 1	89	87	88	89	145	102	77	87	103
Anthology contribution Level 2	38	36	39	68	70	74	34	15	31
Total Level 1	180	163	182	205	264	213	183	209	198
Total Level 2	97	102	82	125	147	155	59	35	67

Source: AU Library, PURE.

Figure 6 shows the total number 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).

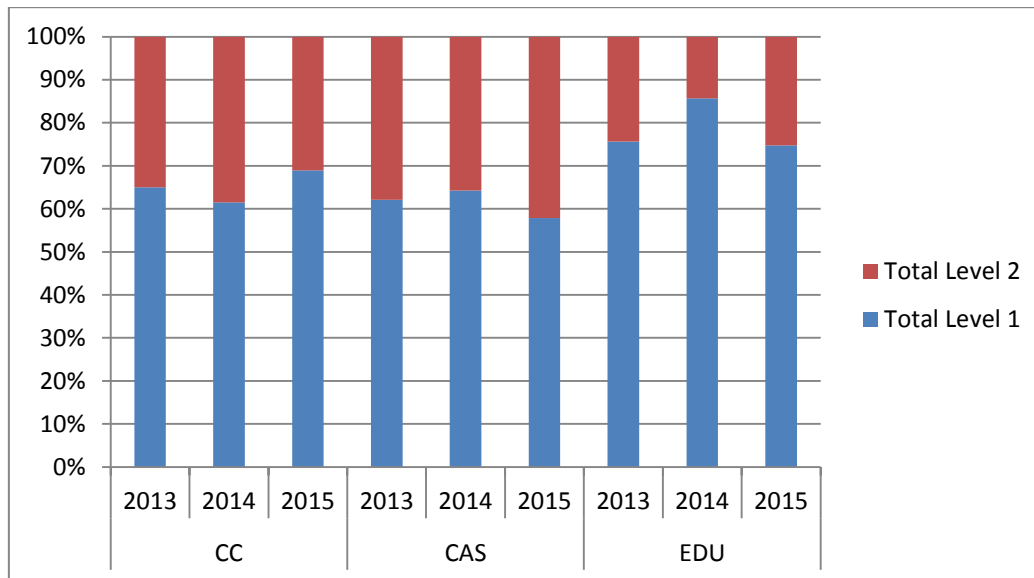
Figure 6. BFI scientific publications, totals by school



Source: AU Library, PURE.

Figure 7 shows the proportion of BFI scientific publication of each school (visualisation of Table 4 above).

Figure 7. BFI scientific publications, proportion by school



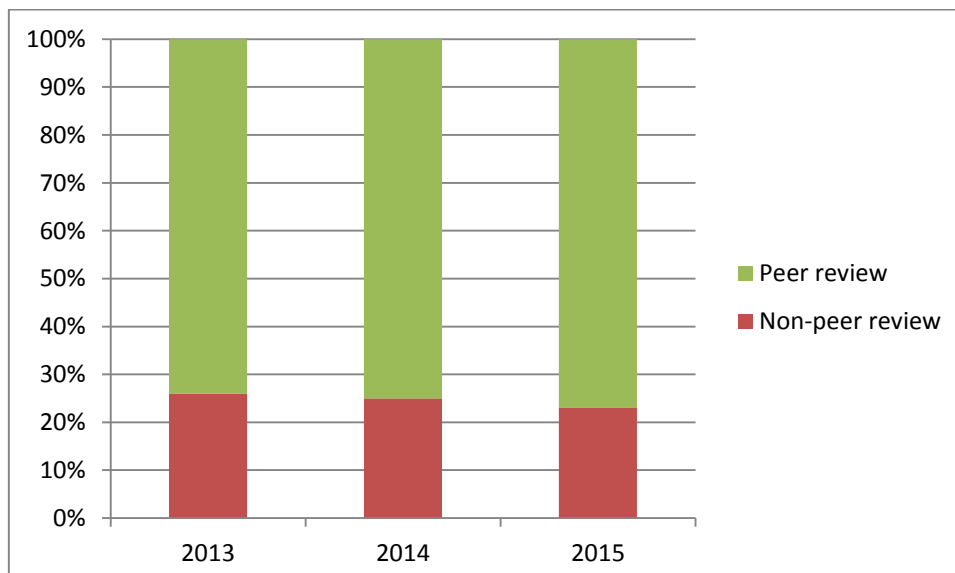
Source: AU Library, PURE.

The total distribution of BFI points earned in 2015 by the schools are CC: 27,7%, CAS: 45,8% and EDU: 26,5% (these numbers are only preliminary, as the final counts and drawings are not done until late 2016).

5.3 Peer-reviewed publications

In Figure 8, 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.

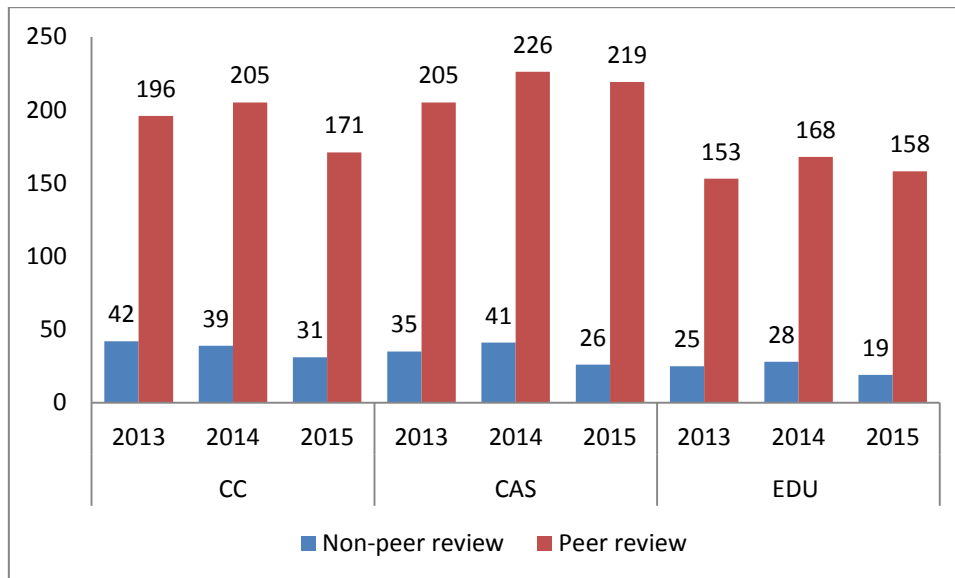
Figure 8. Peer-reviewed and non peer-reviewed publications, all publication types



Source: AU Library, PURE.

