

Appendix 1: Evaluation report – Department of Digital Design and Information Studies



Local Self-Assessment Report

Local self-assessment report from the Department of Digital Design and Information Studies. Authored by Head of Department Morten Breinbjerg and heads of the research programmes Christian Dindler, Jussi Parikka and Peter Danholt. May 2024.

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1.0 Short summary of the department's self-assessment

About the department

Department of Digital Design and Information Studies (DDINF) is rooted in an interdisciplinary humanistic IT research tradition which includes research in areas such as Science and Technology Studies, Participatory Design, Human-Computer Interaction, Interaction Design, Digital Aesthetics, Sound Studies, Surveillance, Innovation, Creativity, Critical Data Studies, Computer Supported Cooperative Work, and Digital Methods. The average number of scientific staff in the period from 2018-2022 is 50. Currently we are 54 researchers organised in three research programmes, but from 2018 to 2022 most researchers were organised in one research programme hosted by the department.

About the self-assessment process

The self-assessment process was carried out between February and April 2024 and was introduced and discussed at staff meetings. Data packages were made available to all employees at DDINF in early March and discussed at meetings in the three research programmes as preparation for a 4-hour department workshop held on March 21, 2024. The workshop included approximately 25 employees who worked in groups, addressing each of the five main themes in the assessment as well as the two cross-cutting themes. The groups were asked to discuss based on the questions raised in the template and also to consider more generally the strengths, weaknesses, and opportunities for the research at the department in relation to each theme within the evaluation period. The insights emerging from each group were documented and discussed in plenum. The input from the workshop, together with the data packages, form the basis of this report. A draft version of this report was reviewed by a group of DDINF colleagues before submission.

Key findings

In the evaluation period DDINF has performed very well with respect to publications, research ideas and applications. We have established a positive, interdisciplinary, diverse, and international atmosphere of research, evidenced in different research projects and centres, successful external funding, and other measures, including significant impact emerging from continuous engagement with external organisations. It is the ambition of the department to further strengthen work on impact, collaboration between individual research centres, and projects, formulation of clearer criteria for advancement, and onboarding new colleagues.

2.0 Publications

Publication types and patterns

As evidenced in the publication data, the department has a strong international profile. During the evaluation period DDINF published 499 peer-reviewed publications, 84 non-peer-reviewed academic publications and 10 other publications marked as “peer-review not available”. The publications reflect a diverse set of disciplines (including but not limited to Interaction Design, Digital Aesthetics, and Science and Technology Studies) evidenced in the venues of publication as well as in the diverse types of academic engagement including non-textual research outputs such as artworks, designs, software, physical objects, sound and video works, as well as curatorial practice in exhibitions.

The publications are most often collaborative texts, and this emphasises the success of another aspect of our research strategy: collaborations, both internal and external, are integral to our international strategy. Data analysis of the external collaborative publications shows strong ties to, for example, institutions in the US, UK, Sweden, Turkey, and Netherlands among several others within and beyond Europe. Internationality is more of a norm than an exception regarding publications.

Different disciplinary practices are represented in the publication venues: a significant number of texts (N=161) have been published as proceedings articles (peer-reviewed) that is a normal route of publishing in many conference-driven disciplines close to computer science (including e.g. Interaction Design). As significant are journal publications (N=161). During the evaluation period 26 books were published, many of them with leading publishers in our fields which testifies to the mix of humanities, social science, and computing in our scholarly practices.

Academic impact of the department's publications

The most frequent journals include International Journal of Child-Computer Interaction, Proceedings of the ACM conference on Human-Computer Interaction, and Electronic Book Review while the long tail of publication venues testifies again to the hybrid mix of our scholarship. Key journals in critical data studies, software studies, design, health, AI, new media, and policy are some of the examples.

Organisation

The former research programme, several research centres and projects, and a generally supportive scholarly environment at the department has supported publishing throughout the evaluation period and promoted training and opportunities for early career scholars (including PhD students). This support has recently been strengthened through several activities focused on writing and international publishing organised for both early career- and seasoned academics. Writing retreats and workshops with leading international publishers are among relevant examples. Department staff are also active in running book series (e.g. Edinburgh University Press), working on editorial boards of journals and our own APRJA journal publishes especially early career scholars and experiments in publishing.

Future initiatives

The department is concerned with the changing landscape of publishing where open access might also need further financial support from the university and funding bodies. Furthermore, there is a clear need for support from the university for publicity around publications to enhance their societal and academic impact.

3.0 Research ideas and applications

Developing research ideas

Much of the research at the department is interdisciplinary and happens in collaboration with external partners. For many years, this has resulted in a very generative environment for developing research ideas, which is also reflected in the grant application and collaboration data. In 2021 bi-weekly research seminars were introduced to increase the general awareness of the research at the department. Recently the new research programmes have adopted related practices working with pitching of research ideas, sparring and peer-reviewing, research plan development etc. The aim has been to stimulate research ideas and development, collegiality, collaboration, well-being, and a caring work environment. In addition, much of the teaching at the department is dialogical and project oriented, which creates a good environment for generating research and project ideas for both students and teachers.

Foundations and funding bodies

The department has been successful in developing research ideas and applications during the evaluation period. The data shows that the department produces: 1) a significant amount of grant applications, 2) a good success rate in receiving funding, and 3) a large number of external research collaborations (based on TTO data, which provides only a limited representation of the external collaborations). The department has produced 116 grant applications during the period against a school average of 57. Approximately 30% (N=34) was submitted to DFF, 18% (N=21) to Horizon and 12% (N=14) to AUFF. The rest was submitted to Velux, Carlsberg, Chanse and Villum. The number of unique applicants varies between 18 at the highest (2021) and 7 at the lowest (2020) out of approximately 35 senior researchers. The department's success rate in receiving funding is around 20% (N=24) against an average of 17% for the school and during the period the department has received 54,7 mill. DKK in external funding against a school average of 35,4 mill. DKK. The department has registered 98 TTO agreements during the period against a school average of 40,4.

When considering the application pattern, it is worth noting that Novo Nordisk is the second most applied for funding body across the school, while DDINF submitted only few applications to that funding body. Novo may thus hold an unfulfilled funding potential for DDINF. Another potential funding body, which has also been considered at the department is the Danish Innovation Fund. Especially some of the scientific staff are in close dialogue with the funding bodies and we are becoming increasingly aware of the value of being in dialogue and identifying potential new funding bodies.

Future initiatives

In the workshop, several points of attention and challenges were raised: 1) Cohesion and collaboration thrive in the different programmes and centres, however it is a future concern to bridge and collaborate across individual centres and programmes at the department. 2) Much is being done to onboard new and international colleagues, but becoming acquainted with the university and the Danish research landscape is a challenging and lengthy process. Here, the research programmes can take on a coaching role for the members. 3) Some colleagues voice the importance for management at the school-level and up, to influence the funding landscape and political decision-making and build a support structure by which the researchers can equip management in being capable thereof. 4) A shared, but also long-term, concern is to facilitate more strategic research development across the different groups at DDINF. This might also inform a future hiring strategy for the department.

4.0 Societal and political Impact

Research from DDINF has produced impact at different scales and across a broad range of arenas within the evaluation period. Examples span from contributing to improved practices around surveillance technologies in elderly care to shaping museum exhibition spaces, and the introduction of a new course in Danish primary education.

Collaboration with external partners

Much of the impact has emerged from close collaborations with external partners. These range from public institutions such as care homes, schools, hospitals and museums to NGOs and different actors in the private sector such as agencies and technology providers. External organisations have served as venues for conducting research but also as partners for anchoring knowledge in practice and dissemination of research findings to a broader audience. In many instances, the impact of the department has been achieved through engagement over long periods of time as is the case for the departments work within, for example, healthcare and artistic practices. Also, many researchers at the department give talks for broader audiences and partake in public debates around topics such as diversity and technology, AI, and experimental perspectives on technology. While the quantitative data on societal and political impact is limited, the number of collaboration agreements in the evaluation period (N=98) speaks to the department sustained engagement with external actors.

Case: Technology Comprehension in Danish primary education

An illustrative case of the nature of impact generated at the department is the work related to introducing digital literacy into Danish education. The most tangible effect of this effort has been the introduction of a new subject, *Technology Comprehension*, in Danish primary education. This effort has been developed and driven by researchers at the Center for Computational Thinking and Design but it draws on a 20-year research tradition at the department within the area of Child-Computer Interaction. Moreover, the content of the new subject in Technology Comprehension essentially embodies the broader research tradition at DDINF including critical, humanistic, and constructive approaches to digital technology. In practice, the effort has been driven by a series of a large-scale collaborative projects engaging with partners all the way from pupils, teachers and municipalities to technology providers, NGOs and several bodies at the ministerial level.

Challenges and opportunities

In terms of challenges that warrant future initiatives, three areas stand out. First, there is relatively little data available which can be used to confidently assess societal and political impact of research at the department. Part of this issue relates to the fact that there are uneven practices for registering activities, outputs and initiatives that could serve as robust indicators of impact. Also, existing systems do not sufficiently support nuanced registration of various types of work and outputs that can be considered in terms of impact. Third, while teaching and research practices are continuously discussed at the department, impact is addressed less frequently and systematically. This means knowledge sharing and practice development is largely ad hoc providing potentially modest support for researchers looking to work with the impact of their research.

Future initiatives

Based on these challenges, our ambition is to further establish and contribute to better support mechanisms (e.g. networks, knowledge exchange, administrative support) for colleagues who want to enhance the impact of their research and to recognise the diversity of pathways to impact.

5.0 Talent development and merit

On average, the number of scientific staff at the department from 2018-22 is 50. Currently (2023) the number is 54 which includes 9 PhD fellows, 12 postdocs and 5 employees at assistant professor level. PhDs, postdocs, and assistant professors currently cover 48 % of the scientific staff. Of the PhD fellows five are women and four men. A third are international fellows. Of the postdocs the gender distribution is equal, and half of the postdocs have an international background. In relation to assistant professors two are women and three men. Three of the assistant professors have an international background. Looking at the scientific collegium as a whole 93 % are full time employees, 54 % are associate or full professors, the gender distribution is 43 % women and 57 % men and 39 % have an international background coming from Europe, Asia, South- and Central America.

PhD recruitment, education, and early career scholarship

As evident from the data, the department attracts talented scholars with a balanced diversity in relation to gender and internationalisation. This can partly be ascribed to the fact that the department, as described in other sections, is internationally oriented in its research and research collaborations, including collaboration on doctoral courses. Successful external funding has also contributed to the capacity for national and international recruitment of PhDs and postdocs.

Career development and merit

During the evaluation period, career development, understood as supporting staff to develop a specific profile or work out a career plan, has been an area of increased focus. Career development happens on different levels from PI's, PhDs, and assistant professor supervisors, but also from research programme- and department heads in relation to, for example, the yearly staff development dialogue. In recent years, this has also included a more formalized onboarding scheme, shared activities around research writing sessions initiated by research programmes or research projects, co-authorship invitations and invitations to participate in external funding applications. In relation to career development for more senior researchers, researchers at the department have increasingly used the school's offers for support on funding applications including general and individual talks on possible funding opportunities. Also, the school initiatives towards mapping out the funding landscape in EU and Denmark has been a valuable initiative for colleagues.

Future initiatives

To further nurture career development for both early career and senior researchers, it is our ambition to formulate more clear criteria for qualifying for the next academic level. This includes being clear in terms of the expectations for PhD fellows, assistant, and associate professors in terms of, for example, publications, internationalisation, teaching activities, supervision, academic community service including taking on responsibilities for curriculum development, and administrative tasks.

6.0 Interdisciplinarity

Level of interdisciplinary research

As described in previous sections, research at DDINF is inherently interdisciplinary. Moreover, interdisciplinarity has always been a core research practice at DDINF, as also indicated by the very diverse professional backgrounds of the department's employees (e.g. philosophy, anthropology, history, comparative literature, computer science) who have organised their work in relation to a diverse set of centres, projects, and the research programmes (since 2023, three research programmes). Our work practices relate to how we build departmental and inter-departmental collaborations around 'themes', 'problems', and 'challenges', rather than 'disciplines'. We find that that interdisciplinarity is recognised and valued across the department.

Organisation

At the department we have been active in creating institutional structures (also described above in section two) that are inclusive of researchers from neighbouring departments at the school and beyond. Examples from 2018-2022 include The Centre for Participatory Information Technology (PIT) and the Center for Computational Thinking and Design which are collaborations between our department and computer science. Also, SHAPE (Shaping Digital Citizenship) that works actively as part of the Aarhus Institute for Advanced Studies includes, in addition to our department, representation from law, computer science, media studies, and children's literature.

Future initiatives

As noted in the section on impact, interdisciplinary alignments have helped to create effective pathways to impact beyond our own national and international disciplinary fields. Such developments could be further supported by, for example, instruments from the university (e.g. internal funding) to facilitate cross-departmental and cross-faculty strategic initiatives. This might include strategic earmarked PhD funding in certain areas.

7.0 Learning and future initiatives

Based on the data made available and the qualitative discussions among colleagues, we find that DDINF has generally been successful across the themes addressed in this assessment. The department continues to produce a substantial amount of high-quality research, supported by a variety of structures such as centres, research programmes and projects. Research at the department has created impact on a variety of levels based on a tradition of working closely with external partners and international research environments. Research at the department is characterised by a high degree of collaboration, diversity and interdisciplinarity, which has materialised in an environment that has supported successful development of research applications and ideas.

Based on the assessment, a number of issues has emerged, that warrant future initiatives to further strengthen research.

- Formulating and communicating more clear criteria for academic advancement for both early career and senior researchers.
- Establishing support mechanisms (e.g. networks, knowledge exchange, administrative support) for colleagues who want to work systematically with communicating and developing the impact of their research.
- Ensure the continuous cohesion between individually strong research centres and research programmes.
- Further develop onboarding practices for new (particularly international) colleagues to ensure that they feel confident and comfortable engaging with the Danish research landscape.
- Contribute to structures and initiatives that support cross-departmental and cross-faculty research initiatives.

Appendix 2: Evaluation report – Department of Dramaturgy and Musicology



Local Self-Assessment Report

Local research self-assessment report from the Department of Dramaturgy and Musicology (DRAMUS) written by Head of Department Steen Kaargaard Nielsen and Programme Co-Director of Cultural Transformations Peter M. Boenisch

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1) Short summary

For the context of this report on the department's research self-assessment, it is crucial to acknowledge the department's dual composition, comprising the disciplines of dramaturgy and musicology, each functioning as independent units in both educational and research contexts. Consequently, the report explicitly delineates matters pertinent solely to one discipline.

This disciplinary division was mirrored in our self-assessment process. It commenced with separate thematic discussions during two distinct staff meetings attended by the respective faculty members with research responsibilities. Notably, this involved approximately half of the academic staff in Musicology, where practical courses are primarily conducted by teaching associate professors and part-time lecturers. In contrast, the entire academic staff in Dramaturgy is on research-contracts, and all actively participated. Based on insights gleaned from these sessions, alongside case material and descriptions furnished by Associate Professor Louise Ejgod Hansen, Associate Professor Thomas Rosendal, Professor Morten Michelsen, Associate Professor Marie Højlund, Associate Professor Klisala Harrison, and Associate Professor Mads Krogh, the main authors of the report generated an initial draft of the report. This then underwent a collective review and refinement in a final workshop for both disciplines.

Among the key discussion points during these meetings were challenges encountered by researchers within small, arts-practice-focused disciplines (e.g., regarding funding opportunities or talent recruitment); the close connection and interactions with professional contexts that underpin research and research-based teaching in both disciplines; and the international exposure and recognition attained by both disciplines for their research throughout the evaluation period (2018-23).

2) Publications

Publication types and patterns

Based on the academic staff's self-reporting in PURE, the total number of publications during the evaluation period demonstrates a clear quantitative decline in the two primary pandemic years (2020 and 2021), followed by a subsequent increase. Considering the simultaneous reduction in staffing and other adverse circumstances, the overall production must be regarded as satisfactory and showing positive development.

For both disciplines, publications also beyond more traditional disciplinary channels highlight the inherently interdisciplinary nature of current research conducted in DRAMUS. The majority of publications consist of peer-reviewed sole-authored research articles, book chapters and monographs, alongside a significant number of book reviews. Given the faculty's requirement of two peer-reviewed articles (or comparable activity) as the baseline for a satisfactory annual research output in the biennial individual research supervision, it is unsurprising that there is a growing emphasis on these types of publications. Consequently, dissemination outputs and pedagogical publications are notably fewer in number. (There may be an underestimation of the actual number of these outputs due to the failure to capture them in PURE.) Within the department, there is a broad demand among academic staff for recognition and encouragement encompassing a much broader and contemporary range of publication types and formats, especially of types that ensure impact beyond academia, foster dialogue with relevant professions, and promote broader societal engagement, such as through newspaper op-eds, podcasts, social media and online publication, and other contributions to public debate. The department recommends that the faculty's current quantitative and qualitative objectives for publication are reconsidered to reflect the University's wider engagement agenda, too, encouraging researchers to adopt a diversified publishing strategy, and receive acknowledgement for dissemination of their research work beyond academic publishing.

Regarding language, there has been a significant shift towards English-language research articles during the evaluation period, with 2023 marking the first time they comprised more than half of the output, while dissemination articles continue to be primarily in Danish. The range of publication channels is generally broad, with good representation of Nordic and international journals. Yet, in Dramaturgy, there is a significant concentration around the journal *Peripeti* (see the case example below). Conversely, publications in Musicology are relatively evenly distributed across various primarily international outlets. It should be

noted that throughout most of the evaluation period the two primary Danish publications, *Danish Yearbook of Musicology (DYM)* and *Danish Musicology Online (DMO)*, on which a number of local academic staff have served as editor-in-chief over the years, have been largely inactive. Efforts are underway to resurrect a consolidated iteration, as a Danish publication avenue for musicology remains crucial for fostering exchange within the compact Danish academic community in this discipline, and to publish on local topics.

Case example

In 2004, colleagues from the department launched *Peripeti - tidsskrift for dramaturgiske studier [Journal of Dramaturgical Studies]*. Since then, this academic journal has become a significant publication channel for dramaturgy researchers, while also serving as a platform for networking and collaboration both with other Danish institutions in the field, notably Copenhagen University (Theatre and Performance Studies) and the Danish National School of Performing Arts, as well as with theatre professionals. Over its 20 years of existence, *Peripeti* has produced nearly 50 issues, including special issues valuable to Danish theatre professionals and academics, covering topics such as high-profile Danish theatre practitioners, sustainability, and Greenlandic theatre. It supports a research-based teaching approach by providing state-of-the-art study material for relevant programmes also in other universities as well as high school education.

The journal is now an independent association, with a majority of editors from outside the department, yet its activities and resources remain closely linked to the AU department. The journal, recognised in the now discontinued BFI ranking listed as Level 1 publication, has solidified its position through a robust network of contributors and reviewers, an experienced editorial board, bi-lingual publication and translation, digitalisation, open access availability, and an additional website with further resources such as theatre and book reviews that also address the non-academic public. This is reflected in increased downloads and website clicks.

However, the resources required for the ongoing editorial and publication maintenance of this important contribution to the international research infrastructure prompt crucial debates about the recognition of such work as acknowledged contributions to research and its alignment with broader research strategies and academic performance indicators, not least in a discipline context with reduced staff numbers and an increasing competitive situation with other academic journals over the same limited Danish publication funding streams.

3) Research ideas and applications

Developing research ideas

Unlike large departments where the research environment is defined by the activities of spearhead figures, DRAMUS not only combines two independent disciplines, but within each of the disciplines, the researchers are almost exclusively sole specialist in their specific topics and associated theories and methods. Both disciplines cover a range of research areas and approaches, ranging from the historiography of mainly Western practices in the respective field to current developments, which together inform rich research-based educations. This includes, in Musicology, social anthropology studies concerned with solving concrete social and environmental problems through music and the arts, phonographic research, sound studies, historical studies Danish popular music culture, and genre studies in contemporary digital music culture. In Dramaturgy, European theatre in historical and contemporary dimensions, immersive theatre, dramaturgy as leadership and collaboration practice in various professional contexts beyond the theatre, plus institutional research in cultural and creative industries denote principal research fields. Various research projects in both disciplines engage widely with cultural heritage, participation and access to culture, and with the way music and theatre address and reflect contemporary societal challenges.

Both disciplines typically generate new research work out of their close engagement with colleagues at national and international level, as exemplified by Dramaturgy's involvement in the DFF-FP2 project "Artistic Exchanges: The Royal Danish Theatre and Europe" which includes researchers from the Universities of Bergen, Copenhagen as well as the Royal Danish Library and international partners in France and Italy. In addition, researchers in DRAMUS are well connected with professional partners who give impulses for joint research activities. Such project collaborations usually emerge through IKK centres such as the Danish Centre for Popular Music Culture (<https://cc.au.dk/en/danpop>), Centre for Historical Performance Practice (<https://cc.au.dk/en/chipp>), Centre for Cultural Evaluation (<https://cc.au.dk/center-for-kulturevaluering>), and the European Theatre Research Network (<https://cc.au.dk/en/european-theatre-research-network>). Strategic parameters for research development are also expressed by the collectively authored strategy paper in Dramaturgy (currently under development in Musicology), while a template for a research plan aids with managing prioritisation of research activity.

Research environments

While topics, activities and methodologies differ, DRAMUS fosters a collaborative and collegial research culture, where junior and senior researchers interact and support each other as peers in their various,

heterogeneous research efforts. Projects are, for example, regularly discussed in teachers' meetings, there are staff meetings where relevant new publications from the field are read together, and informal social "research lounges", where researchers present work-in-progress for discussion. IKK's interdisciplinary research programmes (in particular, Cultural Transformations, Arts Aesthetics and Communities, and Historical Studies of Arts and Culture) are instrumental in facilitating discussions on projects and methodologies across disciplines. These departmental and broader forums foster a sense of integration into a shared "Aarhus" identity within both disciplines, despite the diverse array of individual research endeavors.

Foundations and funding bodies

The funding landscape for both departmental disciplines is precarious. Funders such as Carlsberg and Novo Nordisk exclude performing arts from their main schemes that generously support visual arts and museums with their designated research mission. Therefore, application activities in the evaluation period were typically concentrated on DFF (12 of 25) and AUFF. At the same time, these available funders are often less responsive to practice-informed and collaborative research methodologies. A number of funded projects are not represented in the report data because of the applied 500,000 DKK threshold that disadvantages the visibility of much DRAMUS research activity. Professional partners in the performing arts, unlike museums and much unlike business environments, lack resources and capacity to engage in formal research cooperations, as their work typically depends on project or period funding for limited years, and their financial and resource provision often does not foresee (or even permit) the (co-)funding of research activity.

To navigate this difficult environment in a shifting landscape where external funding is interpreted as quality and relevance indicator for research, remains a persistent challenge for the development of DRAMUS research. A possible target opportunity could be seen in dedicated cultural programmes of European funding, such as Creative Europe, or the facilitation of research activities through training schemes such as Erasmus+, as in Dramaturgy's ETRN collaboration with Fondazione MeNo (Palermo, IT) "Art for Transformation" in 2022-23. Especially for European level, more tailored and proactive institutional support, as it is provided elsewhere, for example, by professional grant writers, may be beneficial to enable the development of more ambitious European application projects. The formation of suitable international partnerships, as required for most European fundings, presents more challenges for the department's small disciplines; this refers to the finding of partners but also to responding to propositions from the small field, where such proposals might not always fit the local priorities.

Considering the challenging funding landscape and the generally low success rate for applications, additional initiatives at both school and department levels, as well as within the interdisciplinary research

programmes, aimed at cultivating and enhancing individual and group research applications especially with wider international application networks at European level, could prove a valuable investment.

4) Societal and political Impact

While a more concrete assessment of the types and extent of impact can be made for specific research efforts (as demonstrated in the case example), an evaluation at departmental level remains more tentative and speculative, since insufficient valid data are available, and findings cannot be compared against concrete objectives.

Impact through collaboration with external partners

Most collaborative relationships between individual researchers and external non-academic partners or institutions, such as follow-up research or the investigation of impacts of societal changes (such as diversity), happen informally without contractual research agreements. Compared to the museum sector with its dedicated research brief, few theatres and music institutions have financial and resource capacity to commission and contract research directly. While this situation of largely informal external collaborations does not, in our assessment, diminish the impact of the resulting research in the disciplines, it results in less (or no) visibility in current data indicators applied to capture research activities.

Academic staff members furthermore wield influence through board positions or other forms of representation, such as serving on the council of the Danish Arts Foundation.

