

Arts Research, Knowledge Exchange and Talent Development, Key Figures 2013

Aarhus University
October 2013



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Aarhus University
Dean's Office, Arts
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Preface

The purpose of *Arts Research, Knowledge Exchange and Talent Development, Key Figures 2013* is to provide an internal report of recent developments in a variety of key strategic areas related to research, knowledge exchange and talent development.

In October 2012 Dean's Office sent out *Arts Forskning og videnuudveksling i tal 2012*. This year, the report is in English, but is otherwise an improved and updated version of the 2012 report.

The data has been collected in the summer 2013 with support from administrative units at Aarhus University. A large part of the key figures are based on AU Key Figures 2012.

A word of caution when reading this report:

- Data from the departments can still not be completely matched and it is thus not possible to compare all data between the departments.
- Challenges have been encountered in collecting data on external funding, due to changes in the data handling of AU Finance.

Considering the above mentioned, it is recommended that the conclusions in this report are read with reservations for statistical uncertainty. The report is considered an internal working paper at the Faculty of Arts and it not intended for external distribution.

1. Scientific staff

The Faculty of Arts has 504 scientific members of staff (end 2012) in the categories professor, associate professor, assistant professor and postdoc. 246 PhD students are enrolled at the Faculty of Arts (september 2013).

Table 1. Arts scientific staff (end 2012)	PhD Students (pr. Sep. 2013)	Assistant Prof. Adjunkt/ Postdoc	Associate Prof. Lektorer	Professors	Total
CAS (IKS)	103	59	100	25	287
DAC (IÆK)	75	36	102	16	229
EDU (IUP)	66	29	108	23	226
CUDIM	1		5	1	7
CEI	1				1
Total	246	124	315	65	750

(Source: AU Key Figures 2012 and Graduate School of Arts)

In addition to the above mentioned categories, there are a number of scientific staff in the categories *videnskabelige assistenter*, *studieadjunkter* og *studielektorer* and other categories (CAS: 23, DAC: 28, EDU: 48, CUDiM: 38). These are not included, since they have no formal research obligations.

At Arts, the percentage of women decreases when climbing the career ladder. By the end of 2012, 65 percent of the PhD students, 52 percent of the assistant professors, 39 percent of the associate professors and 31 percent of the professors (incl. MSO) are female. Unfortunately, it is not possible to provide gender data from previous years on all levels.

Table 2. Gender distribution in percentage (end 2012)	Arts % Female	Arts % Male	AU Total % Female	AU Total % Male
PhD students total	65% (57% in 2010)	35% (43% in 2010)	53%	47%
CAS	68%	32%	BSS: 59%	41%
DAC	54%	46%	ST: 43%	57%
EDU	74%	26%	HE: 59%	41%
Assistant Professors total	52%	48%	41%	59%
CAS	39%	61%	BSS: 40%	60%
DAC	56%	44%	ST: 30%	70%
EDU	76%	24%	HE: 62%	38%
Associate Professors total	39%	61%	31%	69%
CAS	30%	70%	BSS: 34%	66%
DAC	34%	66%	ST: 22%	78%
EDU	51%	49%	HE: 33%	67%
Professors (incl. MSO) total	27%	73%	14%	86%
CAS	28%	72%	BSS: 17%	83%
DAC	0%	100%	ST: 6%	94%
EDU	52%	48%	HE: 14%	86%
Total (all VIP, excl. DVIP)	47%	53%	40%	60%
CAS	40%	60%	BSS: 41%	59%
DAC	42%	58%	ST: 30%	70%
EDU	58%	42%	HE: 45%	55%

The Faculty invites international guest researchers to contribute to both teaching and research during a period of residency. Table 3 provides an overview of the guest researchers at Aarhus University for a period of 1 week to 12 months. The registration of guest researchers and of outgoing researchers (Arts researchers on an international research stay) is not based on proper data registration and the numbers are therefore uncertain.

Table 3. Guest researchers and outgoing researchers		2010	2011	2012
Arts	Incoming	43	60	65
	CAS			18
	DAC			31
	IUP			16
	CUDIIM			-
	Outgoing	39	33	51
	CAS			32
	DAC			2
	IUP			16
	CUDIIM			1
BSS	Incoming	62	74	*
	Outgoing	22	18	*
ST	Incoming	433	402	*
	Outgoing	35	43	*
HE	Incoming	83	97	*
	Outgoing	19	37	*

(Source: AU Key Figures 2010-2012)

* Numbers are not available

Re: Table 3

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to increase the number of incoming and outgoing researchers (1 week-12 months) from 2012; 65 incoming/51 outgoing with 25 percent (81 incoming/64 outgoing) in 2017 and 50 percent (98 incoming/77 outgoing) in 2020.

Table 4. Provides an overview of the number and the percentage of postdocs and assistant professors recruited at Arts in 2011 and 2012 with a PhD degree from another university than AU.

Table 4. Assistant Professors and Postdoc recruitments with non-AU PhD	2011	2012
Assistant Professor (<i>Adjunkt</i>)	56% (18 recruitments; 10 with non-AU PhD, 8 with AU PhD)	32% (19 recruitments; 6 with non-AU PhD, 13 with AU PhD)
Postdoc	51% (31 recruitments; 16 with non-AU PhD, 15 with AU PhD)	36% (14 Recruitments; 5 with non-AU PhD, 9 with AU PhD)
Arts total	53% (49 recruitments; 26 with non-AU PhD; 23 with AU PhD)	33% (33 recruitments; 11 with non-AU PhD; 22 with AU PhD)

(Source: AU HR. Note: The numbers are based on a manual count)

Re: Table 4

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to reach and maintain the number of newly recruited postdocs and assistant professors with a PhD degree from another university than AU on at least the level of 50 percent, over a three-year period (53% in 2011, 33% in 2012).

2. Scientific publications 2010–2012

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, publication language and publication channels.

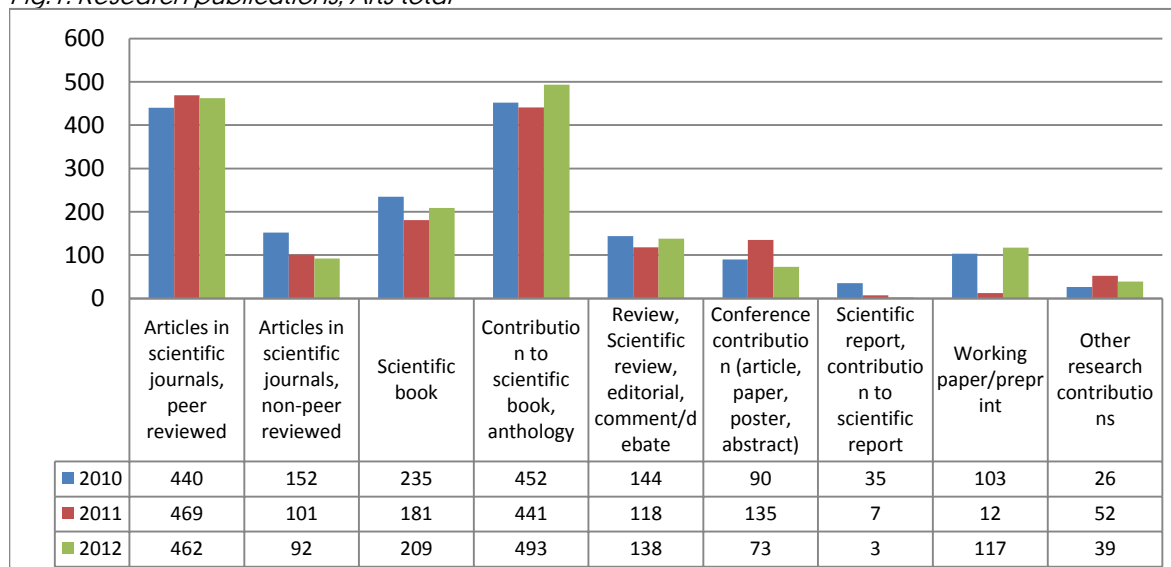
Data is drawn from PURE in May/June 2013. All scientific staff are expected to update their PURE profiles by the end of February each year, however, there are still some qualitative and quantitative uncertainties in the PURE registrations and the measured output may therefore not be completely accurate. AU Library is taking steps to improve and ensure data quality in PURE.

Since PURE is a dynamic database, the 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.

2.1 Types of publications

Research at Arts is published through diverse channels. Figure 1 provides an overview of the total number of publications divided into different types of research output.