Within the category of scientific journal articles (including literature review and scientific review), peer-reviewed publications are significant in all three schools (Figure 9).

Figure 9. Peer-reviewed and non peer-reviewed scientific journal articles, by school

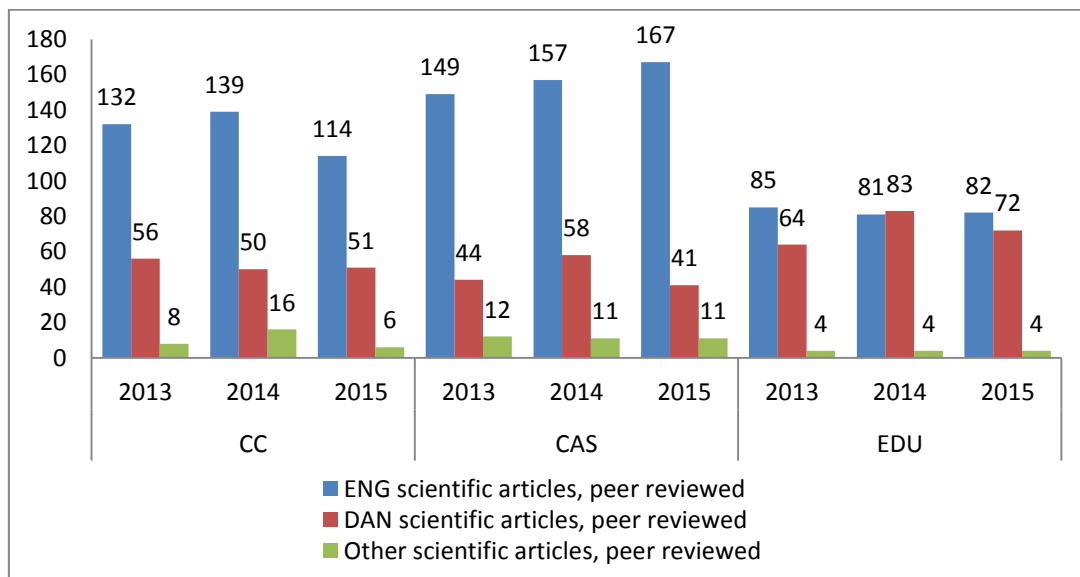


Source: AU Library, PURE.

5.4 Internationalisation and publication language

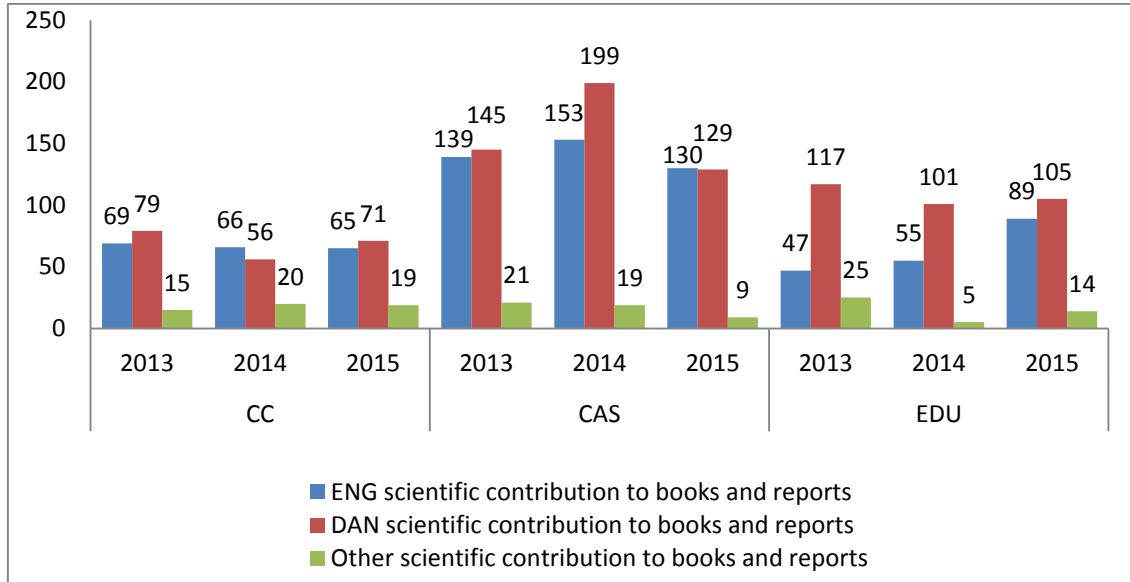
It is a goal of Arts to increase the international impact of its research output. One indicator that can be used to view this development is the language of publication, especially the number of publications in English and other languages relevant in a field (Figures 10, 11 and 12).