Impact through teaching and alumni

Both disciplines significantly impact relevant areas of both the cultural and the education sectors through their research-based education programmes. Both programmes train teachers for creative subjects in upper secondary schools ('Drama' and 'Music'), with music holding a privileged position among these disciplines. While approximately half of Musicology graduates find employment in the education sector, Dramaturgy, being the sole dedicated dramaturgy education in Scandinavia, witnesses its graduates prominently integrated into the Danish and broader Scandinavian theatre industry. They foster notably close networking and employment connections, highlighted by the fact that all Dramaturgs, along with the Artistic Director of Aarhus Theatre, are alumni. Furthermore, they hold leadership positions in numerous other institutions such as Blaagaard Teater, Nordisk Teaterlaboratorium, Det Norske Teatret, Hålogaland Teater, Stockholm University of Arts, Katapult, Odense Teater, and elsewhere.

Both disciplines strive to facilitate various concrete exchanges between students and prospective employers that result from research interactions; this includes regular visits and small outreach projects which

themselves generate further impact. Again, these collaborative relationships are primarily informal, yet written agreements are made for master's students during longer internships.

Case example

The Centre for Cultural Evaluation (CKE) was established in 2019 and is actively engaged in commissioned research and analysis of cultural projects. CKE is a cross-departmental research centre, with Louise Ejgod Hansen (Dramaturgy) as Head of Research. The centre developed out of the research-led evaluation of European Capital of Culture Aarhus 2017, which included collaborations with municipal and regional authorities as well as a wide range of cultural institutions, publishing reports and making public presentations, including the final conference in December 2018, attended by national and local policy-makers and leaders of cultural institutions.

From 2019 to 2022, CKE has conducted 11 commissioned research reports, demonstrating a high level of interest in its work. These reports have contributed to strategic development processes at institutions such as Museum Lolland-Falster, the national scheme for regional theatres (egnsteaterordningen), and KulturPrinsen (a development centre for child and youth culture). Evaluation processes have typically included presentations at public conferences affiliated with the projects. Moreover, CKE has presented on the impact and evaluation of culture at seminars for municipalities such as Syddjurs, Kolding, and Greve, as part of their respective policy development processes.

CKE has demonstrated the ability to combine analysis valuable for practice with high scholarly standards, evident in academic publications based on data sets gathered at the centre. Additionally, CKE has pioneered the establishment of a peer review procedure for research reports. During the evaluation period, CKE successfully fundraised for research projects such as DELTAG and BØV (børns møde med den nationale kulturarv), both combining high-level research with impact and strong collaborations with external partners (Kulturhusene i Danmark, Det Kongelige Teater, Nationalmuseet og SMK), raising funds from Nordea-Fonden and Augustinusfonden, respectively. CKE's work has also involved students, such as in the initial stage of CKE's analysis of regional theatres. With extensive experience in bidding on and conducting commissioned research, especially evaluations, CKE is a valuable resource for IKK, which could be strategically utilised to support other academics engaging in similar collaborations.

5) Talent development and merit

PhD recruitment

The recruitment and retention of young researchers with new ideas and fresh academic perspectives is crucial for any research environment. However, experiences with attracting PhD students to the department through available routes in the faculty's PhD school's open call programme have been mixed during the evaluation period (and further back). Applications from smaller disciplines such as Dramaturgy and Musicology, some of which propose practice-based methodologies, are already quantitatively disadvantaged, while also not being assessed by subject specialists in the internal selection process. The sustainability of the DRAMUS environment would greatly improve with a more strategic and unbiased distribution of AU-funded positions in the open call. Additionally, there needs to be better still recognition that strong applications can originate from external and international candidates who may not meet the criteria for the privileged 4+4 model.

During the evaluation period, in Dramaturgy, the department successfully included two PhD students within externally funded research projects, and one PhD student funded through the open call (5+3 fellowship). Additionally, two PhD students are enrolled in the Cotutelle PhD programme *Mobilising Dramaturgy* in collaboration with Coventry University, UK. Here again, these two dedicated scholarships provided by Coventry could not be matched by equivalent opportunities for AU-based students, who had to compete (unsuccessfully) through the open call. Consequently, Coventry withdrew from its initial commitment to provide dedicated annual Cotutelle funding over 5 years due to this lack of reciprocity.

In Musicology, one PhD student completed their research education during the evaluation period, and one has begun their studies within the past year. Both are funded through the open call (5+3 fellowships). The department also provided a co-supervisor for one PhD student affiliated with the Center for Music in the Brain at the Faculty of Health. However, Musicology has not succeeded in securing externally funded research projects containing PhD positions during the period.

PhD applicants who have been accepted have successfully completed their research education, benefiting from the department's inclusive culture, where PhD students are actively involved in diverse academic activities and participate in regular staff meetings. Primarily due to economic constraints, and as the disciplines are precluded from drawing on external funders providing generous funded postdoc opportunities for visual arts only, it has not been possible to retain the two completed PhD candidates, despite both of them showing significant interest in pursuing an academic career.

Considering the department's staff's generally advanced age evident in the HR statistic, it is crucial to recognise that the recruitment situation is becoming increasingly precarious, nearing a critical stage. Due to structural aspects of the master's programme (where most Musicology MA students are on the teacher track and therefore spend the 1st semester in a supplementary study programme), Musicology faces specific challenges in attracting applicants to the faculty's privileged 4+4 PhD scholarship route. (This applies to only approximately 15% of the Dramaturgy MA students.) However, the department actively assists 4+4 applicants through a dedicated biannual workshop program designed to enhance and support their applications.

Considering that both disciplines offer a professionally focused study curriculum, the 5+3 model is deemed more suitable for them. Prospective applicants often exhibit substantial professional experience. However, the current centralised faculty system tends to disadvantage such candidates. (This bias was evident in Dramaturgy's experience, even in the recruitment of a professionally experienced Dramaturg for an externally funded special call PhD position. In this instance, the Graduate School requested justification for selecting them over "academically more mature" candidates.) In addition, the situation is compounded by a lower admission grade point average and the creative disciplines attracting a wider diversity of student backgrounds. The absence of PhD students as role models further diminishes the perception of the viability of pursuing an academic career among undergraduate students.

In addition to a more strategic and supportive allocation of internal AU PhD funding within the faculty, the department will need to explore additional strategies, such as enhancing awareness of research education from the outset of undergraduate studies.

Early Career Scholarship and Talent Development

During the evaluation period, the department had one postdoc affiliated and one current assistant professor. Additionally, the department has succeeded in securing a two-year EU Horizon MSCA Postdoctoral Fellowship in Dramaturgy in 2022, with the applicant deferring their commencement until August 2024. The department also hosted a postdoc researcher funded by a Chinese government grant in 2022/23, which offered international South-Asian perspectives to the dramaturgy discipline.

The department strives to provide newly appointed academic staff with comprehensive opportunities for collaborative interaction, encompassing both teaching and research. This includes informal research presentations followed by dialogue and discussion among colleagues, although there isn't a formalised mentoring programme in place.

At department level, the ability to retain young researchers is limited, as the institute holds the primary authority due to budgetary control and appointment responsibilities. Nonetheless, the department actively participates in ongoing strategic deliberations concerning staffing and potential future positions.

Decisions regarding the prioritisation of new positions are typically made in collaboration with academic communities, underscoring the importance of inclusive decision-making processes.

As a final observation, it is noteworthy that during the evaluation period the department has recruited two full-time academic staff members with international citizenship who relocated to AU (one associate professorship and one full professorship), which has impacted the international research profile of both disciplines significantly. When considering the gender balance among the department's academic and other staff, there is a notable need for focused attention on future recruitment efforts, particularly within Musicology, where the staff currently skews predominantly male.

6) Interdisciplinarity

Level of interdisciplinary research and organisation

With their diverse research on historical legacies, cultural traditions, popular engagement, cultural policy, and the societal roles and functions of theatre and music, the research communities in DRAMUS necessarily operate in close dialogue beyond their own discipline field: with other disciplines and departments, partly within IKK (e.g. languages, aesthetics and literature, arts and museology, intercultural communication, experience economy, media and digital design), or beyond IKK (such as anthropology, history, sociology). Interdisciplinary research programmes whose scope is not tied to one department only are a vital supportive means in such a plural research environment, where (thematically and methodologically) closely cognate research will often be undertaken in different disciplinary contexts. In particular the IKK programmes Cultural Transformations, Arts Aesthetics and Communities, and Historical Studies of Arts and Culture offer effective, and highly necessary supportive frameworks for the development and undertaking of discipline-based specialist research in the DRAMUS areas. Of similar importance for dialogue, inspiration and critical debate are the disciplines' international contacts and collaborations.

In partnership with the Department of Media Studies and Journalism, as well as the Department of Art History, Aesthetics & Culture and Museology, DRAMUS has appointed a full-time assistant professor to spearhead the development of the cultural and creative industries both as a research field and through the introduction of an undergraduate study programme dedicated to this dynamic interdisciplinary field.

With regard specifically to Dramaturgy, which for a long time has been invested in pedagogic contexts of dramaturgy in teaching contexts and school education, the discipline is currently further sharpening its profile as a vital inter-discipline for the study of human interaction and the negotiation of conflicts in interpersonal encounters. Enhanced by its integration into the KA teaching programme since the 2017 regulations, the dimensions of facilitation and leadership have become core interdisciplinary areas with strong research potential, where Dramaturgy not only draws on other disciplines, but itself offers knowledge exchange beyond theatre, with the education and media sector as with business and societal environments. These impact areas range from effective group collaboration to company communication, interaction with costumers, conflict negotiation and other communicative actions and encounters. Strategically, it is crucial to maintain staffing in this interdisciplinary research field and curriculum area to

continue developing the broadly relevant core competencies of dramaturgic leadership and facilitation practice for future research opportunities.

Case example

In Musicology, the diverse research environment serves as an interdisciplinary nexus, fostering the exchange of ideas, theories, and empirical knowledge across various fields. Researchers actively engage in external research milieus and projects, extending beyond the department and university confines, and spanning disciplines such as history, psychology, media studies, and performance design. Collaborative endeavours result in co-publications across humanities, social sciences, and health science journals. Recent examples include:

- Several interdisciplinary projects blending digital design and musicology have thrived at the intersection of the arts (sound/music) and health, through close collaborations with two regional hospitals and Aarhus Municipality. These projects aim to enhance soundscapes in maternity wards and nursing homes through interventions and cultural transformations, supported by municipal, regional, and private funding sources.
- A recent project explores the intersection of digital technology and everyday health musicking, investigating the potential of the music-meditation app SoundWheel to improve emotional well-being and mental health. This project, involving industry partners, is funded by the Danish Sound Cluster.
- Internationally, music research projects on public and mental health are bridging academic and arts institutions across the Nordic countries, Canada, and Australia, with an aim to influence policy change. These projects receive funding from national governments.
- An interdisciplinary project focuses on cultural sustainability and music industry development in the face of climate change in Greenland. Integrating social anthropology, epidemiology, psychology, and ecology, this project also incorporates Indigenous and minority studies.

Furthermore, collaboration between Musicology and the Department of History and Classical Studies at IKS has led to the establishment of a formal research centre. This initiative aims to cultivate relationships with external institutions and develop perspectives for popular music history writing based on popular music studies and the history of experience. Successful fundraising efforts from entities like FFK have supported these endeavours.

7) Learning and future initiatives

The evaluation process has sparked productive discussions, partly qualifying already known strengths and challenges further, while also giving rise to new considerations that can serve as a basis for future strategic work in the two disciplines. In particular we highlight three core themes relevant to the department as a whole and which we envision as a productive response to an increasing political demand for broad research relevance and impact, elaborating the specific and unique potentials for research work in a department specialising in performative arts disciplines:

- **Full recognition of a diverse range of research output formats and dissemination methods:** Given the extensive engagement of the department's researchers and their informal collaborations with professional sectors, it is imperative to acknowledge and support research outputs beyond traditional academic publishing. This includes embracing a variety of contemporary publication types and formats that appeal to both professional and general audiences. Only by recognising this diversity can we broaden the impact of research beyond academic spheres and encourage meaningful interaction with professions and society at large. The University should also consider actively supporting researcher education in modern communication formats, such as digital media, podcasts, and newspaper opinion pieces, as well as artistic modes of expression and dissemination. A revised wording and focus of the biennial individual research review process could play a crucial role in achieving these goals of broadening engagement, visibility, and impact of research endeavours.
- **Further development of practice-informed research:** Harnessing the potential of practice-informed (including artistic) research is a crucial opportunity for enhancing the future strengths and capacities of departmental research. Recent recruitments have brought invaluable methodological insights, particularly in areas such as sound studies and music anthropology, with a focus on health, environment, and climate. And, likewise, expertise in dramaturgical tools of facilitation and communication beyond traditional theatre contexts has been introduced. Opportunities for practice-relevant research arise from significant structural shifts in the cultural sector, where academic research can offer valuable insights and consultancy for decision-makers. However, the professional sector often lacks resources to access such expertise, unlike other profit-driven environments. There is a need to explore and pursue these research opportunities of varied types, which frequently face structural and organisational barriers in terms of academic recognition and support. The productive dialogues existing between researchers and stakeholders in various sectors,

currently primarily focused on student education, should be expanded to include the generation and dissemination of relevant, and thus 'employable', impactful research work. This would involve capturing new knowledge and addressing sector developments and challenges based on the substantive international expertise in dramaturgy and musicology within the department.

- **Strategic support for PhD recruitment:** The future vitality and public impact of the department's research necessitates maintaining a thriving research environment through active talent development aligned with core societal developments. Instead of allocating internal AU funding through a potentially biased competition lacking discipline-informed assessment, we propose strategically developing junior research environments. We believe this approach would create better opportunities for practice-informed research modes, and for candidates returning to pursue a PhD based on substantial professional experience, both of whom hold strong potential to produce impactful PhD research extending beyond the narrow confines of academic humanities approaches currently favoured. Additionally, the department strongly advocates for the alignment of the faculty's research talent development mechanisms with a broader impact and employability agenda already pursued by directors of studies. This recognition is crucial in the arts sector, where such opportunities must be provided by the university due to the precarious funding of the arts sector itself. Moreover, such a shift would enable the department to adopt a more strategic approach in nurturing promising research areas while addressing diversity-related challenges, including improving gender balance and fostering greater internationalisation efforts.

Appendix 3: Evaluation report – Department of English



Local Self-Assessment Report

Local evaluation report from the Department of English, prepared by Peter Mortensen (head of department), Matilde Nisbeth Brøgger, and Karen Korning Zethsen (research program directors) with assistance by Nis Grøn (department consultant).

Short summary of the department's self-assessment

The Department of English (ENG) research evaluation workshop took place on March 20, 2024, from 12-16 and was attended by 15 mainly senior researchers, while a few others contributed by writing emails to the workshop organisers. After an initial presentation by the organisers, participants were divided into four thematic sub-groups (publications, research ideas and applications, impact and talent development) with the inclusion of the cross-cutting topics (diversity, internationalization and interdisciplinarity) as relevant for each of the four groups. Each group was instructed to discuss three or four previously prepared questions on the basis of selected data and their own experiences and knowledge, and to produce a written account of their discussions. The subsequent plenary session produced a lively and frank exchange during which many crucial issues were addressed. ENG as department has traditionally played a limited role in scaffolding staff members' research activities, even while key decisions for research, such as the hiring of new colleagues and the attribution of research semesters, continue to be made at the department level. The workshop provided a welcome chance to discuss this situation, to assess our collective accomplishments, and to ponder whether research could play a more prominent role in the department activities (in addition to the role it already plays in research programs, centers, etc.).

Publications

From 2018 to 2023, ENG staff members disseminated their research in a wide variety of forms and outlets. Although numbers fluctuated somewhat during the disrupted Covid-19 period, productivity was consistently high, reaching a peak of 177 publications in 2019. For ENG staff members, research publications far outweigh publications in communication and education, and such research publications tend to be peer-reviewed and (not surprisingly) published in English. Moreover, the majority of ENG staff publications take the form of journal articles and book chapters, with the former category gaining prominence over the course of the assessment period.

These and other findings were discussed during the workshop, where participants also touched upon a range of qualitative problems and dilemmas confronting researchers at ENG. Discussions dealt with for example, the hectic pace of today's academic life; the predatory practices of (certain) academic publishers; the advantages and disadvantages of open-access publication; and the difficulty of ascertaining what counts as high-quality publications with or without systems like the now-defunct *Den bibliometriske forskningsindikator*. ENG staff members are concerned that teaching and administrative duties multiply and spread throughout the academic year, leaving few opportunities for sustained engagement in research projects. An especially pressing issue for staff is the time-consuming work of writing grant proposals that unlike publications are registered nowhere and do not seem to "count" unless they are successful. Participants also deliberated the pros and cons of the School's rule for minimal research activity (two articles per academic year), and the way in which this standard is enforced. While workshop participants acknowledged that the two-article rule ensures a certain accountability and gives researchers something to steer by, it was suggested that this policy may also encourage an unfortunate risk-averse "industrial" mindset that discourages the pursuit of more ambitious, uncertain, or long-term research projects.

Following the 2017 merger with English business communication, today ENG is home to researchers with many different disciplinary backgrounds and interests, and probably the most striking characteristic of the department's research collective publication activity in 2018-2023 is its sheer methodological and thematic diversity. Tellingly, the list of publications discussed at the workshop includes entries in outlets as different as *Fachsprache*, *Corporate Communications*, *Poetics*, *Obesity Medicine*, *Popular Music History*, *Style*, *Men and Masculinities*, *Biolinguistics*, *American Literature*, and *Journal of Business Research*, to mention but a few. As this list of journal articles also documents, ENG researchers rarely publish in the same journal more than once, instead alternating channels of output depending on their specific purpose and topic. In addition to the strong publication record, ENG also houses two international journals, i.e. *HERMES - Journal of Language and Communication in Business* (with German-Romance) and *Qualitative Health Communication (QHC)*, as well as the student journal *Leviathan: Interdisciplinary Journal in English*.

Workshop participants debated different possible perspectives on this remarkable disciplinary pluralism, which we believe makes ENG somewhat different from other departments whose staff members we imagine proceed from more proximate starting points and/or share more easily defined objects of interest. Our department's list of publications is certainly impressive in itself, as it documents ENG researchers' prominent position in a diverse range of academic fields and showcases how colleagues are able to make their voices heard across a wide spectrum of important conversations. From a different perspective, however, the heterogeneous multiplicity of research agendas that flourish within ENG may also explain why ENG researchers have sometimes found it difficult to establish the consensus and build the momentum that can lead to the launching of large-scale collective research initiatives or the formulation of ambitious collaborative research funding applications.

Wary of straitjacketing and keen to protect their academic freedom, workshop participants discussed how in the future we might do more to harness the richness that ENG contains and mobilize our diversity in ways that can also engender productive forms of inter- or cross-disciplinary conversation and collaboration among researchers coming from different corners of the department. The department's monthly lunch lectures, where staff members typically present completed or in-progress research publications in a brief and accessible format, provide one productive form of knowledge sharing that could probably be developed further. As a concrete and inspiring example of fruitful interdisciplinary collaboration, we can also point to the 2023 article "Evil Voices in Popular Fictions: The Case of *The Exorcist*" ([www.https://doi.org/10.1111/jpcu.13234](https://doi.org/10.1111/jpcu.13234)), which was co-authored by a group of junior and senior staff members from English linguistics, literature, and history/society/culture and published in the high-ranking *Journal of Popular Culture*.

Research ideas and applications

The workshop participants discussed how good research takes time, and that some types of research, e.g. research relying on collecting large amounts of empirical data, maybe over time, and which is dependent on first nurturing a relation e.g. with a company, may take even more time. Therefore, while several helpful organizational structures were mentioned, such as the research programs and centers, the organizational structure of teaching with long semesters, teaching spread over the entire week, taking place any time from 8 to 18 is seen as detrimental to develop strong research ideas and to conduct research, as these structures force researchers to work with research in a very fragmented way. Furthermore, while we see a large amount of collective and cross-disciplinary research in ENG, for some researchers, the research process from idea to funding is still a very individualistic process. In the Humanities, there is a tradition of working individually, and also a practice of being able to conduct research without the use of external funding. This was discussed in the workshop, as it can become a challenge in relation to developing larger research ideas with several work packages that include several (junior) researchers, which is often what is needed for funding applications. However, the potentials of working individually and independently are seen in the no less than four successful Carlsberg monograph applications within the last three years.

An example of how a research idea developed is a public lecture on recreational fear research which inspired an audience member to invite the researcher to give a similar lecture to employees at the university hospital. This lecture in turn inspired a medical doctor in the audience to propose an interdisciplinary research collaboration on the effects on the immune system of playing with fear, specifically whether horror can be used as a fun, non-medical intervention for chronic inflammation.

ENG's total grants of DKK 33.6 million is very close to the IKK average of DKK 35.4 million. The application patterns show that researchers especially apply with DFF (24 applications), followed by Carlsberg (6) and AUFF (6). Comparing this pattern with the school application pattern, ENG researchers could explore whether Novo Nordisk and Velux would be equally relevant to the department. The highest percentage of successful applications is with Carlsberg (4 out of 6 granted). The data sparked a conversation in the workshop about sharing knowledge about research applications; while it is often communicated if an application is successful and a grant is secured, important knowledge is lost because there is not a culture of sharing or a structure that enables sharing at the application submission point and/or after rejection. We discussed having a "bank" of successful grant applications (or maybe even unsuccessful ones). In addition, there is a need to make visible the networks and collaborations created in applications that are not granted financing. Many platforms and publications are developed on the basis of such "unsuccessful" applications, but these are not visible in the data. Similarly, it was suggested that to increase the numbers of applications, the Supervision of research should not only count publications, but also applications.

Societal and political impact

The research activities at ENG play a crucial role in supporting teaching, particularly through supervision and other forms of interactions. The offering of research-based electives, such as *Communicating Values* and *Transmedia Worldbuilding*, and the use of research publications as part of syllabus, including collaborations with students and external partners, demonstrate a commitment to integrating research methods and findings into educational practices and underscores the practical relevance and scholarly contribution of the department's work. For example, teachers encourage students to develop and publish their work as research papers in the department's interdisciplinary student journal *Leviathan: Interdisciplinary Journal in English*.

In terms of research publications' impact on teaching and students, the limited number of publications aiming at educational use (9 out of 785 publications over a six-year period) suggests a potential for further diversification in publication types to cater to different audiences, including students. This low number could also be a data issue as researchers might not register such publications to the same degree as peer-reviewed research articles as they do not count in the same way. Therefore, an opportunity exists in relation to enhancing the documentation of research being used in teaching as well as by other researchers, private organisations, and enterprises, to ensure comprehensive tracking and recognition of all partnerships and impact activities. It would be necessary to implement a structure and a culture of registering other publication types. Workshop participants also discussed the necessity of having impact and outreach activities valued, in addition to the exclusive focus on peer-reviewed publications.

An important element in the department's contact with organizations and the business world are the internship agreements, which for a large part of our MA students means that they work for an organization or company for a semester and thus bring their theoretical and methodological knowledge in play in a practical organisational context. In general, these stays are evaluated very positively by both students and hosts. In addition, many MA theses students in the business communication section write their MA thesis in collaboration with a company or organisation with a focus on understanding, and potentially solving, a communication-related problem. As many of these are not necessarily based on an official contract, they have not been registered as a thesis in collaboration with a company or organisation. We will focus on having such theses correctly registered in the future.

A significant proportion of ENG publication focus on dissemination and public engagement. This trend is supported by the fact that 20% (157 out of 785 publications) during the past six years fall under the category "Communication", which indicates that the publications in question are characterised by communicating knowledge to a broad non-peer audience, reflecting a commitment to knowledge sharing and societal impact.

Finally, there is a need to broaden the scope for what counts as valid external partnerships within the framework of assessing research activities (e.g. in terms of funding obtained, time spend applying, and types of partners engaged), as many important research partnerships and impactful collaboration occur below or outside the current framework of research activities being recognized.

Talent development and merit

The department's relatively low number of PhD students is partly explained by the fact that the ENG generally has not made the recruitment of doctoral students an overall strategic priority. Fortunately, however, ENG researchers have still prioritized talent development in concerted (but uncoordinated) ways. A number of PhD students have come to ENG in recent years, both from Denmark and abroad, in connection with various externally funded projects, most prominently the Classical Influences and Irish Literature project. Other PhD students have arrived more sporadically, tending to cluster around individual staff members or groups of individuals with particular research interests, who have successfully targeted (or been targeted by) talented BA or MA students keen to file 4+4 or 5+3 applications. In some parts of ENG, the encouragement and nourishing of research talent is a habitual and well-organized practice, while other parts, particularly business communication and the SLK history/society/culture section, remain undersupplied with and in need of PhD students. Given permanent staff members' relatively high average age (approximately 50 years) and given the scarcity of permanent job openings in our field, the uneven distribution of PhD students and the energy that they bring is problematic.