Fig. 1. Research publications, Arts total



(Source: AU Key Figures, 2012)

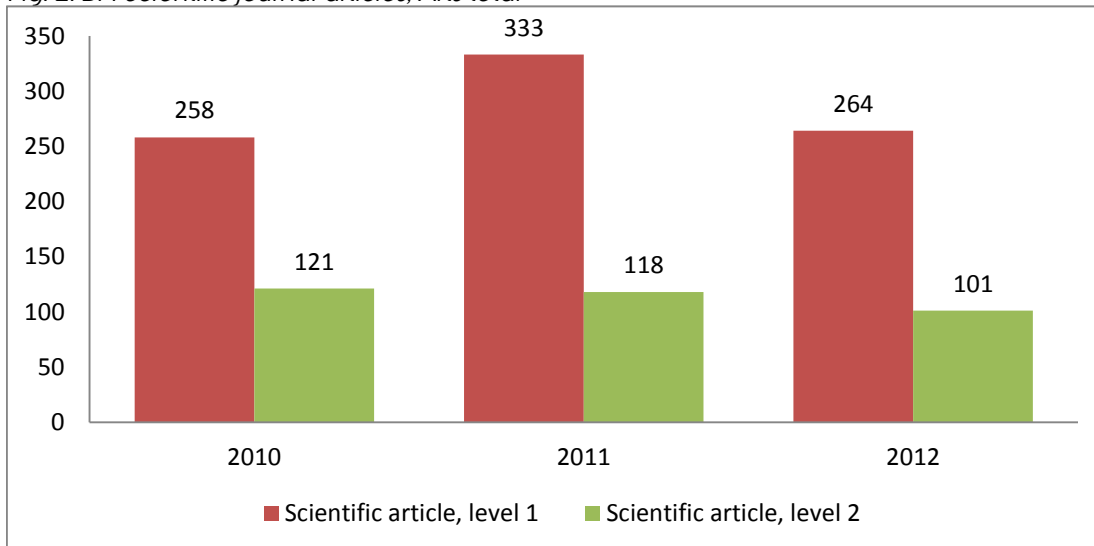
Note: The numbers in Figure 1 are drawn from PURE for the purpose of AU key Figures, and the methodology used is different than AU Library's method for the remaining parts of the report.

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

Figure 2 show the total number of BFI rated scientific journal articles published by researchers at Arts from 2010–12.

Fig. 2. BFI Scientific journal articles, Arts total



(Source: AU Library, PURE)

Re: Fig. 2

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to increase the number of level 2 publications from 101 (in 2012) with 30 percent in 2017 (130 publ.) and 50 percent in 2020 (150 publ.)

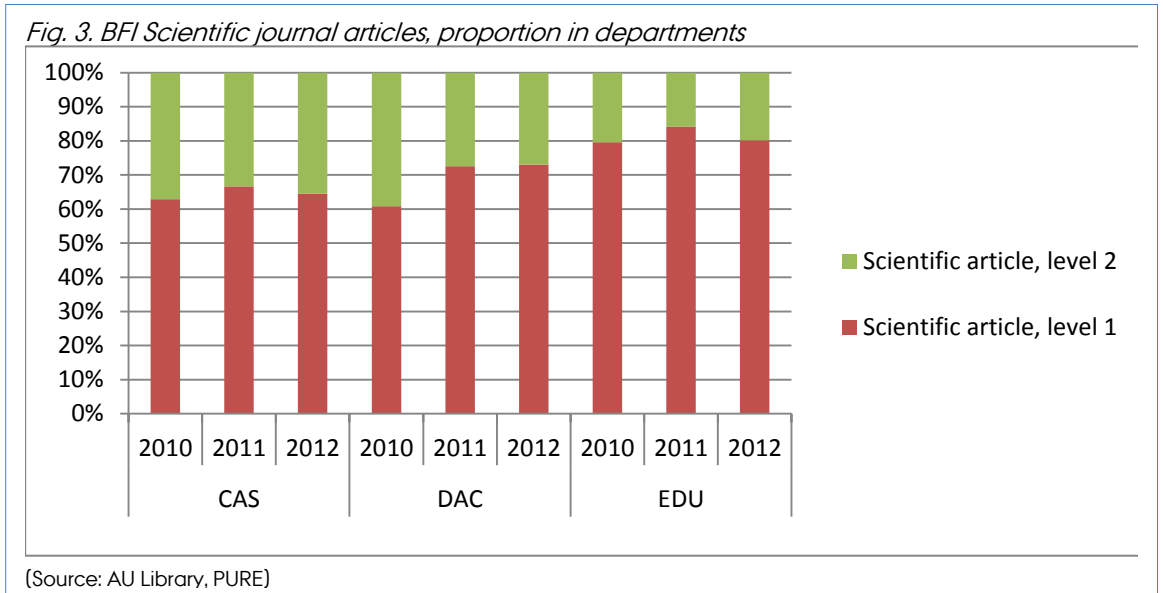
Co-authored articles and publications only count once. The numbers are therefore slightly different than the total numbers of the three departments (Table 5).

Table 5 and Figure 3 show the total number of scientific journal articles published by academic staff affiliated to each department. Co-authored articles count more than once, if an article is co-authored by researchers from different departments (Section 2.6 provides an overview of the number of co-authored publications).

Table 5. BFI scientific journal articles by department	CAS			DAC			EDU		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
BFI Level									
Level 1	95	126	91	73	90	92	86	112	73
Level 2	56	63	50	47	34	34	22	21	18
Total	151	189	141	120	124	126	108	133	91

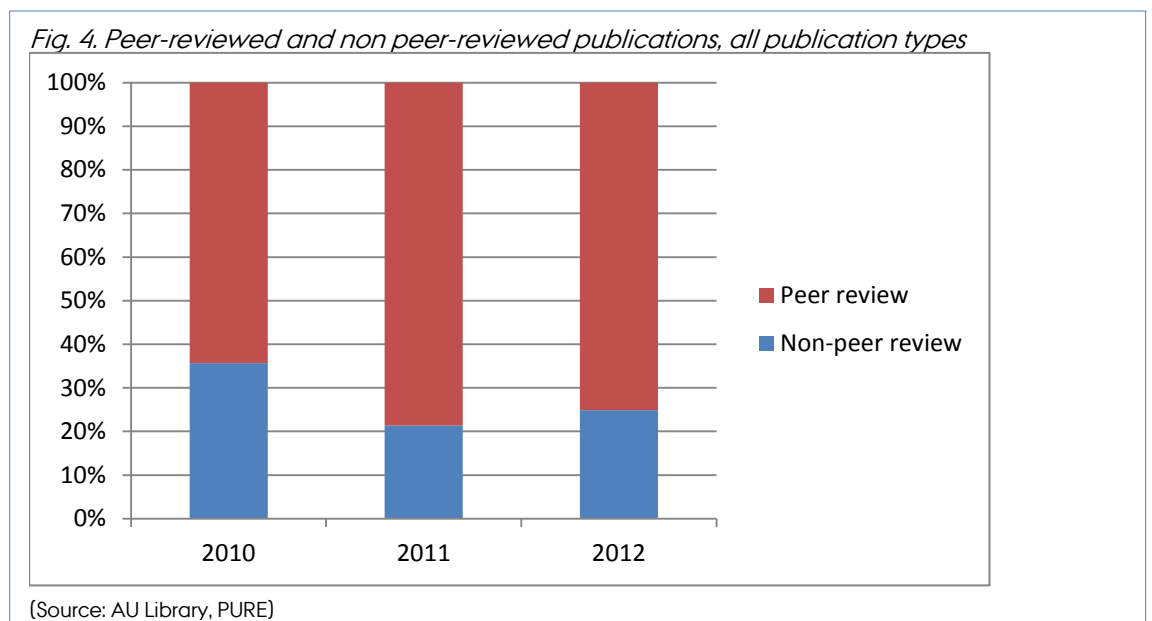
(Source: AU Library, PURE)

Figure 3, shows the proportion of BFI scientific journal articles of each department (visualisation of Table 5 above).