Figure 10. Publication language in peer-reviewed scientific articles



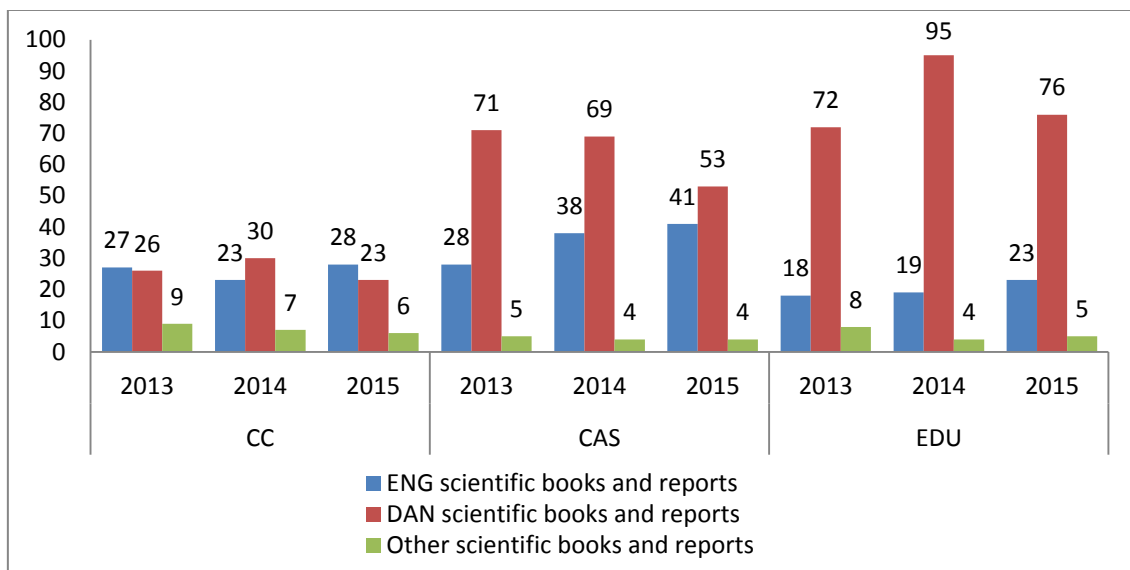
Source: AU Library, PURE.

Figure 11. Publication language in contributions to books (book chapter, encyclopedia chapter, report chapter)



Source: AU Library, PURE.

Figure 12. Publication language in scientific books and reports

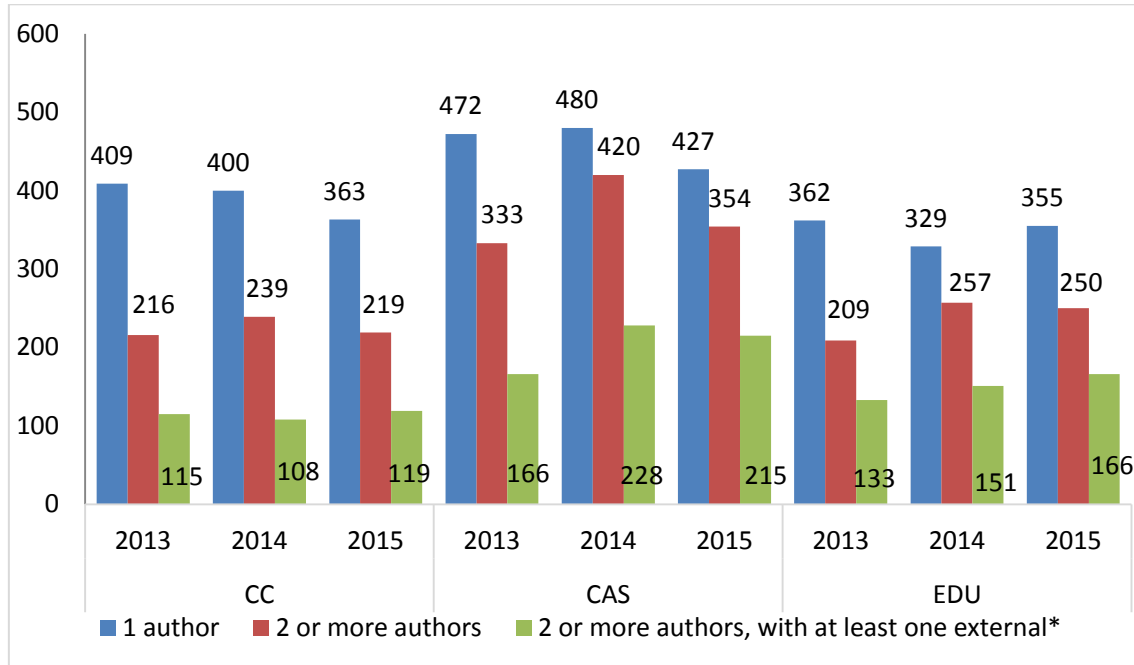


Source: AU Library, PURE.

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 13 shows that the majority of publications are single authored, but a significant number of research 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 13. Author collaborations in research publications

Source: AU Library, PURE.

*The green column is a fraction of the middle (red) column.

5.6 Knowledge exchange publications

Arts' researchers are engaged in knowledge exchange. It is possible to register these activities in PURE, however, it is not yet common for all researchers to register 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
Articles in journal/newspaper	323	293	176	226	168
Feature articles in journal/newspaper	209	177	112	190	93
Review in journal/newspaper	100	88	68	53	137
Research providing book/anthology/report	33	32	30	40	44
Research providing contribution to book/anthology/report	1	2	2	1	2
Encyclopedia article, comment	232	195	190	238	197
Other knowledge exchange contributions	32	71	25	11	16
Textbook	12	4	21	10	12
Compendium/lecture notes	2	1	1	1	0
Contribution to textbook	12	10	39	13	19
Other teaching material	3	12	4	9	2
Total	959	885	668	792	690

Source: AU Key Figures 2011-2015.

6 Talent Development

6.1 Enrolments and graduates

Table 6 shows that by December 2015 Graduate School, Arts had a total of 251 enrolled PhD students. The PhD students are affiliated with a school (see also Table 1) and one of Arts' eight PhD degree programmes.