Among related issues, workshop participants debated the practical challenges of identifying 4+4 candidates at the BA level, the ethical quandaries involved in encouraging talented young people to embark on career paths that currently offer few possibilities for secure employment, and the students' own increasing and understandable reluctance to do so. Frustrated by seeing promising students face repeated rejections, some contributors to our discussion wondered aloud whether some PhD programs offer narrower paths towards scholarships than others, whether familiar-looking monodisciplinary, theory-heavy projects are valued more highly in the assessment process than interdisciplinary projects and proposals with an empirical component, an applied focus, and/or an explicit business orientation, and why it is so often the same few departments that end up with a large proportion of successful applicants.

One future initiative discussed at the meeting, would see us implement talent recruitment strategies more consistently and systematically at the departmental level. It would probably make best sense to approach and identify talented students in connection with their bachelor's project writing courses in the fifth semester, possibly with a member of staff mentoring them towards a 4+4 scholarship application. The type of event would be a supplement to those already organized by the PhD programs. The organization of such efforts must be discussed further, but we should be able to draw on best-practice of those colleagues with the strong talent recruitment track records.

The situation for researchers after the PhD remains fraught with problems. ENG senior staff members have had some success in retaining early-career scholars as postdocs in association with externally funded projects. Other young researchers have secured independent funding, for example from the Carlsberg Foundation Internationalisation Fellowship, to continue their research elsewhere. Some have ended up in precarious situations, accepting time-limited teaching positions with us or at other institutions, while others have abandoned academia entirely. Fortunately, there are now plans to employ two new assistant/associate professors at ENG in the near future. Yet more needs to be done, at department, school, and faculty levels, to envision more and better non-academic career paths for early-career researchers.

In terms of career development for senior researchers, ENG currently employs five full professors, one of whom was added to our roster during the period of evaluation. No ENG associate professor has been accepted into the now discontinued Arts promotion program for professors. We therefore need to consider alternative ways in which associate professors with strong research records and

ambitions, of whom we have a considerable number, can realistically see themselves advance towards full professorships.

Interdisciplinarity

Reflecting the traditional structure of English studies in Denmark, the pre-2017 ENG structure was an agglomeration of linguists, literary scholars and historians connected less by shared research interests than by their pragmatic collaboration on teaching degree programs that were (and still are) understood as multidisciplinary through and through. With the inclusion of English business communication in 2017, the department's already complex profile was further diversified, and numerous new specializations and sub-specializations were added. Today, ENG is a highly international environment, which accommodates researchers from Canada, the Czech Republic, Denmark, Germany, India, South Africa, Ireland, the UK, and the USA, who have been trained as linguists, comparative literature scholars, cultural analysts, historians, translation experts, communication specialists, and much else. ENG researchers work in far-flung corners of today's decentred humanities (and beyond), with individual scholars and small clusters of colleagues focusing on issues within psycho- and biolinguistics, Darwinian cultural criticism, literary history, popular music, memory studies, corporate communication, conflict resolution, interculturality, text production process studies, postcolonialism, the environmental humanities, risk, health and sustainability communication, and marketing, to mention but a few. ENG members employ a wide range of qualitative and quantitative research methods, more than occasionally brushing up against work done in other AU faculties such as Nat, Tech, BSS, and Health. Tellingly, ENG staff are represented in 9 of 11 of the school's interdisciplinary research programs. ENG researchers not only take part in but also foster various interdisciplinary research collaboration, as witnessed by the fact that researchers have taken the initiative to establish a number of interdisciplinary centres, such as the *Centre of Voice Studies*, *Recreational Fear Lab*, *Center for Health Communication (CHEC)*, *Canadian Studies Centre*, and *Centre for Irish Studies in Aarhus (CISA)*.

Researchers in ENG conduct interdisciplinary research, both across the various disciplines present within the department (e.g. linguistics, literature, history/society/culture and communication) and also with other disciplines from the school (e.g. Scandinavian Studies, German-Romance, Media Studies and Journalism, Linguistics, Cognitive Science and Semiotics, Digital Design and Information Studies), and faculty (e.g. Anthropology and Philosophy and History of Ideas) and with other faculties (e.g. BSS and Health). Interdisciplinarity is also evidenced by the diversity of methodological approaches mastered by ENG researchers, which include qualitative, quantitative and mixed methods and which range from social science-inspired uses of focus groups, interviews and surveys to various forms of (n)ethnography, text analysis, creative writing, interaction, speech perception experiments and psychophysiological methods.

In the workshop, it became clear that there could be untapped potentials within the department for interdisciplinary research. While the monthly lunch lectures serve a forum for sharing research and learning what colleagues are doing, there could be further exchange of ideas and cross-collaboration within the department.

An example of a successful interdisciplinary endeavour is the Carlsberg Foundation-funded project "'It's not What You Said, It's How You Said It': An Empirical Approach to Human Voice as the Outward Expression of Human Character." The project resulted in the founding of the interdisciplinary *Centre of Voice Studies* with members from a range of disciplines scattered across the globe. Another example of an interdisciplinary forum is the *Center for Health Communication (CHEC)*, established by researchers within ENG, where researchers from Arts (English, German-Romance, Scandinavian Studies, Digital Design and Information Studies, Anthropology) and Health (Clinical Medicine, Public Health) plan new research avenues in the field of health communication and research ideas and methodologies from their various disciplines.

Learning and future initiatives

ENG is a diverse and highly international environment. In the evaluation period, ENG has had a strong research production with mainly English-language peer-reviewed articles and a good application pattern with successful funding applications. As far as funding is concerned, ENG researchers have been particularly successful with e.g. Carlsberg Monograph stipends, but we plan to explore whether other funding bodies could be relevant. While it is clear that many researchers want to continue to apply for funding, there could be more application process learning shared in the department. As for talent development, the recruitment of PhD students (especially 4+4) could be strengthened. While we are able to recruit talented postdocs, more needs to be done, at department, school, and faculty levels, to envision more and better career paths for early-career researchers, also outside academia. Another aspect that needs focus is career development for senior researchers.

The evaluation process has highlighted some issues related to the School's rule for minimal research activity (two articles per academic year) in that this policy may discourage not only the pursuit of more ambitious, uncertain, or long-term research projects and ideas, but also applying for external funding in general as this is not valued in the current structure. Similarly, there should be a framework for acknowledging various impact and outreach activities.

Appendix 4: Evaluation report – Department of Art History, Aesthetics & Culture, and Museology



Local Self-Assessment Report on Research Evaluation Department of Art History, Aesthetics & Culture and Museology

The report and the workshop that provided qualitative data for the report is written and organised by:

- Ane Hejlskov Larsen, Professor of Museology, co-director of Centre for Museology and representative for the research programme Historical Studies of Arts
- Anette Vandsø, Associate Professor of Aesthetics & Culture and co-director of the research programme Environmental Media and Aesthetics
- Birgitte Stougaard, Associate Professor of Aesthetics & Culture, and Director of the research programme Arts, Aesthetics and Communities
- Lise Skytte Jakobsen, Associate Professor in Art History and Museology and Head of Department

2024

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1.0 Short summary of the department's self-assessment

Department of Art History, Aesthetics & Culture and Museology holds approximately 50 researchers, 2/3 junior and 1/3 senior staff, organised in two main sections, Art History/Museology and Aesthetics & Culture. We teach the study programmes BA + MA in Art History, BA + MA in Aesthetics & Culture, BA-supplementary in Museology and MA in Curating.

This report is written by Ane Hejlskov Larsen, Anette Vandsø, Birgitte Stougaard and Lise Skytte Jakobsen who participated in the school's preparatory workshop on the data-packages and prepared the department workshop that took place on April 15, 2024, at 12.00-16.30. 25 colleagues participated in the workshop, 6 PhD-students, 7 postdocs and 12 senior researchers. The purpose of the workshop was to create a qualitative discussion of the strengths, weaknesses, and opportunities of the department's research activities under four headings based on the first four themes, while the last 3 points (interdisciplinarity, diversity and internationalization) were included as subsections.

During the workshop, each participant discussed two of the themes in different group constellations. Everybody had access to all the data we had received. However, it was stressed that it was not mandatory for the colleagues to consult the data and that the material would be used for inspiration and to consider trends. Also, each theme and associated data was presented to the workshop participants and the organisers had prepared suggestions for accompanying working questions.

Each group had participants from both Aesthetics & Culture and Art History and Museology and included junior and senior researchers. Each group documented their discussions and points of view in padlets. The format of the workshop was well received and especially the different groups, the group discussions, the padlets together with the very clear purpose of the workshop worked well.

Key findings of the local self-assessment in relation to the five main themes and two cross-cutting themes

Publications

- The department's researchers choose many different publishing channels which points to an interdisciplinarity profile of the department overall. We are also pluralistic in our methodology and there is a tendency towards still more publications in English even though we also contribute a lot in Danish.
- A tendency towards co-publication is visible from the indicators as well as it was revealed during the discussions.
- The department's research publications are primarily traditionally peer-reviewed texts. There is however a wish that other formats and media as well as research communication can be (more) formally acknowledged in our research quality system.

Research ideas and applications

- In regard to external funding the department's researchers manage to take advantage of the fact that several Danish foundations explicitly support art research. These funding opportunities also give the department a special opportunity and obligation for talent development within this research field. We must also pay attention to other funding opportunities to secure development of the department's broad, cross-disciplinary, fields of research. The total amount of external funding for the department in the assessment period has been 49,8 mio. Dkr.
- We have strong competencies in building research communities and research environments – it however collides with a promotion system that is characterized by individual achievements. It can be difficult to navigate: How do you engage in creating communities when you are rewarded for taking the lead or going solo?
- Permanent staff is very pleased with the research support in general and at school level especially.
- Junior staff miss more information on how to get support for research applications.
- Some researchers stress that teaching is already very important for developing research ideas. At the workshop we decided to directly address the question of potential research ideas when we evaluate teaching each semester.

Impact and outreach

- AU emphasizes the importance of impact, and external collaborations, but no AU-career-promoting structures support these activities.
- Research output and impact can be something else than peer reviewed articles, for instance exhibitions and communication. How can we formally acknowledge these contributions more in our research quality system?

Talent development and merit

- It is of great value for the department that there are many juniors employed, this also increases the need for adequate career guidance.

2.0 Publications

The discussion regarding publication was introduced by the data distributed before the workshop.

Publication types:

The five most frequent publication forms at the department in the registered period are book chapters (214), research articles (185), monographs (28), scientific reviews (101), and anthologies (26). Regarding journals, the data shows a broad interdisciplinary variety. Four journals are more frequent: *Passepartout*, *Periskop*, *Nordic Museology*, primary publications from Art History, and *Nordic Journal of Aesthetics*, primary publications from Aesthetics and Culture. Besides these journals a really interdisciplinary variety stands out, pointing to the fact that we are a very diverse department with different sections and scholars teaching within different study programmes as well as a diverse group of scholars within each section.

Most publications from KÆM are **peer-reviewed**: 346 research publications in the period are peer-reviewed, 119 are not-peer-reviewed. The discussions in the focus groups emphasize the ongoing dialogue or balance between strategic choices (career goals, impact, visibility) and interest. These are ongoing considerations for a researcher both relating to forms of publication (artistic, curatorial publications versus peer reviewed articles in international journals and books/book-chapters versus peer reviewed articles in international journals). Also, the aspect of sociality was touched upon here: we like to publish with others but are sometimes advised not to do it due to career opportunities. The groups agreed that research impact can be something else than peer reviewed articles, for instance exhibitions and communication.

Publication language: The two most frequent languages of publication is Danish (255), English (217), few in multiple languages (4), French 2, Portuguese 1, German 1. The high number of Danish publications might partly be explained by the high number of Art History colleagues writing articles connected to exhibitions at Danish Art Museums and for the Danish Art Public. There has been a growing tendency for publishing in English from 2018-2022. However, compared to other departments we publish quite a lot in Danish which can both be seen as a responsibility to contributing to scientific dialogues in a Danish public, however it can result in a too narrow or domestic profile.

Number of authors per publication: Most publications (348) have one author, 81 publications have 2 authors, 39 has three, few with even more authors. There are indicators regarding co-publishing, it seems that we during the period are raising our number of co-authored articles.

The focus group discussions revealed a general interest in co-writing alongside writing on your own. It can however be difficult, in many stages of an academic career, to navigate in this landscape of expectations. What are the benefits and disadvantages of writing with others? What are the expectations and unwritten rules of our school and faculty regarding this?

Advantages: In the group discussions, the 'joy of writing with others' was mentioned, and also how it actually 'improves your academic writing skills'. It was said about co-writing: "We learn more and it feels easier". We also discussed the fact that in almost every business outside university it is regarded as an unequivocally positive competence to be able to develop and perform a task collectively.

Disadvantages of co-writing: In the present landscape it can be a career-tripping point as it is not necessarily acknowledged. Abilities in collaborations might be enhanced by the management, however it does not necessarily count in appointments and promotion processes.

Regarding **communication**, the five most frequent communication publication forms are reviews (73), journal articles (39), book chapters (33), net publications (15) and books (10). 227 dissemination publications are in Danish, 20 in English. The group discussions touched upon the following: We are often contacted by journalists and external collaborators regarding research dissemination and exchange with society. We believe that this public dialogue is extremely important, and it is the general conception that also the university management believes this to be the case. It can however be difficult to find the time for these kinds of activities when they are not formally recognized as part of our research publications/contributions. AU emphasizes the importance of impact, and external collaborations, but no AU-career-promoting structures actually support these activities.

How research is done affects research questions and publication formats. It's relevant to notice how more collaborative research and writing formats change not only the *how*, but also the 'what' of our research.

There are more initiatives (by different research programmes and projects) to get academic writing in the calendar and also systematising feedback from colleagues was emphasized as an activity that we could develop further. To know each other's work in more detail is a way to engage in ongoing dialogues and build a confident work environment.

Case examples:

Research Friday: In the autumn 2024 a room for research activities at 'Kasernen' was established. Each Friday, the research program Art, Aesthetics & Communities invites for a shut-up-and-write activity for its members from 9-15. 17 members are on the mailing list for the activity and normally 6-8 people meet up to share writing. The responsibility for bringing bread and taking care of time government shift. Each person writes their own personal writing goals for the day on the whiteboard. These goals can be both process- and product goals.

Finding out where to publish: The early career researchers ask for help to identify relevant journals. The museological research group has compiled a list (in sharepoint) of relevant international journals to inspire and spark the conversation on strategic publication plans in terms of impact and network.

3.0 Research ideas and applications

The high numbers of publications, junior researchers, members of cross-disciplinary research programmes and active research centres are some of the quantitative markers of a vivid and ambitious research environment at the Department of Art History, Aesthetics & Culture and Museology. The discussions at the workshop gave insight into some of the qualitative experiences from the individual researcher's perspective and ideas and suggestions regarding how different levels of the organisation (department, research programmes, school, PhD-programme etc) are facilitating or can/should support research and application processes.

Foundations and funding bodies

According to the data material the total amount of external funding for the department in the assessment period has been 49,8 mio. Dkr. (compared to an average of 35,4 mio Dkr/department at the School of Communication and Culture).

The data material shows that there is accordance between the four research foundations that researchers in the department prioritize when they apply for external funding and the foundations that were the largest funding bodies in 2018-2022: Novo Nordisk Foundation, Ny Carlsberg Foundation, DFF and Velux.

Novo Nordisk Foundation and the Ny Carlsberg Foundation specifically support research in art history, artistic research and partly museological research and have programmes for individual PhD and postdoc applicants as well as senior researchers. These Danish foundations gives unique possibilities especially for funding art historical, practise based artistic and curatorial research and contributes decisively to not least the strong and vivid PhD and postdoc research environment in the department. Many of these research projects are furthermore collaborations with external partners, including many Danish museums. The many individually as well as collaborative externally funded research projects in the department are decisive for developing and maintaining a broad research profile within art and culture studies, art history and museology at Aarhus University.

These funding opportunities also give the department a special opportunity and obligation for talent development within our research field.

There is an awareness in the department that these visual art-oriented private foundations do not cover our research profile all-together and especially research areas within critical cultural analysis, parts of museology and cultural heritage as well as cross-disciplinary studies of art and aesthetics within e.g. literature, theatre, and sound studies, are not covered by these dominating funding bodies. Several colleagues have recently applied for funding through e.g. the Horizon programme. There is a potential for larger, more strategic, research funding collaborations with Danish private foundations. However, it takes resources and co-ordination (probably between researchers/research programmes/centres/department/school/faculty) to investigate these possibilities.

There is generally a positive experience regarding collaborating with practise-based research participants, e.g. at museums, schools or other cultural institutions. It effects and develops your research questions and methods – in a productive way.

Developing research ideas

Sharing the process

As with co-writing there is also a tendency at the department towards more collective processes concerning development of research ideas - both regarding individual and collaborative projects (and papers, publications, exhibitions etc). Sharing your ideas, receiving, and giving feedback is becoming a still more integrated part of our research methods. Generally, the researchers in the department experience that this (shift in) research culture is positive both regarding the quality of research and for the well-being of the researcher and the research-environment as such. Junior researchers also mention that collaboration on funding applications counteract the feeling you can have of only applying 'for your own sake' - and 'who really cares if this research project is done or not'. It is motivating to become aware of the fact that as a researcher you actually have colleagues. More generally it was mentioned that network – inside and outside university - means a lot for developing ideas. How do e.g.

research programmes initiate network and an awareness of how network can be important for developing new, and relevant, research ideas? – Also, we must remember that many different events and work can lead to new ideas and collaborations, including different social formats, study trips, lunch with a new colleague etc.

It is however important to state that sharing research and application ideas can be a sensitive issue – especially if you do not have a permanent position. A more open, collaborative research process makes it even more important to credit and acknowledge each other's work – also at early stages in a research process.

Why is it motivating to apply for funding?

- Establishing funding for junior researchers (PhD and postdocs) - create a larger and younger research environment – external funding creates more life
- Funding deadlines functions as research deadlines – you get things done
- Specific calls within your field of research – motivating to contribute
- Working together with somebody – external funding often includes new colleagues, both at AU and elsewhere
- Also: it isn't always motivating to apply – sometimes it's better for your research to stop applying for funding.
- And: applications must never be all-or-nothing: important to do research that you want to pursue anyway but that can be up-scaled if you succeed in getting external funding.

Research support

Permanent staff is very pleased with the research support in general and at school level especially.

Junior staff miss more information on how to get support for research applications. The PhD main supervisor is not necessarily updated on the possibilities and it's not always productive for the dissertation process to include specific career/application perspectives. It is mentioned as a problem that the school don't support junior researchers individually but more collective format e.g. as events in research programmes with information from e.g. research consultants are also useful.

Teaching-led research / research-led teaching

More colleagues are motivated by trying to link teaching and research processes (and content) more closely together.

Some researchers stress that teaching is already very important for developing research ideas. At the workshop we decided to directly address the question of potential research ideas when we evaluated teaching each semester. - Also, perhaps colleagues can see potential research ideas or synergies that you cannot see yourself. In other words, ask 'the research question' when you plan and evaluate teaching.

Research environments

Most of the researchers in the department are members of a cross-disciplinary research programme, especially the programmes "Historical Studies of Arts", "Art, Aesthetics & Communities", "Cultural Transformations", "Literary Cultures", and "Environmental Media and Aesthetics". Also, several researchers direct and are active in research centres such as Centre for Aesthetics of AI Images (AIIM), Centre for Sound Studies, Centre for Museology and Centre for Research in Artistic Practise under Contemporary Conditions. New employees are encouraged to be member of and participate in research programmes and actively seek to use these platforms to develop relevant research environments.

Case examples:

Workshops in research programmes: Some of the research programmes has a focus on building a sharing culture regarding research ideas and applications. The Art, Aesthetics & Communities-program has this spring two workshops discussing research applications in process and in autumn 2024 plan to invite the international researcher Jill Walker Rettberg to perform a workshop on how to develop research ideas/plans/projects.

Seed-funding: Researchers from Centre for Aesthetics of AI Images highlight the use of seed-funding. They experience that with small amounts of financial support comes large(r) freedom, including cross-disciplinarity in their research. According to their experience seed funding is actually money that make things grow because it made it possible to have different types of

employees in the project which they needed to handle the complexity of technologies within the research field. - And to build larger projects.

Research-speed-dating: colleagues-meetings are primarily spent on teaching and administrative related issues. Art History has however tested a format for sharing our individual current research activities in order to gain more knowledge about each other's research in the section across research programmes/projects and junior/senior. - A simple 'round the table' where everyone has ½ a minute (yes!) to share (if they want to) what they do research-wise at the moment. It gave insight into both new books just about to be published, a grant application that did not go through, first experiences with receiving peer reviews and snap-shots of new research topics and ideas creating dialogues across the collegium. It was fun and took 10 minutes for 20 persons.

'Research vision' as collegial process and strategic tool: In 2023 Art History and Museology developed a 'Research vision' for the section. The purpose has been both to collaborate on developing and writing a common description and statement of what characterises art history and museology at Aarhus University and to identify research areas that we would like to develop and/or seek resources to develop.

4.0 Societal and political Impact

At the workshop we took our starting point in these understandings of impact and outreach: *Outreach* refers to the dissemination of research results, whereas *impact* is a two-way street. The latter is characterised by a clear interest in meeting and getting to know various potential stakeholders – including for example research partners and students - and maintaining and developing existing connections. Impact involves influence in both directions - from university into society and from society into research.

AU's evaluation manual defines impact as: "Documented in media contributions and appearances, collaborations with external partners, web traffic, Infomedia information, PURE's publication and activity registrations, researchers' travel and stays, guest researcher visits, interaction with researchers from other - especially international, but also Danish - academic institutions, the ability to maintain and strengthen access to and collaboration with academically inspiring and leading environments and relevant companies, public institutions, including educational institutions." In the manual dissemination activities such as lecturing, articles in museum catalogues, and arts researchers' participation in the Folkeuniversitetet also counts as impact.

In conclusion, in the in-house working paper about research impact at the School of Communication and Culture, impact means having an effect and creating relations and changes. The document presents four different forms of impact: 1) as empirical and theoretical contributions, 2) as the influences that make themselves felt through research collaborations, 3) as research-based interventions and solutions to various challenges, 4) as research-based teaching and continuing education and 5) as influencing policy-development and policy-making strategies and institutional practices. Impact as empirical and theoretical contribution is not mentioned in this template. It is, however, an essential part of our research impact within our very different disciplines, and the department shares new methods, new theories and terminology at events such as the Aesthetic Seminar or seminars in the various research programmes, e.g. in Museology's short lunch-formats "Brown Bag Meetings".

Impact through teaching

Teaching courses includes excursions, where the students have to solve tasks in the form of exercises and collect empirical data, and invite speakers from various organisations, primarily from cultural and artistic organisations, to present authentic problems that need to be solved. An example of a teaching course based on an authentic problem is *Curating and Users* on the BA-supplementary in Museology: Curating and Heritage, where local, cultural organisations present the students to concrete challenges that the students have to find solutions for and subsequently pitch their solutions to the invited organisations.

Impact through collaboration with external and international partners

The department is involved in research collaborations primarily with cultural organisations such as cultural centres, libraries and museums, municipalities, theatres, research institutions such as universities and art academies, and educational institutions such as upper secondary schools. Those collaborations are primarily made possible through externally funded projects.

Some researchers in the department primarily collaborate with external research partners at institutions and universities in Denmark and the Nordic countries. Others have broader, international networks depending on their field of research and current research projects. Recent employments of international colleagues have also contributed to the expansion of international networks due to the contacts and research fields the new colleagues contribute with, including partnerships in the UK, US, France, Greece and Norway. Likewise, scholars contribute actively to international conferences – IRL and online – and PhD-students contribute importantly with new contacts to our research environment through their research-stays abroad.

The department's advisory board have representatives from educational institutions, the communication industry (media agencies and festivals) and the art and design field (e.g. museums and galleries). A primary focus in the dialogue with the board has been the students' ability to act independently, proactively and to function in work communities.

Impact through public engagement and communication

The department's staff actively contribute to disseminating their research through lectures organised by, for example, Folkeuniversitetet; the bookseries "Tænkepauser"; seminars and conferences in various association contexts; museum catalogues; newspaper articles with quotes or interviews; as well as through comments to the news media and contribution to government service.

Impact through policy changes

Several researchers have positions in boards of cultural organisations: The Gender Museum in Aarhus, KunstCentret Silkeborg Bad in Silkeborg, Aarhus Kunsthall, Interface Association of museums and upper secondary schools, Randers Art Museum, Aarhus Sinfonietta, and Aarhus Art Academy.