2.3 Peer-reviewed publications

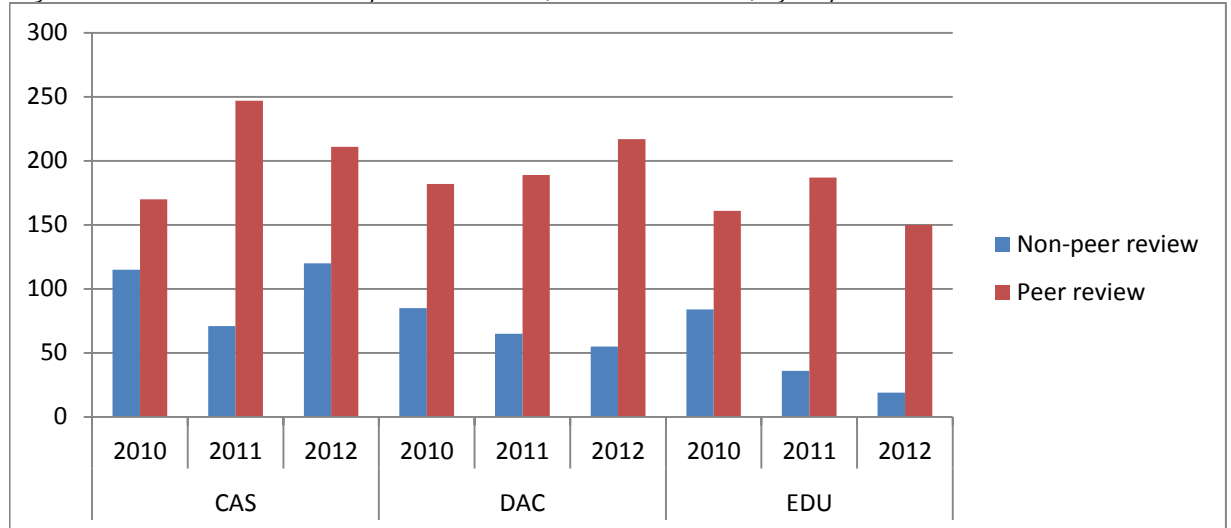
A total count of all publication types at Arts, divided into peer-reviewed and non peer-reviewed shows that the far majority of the research output at Arts goes through a peer-review process.



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

There is an ongoing process to a shift from publishing in non peer-reviewed to peer-reviewed publications.

Fig. 5. Peer-reviewed and non peer-reviewed, scientific articles, by department



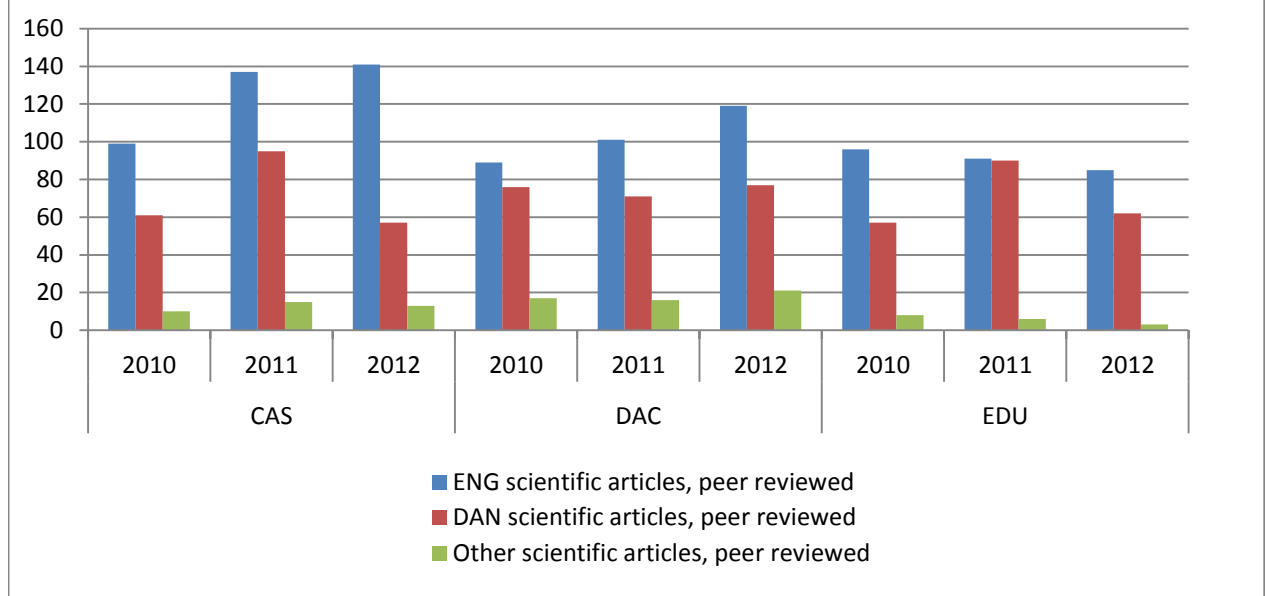
(Source: AU Library, PURE)

2.4 Internationalisation and publication language

It is a key strategic 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.

There is a total rise in the number of English publications at Arts, especially at CAS and DAC (Figure 6).

Fig. 6. Publication language, peer-reviewed scientific articles



(Source: AU Library)

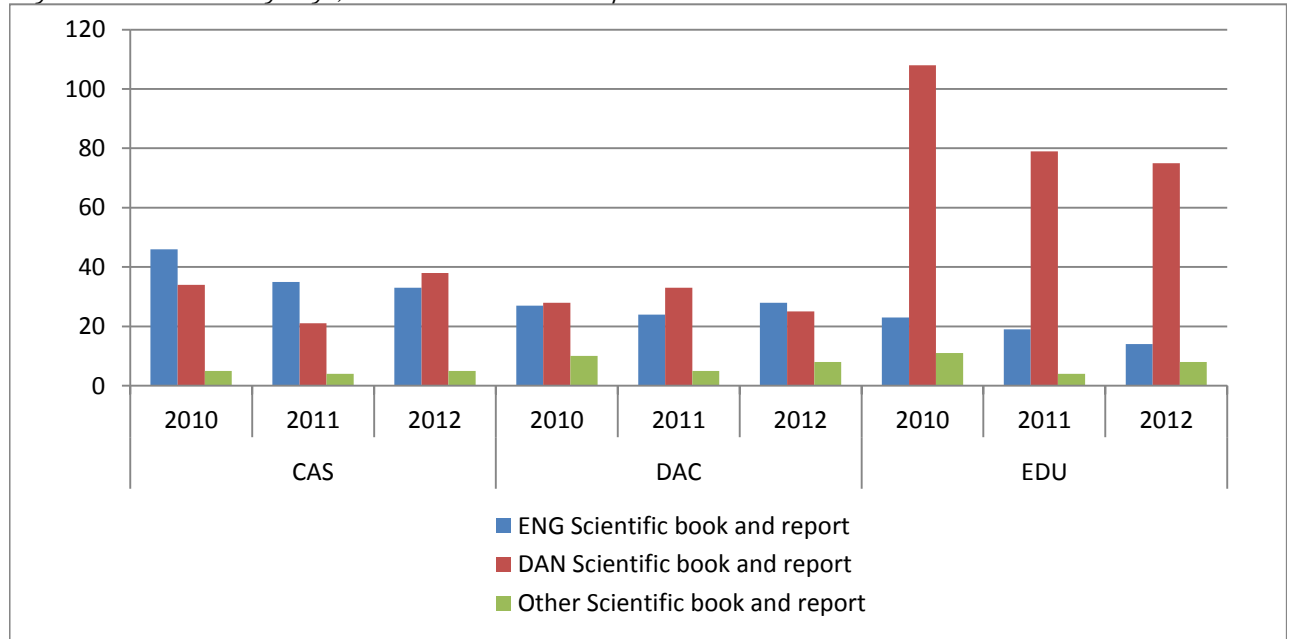
In regard to contributions to books/anthologies and monographs (scientific books) (Fig. 7&8), the development towards more publications in English is not as obvious as with scientific articles. A slight rise in the number of book contributions published in Danish can be seen at all three departments in 2012 (Fig. 7).

Fig. 7. Publication language, contribution to books (book chapter, encyclopedia chapter, report chapter)



(Source: AU Library, PURE)

Fig. 8. Publication language, scientific books and reports



(Source: AU Library, PURE)

English and Danish are by far the two main publication languages. In addition to these, included in the “other” category, German is the most common language used, followed by French, Spanish, Swedish and Chinese.

2.5 Publication channels

Arts' researchers publish through a number of different channels. The primary journals in which researchers have published during the last 3 years (2010-2012) are listed in Table 6.