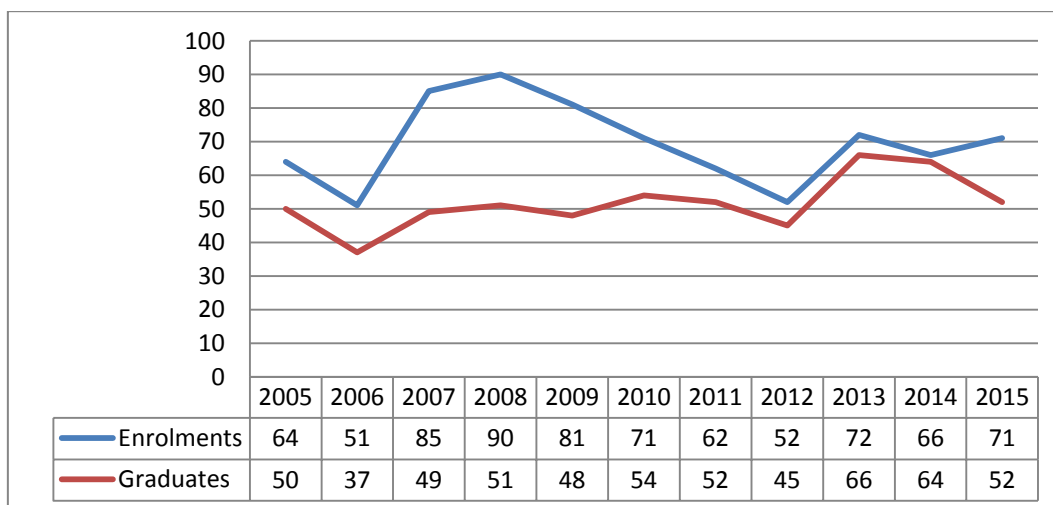
Table 6. Enrolled PhD students at Arts' PhD degree programmes, end 2015

School	Programme	Enrolled PhD Students
CAS	Anthropology, International Area Studies and the Study of Religion	41
	History, Archaeology and Classical Studies	34
	Theology, History of Ideas and Philosophy	30
	<i>Total</i>	<i>105</i>
CC	Art, Literature and Cultural Studies	34
	ICT, Media, Communication and Journalism	29
	Language, Linguistics and Cognition	12
	<i>Total</i>	<i>75</i>
EDU	Didactics	30
	Learning and Education	41
	<i>Total</i>	<i>71</i>
Total		251

Source: Graduate School, Arts.

Figure 14 shows the number of enrolled students and accepted PhD theses at Graduate School, Arts since 2005. The Faculty has the ambition to annually enroll approximately 60 PhD students (in average over five years).

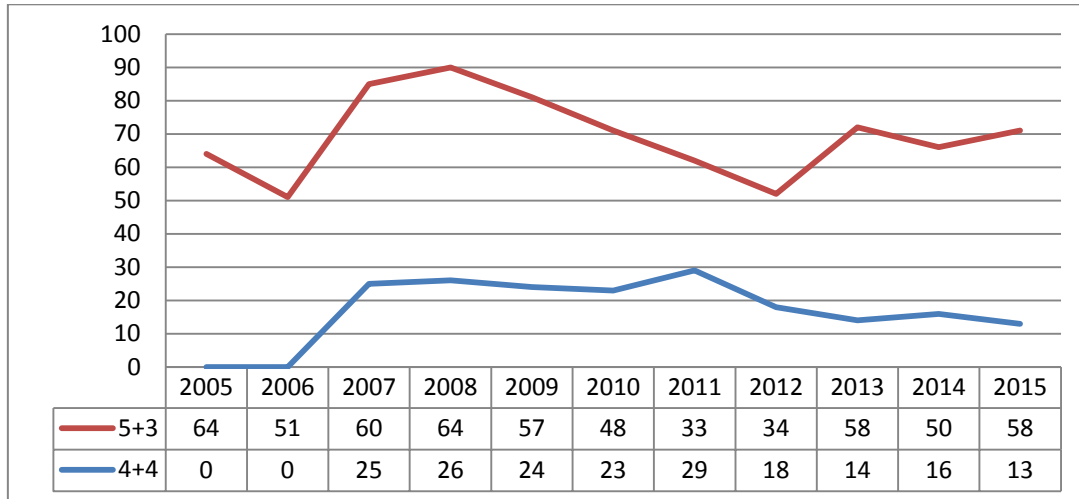
Figure 14. PhD student enrolments and graduates



Source: Graduate School, Arts.

Note: Prior to 2012, PhD students from the programmes based at EDU are not included.

Figure 15 divides the enrolments from Figure 14 into 5+3 and 4+4.

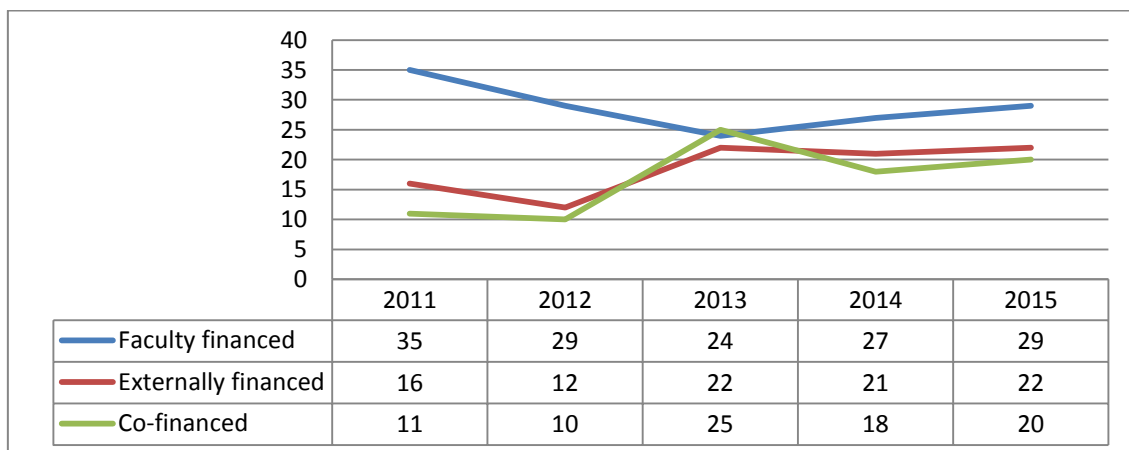
Figure 15. PhD student enrolments divided into 5+3 and 4+4

Source: Graduate School, Arts.