Cases:

'Kulturhuse': In a cross-disciplinary research projects on "culture houses" (*Kulturhuse*) the institutions participate in the project because they want to change their institutional culture and develop knowledge for inspiration to make these changes. The institutions can use this new research-based knowledge as a unique point for further development. Also the research result contributed to the development of a new "Kulturhus-pulje" at the Nordea Foundation.

Struer Lydbi: Together with the National Museum AU's *Center for Sound Studies* is striving to establish a research centre for Sound and Listening Culture at Struer Museum. CSS plays an important part in the national and international knowledge production on sound and noise. A researcher from the CSS and the department was part of a one-day workshop on "Lyd og læring" in Struer, oktober 2023.

5.0 Talent development and merit

At the workshop this theme gave rise to especially sharing experiences of finding one's way through the sometimes opaque landscape of both getting into academia, getting out again (in time, to a relevant workplace) and keeping mentally well and motivated while pursuing and developing an academic career.

PhD recruitment, education, and supervision

Currently the department has 18 PhD-students. The organisational setup to recruit PhD students is handled via 1) information meetings at The Graduate School of Faculty of Arts 2) dialogues between students and teachers/potential supervisors 3) externally funded calls, which are results of collaborations between external partners and researchers from the department. Besides supervision and the support from the PhD-programme and the PhD-administration the department tries to support the research process, carrier opportunities and well-being of PhD-students in different ways. For example, through colleague supervision when teaching for the first time, possibilities of meetings with the department's PhD- and postdoc-coordinator and yearly staff development dialogues with head of department. Also, PhD-students are encouraged to participate in research programs and programme activities aimed at PhD students and postdocs.

Early career scholarship

The early career stages after the PhD education at ARTS can be difficult to navigate, also because not everyone is able to, or wants to, pursue a career at ARTS.

At our evaluation workshop, the PhD students, and also early career postdocs, stated that they lack guidance: "Where is the career office?" one asked. There are, however, already activities in place to address this need, including meetings at department level facilitated by a PhD and postdoc coordinator, who is an experienced scholar, expanded activities within the research programme's framework, as well as AU Career services for PhD-students and junior researchers, career consultants specialised in the careers of PhD's and junior researchers. These consultants in particular are increasing PhD students' knowledge of their career options outside AU via for instance individual sessions.

Two conclusions can be made on behalf of the expressed frustrations of the early career scholars:

1. While the postdoc coordinator and the school's research programmes are very visible, there need to be more awareness of the AU Career service for PhD and junior researchers. In particular for those PhD's who do not wish to pursue a university career.

2. For early career scholars who wants to pursue a career at AU a failed research application (for a postdoc) means that you have to leave the university and perhaps give up a future career as university researcher. The amount of stress, discomfort, and simply lack of tools to navigate this situation is substantial, as many PhDs and post docs are stressed to learn that they might not get a position even though they have an adequate list of publications.

The latter raises additional questions as to how the department more systematically may support an ambitious, productive and sustainable research environment for junior researchers.

How can ARTS be transparent about career paths?

How do we manage expectations?

How do we acknowledge junior scholars and remind them that they are valued?

How do we avoid that PhDs overperform to meet a diffuse set of expectations?

What *are* the strategic choices that early career scholars can make to strengthen their career path?

How to give agency to early career scholars in career paths that are unpredictable?

At the workshop, it was mentioned by some PhD-students that they would like to have more responsibility in teaching and research projects to build their CVs, and to feel integrated into the organisation. All PhD-students teach as a part of their education and most postdocs teach/do administrative tasks up to 20% of their time (depending on the funding format). It stresses, however, the need to address early career development as something that traverses the organisational layers of AU/ARTS.

Career development and meriting

One of the main challenges regarding career development at ARTS relates to career development as an individual matter where one progresses 'UP' within an organisation. This understanding of career development has certain side effects:

- 1) The sense of an increasing hierarchisation and individualisation can be a challenge for the working environment, and for the individual scholars who might feel that they are not valued if they are not moving UP in the system.
- 2) The other important activities that are not meriting such as teaching will necessarily be in conflict with the research time that can help you in your career: for instance, early career associate professors who have not yet landed external funding or have otherwise amassed hours in VIPOMATIC, have an extra teaching obligation in comparison to those in the senior staff who have less teaching obligations because of a surplus in VIPOMATIC. This leads to a hierarchical structure that does not improve early career development, and also does not improve the collegial culture in the department/sections.
- 3) Senior associate professors have limited career advancement opportunities after the 'C-bonus' now that the professor promotion program has been discontinued. This situation can lead to a feeling of resignation or a perception that career trajectories at ARTS are not equitable.

Case examples

- The research programmes function as valuable places for career development. A specific example of initiatives includes an arrangement where PhD students could meet prominent journal editors within their respective fields, receive/give feedback on papers or research applications etc.
- The "Art, Aesthetics, Communities" research program has, like other programmes, formulated goal to specifically support collaborative formats between junior and senior staff.
- Especially postdocs use the department's PhD and postdoc-coordinator for individual career supervision.

7.0 Interdisciplinarity

The variety of chosen channels of KÆM-publishing indicate that the department has an interdisciplinary profile. Also, the departments' researchers are active in at least four different IKK-research programmes. These programmes are all interdisciplinary in differentiated fields. This points to the multidisciplinary character of the Department of Art History, Museology, Aesthetics and Culture) but it also points to a high level of interest towards engaging in interdisciplinarity research activities among the researchers at KÆM.

Many of the research projects have external partners including museums, municipalities, VIA, culture institutions, culture houses etc. Research with a societal impact often needs interdisciplinarity regarding both methodology as well as research fields to succeed.

Developing a stronger emphasis on interdisciplinary methodologies is currently discussed as a tool for building a strategic vision and identity for the research environment at Aesthetics and Culture. Although we already possess strong interdisciplinary competencies in the department we might however further develop these strategically.

Cases/ex of interdisciplinary research projects

- "Reading between media" included researchers from VIA, Media Studies, Sound studies and Comparative Literature.
- "Hidden Plant Histories" includes researchers from Biology, Cultural Heritage Studies, Art History, Aesthetics and Culture and two Danish Art Museums.

7.0 Learning and future initiatives

Publications

- The department's researchers choose many different publishing channels which points to an interdisciplinarity profile of the department overall. We are also pluralistic in our methodology and there is a tendency towards still more publications in English even though we also contribute a lot in Danish.
- A tendency towards co-publication is visible from the indicators as well as it was revealed during the discussions.
- The department's research publications are primarily traditionally peer-reviewed texts. There is however a wish that other formats and media as well as research communication can be (more) formally acknowledged in our research quality system.

Research ideas and applications

- In regard to external funding the department's researchers manage to take advantage of the fact that several Danish foundations explicitly support art research. These funding opportunities also give the department a special opportunity and obligation for talent development within this research field. We must also pay attention to other funding opportunities to secure development of the department's broad, cross-disciplinary, fields of research. The total amount of external funding for the department in the assessment period has been 49,8 mio. Dkr.
- We have strong competencies in building research communities and research environments – it however collides with a promotion system that is characterized by individual achievements. It can be difficult to navigate: How do you engage in creating communities when you are rewarded for taking the lead or going solo?
- Permanent staff is very pleased with the research support in general and at school level especially.
- Junior staff miss more information on how to get support for research applications.
- Some researchers stress that teaching is already very important for developing research ideas. At the workshop we decided to directly address the question of potential research ideas when we evaluate teaching each semester.

Impact and outreach

- AU emphasizes the importance of impact, and external collaborations, but no AU-career-promoting structures support these activities.
- Research output and impact can be something else than peer reviewed articles, for instance exhibitions and communication. How can we formally acknowledge these contributions more in our research quality system?

Talent development and merit

- It is of great value for the department that there are many juniors employed, this also increases the need for adequate career guidance.

Appendix 5: Evaluation report – Department of Linguistics, Cognitive Science and Semiotics



Local Self-Assessment Report

Local evaluation report from Linguistics, Cognitive Science, and Semiotics & the Interacting Minds Centre. Made by Joshua Skewes, Christine Parsons, & Riccardo Fusaroli

1.0 Short summary of the department's self-assessment

The research environment at the Department for Linguistics, Cognitive Science, and Semiotics, and the Interacting Minds Centre, held a self-assessment workshop on the 11/04/2024. All staff on the LICs and IMC mailing lists were invited to attend. Approximately 20 research staff attended, and attendees included people at all career stages. The workshop consisted of presentations of data on LICs's publications and funding income, provided by IKK, and discussions of the major focus areas for the self-assessment. The discussions were prompted by questions posed by the Head of Department. Each topic was first discussed in small groups for approximately 20 minutes, and attendees were asked to track the main points of their discussions in an online document. The topic was then discussed in plenum for a further 20 minutes, where the focus of the plenum discussion was to draw insights from the online documents completed during the small group discussions. The Head of Department added content to the documents during the plenum discussions. The Head of Department's presentation of data and the online documents then formed the basis for the following self-assessment.

2.0 Publications

In 2015, the Department for Linguistics, Cognitive Science, and Semiotics developed a new BSc in Cognitive Science, and in 2019 it developed a new MSc in Cognitive Science. It completely revised the MA in Linguistics, and developed two 45 ECTS electives. The department is now responsible for approximately 50 courses, almost all of which are relatively new. This sharp growth in teaching activity has also required growth in staffing, including hiring and/or promotion of almost the entire permanent/tenure-track staff at cognitive science during the evaluation period.

Despite this disruptive activity in education, and the administrative activity it has generated, in the years 2018-2022 the department has remained research productive. LICCS has consistently published approximately 50 peer-reviewed publications per year. In 2023, with most of our educational development finally consolidated, the output of LICCS has risen to almost 70 publications.

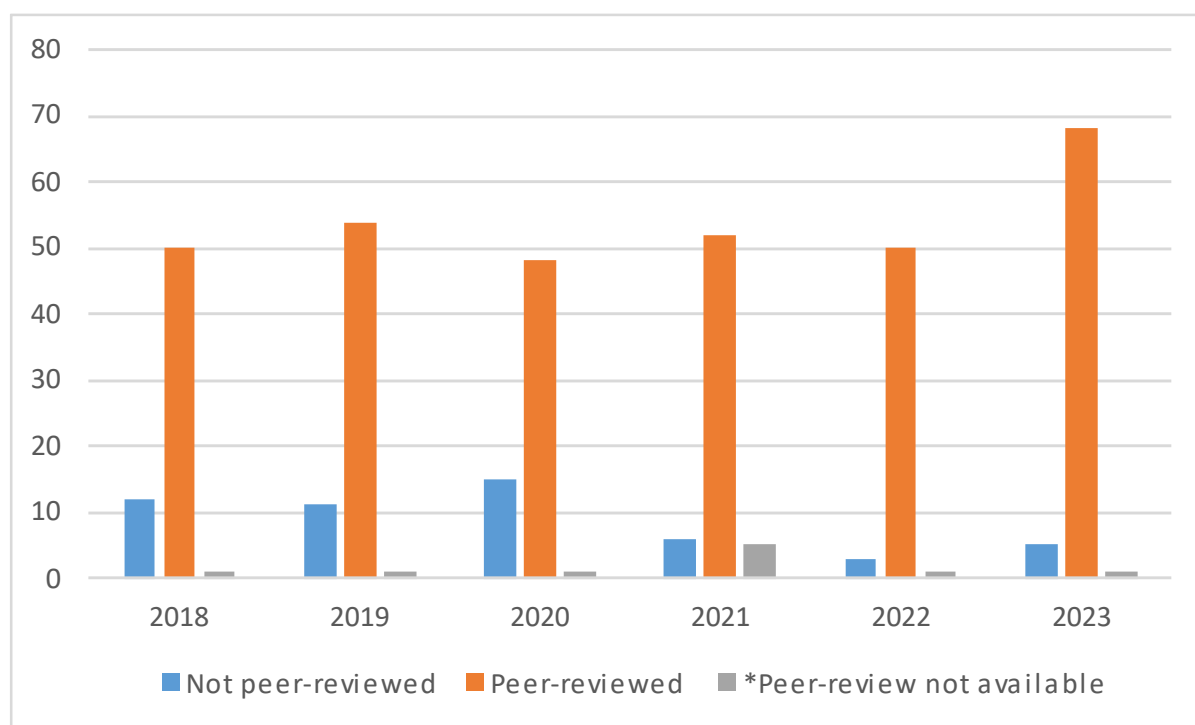


Figure 1: Publication volume for LICCS staff from 2018 to 2023.

LICCS's output is also highly diverse. Our staff have published in a wide range of formats. We have published books. We have published in important flagship interdisciplinary journals including *Nature Human Behaviour*, *Proceedings of the National Academy of Sciences*, and *Philosophical Transactions of the Royal Society*. We have published in important international disciplinary journals, including *Psychological Bulletin and Review*, *Journal of Phonetics*, and *Cortex*. We have published in local Danish journals and in a variety of languages including English, Danish, German, and Dutch; publications which are no less important for engaging with the scholarly communities that matter for our research. We have published in traditional peer reviewed outlets, and we have published in new journal formats. We have supported open science, by publishing datasets, pre-prints, and software packages, and by making our materials available for other researchers.

We have also published all sorts of research. We have published qualitative and quantitative empirical research, systematic reviews, meta-analyses, conceptual theoretical work, methodological research, and mathematical and formal modelling research. We have published solo author work, and we have published in teams, including teams within the department, across the university, and with international colleagues. We have published with our students, including our bachelor students. The department is also closely involved in editing the international peer reviewed journal *Cognitive Semiotics*, we edit the popular linguistic blog Lingoblog (<https://www.lingoblog.dk/>). The department also edits the online resource samtalegrammatik.dk, which is well known for being the first attempt to create a grammar solely based on empirical studies of talk-in-interaction. Beyond our scientific output, we have published popular science articles both nationally and internationally. We are proud of the quality, diversity, and impact of our written academic output.

We have several formal and informal mechanisms for supporting writing at LICs. Together with the Interacting Minds Centre, LICs hosts a weekly writing café, which provides a dedicated time and space for people to spend on writing projects. Also at the IMC, we host monthly formative research meetings, where people can present experimental and computational work in all stages of progress. IMC also hosts a monthly workshop series “Open Your Data”, which provides a similar forum for workshopping qualitative research. Many use these settings to develop and hone the structure and argumentation of their writing. Both forums are run inclusively, with a focus on constructive inputs and developmental feedback, rather than criticism. Both forums have hosted presentations by people at all levels of seniority, from professor to BSc student.

At our workshop, we discussed two further measures to support project development and writing. We plan to develop an online noticeboard that people can use to form collaborations for work in progress. In one column, researchers who are looking for new collaborative projects could list any skills or specialized knowledge that they have, that they would like to contribute to others’ ongoing work. In another column, researchers who have already collected data, or written some part of their work, could list any additional skills that they do not have themselves, but that they need to improve or complete their project. We believe this system could allow especially newer members of the department to find collaboration partners, which would improve the equity and diversity of the collaborative work at the department. This system could also promote interdisciplinarity, by facilitating collaboration that may otherwise not arise between people working in different fields. We also plan to start a new group for workshopping papers on computational models of cognition. Members of this group will read one another’s completed drafts and provide informal review for improving the work, without requiring co-authorship. We will try to extend this process to other academic foci in the research environment. Both measures will be supported by the IMC and the LICs research programs.

3.0 Research ideas and applications

In 2018-2022, LICS researchers have received 73.7 million DKK in total funding. We are a relatively small department, and this means that we have attracted 4.1 million DKK per individual permanent staff member during this period. This number does not include funding for affiliated cognitive science staff at the Interacting Minds Centre, who have also attracted substantial funding.

LICS and IMC researchers have received funding from an especially broad range of agencies. Granters include AUFF, DFF, private Danish foundations including Carlsberg and Tryg Foundation, the Wellcome Trust in the United Kingdom, the National Institutes of Health in the United States, and the European Research Council. The department is successful in generating research ideas and applications that are broadly interesting to a wide range of funding contexts, including international contexts.

LICS and IMC implement the following actions to ensure that researchers are in the best position to develop their ideas and funding applications. At an organisational level, we aim to maximise the time that staff are free to do research. We hold administrative work, and especially administrative meeting time, to a minimum. Department meetings are held simultaneously with program committee meetings, and these never take more time than 2 hours per month.

Teaching is also organised to maximise effectiveness in preparation time, and to thereby maximise the time and energy available to develop ideas, applications, and publications. The department prioritises long term planning for teaching schedules. We build teaching schedules according to three core principles. These are 1) that staff almost never need to teach more than three courses per year, 2) that it is as far as possible the same three courses that one must teach, and 3) that staff only teach in areas that are well within their area of expertise. By making these principles sacrosanct for everybody at the department, we not only increase the productivity, but also the fairness and equity, of our research environment.

With time freed for research, LICS and IMC provide a research meeting schedule to support idea generation. To inspire new ideas, IMC runs regular research seminars, and LICS holds brown-bag lunch seminars, which host guest talks from our extended research network. To allow for the development of new ideas, IMC hosts informal meetings where people can present work in progress and develop ideas and argumentation for papers and grant applications. To foster collaboration and connections, IMC hosts informal breakfast meetings to meet visitors and members of other groups and departments.

LICS and IMC also provide financial support for idea generation. It was emphasised at the research evaluation meeting that some minimal financial support is one of the most important mechanisms for ensuring a steady flow of ideas and major research applications. Department management is conscious of this, and we are doing everything we can to provide broad and easy access to the small amounts of financing needed to nurture good ideas in their early stages. Until now, IMC has run a seed funding program, open to all researchers at Arts, BSS, and Health, with smaller funding schedules of either up to 30,000 or up to 100,000 DKK. Many researchers have used this scheme to conduct pilot projects and proof-of-concept research with the explicit aim of developing major funding applications. At LICS, the scheme has already supported research that has laid the groundwork for successful applications to Horizon/ERC, AUFF, and DFF. IMC will have a limited seed funding scheme in 2024 for postdocs at IKS, with the intention of scaling up again in the following years. In addition, LICS's new research program is developing its own seed funding program to supplement IMC's, and we expect it to have similar positive effects on idea generation and development of larger applications. We cannot over-emphasise the importance of this mechanism to the success of the department, and to the broad range of applications that we produce.

To ensure that as many staff as possible can gain from the time and resources that we make available for research, time is also allocated to discuss research strategy in Staff Development Dialogues. For more recently employed staff, the Head of Department ensures that at least half of the time spent in SDDs is spent on research. SDD topics include publication strategies, collaboration strategies, idea generation strategies, and funding application strategies. A one-size-fits-all approach is avoided, and discussions are focused on each researcher's individual career stage, CV, and career goals. It is emphatically *not* expected that every researcher should pursue a strategy of attracting multi-million DKK grants. Instead, significant time is spent identifying whether researchers are most motivated to develop their own research groups, to develop applications that integrate them into existing groups and networks, or to focus instead on publications and research competence development. Research plans are then developed on the basis of these discussions. These plans are then integrated with teaching plans, so that feasible timelines can be developed for building meaningful publication plans and funding applications. In this way, we work together to ensure that each researcher is expending their effort to make the right application, to the right funder, at the right time, and that the process is motivating and well-integrated

with their other obligations and long-term career goals. This is done with a view to promoting diversity in research, by supporting a broad range of research styles and agendas.

4.0 Societal and political Impact

The research environment at LICs and IMC has had important impacts outside of academia. Educationally, this environment is responsible for developing the country's first BSc and MSc programs in Cognitive Science. These programs are extremely popular with applicants. The program currently attracts almost 1000 total applicants, and in 2024 it received the 6th highest number of quota 2 applicants at AU. The program also has excellent employment outcomes for its graduates. The Q4 unemployment rate for the MSc program is 0.7%, with almost all students gaining immediate employment in relevant sectors. Many students work in research roles, including academic research, consumer behaviour research, and technology research and development. Many also work in data science/data analytics roles. Thus, the program is important for contributing to Denmark's growing need for technically trained workers in the IT sector. The program is approximately 60% women, and it attracts many international students, and thus it also enhances the diversity of the Danish IT sector. In addition to our own educational programs, members of this research environment have also developed open educational materials, for example our workshop on Bayesian Inference <https://4ccoxau.github.io/Priors-Workshop/>, which was attended live by hundreds of participants, and has been viewed by thousands more.

The research environment also has social impact. A linguist at the department produced an English-Ukrainian-Danish dictionary for use by people fleeing the war in Ukraine <https://medarbejdere.au.dk/nyheder/nyhed/artikel/sprogforsker-fra-au-staar-bag-en-dansk-ukrainsk-engelsk-ordbog>. Another linguist conducted research on a low resource language, which fuelled national political debate.

The research environment also has productive research-based collaborations with external partners. Working with an AU spinout, a cognitive scientist developed an algorithm for detecting and differentiating risks for problem gambling. The algorithm was integrated into a gamified self-testing app, which was used in a major Northern European Casino to increase self-reported gambling problems by 400%. The product won the Global Regulatory Award Compliance Innovator or Innovation of the Year Prize in 2020. Another cognitive scientist is working with the health industry, and with the World Health Organisation, to develop new models of pharmacovigilance.

The research environment also has impacts in technology development. A cognitive scientist has conducted basic research on cognitive processes which have been implemented in engineering and robotics. Our researchers also regularly produce software packages for data processing and analysis that are used by others.

Some researchers in our environment would like to develop a stronger public profile, by sharing their research more with media outlets. However, they feel they lack the organizational know-how, and media training, to be as productive in popular dissemination as they would like to be. To address this issue, the research program intends to offer collective competence development in media engagement in the next round of Staff Development Dialogues.

5.0 Talent development and merit

Because LICs has developed new programs in cognitive science, the department has been active in recruiting and hiring at all levels. When the BSc in Cognitive Science started in 2015, only one permanent staff member was affiliated with the program. We have since hired five new associate professors, promoted two associate professors to full professor, promoted two assistant professors to associate professor, and hired four new tenure track assistant professors. We have made every effort in this process to attract a diverse workforce to deliver the program. Our experience means we are able to point to specific aspects of Arts's hiring process that have explicitly impeded recruitment of attractive international staff.

Our experience is that our assessment process is too long. The entire process often takes a year to implement. During this year, our communication with applicants is insufficient to retain their interest. On almost every hiring process we have run, top applicants have taken themselves out of the process, or were no longer interested in an interview when contacted. In one case, a major international researcher was enthusiastically interested in our position. However, they had not heard from us for so long that their family conceived and birthed a child before receiving an offer for an interview, at which point they were no longer able to relocate.

Our recruitment system also causes problems for international recruiting. It is unclear from our recruitment software which materials are mandatory, and which are not, leading some applicants who do not have knowledge of AU, or an AU benefactor, to be sorted out of contention for a position, usually in a way that they perceive to be arbitrary. For example, our policy is that all publications must be uploaded for an applicant to be considered in a hiring process, and we are not allowed to follow up with applicants to ask them to send publications after the deadline. If publications are not uploaded, then applicants are simply not considered. At the same time, co-authorship statements are not required, and are usually not reviewed in assessment processes. External references are discouraged. However, none of this information is clear in our recruitment system. In our recruitment software, publications, co-authorship statements, and referee letters all have separate fields, and none of these fields are required to submit an application. As a direct result, we have on at least five occasions experienced that attractive international applicants have not uploaded their publications, and therefore we could not consider them for positions. This has included people who were specifically contacted by a search committee to apply. We have on a separate occasion experienced that an important international researcher did not submit her application, because she could not secure a co-authorship statement for one of her papers, which she incorrectly believed was essential to be considered for the position. Our experience is therefore that our hiring processes do not promote diversity or recruiting of international staff. Rather, our hiring procedures facilitate applicants with local bridging positions, with knowledge of AU systems, or with a strong connection to people at AU.

In 2022, the IMC was shortlisted for the Danish Young Academy's Research Environment of the Year Award. LICs and IMC implement several policies and practices to support early career development. In hiring, we have favoured tenure-track over non-tenured assistant professorships. We also favour longer rather than shorter postdoctoral positions, and almost never design funding applications with positions of less than two years. We also prioritise consolidating positions, to the extent possible, to minimise short term and part-time employment, and maximise longer term contracts. For example, rather than hiring staff on short-term or part-time contracts to fill acute teaching needs, we use our long-term teaching planning system to integrate research and teaching positions wherever possible. This has had the effect of giving early career researchers longer, more coherent, more academically rounded employment.