Table 6. Journals most frequently published in from 2010-2012, peer-reviewed and number of articles in period. Non-Danish journals are in *italics*

	CAS		DAC		EDU	
1.	Slagmark	40	Peripeti	43	Cursiv	23
2.	Religionsvidenskabeligt Tidsskrift	25	Passage	20	Paedagogisk Psykologisk Tidsskrift	20
3.	temp - tidsskrift for historie	13	MedieKultur	14	Dansk Paedagogisk Tidsskrift	16
4.	Antropologi	12	K og K	10	Psyke og Logos	15
5.	Dansk Teologisk Tidsskrift	12	Passepartout	9	Kognition & Paedagogik	8
6.	Historisk Tidsskrift	7	Danish Musicology Online	8	MONA: Matematik og Naturfagsdidaktik	7
7.	Praktiske Grunde	7	Spring (Gentofte)	8	Tidsskrift for Arbejdsliv	7
8.	<i>Social Analysis</i>	7	Kritik	7	Uddannelseshistorie (year)	7
9.	Tidsskrift for Islamforskning	6	Nordic Journal of Aesthetics	7	Nordiske Udkast	6
10.	Dialog (St Paul)	5	<i>Journal of Aesthetics and Culture</i>	6	Unge Paedagoger	6
11.	<i>History and Anthropology</i>	5	Ord og Sag	6	Barn	5
12.	Kritik	5	Slagmark	6	Dansk Universitetspaedagogisk Tidsskrift	5
13.	Kulturstudier	5	<i>Nordic Irish Studies</i>	5	<i>Educational Assessment, Evaluation and Accountability</i>	5
14.	Landbohistorisk Tidsskrift	5	<i>Short Film Studies</i>	5	Slagmark	5
15.	<i>Nordic Journal of Religion and Society</i>	5	<i>SoundEffects</i>	5	Sprogforum	5
16.	<i>Theologische Literaturzeitung</i>	5	<i>Culture Unbound: Journal of Current Cultural Research</i>	4	<i>Environmental Education Research</i>	4
17.	Aigis	4	Dansk Universitetspaedagogisk Tidsskrift	4	<i>Nordic Studies in Education</i>	4
18.	Arkæologisk Forum	4	<i>FibreCulture Journal</i>	4	<i>Designs for Learning</i>	3
19.	<i>Frontiers in Human Neuroscience</i>	4	<i>Acta Linguistica Hafniensia</i>	3	*	
20.	*		<i>Agora</i>	3	*	
Total articles in 2010-2012		176		177		151

(Source: AU Library, PURE)

*Only the top twenty journals have been drawn from PURE - a few journals was on the list twice, therefore only 19 journals from DAC and 18 journals from EDU are on the list

The most popular journals at all three departments, are published by the departments themselves (CAS top 3, DAC top 2, EDU top 1). In all three departments the list of most popular journals to publish in are primarily using Danish as publication language.

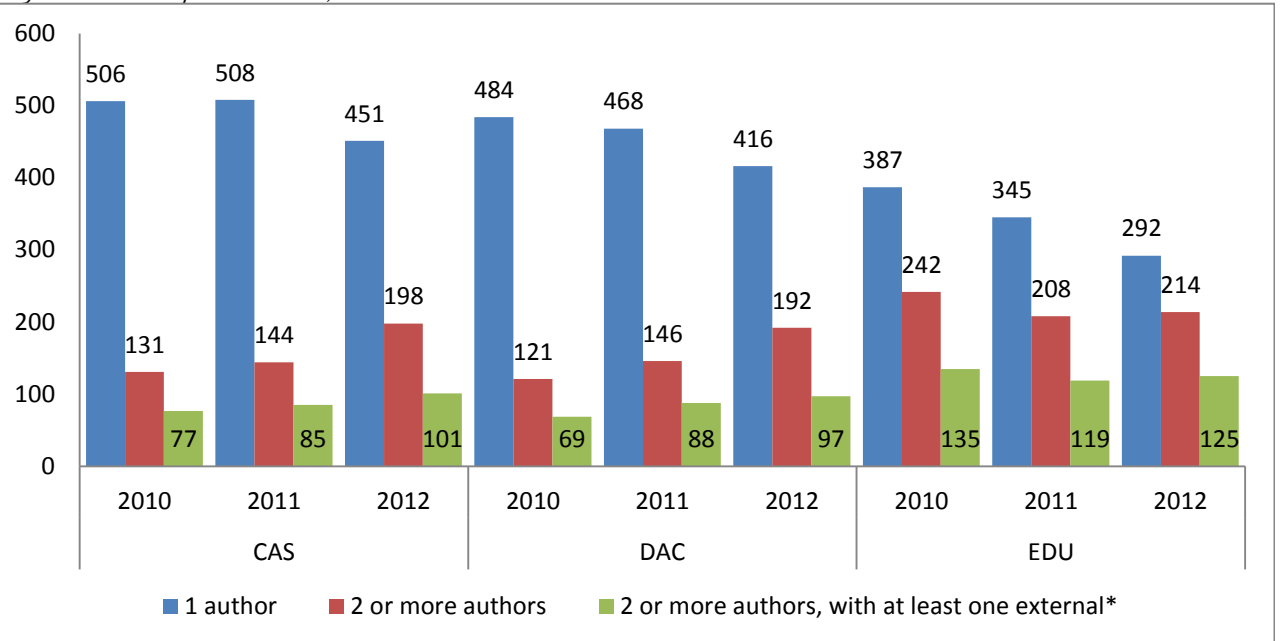
The percentage of the departments' total amount of peer-reviewed articles from 2010-2012 published in the list of the most popular journals (Table 6) amount to 28 percent at CAS, 30 percent at DAC and 30 percent at EDU.

It is important to note that the remaining 70 percent of the publications of the departments are published in a variety of up to 859 journals in the period 2010-2012. A large part of the international publications are distributed in these journals.

2.6 Author collaborations

Researchers at Arts increasingly co-publish with one or more co-authors. Figure 9 shows that the majority of publications are single authored (column 1), but an increasing number of research publications are co-authored (column 2) and of these a major part are co-authored with at least one external collaborator, (non-AU) (column 3). The far majority of the external collaborators (non-AU) are affiliated with mostly Danish, then Nordic and European research institutions.

Fig. 9 Research publications, external collaborations



*This column is a fraction of the middle (red) column
(Source: AU Library, PURE)

2.7 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 7 holds a large amount of uncertainties, and it is fair to assume that activities and publications are much higher than the numbers registered.

Table 7. Publications related to knowledge exchange	2011	2012
Articles in journal/newspaper	323	293
Feature articles in journal/newspaper	209	177
Review in journal/newspaper	100	88
Research providing book/anthology/report	33	32
Research providing contribution to book/anthology/report	1	2
Encyclopedia article, comment	232	195
Other knowledge exchange contributions	32	71
Textbook	12	4
Compendium/lecture notes	2	1
Contribution to textbook	12	10
Other teaching material	3	12
Total	959	885

(Source: AU Key Figures 2012)

3. Talent development

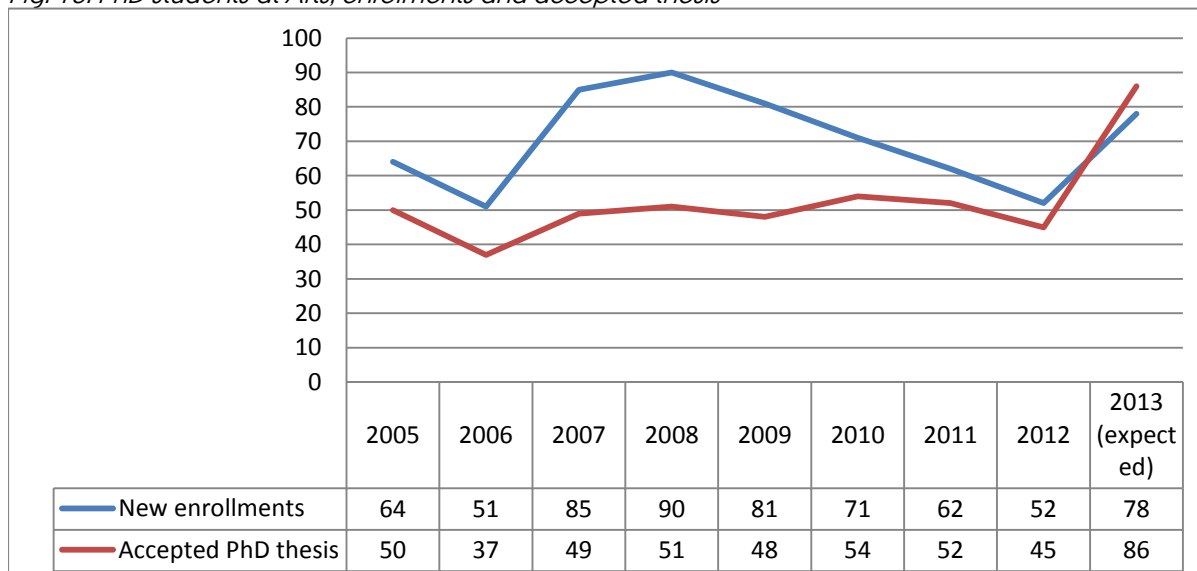
The Graduate School of Arts has 246 enrolled PhD students (June 2013). The PhD students are affiliated with a department (view Table 1) and one of Arts' eight PhD degree programmes (Table 8).