Note: Prior to 2012, PhD students from the programmes based at EDU are not included.

6.2 Financing of PhD students

Figure 16 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 16. Financing of the PhD students (head count)

Source: Graduate School, Arts.

6.3 Completion time of PhD students

The average age of PhD students when they complete their degree from Graduate School, Arts is 35 years (ST: 30, HE: 35, BSS: 34) (Source: AU Key Figures 2015).

Figure 17 shows the development in the average completion time (effective study time) for PhD students at Graduate School, Arts.

Figure 17. Average completion time of PhD degree in years for 4+4 and 5+3



Source: Graduate School, Arts.

Notes:

- 1) Prior to 2012, PhD students from the programmes based at EDU are not included.
- 2) The figure excludes one student in 2013 that completed 11 years after enrolment.
- 3) For 4+4 students, all leaves and part A (MA credit) are excluded.

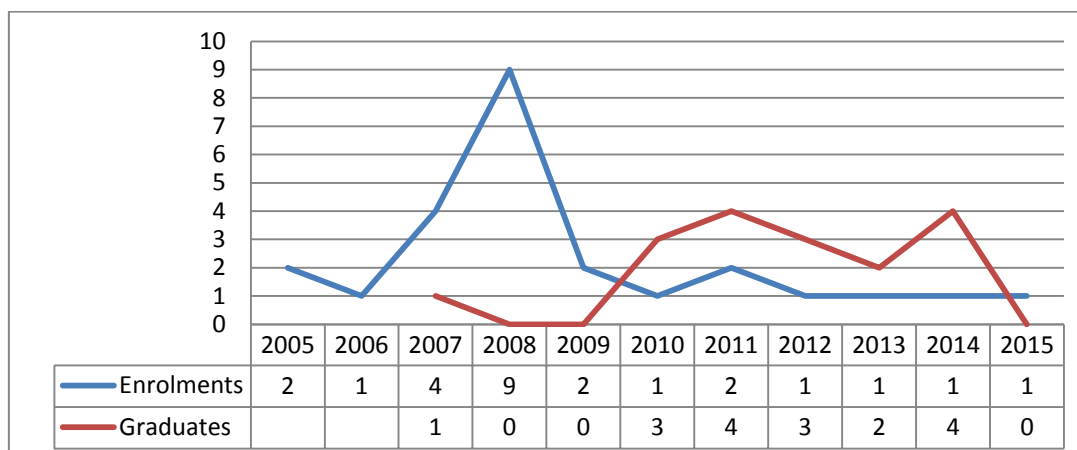
In comparison to the other three faculties, the effective study time for PhD students at Graduate School, Arts is slightly longer, especially for the students in the 5+3 programme. On average AU students completion time was 3,2 years in 2015.

6.4 Industrial PhD students

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.

Graduate School, Arts has had 25 industrial PhD students enrolled since 2005 (Figure 18). Different measures are taken to make better use of the industrial PhD programme in the future.

Figure 18. Industrial PhD student enrolments and graduates

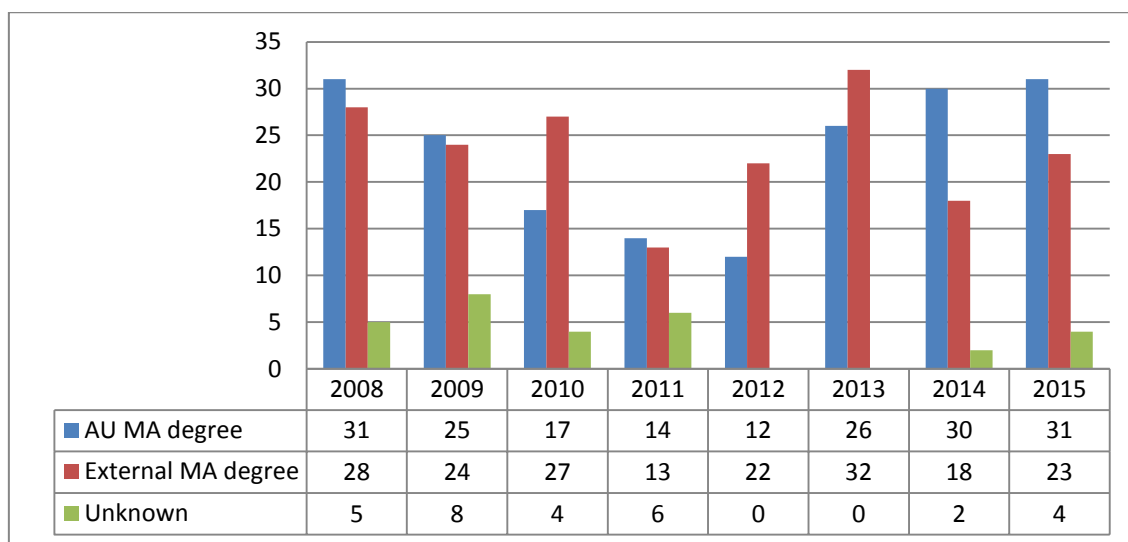


Source: Graduate School, Arts.

6.5 Recruitment of PhD students and internationalisation

It is a strategic focus at the Faculty of Arts to recruit external candidates to the Graduate School. Since 4+4 students are internal recruitments, these are left out of Figure 19.