All staff at IMC and LICs are offered individual Staff Development Dialogues with the Head of Department. This includes all PhD students and postdocs in the research environment, regardless of their place of employment or their graduate school. Especially IMC houses PhD students and postdocs with primary affiliations to other faculties and departments, but if they sit at IMC, CHC, or LICs, they receive an offer of an SDD. Conversations cover a range of topics, including but not limited to: exploration of preferences for future careers and motivations for choosing a career direction; opportunities for developing research careers outside of academia; strategies for pursuing further employment within academia, including strategies for developing an international career contra a career focused in Denmark; strategies for developing competences within ones current position, and time management to do so; further competence development, especially including development of computational competences to make oneself more competitive in academia and industry; and stumbling blocks to development within the context of one's existing position. The meetings often involve follow-up.

To systematise and broaden this support, the IMC is currently developing a program for early career development. This program will admit 5 postdoctoral researchers, initially from the School of Culture and Society. They will be allocated a senior mentor and seed funding to complete an autonomous research project, integrated with their existing position, and conducted under the guidance of

their mentor. The program will also offer a series of workshops, open to all early career researchers at AU, focused on interdisciplinary career development. The topics of the workshops will include designing and managing interdisciplinary research; research relevance and scientific impact; and management of self and others. The program is planned to begin in the fall of 2024.

6.0 Interdisciplinarity

LICS and IMC are essentially inter-disciplinary research environments. LICS is home to linguists who use a diverse range of methods, and who focus on the full range of language phenomena. Our permanent staff includes experts in grammatical theory, contact languages, conversation analysis, psycho- and neurolinguistics, phonetics and phonology, computational linguistics, and qualitative discourse analyses. Our staff include cognitive scientists with academic backgrounds in cognitive science, linguistics, psychology, philosophy, dramaturgy, Russian language and literature, semiotics, music performance, neuroscience, physics, and religion studies. Our staff work in large projects at the interfaces between cognitive science and archaeology, cognitive science and psychiatry/mental health, cognitive science and robotics, and linguistics and welfare. Our staff use field methods, interview methods, surveys, experiments, analyses of naturally occurring behavioural and linguistic data, and computational methods. The IMC was established as a university strategic initiative to support interdisciplinary research.

At the IMC, we have close interactions with the Centre for Humanities Computing, and with anthropologists working in cultural anthropology, visual anthropology, and medical anthropology. Beyond the Faculty of Arts, our staff collaborate closely with researchers from engineering, clinical medicine, political science, economics, management, and psychiatry at AU. The strength of this organisation is that it is extremely flexible, and any individual can develop research on any topic related to cognitive processes, language, or social interaction. The disadvantage is that the organization can be diffuse, and hard to navigate for new staff and early career researchers.

7.0 Learning and future initiatives

We learned that some in the department would like an easier way to connect with people who have complementary skills and interests. We will develop an online noticeboard for efficiently linking people who are looking to apply their skills to new projects, to people who have existing projects that will be lifted by those skills.

We will start a new writing group where people who want to work on computational cognitive science papers can workshop their writing.

Some in the research environment would like to develop their abilities to communicate their research in the popular media. We plan to facilitate this by organising collective competence development in conjunction with this years Staff Development Dialogues.

The IMC is developing a new interdisciplinary research program to help with career development for postdocs across Arts, and potentially AU.

IMC and LICs are highly synergistic communities, which create a strong and successfully unified environment for research (and education). However, concerns were raised during the process about the sustainability of the of this environment's organization, with LICs and IMC at separate schools, and a single person managing both as a head of two separate departments with two separate lines of authority.

Appendix 6: Evaluation report – Department of Comparative Literature and Rhetoric



Local Self-Assessment Report

Local evaluation report from Department of Comparative Literature and Rhetoric. Written by Head of Department Tore Rye Andersen, with support from programme directors Sarah Mygind and Karen-Margrethe Simonsen, who were co-organizers of the local workshop.

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1.0 Short summary of the department's self-assessment

This report draws on quantitative data about the department's research practices, on knowledge gained from yearly staff development dialogues, and on discussions carried out at the department's self-assessment workshop. The workshop was arranged and conducted by Head of Department Tore Rye Andersen and research program directors Sarah Mygind (Literary Cultures) and Karen-Margrethe Simonsen (Historical Studies of Arts and Culture). The majority of the department's researchers participated in the workshop, which took place on April 3, 2024. On the basis of the quantitative data, the organizers of the workshop identified four major themes (1: Publications; 2: Research Ideas and Applications; 3: Impact and Merit; 4: Talent Development, Career, and Research Environments), which were then discussed by four groups in two group sessions, so that each topic was discussed by two different groups. In each group, a person was given the task of summarizing the discussion in a designated Padlet, and the notes from the four Padlets were then discussed in plenum at the end of the workshop. After the workshop, the organizers consulted the notes to decide which main points to include in the report.

Key findings in the local self-assessment of the Department of Comparative Literature and Rhetoric are:

- While publication patterns differ from discipline to discipline, the three most frequent forms of research publication at the department are journal articles, book chapters, and monographs. It is especially worth noting that the monograph remains an important format in the department.
- In line with the Agreement on Reforming Research Assessment, we suggest focusing more on quality than on quantity in the school's internal research assessment procedures.
- Over the past five years, the number of applications written at the department has been below the school average. In order to increase the motivation to apply for funding, we wish to establish local and collegial formats for developing research ideas (as opposed to focusing on funding as valuable in and of itself), just as we wish to become better at sharing all processes of application writing. Moreover, gaining knowledge of a wider array of funding bodies will likely lead to a greater number of successful applications.
- The researchers at the department are engaged in a wide variety of impactful knowledge exchange activities, but the incentives and merit structures seem to be lacking. We therefore wish to encourage the organization to develop such incentives and merit structures, just as we wish to develop collegial formats for exchanging positive and negative experiences with knowledge exchange.
- The department has had remarkable success in attracting PhD candidates. Not all of them will have an academic career, so it is important to strike a balance between realism and encouragement in the career counselling of PhD students.
- The permanent staff members consider their job privileged, but they also tend to miss clearer opportunities for advancing their career (such as the Norwegian model for promoting professors). A more elaborate and systematic use of individual research and development plans has the potential to strengthen career paths.

2.0 Publications

Overall, the department is doing well on the publication front. The employees are actively publishing in a wide spectrum of recognized publication channels, and the now defunct bibliometric system has clearly had a lasting effect on the department's publishing patterns. The vast majority of our research publications are peer-reviewed, and most of them are written in English (the three most frequent publication languages from 2018-23 are English (216), Danish (131) and German (8)). The five most frequent publication formats during the period are journal articles (124), book chapters/contributions to anthologies (110), monographs (25), scientific reviews (21), and anthologies (21). Most publications have a single author (243), while 121 publications have two or more authors (the category includes anthologies). The staff members are also frequently engaged in research dissemination to a broader audience, and the five most frequent forms of publications within this area are reviews (55), journal articles (49), book chapters (23), online publications (14), and books (8). 159 of these publications are in Danish, 16 in English.

The continued importance of the monograph, especially in the field of literary studies, stands out in the data and discussions. The format allows authors to treat topics in both depth and breadth, and it often attracts more citations than an equivalent number of journal articles. Monographs thus have a positive effect on researchers' citation count, but not necessarily on their H-index, but it is important to keep in mind that the H-index metric was developed in the natural sciences, where multi-authored journal articles rather than single-authored monographs are the norm. The bibliometric system tended not to value monographs very highly, but in some disciplines, it remains an essential format, and internationally, monographs are often a requirement for achieving tenure. This points to the fact that different disciplines have different publishing traditions. The bibliometric system also devalued anthologies, but sometimes an anthology can define a field more definitively than a set of journal articles. Moreover, even though the majority of our publications are in English, researchers in the department still frequently publish in Danish, both to make our contribution to Danish society visible and because publications in Danish (depending on the subject matter) occasionally generate more attention than English-language publications. That said, peer-reviewed English-language journal articles are still the standard format at the department, whose publications include articles in some of the most important international journals in literary studies and rhetoric.

Our discussions indicated that it would be a good idea to soften the firm distinction between research and communication encouraged (and enforced) by PURE. Some examples of research dissemination (such as the short books in the highly popular book series *Tænkepauser/Reflections*) build on many years of research and are peer-reviewed. Conversely, standard research monographs occasionally reach a much wider audience than expected. The dividing line between research and research communication can be difficult to define, and the question is whether we should and could patrol along it, or whether we should be more interested in discussing the diverse types of impact that different types of publication create.

While there is great diversity in the journals we publish in, there is not always congruence between the journals we read and publish in, and an increased focus on quality and a recognition that quality takes time can perhaps help close that gap. We therefore suggest that the current expectation that all researchers publish the equivalent of two peer-reviewed articles per year could profitably be softened up or supplemented with an emphasis on the importance of quality. This would be in line with EU's Agreement on Reforming Research Assessment, and with the trends at other Danish universities which prioritize quality over quantity. Sometimes a thoroughly researched and carefully written article in a top journal attracts much more attention than two or three average articles in semi-good journals, and an acknowledgment of this would make it easier and more attractive for the individual researcher to invest the time and care it takes to publish in the best journals in the field. Another way of increasing the quality of our publications can be to develop formats of collegial sharing on relevant journals and on the craft of writing itself. Such sharing already takes places in varying degrees, but it could profitably be systematized more. Whether the ideal context for this is the department or the research programs is not entirely clear, so a close dialogue between department heads and program directors remains essential.

Finally, there is a general wish in the department that editorial work and peer-reviewing is more fully recognized as important tasks without which the infrastructure for our publication activities would collapse.

3.0 Research ideas and applications

Over the past five years, the number of applications written at the department have been below the school average (relative to the number of employees). We believe this is partly due to periodization: In the preceding five-year period, the department was highly successful in attracting funding, and in the beginning of the current evaluation period (2018-22), several were still in the process of wrapping up their old projects. During Covid-19, the number of applications decreased significantly, also at the school level, and towards the end of the evaluation period, application activities are again at a comparable level with the rest of the school. When assessing the application activity at the department, it is also important to take the actual number of potential applicants into account - administrative burdens, teaching development, etc. mean that not everyone is in a position to apply for external funding. Finally, it should be pointed out that not all applications have been registered in the data packages. Having said that, we would still like to motivate a wider range of colleagues to develop research ideas with a view to applying for external funding. Possible ways to achieve this goal are:

- To become more aware of colleagues' various motivations for applying and to draw on that knowledge. Motivations can tentatively be divided into the following groups (which are not necessarily comprehensive): 1) Research/topical motivation: to develop a research field and create new professional opportunities; 2) Collegial motivation: helping younger researchers by including them in collective projects; 3) Institutional motivation: to strengthen the finances of the department/school; 4) Career motivation: to advance one's own career and possibilities for promotion. These motivations often overlap and can be difficult to distinguish clearly from one another, but most applications emerge from a combination of these factors, and an awareness of this may help encourage a broader range of colleagues to seek external funding.
- As a further means to increase motivation, we suggest focusing more on idea generation than on explicitly nudging colleagues to seek funding. Such nudging is experienced by many as an unpleasant pressure and negatively affects well-being. Although grants are increasingly important for the school's economy, it is necessary to bear in mind that funding should be seen as a means to good research, not vice versa. In continuation hereof it could profitably be emphasized that the work of conceiving a research project and writing an application can often lead to other things, such as publications, seminars, and new collaborations, even when they do not succeed in attracting funding. Publications and applications are different genres, but there is often synergy between them, just as the development of research ideas should also be seen in synergy with teaching (insights and methodologies from research often lead to new types of courses and new forms of teaching).
- In the wake of the focus on idea generation we should consider which types and sizes of research environments best support such creative work. The research programs may be too large for this kind of work, which usually takes place in smaller groups, but perhaps the programs can facilitate such groups. In any case, by stressing the collective aspects of idea generation and application writing we can counter many colleagues' sense that application writing is lonely and frequently unsuccessful work. Moreover, increased collectivity can contribute to the normalization of receiving rejections, which is often seen as shameful.
- In addition to encouraging and facilitating more sharing between colleagues, we must continue the focus on institutional support in the form of, for example, workshops and systematized feedback. Furthermore, we would like to gain better knowledge of a wider array of funding bodies, so that we can be inspired to move beyond the usual suspects (where the chances for success are often slimmest).

Another point that emerged from our discussions is that the data packages for the next research evaluation should include smaller grants (the current data package only includes grants above DKK 500,000). While we understand the practical reasons for only including larger grants this time around, smaller grants also hold the potential to generate great value, just as they often pave the way for larger projects. We would also like to encourage colleagues to apply for such smaller grants, and it therefore sends an unfortunate signal to exclude them from the data material. Recognizing the contributions of non-PIs - including contributions to applications from non-academic institutions - is likewise crucial, since such often invisible work is a necessary foundation for many successful applications.

Finally, although we are interested in spreading the department's application activities out to more staff members, it is important to keep in mind that not everyone always has to apply. Other tasks, including educational development of administrative work, are both necessary and time-consuming aspects of an academic career, and if colleagues must also tend to their teaching and publishing, the sheer workload of writing applications (without sure gain) can deter some from applying. Therefore, one can ask whether the planned removal of time-compensation for writing large applications is the right priority?

4.0 Societal and political Impact

Impact takes many forms, and staff members at our department are engaged in a broad spectrum of activities that bring their research into dialogue with society. A few examples include: 1) Publications that reach a wide audience, including books in the popular series Tænkepauser (Aarhus University Press) on for instance Series, Inheritance, and Text, as well as research monographs with a general appeal, such as *Underværker*, *På sporet af børn og bøger*, and *Middelalderisme*, all of which have been widely reviewed in Danish newspapers and led to further outreach activities; 2) Research collaborations with external partners or other academic disciplines, including research projects on sustainable textiles (with partners from the clothing industry) and on the anatomical theater (with partners from the Faculty of Health); 3) Dissemination in the form of public lectures at for instance Folkeuniversitetet, press appearances, facilitation of conversations; 4) Membership of boards and committees such as Medienævnet and Bogpanelet (both of which staff members at the department have chaired); 5) Cooperation with public and private organizations on arranging public events, such as the Albus Festival for children's literature (with the public libraries of Aarhus); 6) Research-based professional Masters in Rhetoric and in Children's Literature and Media, where the students have a professional career and use the Master to strengthen their competences; 7) Research-based teaching and the writing of widely used textbooks such as *Retorikkens aktualitet* and *Litteratur: Introduktion til teori og analyse*.

While our department is thus actively engaged in many forms of knowledge exchange, the impact of many humanities disciplines is often more difficult to measure than in other disciplines, where research can result in new technologies or legislation. A number of international universities have therefore begun recognizing the creation of routes to impact, and not just impact itself. For instance, continuing education of upper secondary school teachers in children's literature or municipal workers in rhetoric undoubtedly has a significant impact on their work, but the direct effect is difficult to measure, while the activity of continuing education in itself can be recognized as important.

Colleagues across the department point out that the systematic support of and credit for knowledge exchange activities are lacking. There can be no doubt that interaction with society becomes increasingly necessary and creates great value, but there is a general feeling that we are expected to do it in our spare time, and that there are no clear institutional incentives for doing so. For example, staff development dialogues with younger, non-tenured researchers have repeatedly shown that they deprioritize this dimension, since it does not clearly (for them, at least) promote their career prospects. Danish Universities' recent Framework for Broader Merit contains many promising ideas, but it has not yet really gained a life at the schools. Is there something we can do while waiting for Danish Universities to jointly develop a new system of merit?

An important reflection in this context is, of course, the question of whether recognition has to entail measurement. On the one hand, we do not necessarily want to be measured on more parameters than now, but on the other hand, measuring impact and knowledge exchange sends a clear signal that it is important. So, the development of new metrics is perhaps a necessary step which other universities have already taken, and which is also in the pipeline at Aarhus University.

Alternatively, we may also request knowledge exchange portfolios (in addition to teaching portfolios and uploaded publications) when we recruit new colleagues and promote other colleagues in order to stress the importance of knowledge exchange activities at all career levels.

In addition to the institution becoming better at visibly valuing knowledge exchange, we as researchers can also become better at making our impact visible, both externally and internally in the organization. The way to achieve this is perhaps to create greater collectivity about knowledge exchange and to draw more on other colleagues' experiences. Right now, knowledge exchange activities are usually carried out individually, but informal (or formal) forums or networks could possibly strengthen our motivation, ability, and courage to engage with a wider public. Like collegial sharing on the craft of writing articles or applications, this is something that could either be done at the department level or in the context of the research programs.

5.0 Talent development and merit

We have been successful at attracting PhD students at the department, both because of a high academic level among the students and because of the fact that our students are strong writers. In two of the disciplines at the department, the PhD students have been distributed nicely among different supervisors, while in another discipline they have tended to center around one particular supervisor. Greater transparency about the PhD application process may create a wider distribution of supervisors and help younger permanent employees to enter the field of PhD supervision.

Even though we have attracted many excellent local PhD students, the general quality of PhD projects could be further strengthened if it were easier for students from other universities to apply for 4+4 scholarships (which the current rules of merit make difficult). In continuation of this, we can become even better at integrating the external PhD students we do get. In addition, we should pay special attention to non-EU PhD students, who are often sent out of the country by the authorities quickly after writing excellent dissertations. It does not seem reasonable, either from a knowledge or a socio-economic perspective, that very promising young scholars are not given the opportunity to bring their PhD degrees into play in Danish society.

Staff development dialogues and more general studies show that a lack of career paths for PhD students affects their well-being negatively. At the department, we aim to strike a balance in career guidance for PhD students, so that we do not deprive them of their dream of an academic career, even while we refrain from giving them unrealistic expectations about the likelihood of entering such a career. PhD students often have to operate with a kind of Orwellian *doublethink*, where they simultaneously strive for an academic career and have a plan B (which does not exclude plan A in the long term). In this context, it is crucial for permanent staff not to disparage careers outside the university, just as it is important to emphasize that research and external relations have a clear potential to enrich each other.

We also touched upon the complex affiliation of PhD students (who are often simultaneously part of a PhD program, a research program, a research project, and a department) and discussed whether they can be integrated even better into the academic environment. Comparative Literature and Rhetoric both have forums where the PhD students are assigned an active role, but Rhetoric's forum has a larger focus on exploratory idea generation and early sharing, while Comparative Literature's forum tends to present work that is already published. The workshop inspired colleagues at Comparative Literature to rethink their format to align it closer with Rhetoric's emphasis on earlier stages of the research process.

The department has an exemplary gender balance among employees in all job categories. In recent years, we have tried to further strengthen our diversity by hiring international colleagues. These colleagues have enriched the department, but they have since moved on for various reasons, which underscores that international colleagues can quickly disappear again as a result of the mobility that brought them here in the first place. Internationalization is undoubtedly a strength, especially in relation to research, but in relation to teaching and administrative work, it can entail certain challenges.

The permanent employees at the department emphasize that the freedom to pursue one's interests in research is a privilege. At the same time, many would like clearer career prospects for permanent staff – e.g. through recognition of diverse efforts. We welcome the increased number of professorships, although opinions were divided on the professorial promotion program (and its closure). On the other hand, there was agreement that the Norwegian model (where all qualified researchers can apply for promotion) is both fairer and more transparent than the Danish system.

Few of us work strategically with our careers and often take a more instinctive, pleasure-driven approach to research, and this is perfectly fine, as it creates a sense of meaningfulness for the individual researcher and probably also results in the best research. Nevertheless, there is no doubt a potential at the department for aligning individual interests a little further with a more targeted, strategic approach, through for instance a more elaborate use of (individual, not template-like) research or development plans. Such development plans could, for example, help clarify the potential link between application work and publications mentioned above. The job descriptions for different job categories can be an excellent starting point for such development plans, as they single out many facets that can be pursued on an individual basis. And it is important to make room for being a researcher in different ways, just as the meriting of diverse efforts is crucial, as mentioned above. In addition to such development plans, collegial sparring via informal mentors has been a good help in career planning for several employees.

6.0 Interdisciplinarity

Many research projects at the department point out of the disciplines, and often also out of the country: This enriches our research, but it also poses challenges to the internal cohesion of the department, which is primarily centered around educational development. Similar challenges to departmental cohesion are posed by the cross-cutting research programs. An important task in the coming years is therefore to invent formats within the existing research organization that can create stronger conversations on research within the disciplines, while at the same time using the interdisciplinary potential of the research programs to develop new research fields.

As can be seen from the section on publications, researchers at the department publish in a wide spectrum of journals, many of which place themselves outside the department's core disciplines. The department is accordingly interdisciplinary in its research practice, even while much of the research infrastructure, whether it is the academic profile of journals or application categories, tends to be characterized by a certain mono-disciplinary conservatism. The span between mono- and interdisciplinary research can be difficult to navigate, and many of us could wish for more knowledge about the scope and array of relevant interdisciplinary journals and funding bodies.

Finally, a few words on our research organization: The organization of the school's research into (currently) eleven cross-cutting research programs is meaningful to many colleagues, and some programs are very active and enriching, while other programs seem to be less active and well-functioning. Moreover, it is undoubtedly an inherent challenge that participation in the research programs is not mandatory, and that several colleagues at the school are therefore not members of a program. These colleagues should not be forgotten, and it requires close collaboration between departments and research programs to ensure that as many staff members as possible are supported and encouraged in their research efforts. This close collaboration has already been initiated and it should be continued and strengthened in the future if the full potential of the research organization is to be realized.

7.0 Learning and future initiatives

Members of the department have welcomed the chance to discuss our diverse research activities in depth, and the workshop and ensuing discussions have resulted in both an appreciation of all the exciting research we carry out and in important ideas on how to solidify and further strengthen our research in the coming years.

The most important learning outcome of our discussions is the importance of developing collective formats where different aspects of research (such as the craft of writing articles and applications, idea generation, and knowledge exchange) can be discussed with colleagues. In that connection, it seems especially necessary to focus on early sharing as opposed to presentations of published articles or fully developed research projects. The research programs may be a good forum for this, but the departments and individual disciplines also have an important role to play.

Here are (in bullet form) the other major points from our discussions:

- Focusing more on quality than quantity may lead to better and more impactful (if fewer) publications.
- It is important to recognize that different disciplines have different publishing traditions.
- Focusing more on idea generation than nudging may motivate more colleagues to apply for funding.
- Developing a broader system of merit that also recognizes knowledge exchange activities may motivate more colleagues to engage with society and generate more impact. Moreover, it may create clearer avenues of career advancement for many colleagues.
- A more elaborate use of individual research and development plans can make the synergy between research, teaching, and knowledge exchange activities clearer for many colleagues and help them prioritize.
- We should be aware of both the possibilities and the limitations of our current research organization - close dialogue between the departments and research programs is therefore of the essence.

Appendix 7: Evaluation report – Department of Media Studies and Journalism



The Department of Media and Journalism Studies

Research evaluation

Local Self-Assessment Report from The Department of Media and Journalism Studies. Written by Pia Majbritt Jensen, acting Head of Department and Anne Marit Risum Waade, Head of Department. Henrik Bødker, Research Programme Director, was part of organising the local workshops. The report has been prepared in consultation with Jakob Linnaa Jensen and Mathias Bonde Korsgaard, Research Programme Directors, and Birgitte Stærmosse Madsen, Department Consultant.



MEDJOUR Summer seminar 2021: Visiting a company in Aarhus (Njord) founded by one of our graduates.

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Photos in the report:

For the last five years, we have put research on the agenda for the yearly summer seminars.

1.0 Short summary of the department's self-assessment

Acting Head of Department, Pia Majbritt Jensen, together with Department Consultant Birgitte Stærmosse Madsen and Research Programme Director Henrik Bødker, carried out the evaluation workshop in two instalments.

The *first* instalment was a 60-minute presentation (during March departmental staff meeting) of

- (1) the rationale behind the research evaluation,
- (2) various data on the Department of Media and Journalism Studies,
- (3) the Department's Road Map and Vision 2025, and
- (4) Head of Department Anne Marit Waade's main take-aways from the local SDDs.

This information was also shared with colleagues unable to attend the March staff meeting, and members of staff were asked to reflect on three areas in which the department was doing well as well as on three areas in which the department could improve.

This consultation formed the basis of the discussions in the *second* instalment of the evaluation, namely a two-hour workshop in April, attended by 15 staff, discussing the five themes, and eliciting input both individually and collectively in a combination of Padlet (anonymous) and plenary reflexions. Junior and senior colleagues participated equally in the workshop. Following the workshop, input from colleagues who could not attend the workshop due to teaching commitments was also elicited. All this consultation process has fed in the current report.