Table 8. PhD degree programmes, Arts (September 2013)	Enrolled PhD Students
Anthropology, International Area Studies and the Study of Religion	38
Didactics	23
History, Archaeology and Classical Studies	33
ICT, Media, Communication and Journalism	24
Art, Literature and Cultural Studies	38
Learning and Education	40
Language, Linguistics and Cognition	15
Theology, History of Ideas and Philosophy	35
Total	246

(Source: Graduate School of Arts, June 2013)

Arts has the ambition to annually enrol app. 60 PhD students (in average over five years). Figure 10 shows the number of enrolled and accepted PhD thesis since 2005.

Fig. 10. PhD students at Arts, enrolments and accepted thesis



(Source: AU Key Figures, 2005-2012 and Graduate School of Arts)

Re: Fig 10

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to maintain an average enrolment of 60 new PhD students each year (over a five year period):

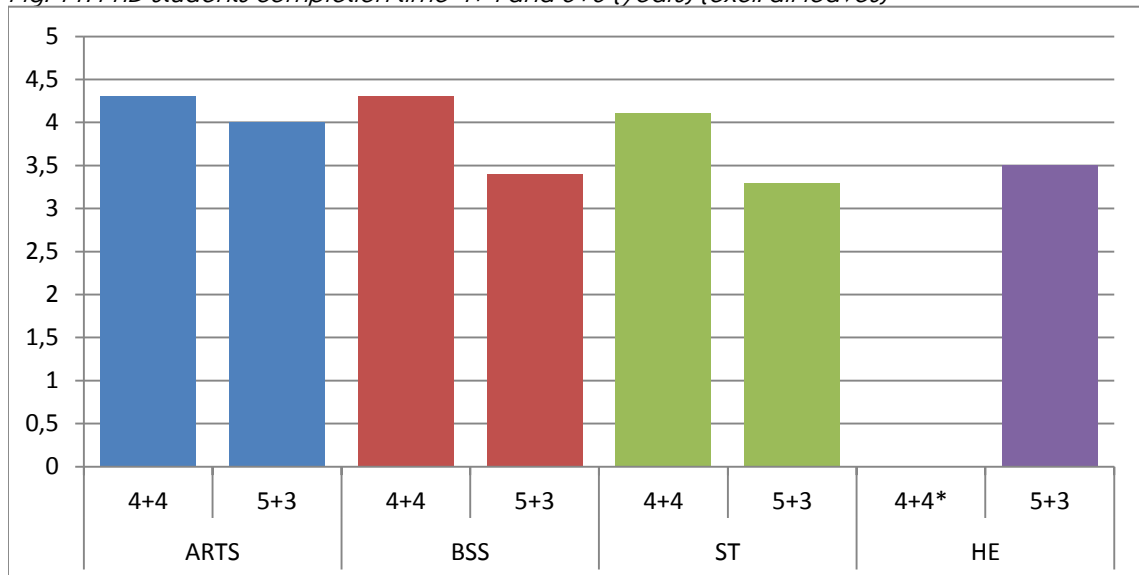
2008-2012: average enrolment: 71,2

It is a key strategic goal of Arts to maintain an average output of 58 PhD thesis each year (over a five year period):

2008-2012: average output of PhD thesis: 50

The PhD students at the Graduate School of Arts are in average 36 years old when they complete their PhD degree (BSS: 33, ST: 30, HE: 35). Figure 11 shows the development of the average completion time for PhD students at the four faculties of AU.

Fig. 11. PhD students completion time 4+4 and 5+3 (years) (excl. all leaves)



(Source: AU Key Figures 2012)

Note: Before 2012 the average completion time, split into 4+4 and 5+3, is not provided by AU Key Figures

*There are too few to provide valid data

Re: Fig 11

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to decrease the PhD student completion time from 4,0 for 5+3 (in 2012) to 3,6 in 2017 and 3,5 in 2020

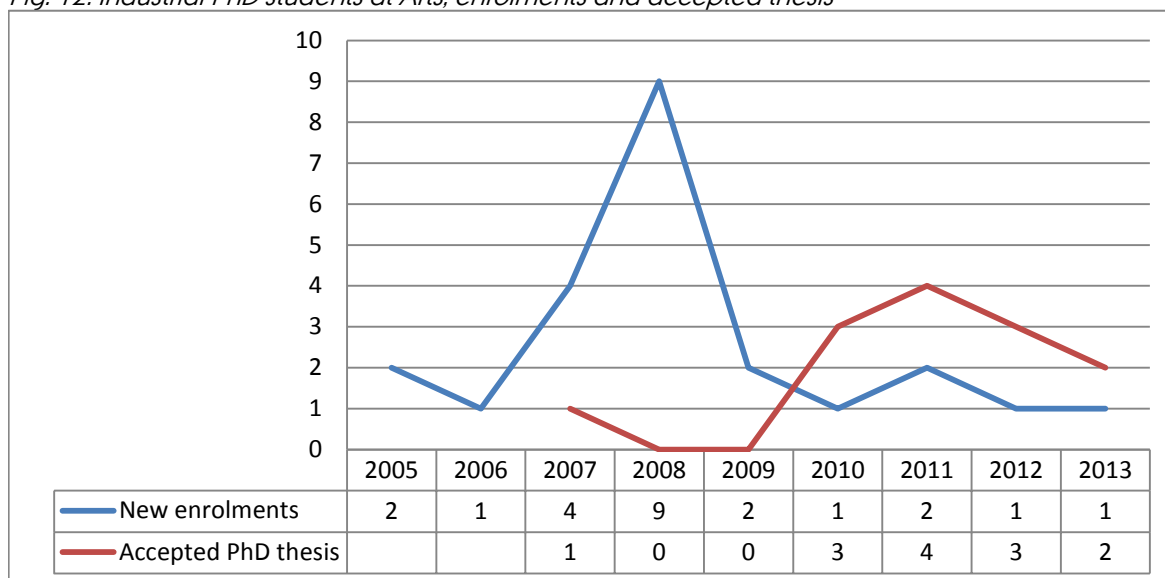
It is a key strategic goal of Arts to maintain the PhD students completion time at 4,3 for 4+4 (2012) in the period until 2020

3.1 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 the PhD project and share their time equally between the company/institution and the university. The Faculty of Arts has had 23 industrial PhD

students enrolled since 2005. Different measures are taken to make better use of the industrial PhD programme in the future.

Fig. 12. Industrial PhD students at Arts, enrolments and accepted thesis



(Source: Graduate School of Arts)

Re: Fig 12

Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to increase the yearly intake of industrial PhD students from 6 in the period 2009-2012 to 8 in the period 2013-2016 and 10 in the period 2017-2020.

3.2 Internationalisation in Graduate School of Arts

It is a key strategic goal of Arts to enhance the level of internationalisation of the enrolled PhD students. In 2012, 22 percent of all the PhD students at AU held an MA degree from outside of Denmark, at Arts 11 percent held an international MA-degree (Table 9).