Figure 19. Origin of MA degree for 5+3 enrolments

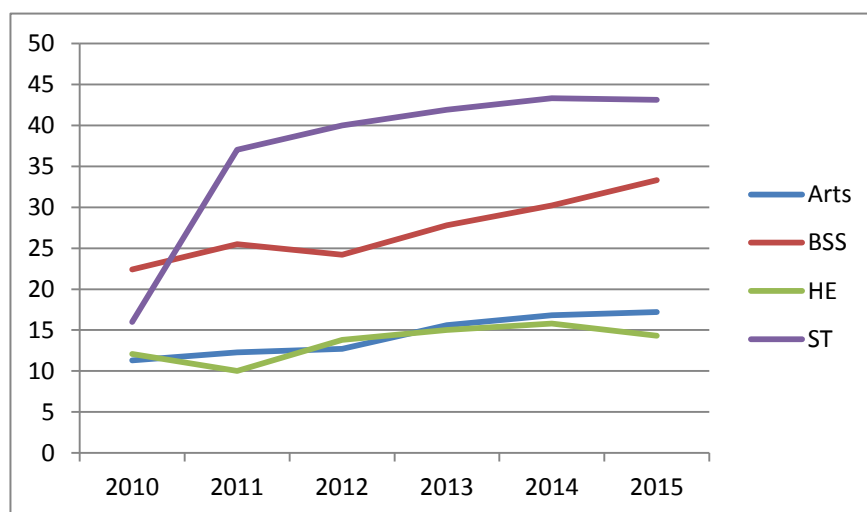


Source: Graduate School, Arts.

In addition, it is a goal of Arts 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 enrolls (Figure 20) and on how many students do a research stay abroad (Figure 21).

For AU as a whole, 28 percent of the PhD students had non-Danish nationality in 2015 (511 of 1845 PhD students), while it was only 17 percent at Arts. Figure 20 shows a slight increase in the percentage of international students since 2010 at Arts, however the proportion is still low compared to both ST and BSS.

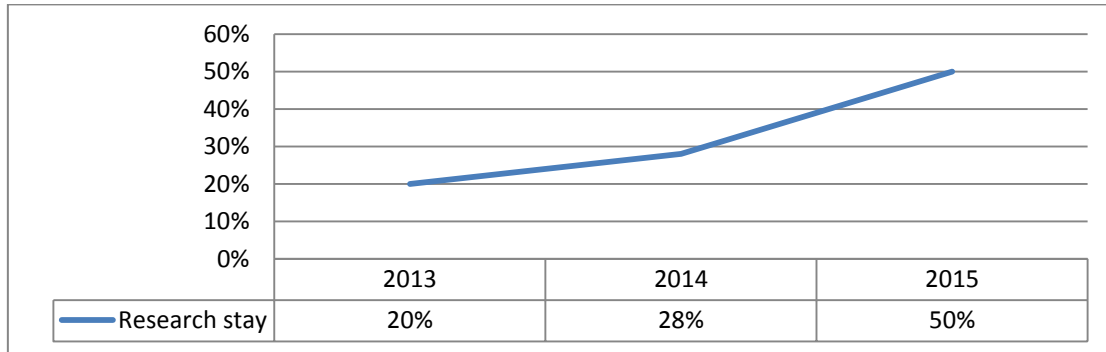
Figure 20. International (non-Danish) PhD students at AU, percentage of students



Source: AU Key Figures 2010-2015.

Figure 21 shows the percentage of PhD graduates since 2013 who went on a research stay abroad for a minimum of two months during their PhD degree. It is not possible to provide data from earlier years.

Figure 21. PhD graduates who did a research stay abroad of min. 2 months

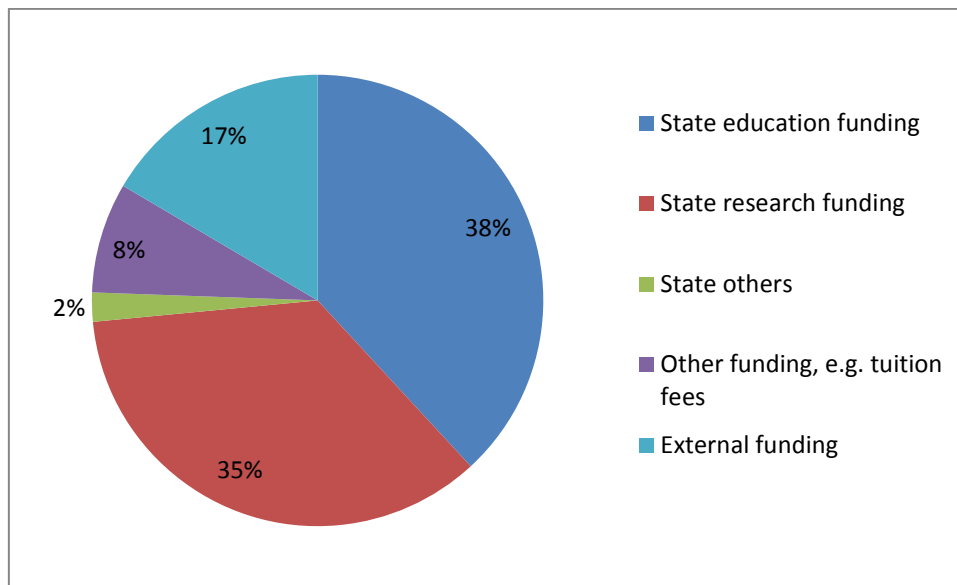


Source: Graduate School, Arts.

7 External Research Funding

In 2015, 17 percent of Arts' annual accounts were external funding (Figure 22) (ST: 38 %, HE: 26 %, BSS: 16 %; Source: AU Key Figures 2015).

Figure 22. External funding as proportion of Arts' annual accounts in 2015 (1.053 mio. DKK)



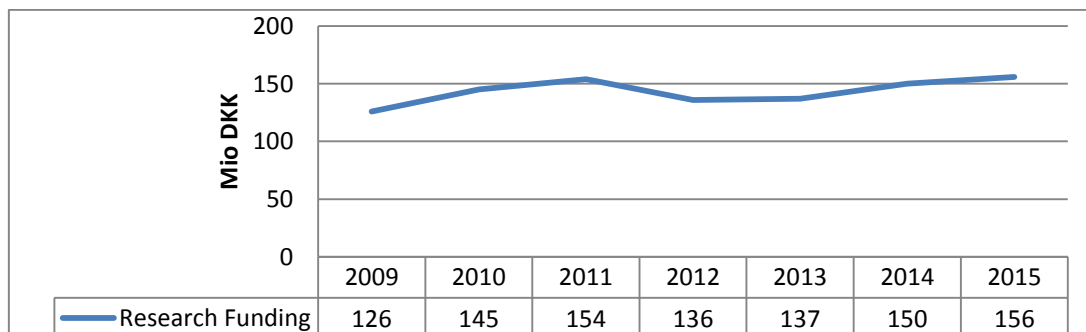
Source: Administration Centre Arts.