MEDJOUR Summer seminar 2019 – developing MEDJOUR 2025 Vision Plan

2.0 Publications

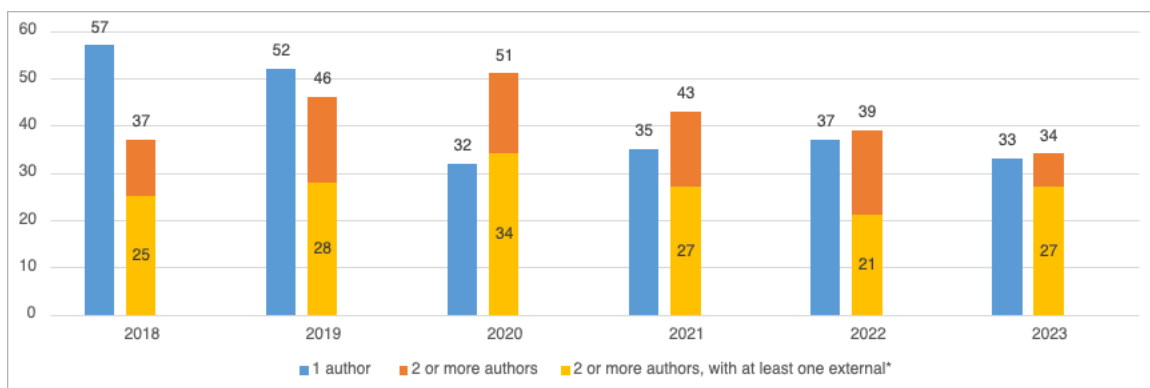
Publication types and patterns

In the years 2018-2023, staff members within Department of Media and Journalism Studies have produced a total of 574 publications, of which the majority are labelled 'research' (496) in the Pure system. Of these 496 publications, 389 have been peer-reviewed. 78 publications are labelled either 'communication'/'formidling' or 'education'/'undervisning'.

Publication types within the research category include a variety of journal articles, video essays, monographs, anthologies, and conference proceedings and abstracts. Publications within the communication and education categories range from letters to the editor to TV appearances and textbook contributions.

The main language of publication within the department is English, accounting for approximately 80 percent (394) of the total research output (496). Following English is Danish and German, while a few colleagues have also published in other languages such as Italian. However, within the category of communication and education, the majority are (naturally) published in Danish, and account for approximately two-thirds (55) of the 78 publications. 20 are in English.

Co-authorship with colleagues and external partners is also a widespread practice. More than 50 per cent of research publications are co-written with one or more authors, and of these (250) publications, the majority are written with an external author (162). External collaborators and authors originate both within Denmark (University of Copenhagen and Aalborg University, for example) and outside of Denmark in universities in 14 other countries such as USA, Sweden, Italy, Romania, Egypt, Japan, Kenya, and Australia.



When it comes specifically to the publication outlets of the 140 scientific journal articles, members of the department publish in many different, and often high-ranked, journals—a total of 63 different journals to be precise—ranging from *Convergence, Media, Culture & Society*, and *Big Data & Society* to *Journalism Studies*, *[in]Transition*, *Journal of Contemporary Eastern Asia*, and *Quarterly Review of Film & Video*.

Academic impact of the department's publications

With such a varied publication profile, the department's ability to significantly contribute to relevant academic fields is undeniable.

Organisation

This significant contribution is partly due to staff members taking part in collaborative research within the department and across other departments, universities and countries. However, it is also due to an organisational set-up in which department members meet in research seminars and workshops (under the auspices of three research programmes 'Media Communication and Society', 'Cultural Transformations', and 'Environmental Media and Aesthetics', and the six centres) to discuss each other's research and give feedback to strengthen the overall quality and relevance of publications.

The department and research programmes do plan to boost this effort even more going forward. Current plans include a more systematic mentoring scheme to foster even more collaborative research and an even stronger publication profile and idea generation (see next sections).

Case example: Research Video Essays

The Department of Media and Journalism Studies has established itself as an international and influential presence in the publication of research video essays. Colleagues co-edit the online *16:9 filmtidsskrift*, which publishes video essays by some of the world's foremost academic practitioners, and *[in]Transition*, the pre-eminent journal of peer reviewed video essays in media studies, as well as forthcoming special issues of the journals *Academic Quarter* and *ELLA - Education, Literature, Language* devoted to the video essay. Two colleagues regularly publish peer reviewed video essays, most of which have been nominated in the annual *Sight and Sound* poll of the best of the year, and one of which has recently won best video essay in the 2024 practice research awards of the British Association of Film, Television and Screen Studies (BAFTSS).



MEDJOUR Summer seminar 2021 focusing on employability, career perspectives and industry collaboration.

3.0 Research ideas and applications

Developing research ideas

The department has actively engaged with new challenges in research in its Vision 2025 Road Map, in which staff members collectively identified seven so-called 'core thematic areas of research' that could help the department maintain its leading position within media and communication studies world-wide: Media, Communication & Society; Media Industries, Platforms and Providers; Critical Digital Methodology; Media, Algorithms and Power; Journalism in a Network Age; Online Audio-visual Cultures, Video Production and Video Essays; and Strategic Communication.

Developing the Vision 2025 Road Map helped to generate the Centre for Digital Media and Methods, the objective of which is to develop the digital methods competences of both staff and students to be able to meet the new requirements of the digital media reality in both our own research areas and the labour market of our students. This case will be discussed in more detail below.

Research environments

Besides the three research programmes, of which the department's academic staff are members – 'Media Communication and Society', 'Cultural Transformations', and 'Environmental Media and Aesthetics' – the department is also home to six centres, of which the Centre of Digital Media and Methods is one. The others are: Media Industries and Production Studies; Transnational Media Research; Internet Studies; Journalism Studies; and DATALAB – Centre for Digital Social Research.

All these combined makes for a vibrant research environment that grounds the department's leading position within the field of media and communication. However, this environment also has a lot of unfulfilled potential for generating new and innovative ideas and funding applications, as set out below.

Foundations and funding bodies

In the period 2018-2022, an increasing number of researchers have been applying for larger grants (over DKK 500,000) within, primarily, the Independent Research Fund Denmark, various EU initiatives such as HORIZON and CHANSE, Velux Foundation, and AUFF. In the five-year period, a total of 53 applications were submitted. In the same period, nine members of staff have been successful in getting one or more grants (over DKK 500,000), amounting to a total of DKK 31,000,000. At the same time, many staff members have applied for, and received, smaller grants.

As mentioned, there is potential for more successful funding applications in the future, and the department will work towards this through several different initiatives. One such initiative is the department's upcoming Summer Seminar, which will focus on research. How do we engage in research more strategically through, for example, individual and collective research and funding plans? How can we identify where we have unfulfilled potential among funding bodies and schemes relevant to the department? How do we become better at collectively reviewing and improving each other's funding bids? How do we carve out research time in an otherwise busy teaching and administration schedule? Etc.

Case example: 'Digital Methods Upgrade' in staff and students alike

One of the strategic objectives in the Vision 2025 was to develop digital methods in research and education alike which resulted in a digital 'revamp' of the BA and MA Media Studies study regulations for our students to meet the digital reality they face when entering the labour market. At the same time, academic staff participated in workshops introducing the various digital methods taught in the new courses, resulting in a skills upgrade also for academic staff, a skills upgrade to be brought forward, moreover, in future research. The ambitious digital makeover of all our study regulations has positively impacted the recruitment of new colleagues at the department, and thus developed new research and research collaboration focusing on digital media, digital methods, and data science.

4.0 Societal and political Impact

Impact through teaching

In general, all courses at the department are taught by research-active colleagues, and these colleagues teach courses and disciplines relevant to their own research area. As such, our research impacts our teaching, and students are introduced to up-to-date research, concepts, methods, and theories. There are many examples of how research impacts teaching and students—and vice versa—at the department. To give a brief sketch, we pinpoint some recent activities and projects in the following:

Examples on how research impacts teaching and students:

- Based on our Vision Strategy Plan 2025, we have made a digital makeover of all our study programs, invented new courses focusing on digital methods, and recruited new scholars with distinct approaches to digital media and digital methods.
- In 2022, the department hosted the international research conference ECREA and welcomed more than 1500 international researchers to Aarhus University. We mobilised more than 100 student volunteers to assist with practical and social tasks, and many colleagues participated in panels and sessions.

Examples of how teaching and students impact research:

- Many of the research projects carried out by researchers at the department recruit students as research assistants. The students' competences and skills are important to the research carried out, and students bring new ideas and energy to the research collaboration. DATALAB, one of our successful research centres, also attracts students from other disciplines who want to do their internship as part of the research team.

Impact through collaboration with external partners

Due to the fact that both media studies and journalism studies are quite young disciplines and by nature highly engaged in present societal conditions and challenges, collaboration with industry partners, public institutions and authorities has characterized the research field from the very beginning. This is also the case for the researchers at the department, many of whom have extensive collaboration with stakeholders. The collaboration with non-academic partners is important to carry out the research, to attract funding, and is also a basic motivation for doing research in general. To list a few of the ongoing collaborative research projects that involve non-academic partners, stakeholders and public institutions, we will emphasise the following:

- Industry partners/non-academic partners involved in ongoing research at the department: for example DR, TV2, Visit Aarhus, Tour de France, Filmby Aarhus, The Danish Film Institute, upper secondary schools and KØN gender museum.
- Public sector services: scholars at the department have been engaged in making research and reports for public authorities, most recently an evaluation report on the science communication website Videnskab.dk.
- Innovation: several of the scholars have been engaged in research-based innovation in collaboration with stakeholders, most recently developing sustainable tourism on the West Coast of Denmark together with the Ringkøbing-Skjern municipality and developing internet archive systems for the national library.
- As part of the ongoing and close collaboration with non-academic partners with regard to both research and teaching, in 2022 we revitalised the [Advisory board](#) at the department encompassing 12 new members representing different fields and sectors ranging from journalism and media production to strategic communication and key public institutions. The board meets twice a year, and we invite researchers and students at the department to meet with the board to discuss topics relevant to both research and teaching. For example, this Spring the forthcoming meeting will be about digital methods and digital competences, and scholars at the department will present ongoing research and teaching relevant to the topic, while the board members will present the different digital tools, data and software skills that their work requires.

Impact through public engagement and communication

Several of the researchers at the department are engaged in reaching broader audiences outside academia. There are in general two kinds of engagement:

- Media appearances and public talks:
 - Several researchers are active in taking part in public debates (for example at Folkemødet), public parliament hearings, masterclasses and conferences, giving interviews for television, newspapers and podcasts, or invited to give public talks on topics such as elections and social media, children and media or fake news and current political issues.

Participation in boards, networks, steering groups, and councils:

- Several of our colleagues are represented in national and regional boards and councils, for example *Radio/tv nævnet* (the national radio and television council), data security councils, and *Nordjyske Medier*.

Impact through policy changes

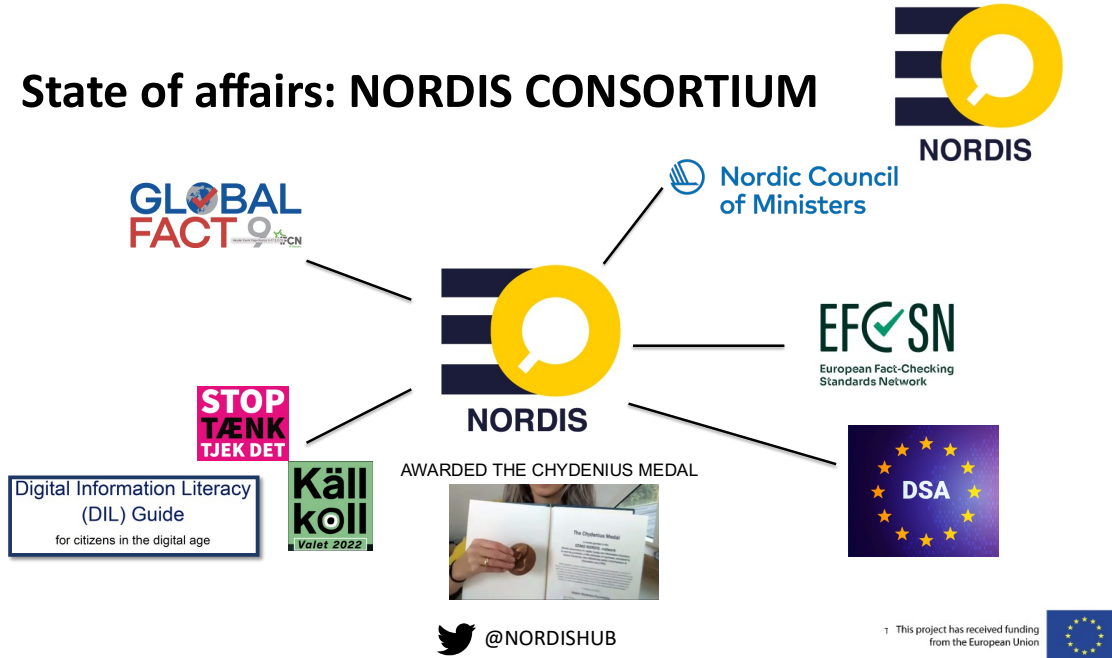
In close connection to the previous examples, many of our researchers also impact policy changes and politics through research, board membership and public sector services. To give a few examples, we will emphasise the following:

- Research projects that include policy making; for example, the EU research projects DETECt (about European crime narratives in film, literature and on television) and Cresine (about film distribution in Europe) providing the EU commission with different policy briefs.
- One colleague is member of the *Branding board* in the Struer municipality, developing branding strategy.
- Several colleagues are involved in the recent Danish *Power and democracy study*.

Case example

DATALAB's research on information disorder characteristics and spread in Europe and the Nordics, particularly, as well as on collective behavior on social media and algorithmic influences funded by five different EU projects and one DFF project, fueled many high-ranked academic publications (e.g., PLOS ONE, New media & Society, Digital Journalism, American Political Science Review, Big Data & Society), EU reports, formal policy advice councils and recommendations and were discussed in public talks. Examples of such policy impact include Anja Bechmann's participation in EU high-level group on Disinformation and contribution to the Nordic Big Tech Think-Tank aiming at strengthening cooperation regulating tech giants' influence in the Nordics, and the EDMO (European Digital Media Observatory) as executive board member for research and later the founding leader (PI) of EDMO Hub NORDIS (Nordic Observatory for Digital Media and Information Disorder). Here worth mentioning is also NORDIS-response to the initiative "Delegated Regulation on data access provided for in the Digital Services Act" led by Jessica Walter and Jessica Walter's partner-leadership of EDMO2. DATALAB's contribution to democracy was also reflected in NORDIS being awarded the Chydenius Medal in 2021. Collaboration across Europe in the EDMO network, consolidating researchers' and fact-checkers' efforts to combat information disorder, therefore led to establishing responses, for example, to democratic threats such as misinformation spread during the COVID-19 pandemic and the Ukraine war, to addressing Big Techs lack of data access and their influence in general, or to an increased understanding and knowledge of algorithmic influences scientifically as well as societally.

State of affairs: NORDIS CONSORTIUM



5.0 Talent development and merit

PhD recruitment, education, and supervision

In general, almost all our students and candidates are more eager to get a career outside academia than inside, and we experience challenges in recruiting PhD applicants among our own students. In contrast, we see a growing interest among international applicants, and in some cases researchers at the department are asked to supervise the applicants. When it comes to recruiting, training and supervising PhD students at the department, we will emphasise three aspects:

- The PhD school is very important for the PhD students at the department, both when it comes to scientific, social and informal belonging and training. PhD students at Katrinebjerg campus have organised their own social gatherings, shut-up-and-write sessions, lunch talks and parties.
- The fact that we hire students as research assistants and instructors is a way to recruit talented students as PhD students since several of them also apply for PhD scholarships.
- The department has hosted several doctoral courses, mainly in connection to ongoing international research projects and conferences, for example the online intensive course on Transnational Media.

Career development and meriting

The Head of Department meets regularly with the Research Programmes Directors represented at the department (three different research programmes) to discuss how we can support research activities and coordinate initiatives to meet different needs and challenges. From the Head of department's point of view, career development, strategic planning, research and supporting research leadership at the department has been a very important part of her leadership. As part of this ambition, we will emphasise the following initiatives and activities:

- Research on the agenda (cf. the photos included in this report): For the last five years, we have put research on the agenda for both of the annual summer seminars, including not least the department's strategic vision plan. In this way we have made it possible to develop a shared strategic goal, and also to give room for sharing concerns and experiences related to research activities such as publications, writing processes, time management, developing strong research ideas, setting up a team etc.
- Research/development plans: As part of the yearly MUS/Staff development interview, and to support career development, the Head of Department has asked for an individual research/development plan in advance of meetings, while during meetings departmental support for research plans, ideas and ambitions is discussed. However, it has been difficult for some faculty members to see the value of such a research plan, and as part of the revision of the department's Vision Strategy (see below) we will look at how we can include the research plan as a relevant tool for strategic planning and time management in regard to both individual and collective research goals and ambitions.
- Career development of senior researchers: as part of the research/development plan, the head of department discusses career plan for researchers at all levels, including senior researchers. For newly appointed associate professors, the meeting focuses on how the researcher can take a lead in developing a research field, how s/he can set up a team, develop leadership skills and get insights into funding schemes and initiate research collaboration. For associate professors aiming for a professorship, the discussions have been about how to make strong applications and ask for relevant feedback, and not least follow up on unsuccessful applications and the very stressful situation of not been accepted for professorships or preparation for professor programmes.
- Every Spring, the head of department call for GRUS (Group development) meetings, and one of the groups are for PhD students and postdocs to talk about general working conditions, issues related to diversity and internationalisation, career plans and future concerns.

Currently, and based on the colleagues' request as part of the research evaluation process, we are initiating a mentor scheme as well as setting up a research committee at the department (see more below).

Case example

The Research Programme for Media Communication and Society (MCS) supports young talents:

The program's main focus is to organise research seminars, invite and facilitate joint contributions and research applications, support young scholars and host research retreats and other events facilitating cooperation across a research programme. In recent years, the programme has hosted several internal research seminars, where colleagues have had the chance to present and discuss their

work. There has been a special emphasis on supporting young scholars, including PhD students, who often have the largest needs for review and advice.

To facilitate research collaborations and explore new connections, it has been an established tradition to host a yearly research retreat. Here programme Members have had a chance to focus on writing, discuss new collaborations and engage with colleagues in unexpected collaborations. Last year (2023), the research retreat was partly used for a comprehensive mapping of research projects and interests across the programme. That resulted in new and interesting connections and will spur research applications and collaborations in the future. Young scholars, especially, emphasised the positive effects of such research retreats.

The research program is also used for reading and feedback on research applications, activities that have now been organised in a more formal review process. There is also substantial collaboration with other research programmes, exchanging ideas and establishing more formal structures to facilitate the activities in the research program.

6.0 Interdisciplinarity

Level of interdisciplinary research

As a department, Media and Journalism Studies was born interdisciplinary, and this has only grown in scope and is still very much reflected today. Colleagues work and publish within a multitude of interdisciplinary fields and methods, ranging from big-data and machine-learning studies on the impact of social media, across the field of ICT and learning, to the emerging field of the academic video essay. Very important in this interdisciplinary work are the many collaborating partners in other disciplines such as computer science, cognitive science, psychology, design, political science and economy, and now also environmental science (see case below), who are located within other AU departments and faculties, but also largely in other academic and industry organizations in Denmark and internationally.

In fact, the international character of the research—often in the shape of transnational comparative studies—taking place in the department, is a significant asset. Over the past 10 years, different colleagues in the department have been involved (as either PIs or co-investigators) in many large, empirical, and comparative transnational studies. This is something that could be advanced even further and that could be used more strategically in future applications and research projects.

Case example

As a new and interdisciplinary research initiative, one of our colleagues has initiated environmental media and journalism studies as a distinct research field within media and journalism studies. He is also one of the founding fathers of the new research programme Environmental media and aesthetics at the school encompassing information studies, aesthetic studies, and media and journalism. By bringing media and journalism studies, agriculture studies and environmental science together, the new research team at the department - that at this point includes several postdocs and senior scholars - contributes to one of the current significant social challenges.



MEDJOUR Summer seminar 2022 at Godsbanen in Aarhus - focusing on research at the department.

7.0 Learning and future initiatives

The overall process of doing a research evaluation has shown the Department of Media and Journalism Studies to have a vibrant research environment, in which researchers partake in a diverse array of often international and interdisciplinary subject fields, methods, and research communication and public sector service/myndighedsbetjening, and, as such, impact society and politics in Denmark and beyond. However, the process has also surfaced specific aspects of our research activities that we would like to develop and strengthen further, and ideas for organisational or structural changes that could potentially improve or strengthen research quality at the department and school.

It has become clear that while there has been attempts at instigating a mentoring scheme for junior colleagues this has not had the desired effect. Junior colleagues still express a wish to get more feedback from senior peers in the department, and that senior researchers prioritise the various research seminars that do take place. The mentoring scheme should be systematised and given priority. We shall therefore work on a more systematised feedback culture, which is not only of relevance to junior colleagues. The need for a more effective feedback culture also came up in relation to senior researchers and grant applications and co-publications. Advancing this culture could potentially also alleviate some of the pressure expressed by staff to do with producing high-quality and high-volume research output in an often hectic teaching schedule, and help to achieve a more sustainable balance between research and teaching.

Based on the research evaluation workshop, as well as previous agreements between research programme directors and the Head of department, we will focus on following initiatives and activities to support research and to develop it further at the department:

- The research evaluation has helped to lay the foundation for our new Vision 2030 road map, which will be one of the subjects on the agenda of our summer seminar 2024.
- For the summer seminar 2024, we will focus on research development, challenges and support within the department. We facilitate workshops that reflect potentials for interdisciplinary and international research collaborations, historical perspectives and comparative studies, as well as how we can support each other's research, writing process, idea development, co-authorship, and strategic research plans, just to mention a few examples.
- We will establish a research committee at the department level, encompassing the PhD programme director, the research program directors, the Head of department and perhaps a research centre director and a professor. This is both to make sure we coordinate activities, to bring into focus research and research management at the department, and also to share ideas, concerns and experience.
- We will initiate an Honorary Professor Programme at the department. At the moment, we have one honorary professor, Catherine Grant, who supports film and video essay research. The idea is that the main research groups/areas at the department will each host one honorary professor to support research applications, talent development, international recognition and collaborative research.
- Inspired by a mentor scheme programme at Leeds University, we will initiate a similar scheme at the department/school to support researchers at all levels.
- We will organise one or more study trips in 2024 & 2025 for faculty members at the department to foster new and international collaboration and learn from other research communities. The study trip(s) might include CircleU partners or other strong university partners such as Oslo, Utrecht or Berlin.

If we were to point to one theme or initiative that could serve as inspiration to other departments, this would probably be to create a vision paper. Looking back, we can see how ours developed back in 2019 and 2020 really set out a strong and beneficial direction to the benefit of both research and education.



MEDJOUR Summer seminar 2023 at AIAS - focusing on working conditions, recognition, and well-being at the department.

Appendix 8: Evaluation report – Department of Scandinavian Studies and Experience Economy



Local Self-Assessment Report 2024

Local evaluation report from Department of Scandinavian Studies and Experience Economy, made by Simona Zetterberg-Nielsen, Inger Schoonderbeek Hansen, Britta Timm Knudsen, Stefan Kjerkegaard, and Pernille Hermann

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1.0 Short summary of the department's self-assessment

Four research program directors and the head of department have formed the committee that has run the department's (NSO) self-assessment process, which includes two meetings for the committee and a workshop that was open for all members of the department. Twenty-five participants, both senior and junior scholars, had signed up for the workshop.

The committee organized the workshop which took place on April 10, 2024. The workshop was introduced with a presentation of HR-data primarily on diversity and internationalisation, and the committee had selected the following topics to be discussed during the workshop: *Publications*, *Research ideas and applications*, and *Societal and political impact*. The program included short presentations of each topic by the organizers followed by discussions in groups. The group discussions were facilitated by questions based on tendencies in the data package. Prior to the workshop a considerable part of the data available to the committee had been made accessible to all members of the department, and the short presentations were based on selected data and significant tendencies. Unfortunately, parts of the data were flawed and did not include, for example, publications by members of Peter Skautrup Centret.

The department's research in language, literature and culture/media has a strong impact, members of the department are highly recognized profiles nationally and internationally within their academic areas of expertise, and their research results inform national education at all levels, wider society and the general public. The research in NSO is diverse and wide-ranging, not only do the researchers work within the three disciplines mentioned above (language, literature, culture/media) but also within different traditions and historical periods. The wide-ranging research profile is an advantage when it comes to the numbers of areas covered and network activities, as the potentials for interdisciplinary collaboration increases.

2.0 Publications

Publication types and patterns

At the department, the following tendencies can be observed on the basis of the data package: The researchers at NSO publish in a variety of outlets, mostly in the form of journal articles and book chapters, but also a significant number of anthologies and books. They publish in many high ranked international journals, and the publication venues are very diverse; they have published in 96 different journals in the years 2018-2023 in six different languages: Danish, English, Hungarian, German, Chinese, and Swedish. The researchers write both single authored and co-authored publications, and in some years, there have been more co-authored publications than the previous years compared to the number of single-authored publications. However, the data package reveals that the number of publications has decreased significantly from 2018-2023, both in terms of peer-reviewed and non-reviewed articles.