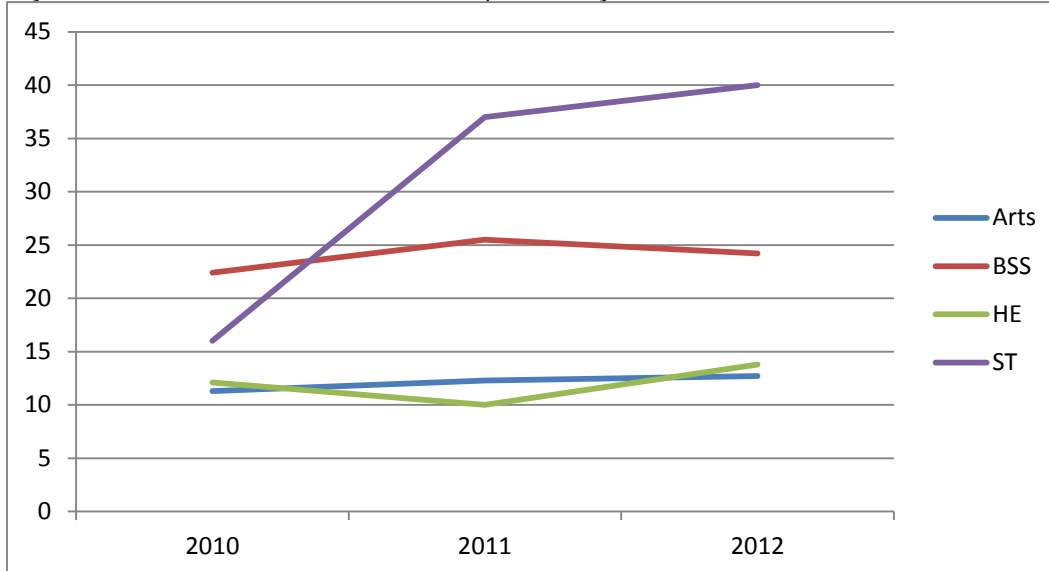
Table 9. Origin of MA degree, enrolled PhD Students	AU total		ARTS		BSS		HE		ST	
	#	%	#	%	#	%	#	%	#	%
Aarhus University	1310	64	171	63	198	73	521	76	420	51
Other Danish universities	297	14	72	26	30	11	86	12	109	13
International universities	442	22	29	11	42	16	80	12	291	36
Total	2049	100	272	100	270	100	687	100	820	100

Source: AU Talent Unit, February 2013

In term of PhD students with non-Danish nationality (Figure 13) the total number at AU is 25 percent, at Arts 13 percent of the PhD students are of non-Danish nationality

in 2012. Figure 13 shows a slight increase in the number of international PhD students since 2010. However, compared to the other faculties at Aarhus University, the proportion of international PhD students is low.

Fig. 13. International PhD students at AU, percentage of students with non-Danish nationality



(Source: AU Key Figures, 2010-2012)

Re: Fig. 13

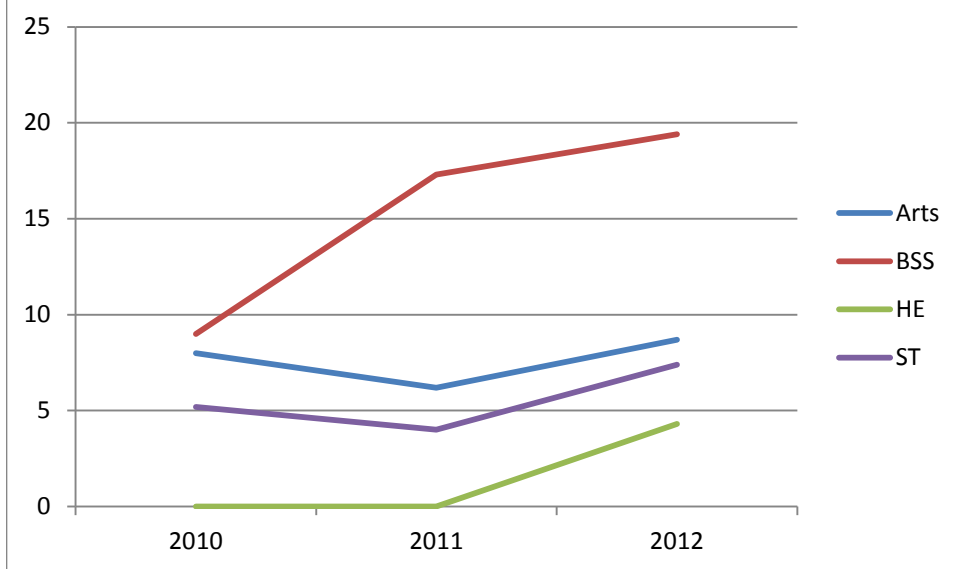
Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to increase the number of international PhD students:

- by nationality from 13 percent in 2012 to 15 percent in 2017 and 20 percent in 2020
- by non-Danish MA-degree from 11 percent in 2012 to 15 percent in 2017 and 20 percent in 2020

Figure 14 shows the percentage of the total amount of enrolled PhD students who have been on a research stay abroad in a given year. It is, unfortunately, not possible to measure more accurately on the individual PhD student and whether he/she has been abroad for a period of at least 3 months during the total time of enrolment (we will be able to draw these data from 2015 onwards). However, the numbers show, that it is not yet common practice for the PhD students at Graduate School of Arts to go abroad for at least 3 months during their PhD studies.

Fig. 14. PhD students on a research stay abroad min. 3 months (percentage of all enrolled the given year)



(Source: AU Key Figures, 2010-2012)

Re: Fig 14

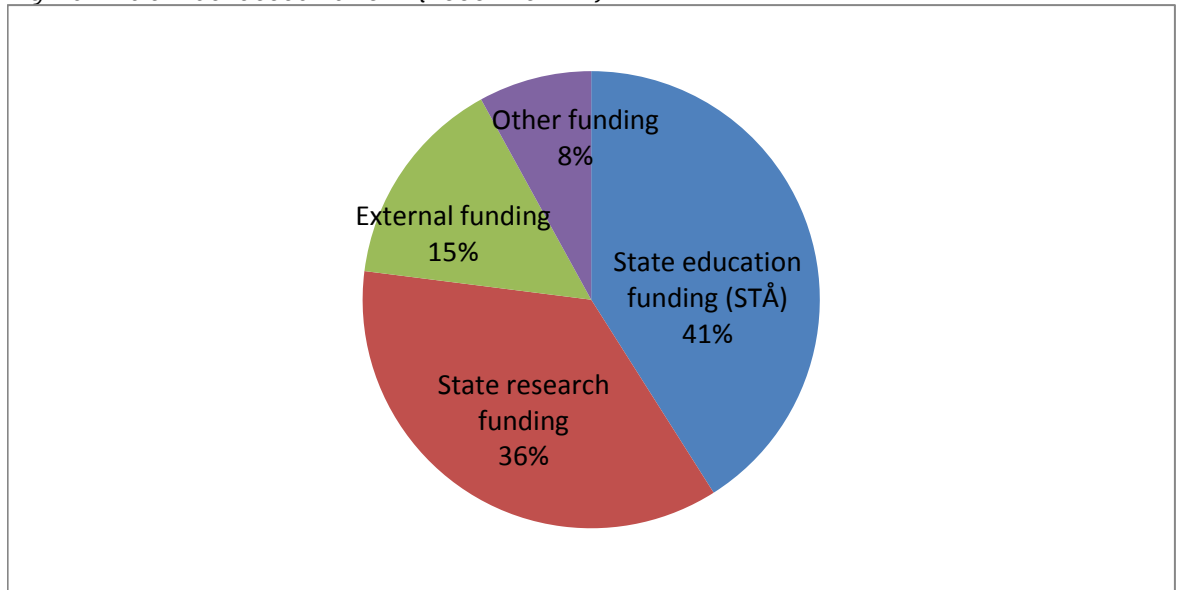
Key performance indicator in relation to Arts' Strategy 2013-2020

It is a key strategic goal of Arts to increase the number of PhD students who complete a research stay of at least 3 months abroad from 9 percent (of the total enrolled number of students) to 15 percent in 2014 and 20 percent in 2020.

4. External research funding

In 2012, 15 percent of Arts' annual accounts was external funding (Science and Technology: 38%, Health 25%, Business and Social Sciences 15%).

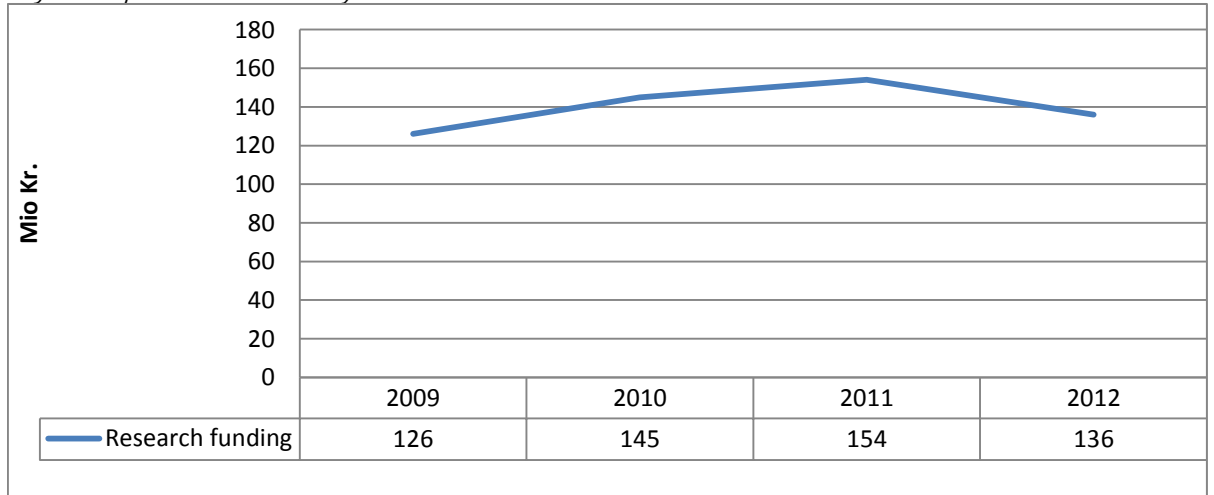
Fig. 15. Arts annual accounts 2012 (1000 mio DKK)



(Source: Administration centre Arts)

In regard to external research funding it was 13 percent of the annual expense in 2012. Figure 16 provides an overview of the development of the annual expense level financed by external research funds to Arts since 2009.