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

Figure 23. Expenses financed by external research funds in mio. DKK



Source: AU Key Figures 2009-2015.

7.1 External research funding sources

Table 7 shows the origin of funding sources based on the total amount of external research funds to the faculties at AU in the period 2010–2015. The table shows that the majority of external research funds come from national (and in particular public) funding sources.

Table 7. Sources of external research funding divided into faculties

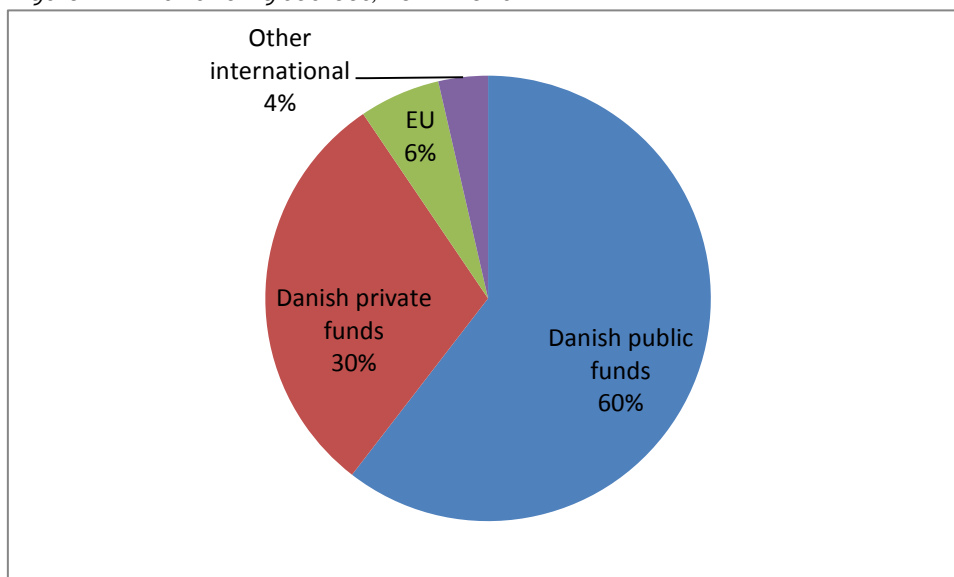
Mio. DKK		2010	2011	2012	2013	2014	2015
Arts	Danish public funds	96	93	86	90	92	93
	Danish private funds	39	54	35	36	45	47
	EU	9	7	15	10	8	10
	Other international	-	-	-	-	5	6
BSS	Danish public funds	98	101	116	105	95	98
	Danish private funds	18	21	27	35	37	46
	EU	15	17	20	18	12	21
	Other international	-	-	-	-	6	7
ST	Danish public funds	588	590	632	607	604	622
	Danish private funds	206	178	178	165	189	209
	EU	138	144	140	179	116	131
	Other international	-	-	-	-	35	37
Health	Danish public funds	117	129	144	159	146	148
	Danish private funds	108	104	126	145	157	169
	EU	33	31	31	34	12	12
	Other international	-	-	-	-	11	11

Source: AU Key Figures 2010-2015.

Note: For years 2010-2013, "EU" and "Other international" are gathered in one number.

Figure 24 below visualizes the distribution of Arts' funding sources for 2014 and 2015 from Table 7. The percentages represent averages across the two years.

Figure 24. Arts' funding sources, 2014-2015

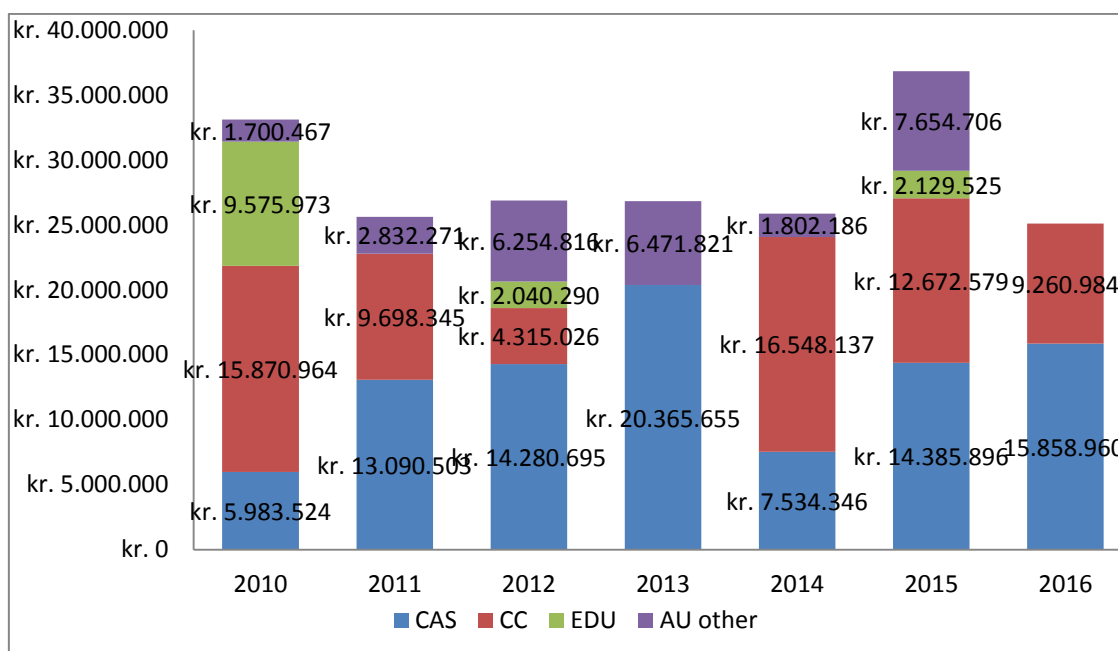


Source: AU Key Figures 2015.