The researchers in the department publish in a great variety of venues and journals, and this reflects the variety of scholars employed. The department embraces many different fields and holds potential for interdisciplinary collaboration.

During the seminar, and based on the data-package, attention was turned to the decrease in publications, and the following reasons were discussed: first of all, there is more pressure on teaching and secondly the members of the department have focused on research applications which has left less time for publication. As such, the increasing focus on funding has impacted the number of publications negatively. The pandemic Covid 19 has played a role in two respects: there was less time to do research, especially for researchers with a demanding family situation, and fewer conferences for network building and publication outlets. The latter problem of fewer conferences will probably continue, because of increasing environmental awareness. That is a potential threat for finding publication venues, collaborators and editors. Publication often happens via invitation and network, and if the possibilities of creating new networks at conferences are decreased, so might the publications.

The department has had great success with co-publications both internal and with external partners. It is the general opinion that it is fun and allows a broader range of perspectives with supplementing thoughts and ideas. Co-authoring has also worked as a way of connecting different research areas and fostering interdisciplinarity as well as talent development.

Academic impact of the department's publications

The researchers in the department publish in various journals, contributes with a multiple of types of publication, nationally and internationally. Publishing in high-ranked journals and journals of open access is a strategy at the department as these publications may create more impact than publishing a high number of articles. It should be added, that the department's academic impact is also seen in the number of invited (keynote) talks, collective participation in conferences, participation of redaction committees, and development of research areas, all of which facilitate publications.

Organisation

A number of thoughts concerning the role of the organization were discussed at the workshop. All of the top 7 high-ranked national and international journals in which researchers publish are edited or co-edited by someone from the department. The incitement for editing is however not very high, since there is no (or very little) credit given for editorial work, and none for being a reviewer. Finding a way to credit editorial work and reviewer's works would improve the incitement structure. The support for applying for funding is substantial, but for publications it is almost non-existing. More support for publications, on all levels from: how to get an idea, how to develop it, where to publish, how to frame an argument for a journal etc. is wanted. Smaller research groups within the department or across – for example within the research programs – might be a way to foster more publications (see also section 3.0)

3.0 Research ideas and applications

Research environments

Overall, during the period mentioned in this report, the department has had considerable success in securing funding through research applications. The accumulated research grants per employee over 500,000 Danish kroner shows that from 2018 to 2022, we have retrieved nearly 36 million kroner in the department. Considering the size of the department, this number must be said to be a great success. The number is slightly higher than the average pr. department at the institute. However, we still lack knowledge about what works well now and what will work well in the future. Therefore, one of the presentations at the workshop addressed this theme. A 4-sided model was presented with the aim to create discussion and self-reflection and to focus on the motivations for seeking research funds. The model includes the following motivations 1) exploring academic questions, 2) contributing to institutional funding, 3) supporting junior researchers, and 4) enhancing personal credentials. It was suggested that these motivations could be supplemented with some less strategic and more personally gratifying ones, for instance, the 'flow' it gives to write applications and the motivation it is to work together.

The presentation also addressed the surge in application activities in 2021, potentially influenced by COVID-19, and questioned the somewhat one-sided focus on DFF. The participants were then invited to discuss unrecognized potential and collaboration forms before splitting into groups for detailed discussions. Key strategies discussed in the groups included leveraging small grants to secure larger ones and persistence in funding applications despite initial rejections. Emphasizing the importance of genre knowledge for individual grants, participants shared experiences on exploring diverse funding sources and the strategic timing for applications. There was also an emphasis on publishing in reputable international journals to enhance funding opportunities.

The workshop concluded on a collaborative note, stressing the importance of community and shared spaces for idea development. Participants advocated for strategic collective approaches to funding applications, especially beneficial for junior researchers, and suggested revisiting older proposals for department-wide research application initiatives.

Case example

An illustrative case example could be the experience of drafting the YoungLit application for the DFF (FP2). In this instance, a team of five researchers, comprising two senior members and three junior colleagues, dedicated three days at Sandbjerg. Collaboratively, they developed the main idea and a preliminary version of the application. These types of collaboration warrant additional support.

4.0 Societal and political Impact

Summing up the data driven knowledge acquired from the data package we can say the following: at the departmental level – NSO – has experienced an increase in TTO's in 2021 while IKK has its peak in 2019 (before corona). NSO has an average achievement in contract based cooperative agreements during the period from 2018-2023 compared to the rest of IKK. When it comes to the kinds of external partnerships NSO engages in, we can say from interviews with our colleagues that NSO only partly follows the tendency at IKK of top score partnerships in the form of cooperation's with other Universities, Businesses and State/regional/municipal levels. At the workshop, energy was used to widen the scope of what impact can be. Research impact through teaching and through communication practices and new formats seem to be easier to implement than the impact than is "in-built" in the research projects themselves. Awareness of this option was created at the workshop.

Apart from a continuous engagement with other universities – nationally as well as internationally – researchers at NSO cooperate with cultural institutions, associations, artistic collectives, artists, film productions, smaller museums, festivals, art, media and writing schools, patients' associations, university colleges, local libraries, social consultancies and the like. However, important collaborations have also been made with established and official organizations such as The Danish Language Council (Dansk Sprognævn), Danish Broadcast Cooperation (DRTV), European City Museums, Anti-Doping Denmark, Center for Planned Surgery, Silkeborg, Visit Denmark, Danish Coastal and Rural Tourism, Ringkjøbing-Skjern Municipality.

Impact through teaching

Staff members at NSO have impact at many levels through their research. 1. *Through formation processes* such as producing textbooks and other forms of teaching materials, and in providing courses for high school and primary school teachers in collaboration with colleagues from the University Colleges, by introducing concepts, literary genres and modalities and see how they echo in and shape their ways of understanding. This happens likewise through feedback loops in teaching situations during which teachers launch new ideas, models or methodological experiments. Here students act indirectly as reviewers but also directly in case of putting an article in process out for review to improve its communicative impact. 2. *Involving students as producers* indirectly into concrete research projects and processes. Students can be considered as resources in generating ideas to curate an exhibition at a science museum for example or they can provide knowledge to researchers through exercises in programming animation films as to which kinds of tasks are the most productive in their learning. 3. *Involving students directly in the output* of research projects which could happen through co-authorship to articles written collaboratively in cases where a student's master thesis falls within the expertise of the supervisor, and both agree on the endeavour. Both in the linguistic and the cultural and media part of the department students contribute to research through data-collecting and mappings of linguistic patterns and dialects, or we talk of situational mappings of cultural phenomena or geographical areas. 4. *Involving students directly in design creation and problem solving*. In a Rewilding project at a small town outside Århus, master students were invited into creating engagement with biodiversity issues. They proposed to let young students (5th grade) build insect hotels, put them up themselves, attracted by the story of Billy Bob the Bee who lacks suitable vegetations and habitats. They cooperated with Elsted School and the class's natural science teacher.

Impact through collaboration with external partners and impact on policy

NSO encompasses a broad range of research areas from 18th century entanglement of science and fictionality over language on social media to Danish colonialism and practices of Grief, only to mention a tiny bit of what the research at the department covers. Collaborations with external non-academic partners have been part of some researchers practice for some years already while it for others is new terrain. Quite a few of the recent PhD projects hosted at NSO have external partners written into the project design which also is a strong indicator of new developments at our department.

As already mentioned, the character of the external partners varies from official institutions to less institutionalized actors such as artists, associations, citizen groups. And it also varies how deep into the research processes the external partners gain access to.

We will provide three examples of research projects involving external partners at different levels that also show the diversity of the research done at NSO. The research in the examples is performed by researchers at different levels. *Project A* explores how groups of vulnerable young people experience municipalities and treatment facilities' communication to these groups. The aim of the project is to gain knowledge to change and adapt accordingly the broader consultancy made by the Danish Language Council to municipalities and treatment facilities. The impact here is a concrete change in advice practice to the authorities in question on the basis of users' experiences. *Project B* is a problem-based project in which a problem is articulated directly by the consultancy offers. To develop and test a solution to the problem with the regular users' "overuse" of the offers many stakeholders are involved: consultancy offers, ConsultancyDenmark, Center for Digital Pedagogy, Middelfart Municipality, The Psychiatry Foundation and the regular

users of the consultancy offers. The impact here is a change of (power)dynamics between consultancies and regular users. *Project C* practices arts-based interventions into colonial/postcolonial societies permeated by racism and lack of equity. It experiments with mood changing tactics – humor and playfulness as well as digital technologies (AI, VR, AR) – used as critical devices in a decolonised form – to foster new alliances and coalitions between former colonized, but also between colonized and colonizers. Concretely, the interventions are arts residencies in which emergent artists develop art projects that later are exhibited and put to test publicly. The impact here is two-fold: both on artists and on publics exposed to the mood-change.

Collaborations with artists, visual and performance artists, theatre and authors, at different levels have been a long-term engagement at NSO. Both in the form of artists residencies at the department and in the form of collaborations around creation and curating of exhibitions (Grief Archives, an interactive art installation at Viby Library, *Playing with Ghosts*, Aarhus Festuge) and co-authoring formats between researchers and artists.

When it comes to impact through policy changes, the examples are fewer. Our collaboration or consultancy status vis-à-vis the Danish Language Council, a seat in the hearing committee on new principles of translation of the bible in 2036, to provide policymakers within the European Council and the Commission new insights into how they might deal with the societal challenges stemming from the multi- and intercultural complexity of European societies, could be mentioned here.

Impact through public engagement and communication

Researchers at NSO reach broad audiences through their public dissemination strategies, that on the one hand encompass public talks at all kinds of events, at festivals, libraries, at local church councils, colleges, design schools and art academies, university outreach, citizen associations etc. The department provides diligent contributors to the public dissemination book-series "Pauses for thought" (Tænkepauser), the following 9 have been published: *Jysk*, *Emojis*, *Humor*, *Saga*, *Skam*, *Litteratur*, *Fiktion*, *Danmark*, and *Retorik*, all of which bring about a lot of public appearances around the country. We also see evidence of exploring formats to reach non-academic publics and also to strengthen the transnational networks of diverse communities and networks. This is expressed through open access online platforms created specifically to communicate research (Lingoblog, <https://www.lingoblog.dk/en/>; keywordsechoes, <https://keywordsechoes.com/>) and also to host non-academic interventions related to the research done (Interventions <https://keywordsechoes.com/interventions>). New audio formats such as podcast series are also employed (Refslund & Lauritsen *taler om det*, Podbean 2020-).

When it comes to membership of research councils, boards, scientific research organizations the department can provide an impressive list of engagements that both count purely scientific work in an expanded field, but the impact is likewise noteworthy when it comes to boards and councils that relate to artistic education and awards. On a European level the department provides **members** to the Swedish Research Council, the Cost Action Scientific Committee, Cost Innovators Grant Committee, **memberships** in advisory boards of European research projects such as the *Uncomfortable Museum*, Finland, and *Crises as Opportunities: towards a Level Telling Field on Migration and a New Narrative of Successful Integration*, membership of the advisory board of *Narrare*, *Center for Interdisciplinary Narrative Studies*, Finland, and **reviewers** to research proposals from the European Commission HERA, the Fund for Scientific Research, Belgium and the Netherland Organization for Scientific Research. At a Scandinavian/Danish level, NSO members have taken up the roles of Chair of the board of Forfatterskolen, Secretary at the Danish Academy, as well as memberships in the Nordic Council Literature prize, the Danish Academy Council for Spelling, The Danish Language Council, the Museum council for movies, the Committee on Research in Art and art history, as well as the National Industrial Researcher Committee.

5.0 Talent development and merit

The department is privileged by many early career researchers, and together with the more senior researchers' engagement in many in- and external collaborations, the department's overall ability to develop and merit research talent is satisfactory. Thus, the topic of talent was not selected for discussion during the workshop.

PhD recruitment, education, and supervision; early career scholarship

There are currently 11 PhD students and 7 postdoc fellows enrolled at the department – i.e. more than 30% of the department's entire staff; among junior academic staff, there is roughly the same number of women and men. The PhD students are affiliated with 3 of the Faculty of Arts' 8 graduate schools: a) Arts, Literature and Cultural Studies; b) Language, Linguistics, Communication, and Cognition; c) Didactics. Most of the PhD students are financed by the Faculty of Arts, a few are employed on external funding. The postdoc fellows are involved in various external funded projects, 57% of them are researchers from outside of Denmark (increasing the department's international staff substantially). The increase in the number of postdoc fellows is due to the increasing number of successful applications and the increasing number of external collaborations at the department. Both PhD students and postdoc fellows give the department the necessary opportunities for academic development, and the benefits of their presence could probably be exploited even more (see below). The research areas among the junior staff are wide-ranging and a reflection of the department's broad research coverage, they include, for instance, research on Old Norse topics, fictionality, sociolinguistics, and decolonial art practices.

Academic staff, junior as well as senior, are affiliated with a department as well as with 1 or 2 research programs. Additionally, junior staff members are also affiliated with a graduate school, and, apart from meetings with their main supervisor and/or co-supervisor(s), this can mean an everyday work life with a lot of meetings and professional (and social) affiliations. The organization at the Faculty of Arts is, and should on an overall basis, be explicitly addressed right at the beginning of the junior's employment, so confusion and misunderstandings can be avoided. Mostly, the PhD students help each other, partly because they have their offices at the same floor at the department, but a senior staff member, e.g. head of the department or head of the research program, should address this.

Senior staff members at the department engage in doctoral courses at the highest academic level, and, in some degree, the different research programs collaborate with the different graduate schools, e.g. on seminars, PhD talks, guest lectures, courses etc.

Career development and meriting

The head of the department, in close collaboration with senior researchers, assists and nurtures their career development. The competency development of senior academic staff is organised systematically in the annual performance and development reviews. At these meetings researchers are encouraged to aim for the next step in their career (assistant professor for an associate professorship, associate professor for a professorship). In order to continuously develop the department's staff members, and thereby the department's overall field of competence, researchers are awarded competence development in, for instance, project management (in connection with management of large research projects or research programs) or digital literacy, digital curriculum, or programming. The latter is considered particularly important and should not only develop the individual researchers' digital competences, but also benefit the entire department and enable new ways of thinking about curricula. The courses are usually (but not always) held under the auspices of the Faculty of Arts or of the University, which also results in cross-faculty inspiration.

Case example

A number of the department's PhD students presented their research at a local Aarhus-based science festival, Festival of the Century – The North, in the best possible and most convincing way. They also showed the academic breath and interdisciplinarity in their projects, which is inherent to the department. It is recommended that PhD students present their research to everyone in the department for mutual inspiration, e.g. in connection with academic afternoons.

6.0 Interdisciplinarity

Level of interdisciplinary research

Interdisciplinarity was not a topic selected for discussion during the workshop. The interdisciplinary reach of the department cannot be read directly from the dataset, yet it is the committee's overall assessment that the department as a whole has a high level of interdisciplinary research. Interdisciplinarity is an inbuilt dimension of the departmental profile given its three main disciplines. It has been a strategy over the past years to build bridges and secure exchange of ideas between these disciplines. The DFF-funded project YoungLit is an example of a literature/culture and media-collaboration that has evolved from within the department.

Several members of the department are directors of, or participants in, interdisciplinary research programs in the School of Communication and Culture, such as, Cultural Transformations, Historical Studies of Arts and Culture, Literary Cultures, and Arts, Aesthetics and Communities, and active in a number of research centres with an interdisciplinary scope that go beyond the School of Communication and Culture. Several researchers collaborate with colleagues in the School of Culture and Society or Danish School of Education, for instance, in the Centre for the Viking Age and the Middle Ages, Nordic Research at AU (NAU), and Centre of Humanities Computing.

The department's ability to foster and take part in interdisciplinary projects is confirmed with research collaborations with other schools, faculties, or institutions. We see collaborations with the Faculty of Business and Social Sciences as well as the Faculty of Technical Science. Recently, medical humanities have gained a strong presence in the department, and researchers are collaborating with Faculty of Health and AUH, bringing linguistics, media studies and literary studies into these contexts. There are additional collaborations with several external partners outside of the university, such as interest organizations, municipalities and museums (for examples see section 4.0).

Organisation

Both research programs and research centers are vital for fostering interdisciplinarity as they offer places for exchange of ideas and allow the diversity of research areas in NSO to multiply. Since researchers at the department are divided between more than five different research programs and even more research centres, there is a risk that exchange of ideas locally in the department will not happen easily. Attention must therefore be paid to the department's role as an additional forum for the exchange of, and development of, research ideas across disciplines. Individual faculty members attend several research organizations making time and priority an issue in that context.

Case example

A PhD student works on an interdisciplinary project on communication between employees and patients, bringing a linguistic perspective in contact with psychiatric and medical practises. The project has both a management dimension, a research dimension and a practise dimension, and is carried out in a collaboration between the department and AUH. Another project under the heading 'health and society' deals with doctors' and patients' narratives, on how these narratives can be integrated into everyday practices in the hospital and if they can benefit the employees' well-being. The project brings the departments' disciplines in contact with clinical medicine.

7.0 Learning and future initiatives

The self-evaluation and the discussion of NSO's research practises have given reason to consider the following future initiatives:

- Strengthening of international publications and more communication around publication outlets, publication strategies, and career planning
- Successful applications imply that the department is the host of more junior faculty members now than in the past and we wish to develop a strategy for a more adequate way to integrate and keep postdocs in the department and in academia.
- Postdoc fellows and junior researchers can be better integrated by sharing knowledge.
- Talent development can be improved to the extent that more master students are integrated in the development of research ideas.
- It can be considered how activities in the department can further facilitate the exchange of ideas across the three disciplines with the aim to create interdisciplinary research collaborations, this with an eye to the role of the department and the research programs, respectively.
- Collective work on idea development and research applications can be supported and motivated, both in context of the department and the research programmes, why the connection between these should be strengthened.
- Working systematically on how impact can be built into research projects.

Appendix 9: Evaluation report – Department of German and Romance Languages



Local Self-Assessment Report

Local evaluation report from Department of German and Romance Languages (TYROM). Made by Henrik Høeg Müller (head of department) and Susana S. Fernández (director of the research program in Language and Communication).

2024

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1.0 Short summary of the department's self-assessment

The self-assessment process at the Department of German and Romance Languages featured a half-day seminar held on the 3rd of April 2024 at The Kitchen (Aarhus University). 15 researchers (+ 3 administrative staff members) from the department participated in the seminar and both junior and senior researchers were represented. The seminar was organized in three main parts: 1) a general presentation of the research evaluation, including available data, by Henrik Høeg Müller and Susana S. Fernández; 2) group work on four of the five main topics (publications, research ideas, societal impact and talent development), with the inclusion of the transversal topics (diversity, internationalization and interdisciplinarity) as relevant for each of the four groups; 3) presentation and discussion of the group work.

Here are the key findings of the self-assessment report in relation to the main and cross-cutting themes:

Despite possible opportunities for change and improvement, we estimate that, overall, TYROM's research profile exhibits a broad diversity in terms of publication outlets and languages, reflecting an internationalised approach to research dissemination. The engagement with a wide range of academic journals and collaboration with partners from various countries underscores TYROM's commitment to global knowledge exchange. The diverse publication profile also indicates a strategic strength in offering research-based teaching across a wide range of disciplines within language, communication, and culture.

The report emphasizes TYROM's inter- and multidisciplinary nature and highlights the challenges faced in research application activities, as well as our engagement in various research-related activities like lunch lectures, department seminars, and application-writing workshops to support researchers. Case examples of externally funded projects demonstrate TYROM's international and interdisciplinary orientation.

TYROM demonstrates a strong commitment to integrating research into teaching, engaging with external partners, and communicating research outcomes to the public. By further enhancing collaboration efforts, documenting partnerships comprehensively, and expanding public engagement activities, the department perhaps could elevate its societal and political impact.

The report also acknowledges the importance of talent development through PhD recruitment, education, supervision, and early career scholarship, and highlights successful practices for creating a conducive working environment for junior researchers as a key focus area for nurturing talent within the department.

Moreover, the report underscores the level of interdisciplinary research within TYROM and the potential benefits of creating a new research centre affiliated with the department with the aim of encouraging collaborations among researchers in areas like interculturality and thus enhance interdisciplinary efforts, as well as promote innovation and knowledge exchange.

Finally, the evaluation, in general, recognizes the importance of diversity and internationalization as cross-cutting themes, e.g. by emphasizing diversity in terms of junior and senior staff recruitment, the engagement with partners from various countries in all kinds of research-based activities, as well as a continuous attention to gender balance at the department.

2.0 Publications

This section of the assessment report provides an evaluation of the publication outcomes of the department based on the three key questions outlined below. These questions were treated by one of the groups at the evaluation seminar. The presentation below draws partly from the group notes and adds our reflexions and comments on the different aspects of the department's research production.

1. Evaluate how, when, and to what extent our departmental structure, work processes, collegial relationships, etc., facilitate high-quality publications. Use specific cases to illustrate your experiences.
2. Reflect on how the department's research publications are distributed across different categories (publication types, research/communication, peer-reviewed/non-peer-reviewed) based on the data, and how this distribution has changed in the relevant period.
3. Discuss what the list of journal publications in the data says about the department's research results, profile, and opportunities for strategic development.

2.1 Publication types and patterns

Generally, TYROM has a diverse publication profile and range of formats, including articles, monographs, and conference proceedings, etc., with journal articles and book chapters as the most frequent outcomes, as shown in table 1 below, which includes the number and type of publications per publication year. Figure 1 shows that peer-reviewed publications strongly surpass the number of non-peer reviewed publications and that this is constant throughout the years.

Table 1 – Types of publications

	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	6	7	1	5	3	5	27
Article in proceedings	3	2	2	4	1	1	13
Book	5	4	9	5	4	6	33
Book chapter	29	22	19	17	15	19	121
Conference abstract for conference	5	9	1	5	16	2	38
Conference article						1	1
Contribution to newspaper - Feature article		1		1		1	3
Editorial			1			1	2
Encyclopedia entry	5		1	7	1	4	18
Journal article	27	22	19	24	28	26	146
Literature review	6	4	10	9	12	14	55
Net publication - Internet publication	3	6	6	7	21	6	49
Other contribution		1	1	2			4
Paper		1	2	4	1	3	11
Ph.D. thesis			2				2
Pictures, Video and sound recordings (digital)					1		1
Preface/postscript		1	4	3	3	2	13
Report				1	6		7
Review		1					1
Grand Total	89	81	78	94	112	91	545

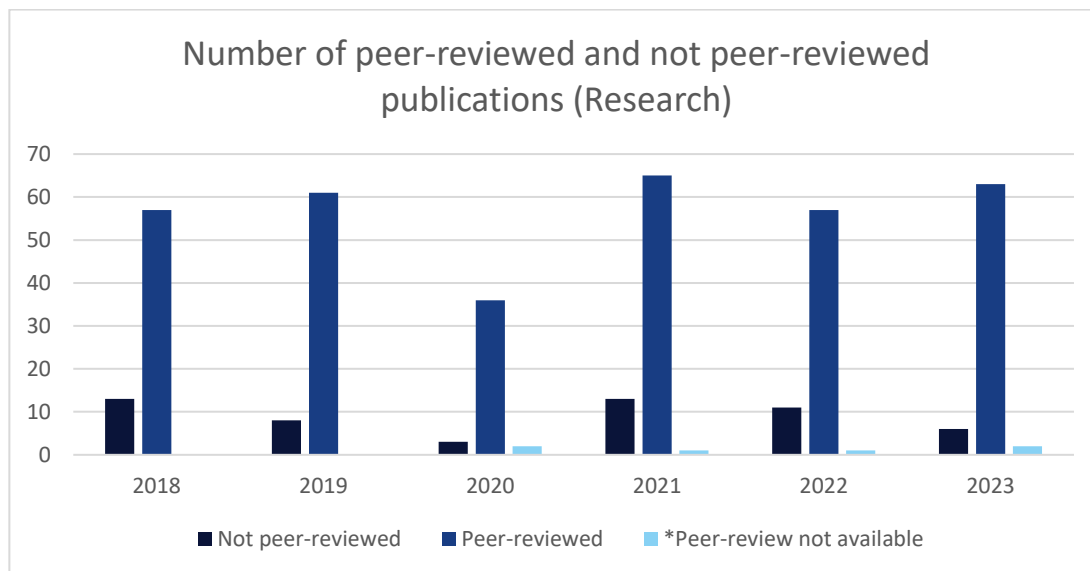


Figure 1: Peer-reviewed and not peer-reviewed publications

The proportion of peer-reviewed publications indicates a strong emphasis on rigorous academic research and dissemination of findings in reputable academic outlets. Moreover, the wide range of publication outlets (in total 98 different outlets), including international journals in various languages (mainly English, Danish, German, Spanish and French, see Table 2 below), demonstrates a diverse and inclusive approach to disseminating research results with a highly international orientation.