Fig. 16. Expenses financed by external research funds



(Source: AU Key Figures)

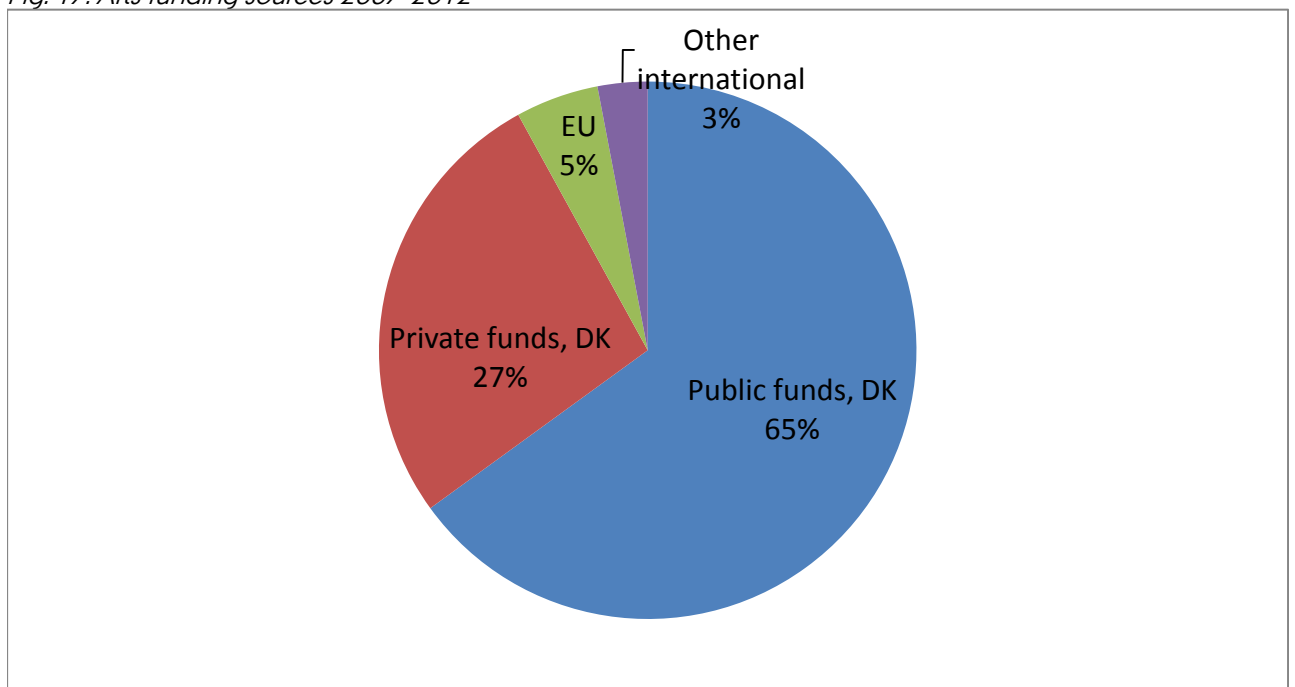
Table 10 shows the origin of funding sources, based on the total amount of external research funds to AU in the period 2007–2012. The Table shows that the majority of external research funds comes from national funding sources and in particular from Danish public funds (65 percent for Arts in the period).

Table 10. AU funding sources in percent	ST	HEALTH	BSS	ARTS	Total
Public funds, DK	63%	47%	74%	65%	62%
Private funds, DK	21%	40%	14%	27%	25%
EU	9%	3%	6%	5%	6%
Other international	7%	10%	6%	3%	7%
Total	100%	100%	100%	100%	100%

(Source: Research Support Unit, Sep. 2013)

Figure 17 below visualises Arts' funding sources (Table 10).

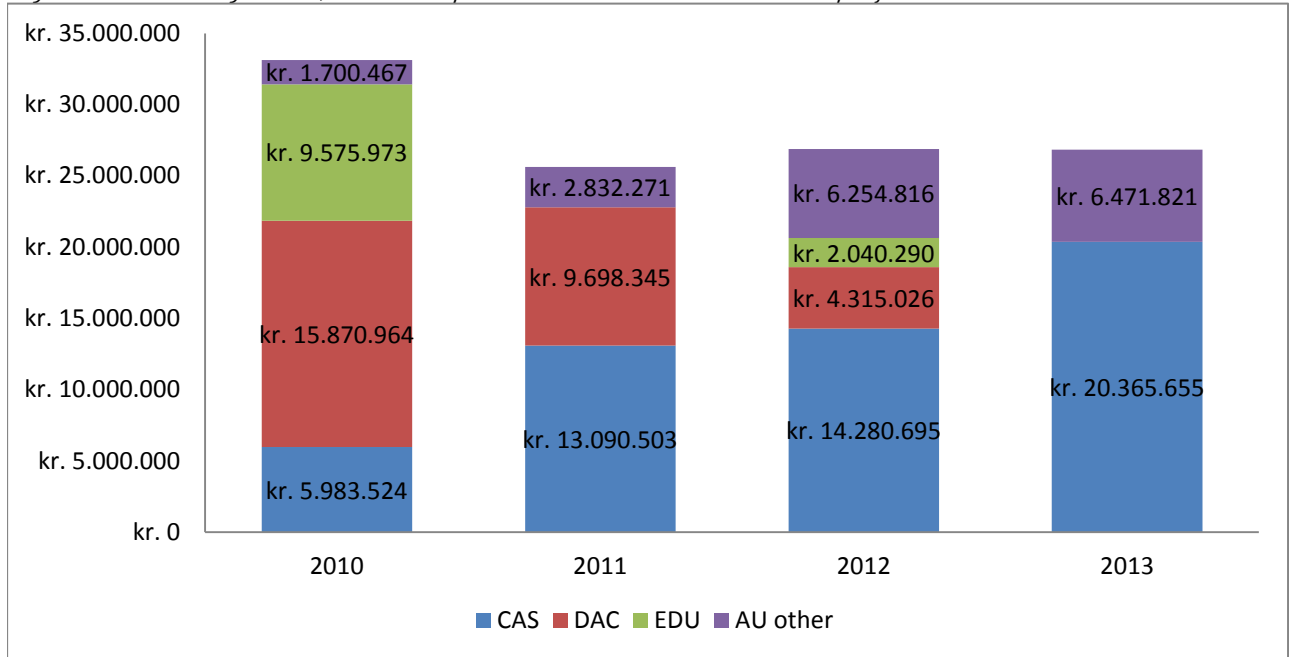
Fig. 17. Arts funding sources 2007-2012



(Source: Research Support Unit)

At Arts, and most significantly at CAS and DAC, one of the major funding sources for both research projects and postdoctoral projects is the Danish Research Council for Independent Research, Humanities (FKK). Figure 18 shows the development in funding that Arts' departments have attracted from FKK (individual postdocs and collective research projects).