At Arts, and most significantly at CAS and CC, one of the major funding sources for both research projects and postdoctoral projects is the Danish Research Council for Independent Research, Humanities (FKK). Figure 25 shows the development in funding that Arts' schools have attracted from FKK (individual postdocs and collective research projects).

The three schools attract funding from different sources. In 2011-2013 and 2015-2016, CAS has attracted considerable funding from FKK, while CC was the main recipient in 2014.

Figure 25. FKK funding to Arts for individual postdoc and collective research projects



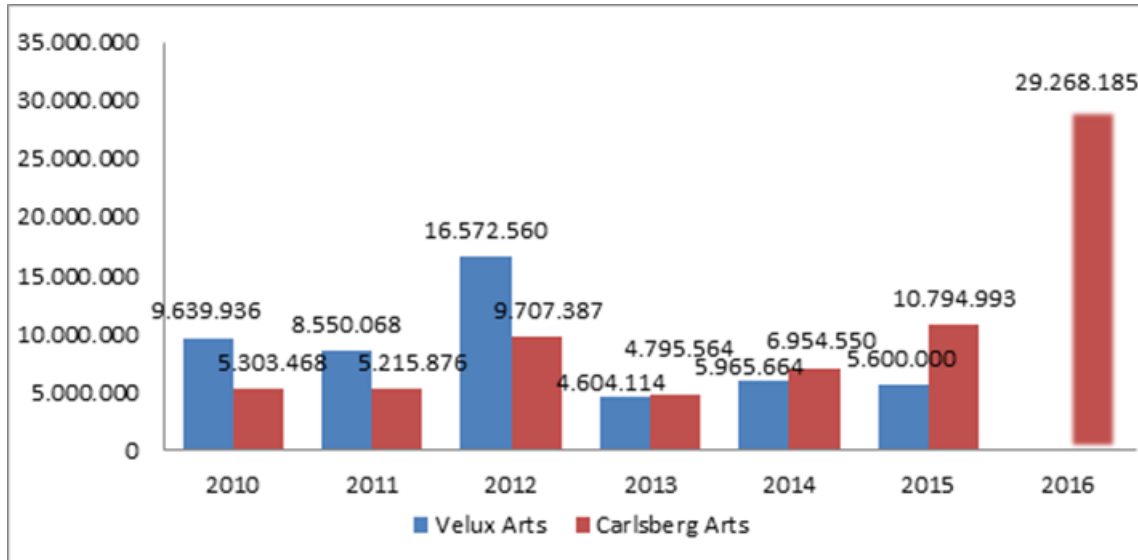
Source: Data gathered from fivu.dk .

Note:

1) 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.

Apart from public funding, Arts also attracts funding from private funds, in particular from Velux and Carlsberg, whose funding to Arts is shown in Figure 26.

Figure 26. Velux and Carlsberg funding to Arts



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.

Carlsberg 2016 is only temporary figures (two Semper Ardens projects at CAS)

7.2 Research funding from the EU

It is a strategic goal of Arts to attract more research funding from the EU and the coming Horizon 2020 framework. Table 8 provides an overview of the total amount of funding for research projects that Arts' researchers succeeded in attracting from 2007-2014 from the FP7 (EU), while Table 9 lists the funding attracted from the EU Horizon 2020 programme.

Table 8. EU FP7 projects, 2007-2013

	CAS (8 projects)	CC (4 projects)	EDU (8 projects)
	€ 127.105	€ 50.500	€ 249.580
	€ 237.875	€ 166.171	€ 311.688
	€ 949.696	€ 40.950	€ 36.000
	€ 45.000	€ 113.200	€ 181.769
	€ 54.936		€ 218.600
	€ 501.946		€ 1.517.065
	€ 79.166		€ 292.758
	€ 50.343		€ 236.220
Total	€ 2.046.067	€ 370.821	€ 3.043.680
	€ 5.460.568		

Source: AU Research Support Unit, August 2016.

Table 9. EU Horizon 2020 projects, 2014-2020

	CAS (3 projects)	CC (5 projects)	EDU (1 project)
	€ 200.194 (ES - IF, Marie Curie)	€ 2.602.531 (SC - OrganiCity)	€ 735.368 (IL - Reeler)
	€ 1.307.226 (ES - ITN, Marie Curie)	€ 200.194 (ES - IF, Marie Curie)	
	€ 192.927 (SC - CoHere)	€ 323.560 (SC - Unrest)	
		€ 263.081 (ES - ITN, Marie Curie)	
		€ 1.004.415 (IL - SynchroniCity)	
Total	€ 1.700.347	€ 4.393.781	€ 735.368
	€ 6.829.496		

Source: AU Research Support Unit, August 2016.

SC: Societal Challenge pillar

ES: Excellent Science pillar

IL: Industrial Leadership

8 International Rankings

8.1 Aarhus University rankings

Among over 17.000 universities world-wide, Aarhus University is ranked in the top 100 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 partners.

Table 10. Aarhus University rankings

	2013	2014	2015	2016
Leiden Ranking	77*	68*	81*	97*
ARWU – Shanghai	81	74	73	65
National Taiwan University Ranking	86	87	88	-
QS World University Ranking	91	96	107	-
Times Higher Education World University Ranking (AU/Arts and Humanities)	138/95	153/91	106/65	-

Source: Rector's Office.

*Among the largest universities in the world (132 in 2013, 138 in 2014, 154 in 2015, and 171 in 2016).

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.

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

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arts and Humanities	120	100	80	117	154	116	79	76	92
Social Sciences and Management	166	94	88	129	144	122	59	62	70
Engineering and Technology	226	230	182	214	202	239	128	166	112
Life Sciences and Medicine	142	127	64	116	95	109	74	64	60
Natural Sciences	102	92	71	89	117	134	112	139	95

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. Only three disciplines at Aarhus University are ranked in top 50; Archaeology, 40 and Communication and Media Studies, 34 (Dentistry, 17).