Fig. 18. FKK funding to Arts, individual postdoc and collective research projects



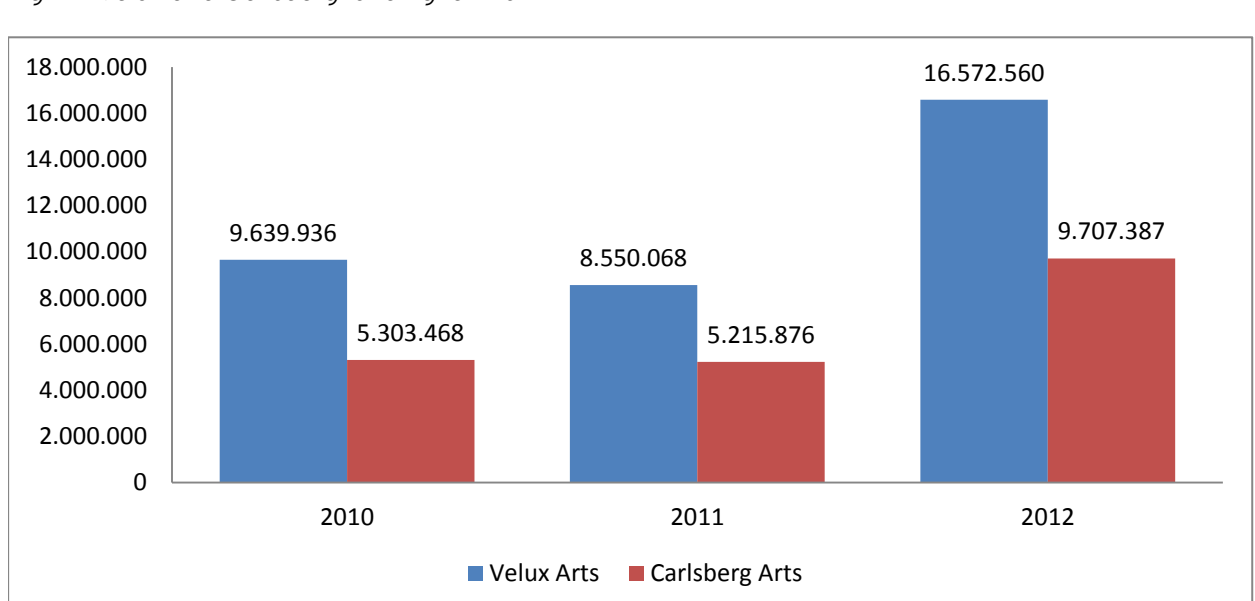
(Source: data gathered from fivu.dk)

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.

The three departments attract funding from different sources. In 2011, 2012, and 2013 CAS has attracted considerable funding from FKK. The funding sources at EDU are more varied. EDU does research-based public sector consultancy where funding derives from governmental sources.

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

Fig. 19. Velux and Carlsberg funding to Arts



(Source: Velux webpage and Administration centre, Arts)

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.

It is a strategic goal of Arts to attract more research funding from EU and the coming Horizon 2020 framework. Table 11 provides an overview of the total amount of funding for research projects that Arts' researchers succeeded in attracting from 2007-2013 from the FP7 (EU).

	CAS (8 projects)	DAC (4 projects)	EDU (7 projects)
	€ 127.105,00	€ 50.500,00	€ 114.041,10
	€ 247.483,55	€ 166.171,00	€ 311.688,00
	€ 949.696,00	€ 40.950,00	€ 36.000,00
	€ 45.000,00	€ 113.200,00	€ 181.769,00
	€ 54.936,00		€ 218.600,00
	€ 501.946,00		€ 1.517.065,23
	€ 79.166,67		€ 292.758,00
	€ 50.343,50		
Total	€ 2.055.676,72	€ 370.821,00	€ 2.671.921,33

(Source: AU Research Support Unit, July 2013)

5. International rankings

In recent years, Aarhus University has been moving up the most important international 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 12. Aarhus University Rankings	2013
Leiden Ranking	77*
ARWU – Shanghai	81
National Taiwan University Ranking	86
QS World University Ranking	91
Times Higher Education World University Ranking	138 (AU) 95 (Arts and Humanities)

*Among the largest universities in the world
(Source: The Rector's Office)

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 factor measured by citations. 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. QS Faculty rankings were until 2012 mainly based on academic reputation, from 2013 the ranking also includes employer reputation and citation indicator.

Table 13. QS Faculty rankings (AU)	2007	2008	2009	2010	2011	2012	2013
Arts and Humanities	120	100	80	117	154	116	79
Social Sciences and Management	166	94	88	129	144	122	59
Engineering and Technology	226	230	182	214	202	239	128
Life Sciences and Medicine	142	127	64	116	95	109	74
Natural Sciences	102	92	71	89	117	134	112

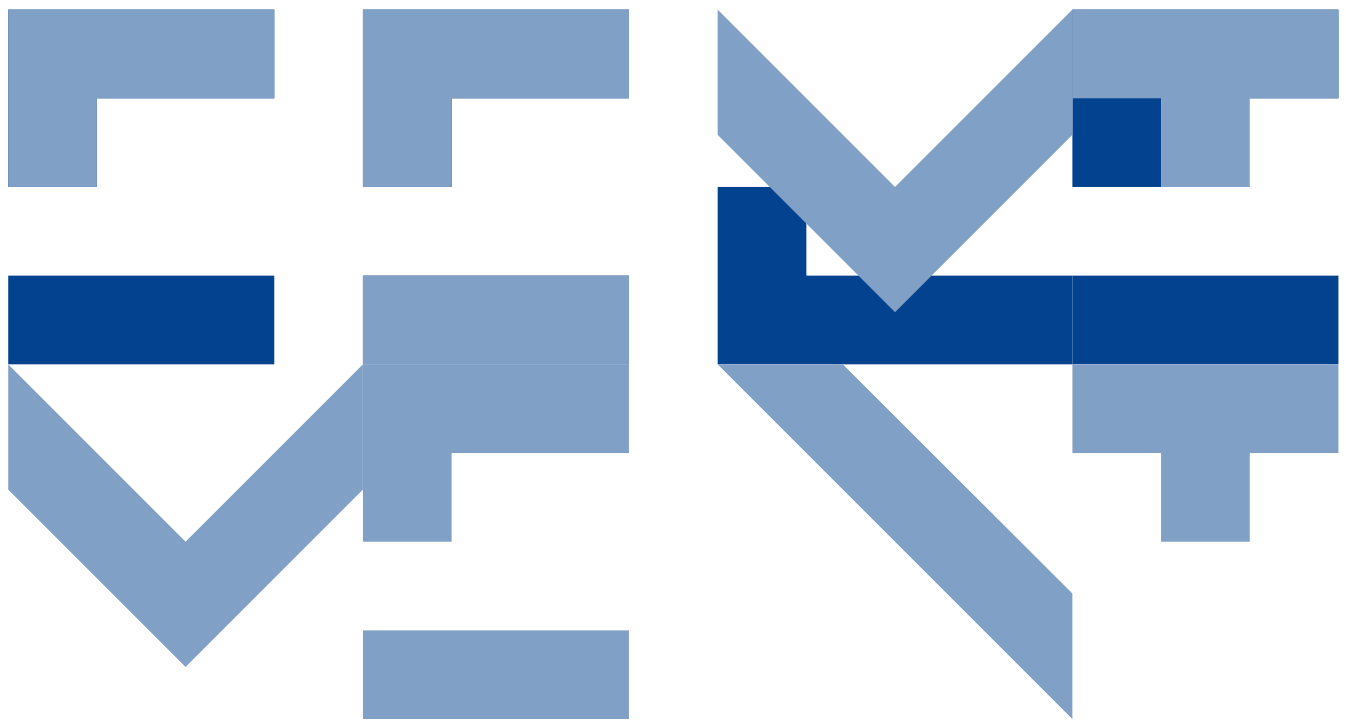
Note: Some of Arts' academic disciplines fall within the other categories in the Faculty ranking

QS also does a subject based ranking. QS subject rankings are mainly based on a reputation survey (academic and employer reputation).

Table 14. QS subject rankings 2013 (2012, if available)

Ranking-placing	English Language and Literature	Modern Languages	History	Philosophy	Linguistics	Communication and Media Studies	Education
Aarhus University	151-200 (151-200)	101-150 (51-100)	51-100 (51-100)	151-200	101-150 (51-100)	37 (46)	-
Copenhagen University	101-150 (101-150)	51-100 (51-100)	51-100 (51-100)	51-100	40 (51-100)	25 (39)	-
The University of York	26	51-100	51-100	101-150	51-100	101-150	51-100
The University of Edinburgh	10	17	49	22	5	-	16
Utrecht University	151-200	-	51-100	101-150	51-100	51-100	43
Harvard University	3 (2)	3 (1)	17 (3)	14 (3)	18 (2)	-	1
Stanford University	6 (7)	7 (11)	21 (11)	9 (10)	7 (4)	8	4
Humboldt Berlin	51-100	33	22	24	47	-	101-150
University of Manchester	31 (20)	29 (51-100)	29 (35)	51-100 (51-100)	44 (35)	-	36
Uppsala University	101-150 (51-100)	- (51-100)	51-100 (51-100)	-	51-100 (-)	- (51-100)	151-200
Lund University	-	101-150	101-150	-	50	51-100	-

(Source: QS webpage: <http://www.topuniversities.com/subject-rankings>)



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