Table 2: Languages for publications (Research/Commissioned)

	2018	2019	2020	2021	2022	2023	Grand total
English	33	38	21	33	39	32	196
Danish	11	13	8	20	19	15	86
German	12	9	3	15	15	13	67
Spanish	7	5	5	4	8	6	35
French	7	4	2	7	1	4	25
Italian			1		1	1	3
Multiple languages	1						1
Dutch	1						1
Hungarian			1				1
Grant total	72	69	41	79	83	71	415

Collaborative research efforts are evident through co-authorship with both internal colleagues and external partners, enhancing the department's research impact, credibility, and global reach, as well as contributing to its research output quality and fostering interdisciplinary perspectives.

In general, the department's wide range of publication outlets, emphasis on peer-reviewed articles and language diversity, as well as focus on collaborative research efforts, can be highlighted as a best practice and a strategic strength, demonstrating a commitment to producing impactful and diverse research outputs.

2.2 Organizational setup

The organisational setup for TYROM's researchers is mainly based on a wide participation in the School of Communication and Culture (IKK)'s research programmes (see the following section 3), which supports the overall quality and relevance of the department's publications and the development of an inspiring and productive research environment. The roles of the research programmes, e.g. in peer reviewing the work of colleagues, sharing experiences and insights regarding publication practices, providing thematic focus areas, and facilitating interdisciplinary research collaborations, further strengthen collaborative efforts, idea generation and innovation among colleagues, which benefits the department in reaching its strategic goals.

2.3 Opportunities for improvement

However, there is also room for improvement in several areas:

- The challenge of time constraints and competing priorities, e.g. in terms of other mandatory activities, particularly teaching and supervision but also other ad hoc tasks, needs to be addressed to support the possibility of more in-depth research processes.
- In this respect, the department's ability to provide researchers with adequate time for research production is a key factor in facilitating high-quality publications, making room for elaborating large research applications, and thereby attracting external research funding.
- It is debatable whether there could be room for improvement in diversifying publication types to include e.g. more monographs, anthologies, communication articles and conference proceedings to cater to different audiences and knowledge dissemination channels.
- While the emphasis on peer-reviewed articles and diverse publication outlets and languages enhances the department's academic impact, one could discuss as potential areas for improvement such factors as balancing quantity and quality in research outputs in order to obtain a stronger strategic focus, as well as planning strategically for enhanced research productivity within specific subject fields, and, thereby, aligning the diverse publication profile towards a more cohesive research direction.

3.0 Research ideas and applications

3.1 Research environments

TYROM is characterised by its inter- and multidisciplinary regarding research. This is both a strength and a limitation. The multiplicity of research interests present among the department's researchers is highly needed in order to cover the research basis of the many study programs offered by the department: Six bachelor programs, nine master programs and six minors. These programs cover three languages/languages areas, each of them in two very different lines: business language, on the one side, and language, literature, and culture, on the other. Our complexity regarding study programs requires a broad representation of research areas. At the same time, this diversity makes it difficult to work with collective research initiatives at department level, as research interests are so diverse (although some teaching collaborations can be the springboard of a research collaboration). Table 3 shows that the department's researchers are distributed in all but one of the eleven research programs which are currently active at IKK. The table shows that many of the department researchers belong to more than one research program, which is a sign that Interdisciplinarity and diversity are found both at department level and at the individual level, as many researchers are interested in collaborating with colleagues from more than one research program. The table also shows the two research areas which are predominant at the department: language and communication (the program with most members from TYROM) and communication in international business and the professions.

Table 3: Distribution of TYROM researchers at the IKK's 11 research programs.

Research Programs at IKK	Number of members from TYROM
Communication in International Business and the Professions	12
Cultural Transformations	4
Cultures and Practices of Digital Technologies	2
Environmental Media and Aesthetics	1
Historical Studies of Arts and Culture	4
Interaction Design	1
Linguistics, Cognitive Science and Semiotics	6
Literary Cultures	3
Media, Communication and Society	1
Language and Communication	19
Arts, Aesthetics, and Communities	0

3.2 Developing research ideas

The above outlined situation has given rise to a departmental practice that has prioritized teaching development rather than research, with researchers mainly relying on research program activities for their research development and dissemination, including the generation of new research ideas, as mentioned in chapter 2. Nevertheless, this is not equal to saying that the department has not done any activities oriented to research. Examples of such activities are:

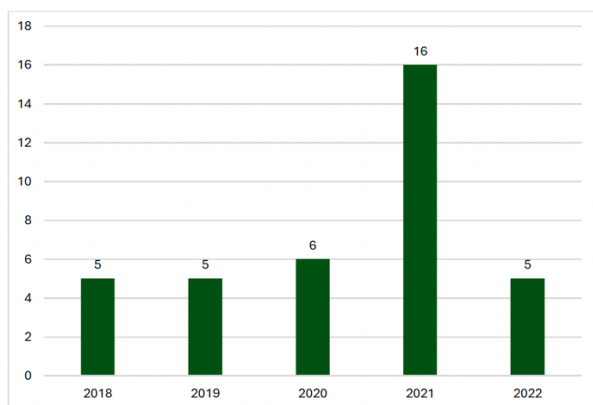
- the monthly "lunch lectures", organized in collaboration with the English Department, where researchers present their current work in an informal setting,
- the "department seminars", yearly one-day events where the department staff gather for working on different interest areas. In the latest editions, there has been both short pitches on current research projects and presentations of research application strategies. It is our intention at the department to continue and strengthen these practices as well as to add new ones. Some new initiatives we have discussed are:
 - Adding a permanent item on research at the agenda of the department meetings, which are held twice every semester. We consider inviting one of IKK's research consultants to participate in each of these department meetings, as this can strengthen the flow of information about grant opportunities received by the staff. Funding opportunities are duly communicated by IKK via their news bulletins, but written communication can be easily overseen because of the big number of e-mails we receive daily. Therefore, taking this up at department meetings can increase this information's visibility. For example, it was clear at our research evaluation seminar that not everybody has been aware of the opportunities of applying for "buyout" in connection with application writing.
 - Organizing "forskningsfaglige dage" as a counterpart to our "faglige dage" organized with and for our students. The idea is to revert the tendency that we observe in our department to consider research as an individual issue by creating opportunities for sharing our experiences and thereby perhaps becoming aware of common interests that can lead to future collective projects.
 - Organizing application-writing workshops where "super applicants" can support and guide other colleagues.
 - Starting a research center affiliated to TYROM within an area that can potentially be relevant for many TYROM researchers, e.g. interculturality.

3.3 Foundations and funding bodies

Regarding application activity at TYROM, figure 2 below show the amount of research applications produced at the department (left) in the evaluation period against the total number from IKK (right), as well as the number of unique applicants from the department compared to the number of unique applicants from IKK (figure 3). Although TYROM clearly shows the same kind of fluctuation encountered at institute level, with a high peak of activity post-covid (2021), we can also see that the number of applications and applicants is probably on the small side. This is consistent with what TYROM researchers expressed at our research evaluation seminar, where many of them highlighted their experienced roadblocks. Lack of time to write applications because of our many other obligations, especially our teaching load, lack of knowledge about how to write good applications and the way our research is evaluated are some of the factors that seem to prevent a higher application activity. Particularly evaluation procedures seem to be a serious obstacle and our suggestion to IKK is that applications (successful or not) are included in individual biannual research evaluations as research production on an equal footing with research articles.

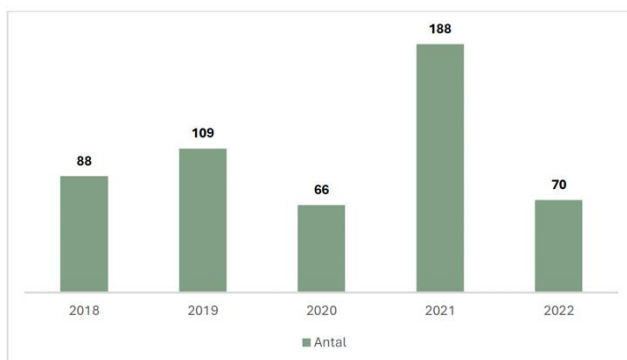
Figure 2: The number of research applications produced at the department (left) in the evaluation period, against the total number from IKK (right)

Ansøgningsaktivitet på TYROM – 2018-2022



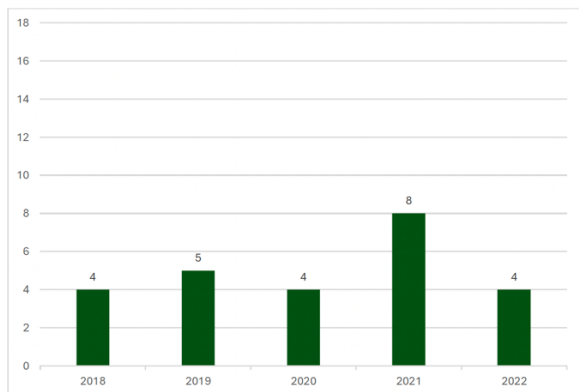
Figur 1: Antal ansøgninger på TYROM, 2018-2022

Ansøgningsaktivitet på IKK – 2018-2022

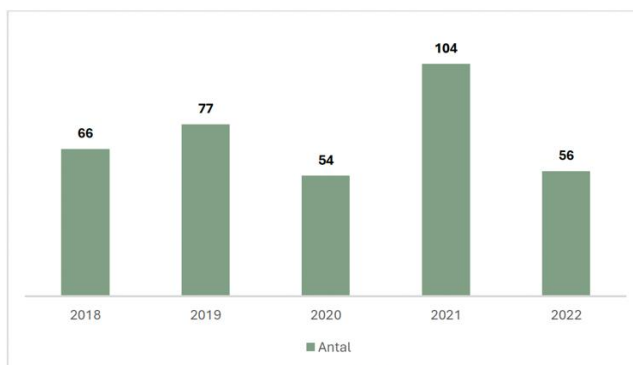


Figur 1: Antal ansøgninger på IKK, 2018-2022

Figure 3: The number of unique applicants from the department (left), against the total number from IKK (right)



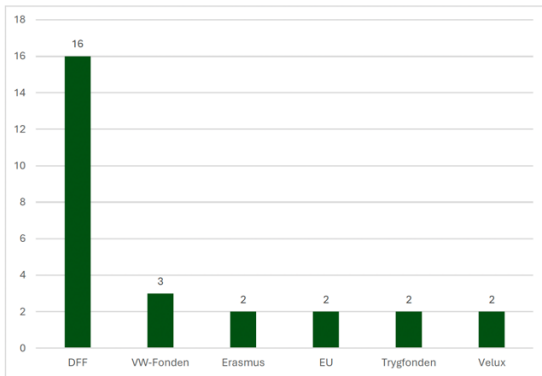
Figur 2: Antal unikke ansøgere på TYROM, 2018-2022



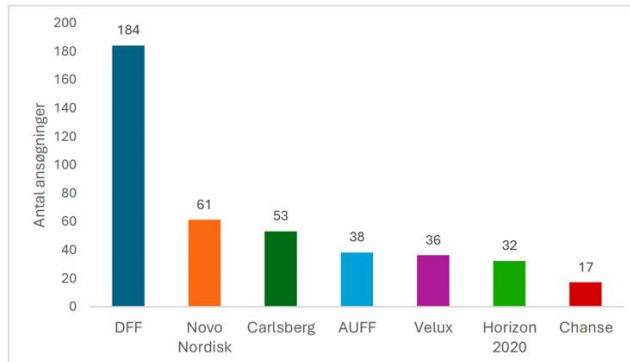
Figur 2: Antal unikke ansøgere på IKK, 2018-2022

The four figures below show the research funds that TYROM has sent the most applications to during the evaluation period against the same information at IKK level, as well as the funds where we have been most successful. Here we observe that TYROM and IKK share the fact that DFF is by far the most applied-at fond and we also see that Velux is represented in both figures. The rest of the funding institutions seem to be different at department and school levels, and this has given rise to some discussions at the research evaluation seminar about the fact that it could be interesting to explore some of the foundations that colleagues from other departments have applied at, e.g. Novo Nordisk and Carlsberg, in order to look out for unexplored opportunities.

Figure 4: The research funds that TYROM has sent the most applications (left), compared to IKK (right)



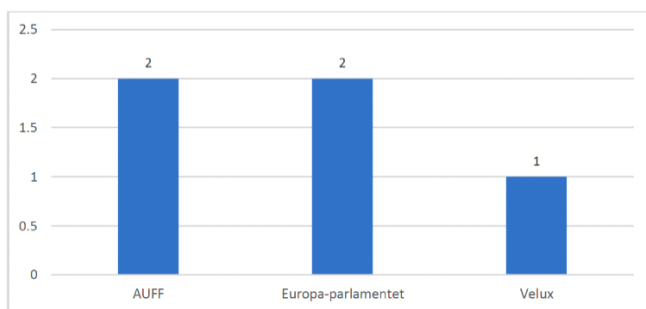
Figur 3: Oversigt over mest søgte fonde på TYROM, 2018-2022



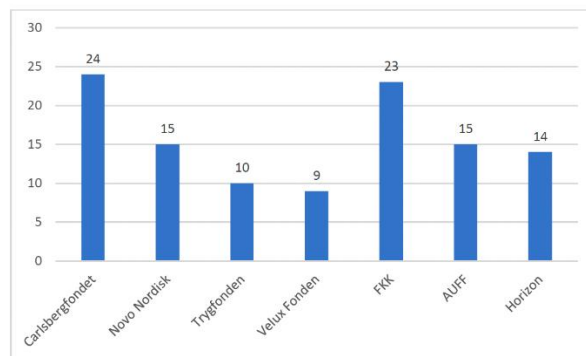
Figur 5: Oversigt over mest søgte fonde på IKK, 2018-2022

Figure 5: The biggest grantors at department level TYROM (left) and at school level (right)

Figur 1.3: De tre største bevillingsgivere per afdeling i perioden 2018-2022



Figur 1.2: De syv største bevillingsgivere på institutniveau i perioden 2018-2022



3.4 Case example

At the research seminar we discussed two current externally funded projects that can serve to illustrate different aspects of TYROM application activity. One of the cases is an EU-funded project where one of TYSROM researchers participates as head of a work package. This project showcases TYROM's international and interdisciplinary orientation, as several international participants (mostly from Latin America), who work either in academia or within the scenic arts, have visited TYROM for longer or shorter stays and thus enriched our research environment. The other case is a Velux funded project with a PI from TYROM. The application trajectory for this project (which required several applications at different funds before success at Velux) was presented at a department seminar to encourage other researchers to persevere in their application attempts.

4.0 Societal and political Impact

This section of the research self-assessment report aims to evaluate the societal and political significance, impact, and outreach of the department based on the information provided in the data-package. The assessment will focus on the department's integration of research into teaching activities, engagement with external partners and communication with the public, based on a discussion of the following questions by a subgroup of the academic staff at the research seminar.

1. Discuss how research is integrated into teaching and whether there is room for improvement, taking into account interdisciplinary, diversity, and international perspectives.
2. Discuss how the department is involved in collaborations with external partners and whether there is room for improvement, considering data on external collaboration/publications.
3. Discuss how department members engage with the public, the impact of public engagement and communication, and whether there is room for improvement in this area, considering data on communication with the public.

4.1 Integration of research into teaching activities

The department's research activities play a crucial role in supporting teaching, particularly through supervision and other forms of instruction. The use of research publications as pensus, including collaborations with students and external partners, demonstrates a commitment to integrating research findings into educational practices and underscores the practical relevance and scholarly contribution of the department's work.

There are good examples of researchers' own articles being used in teaching as well as research articles being prepared in collaboration with students, but we do not have data on the extent to which these activities are ongoing.

In terms of research publications' impact on teaching and students, it should be mentioned that the limited number of textbooks (11 out of 545 publications) suggests a potential for further diversification in publication types to cater to different audiences, including students, and to different knowledge dissemination channels.

In general, there could be a need to enhance the documentation of these collaborations, especially with entities like the European Parliament, private organisations, and enterprises, to ensure comprehensive tracking and recognition of all partnerships and activities.

4.2 Engagement with external partners

The department has established numerous collaboration agreements, indicating a strong network of academic and industry connections. The following charts show the number of agreements established by the department with external partners per year (2018-2023), and the total number of agreements in that period relative to the other departments of IKK.

Figure 6: Number of collaboration agreements at the department (2018-2023)

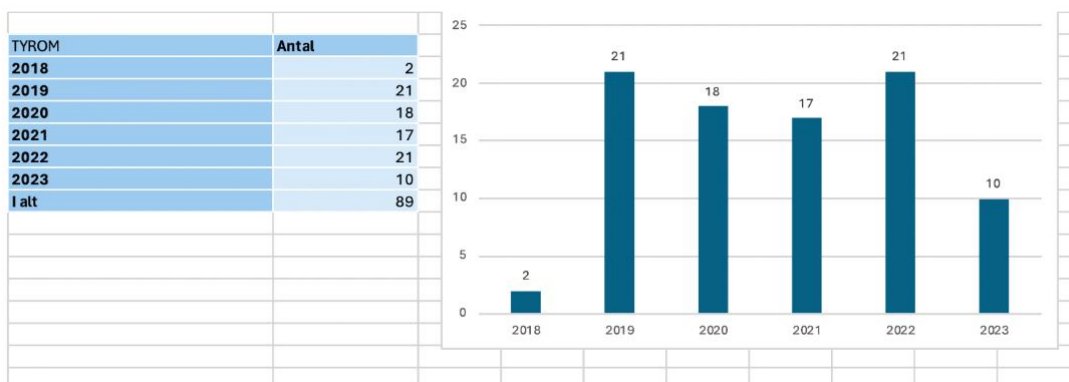
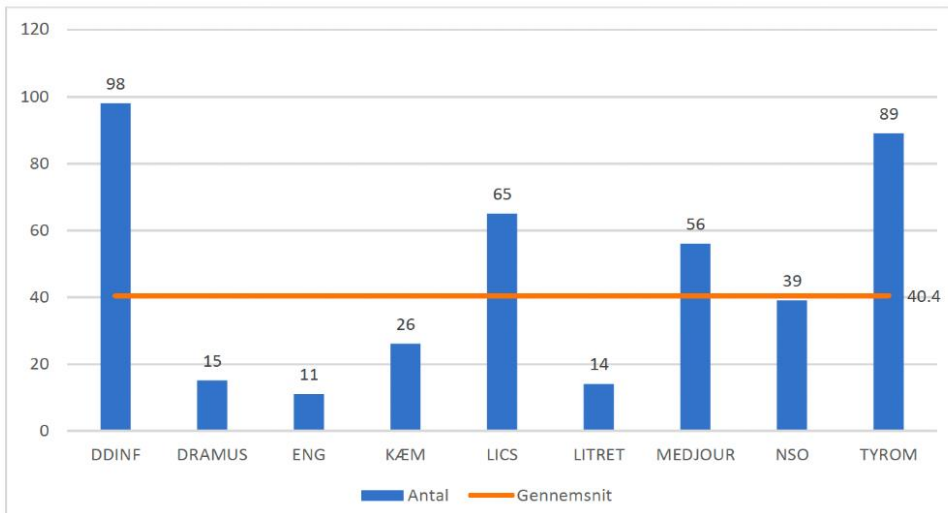


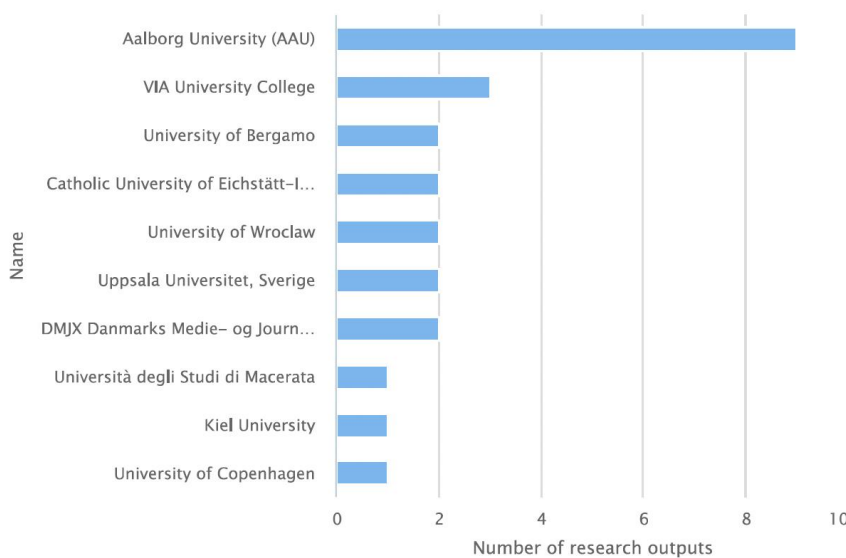
Figure 7: Number of collaboration agreements at IKK (2018-2023)



In general, engagements with the surrounding community, including fieldwork, empirical studies, and partnerships with businesses and cultural institutions, showcase a proactive approach to knowledge exchange and applied research.

The following table shows that in relation to publications the department has a wide range of collaboration partners in the form of other universities both in and outside Denmark.

Figure 8: Top 10 collaboration organisations and number of research outputs



The department also organizes, as a regular part of its externally directed activities, visits from and to high schools as well as professional days for our students ("faglige dage"), which very often involve the participation of external presenters from organizations and companies. In this connection, company dating arrangements also play an important role in bringing the students into direct contact with other sectors, where they have the opportunity to bring the skills and knowledge they have acquired at the university into play and thus make themselves attractive to the surrounding society.

An important independent element in the department's contact with organizations and the business world are the internship agreements, so-called project-oriented courses, which for a very large part of our students means that they work for an organization or company for a semester and thus bring their theoretical and methodological knowledge from the study in play in a practical business context. In general, these stays are evaluated very positively by both the students and the hosts.

Finally, the department has regular contact with the outside world via the three employer panels affiliated to TYROM, and which advise the department on matters that, in a broad sense, relate to the structure and content of the study programs as well as the graduates' skills, knowledge, and competences in a business and organisational context.

4.3 Public engagement and communication with the public

A significant proportion of the department's publications focus on dissemination and public engagement, reflecting a commitment to knowledge sharing and societal impact.

This trend can be seen from the table below, where 119 out of 545 publications fall under the category "Communication", which indicates that the publications in question are characterised by communicating knowledge to a broad non-peer audience.

Tabel 4: Registrations per category and publication year

	Commissioned	Communication	Education	Research	Grant total
2018	2	17		70	89
2019		10	2	69	81
2020		33	4	41	78
2021		15		79	94
2022	14	24	5	69	112
2023		20		71	91
Grant total	16	119	11	399	545

Despite the department's relatively strong commitment to engaging and communicating with external partners, the subgroup concerned with this issue discussed whether trying to take a more active role in language policy-making processes in businesses, organisations, and public entities, and setting a language-related agenda, could enhance the department's influence on public discourse and thereby amplify our influence on politics and institutional procedures related to the teaching and research of foreign languages in Denmark.

4.4 Case example

By engaging in projects like the EFFORT initiative and collaborating with international partners, the department demonstrates its involvement in strategic partnerships with universities, companies, and EU-funded programs, as well as its commitment to internationalization and knowledge exchange on a global scale, enhancing the visibility and impact of research outputs. See the following links concerning the department's involvement in EFFORT-project.

<https://www.effortproject.eu/>

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA203-082579>

5.0 Talent development and merit

5.1 PhD recruitment, education, and supervision

The distribution of junior and senior researchers at TYROM (23,3 % juniors and 76,7% seniors) is less even than at faculty level (Arts), where the proportion is 38,8% to 61,2%. This of course results in a higher average age at TYROM (52,7), versus 45,9 years at Arts.

At this moment, there are 5 PhD students at the department, among which two belong to the 4+4 program and 3 to the 5+3 program. One of the current PhD students is externally financed (Velux). There are two post docs, one financed through a Velux project and one through AUFF starting grant. Only one of the current junior researchers (a postdoc) has been recruited internationally. There are currently no assistant professors at TYROM.

The above-mentioned figures are a clear sign that the department is experiencing some problems in recruiting enough junior researchers. One of the reasons can be that our internal recruitment basis, i.e. our master students, is low and that structural reasons make it difficult to spot research talents in time, as our B-line students are away at their minor studies at the time where it would be good to draw their attention to the 4+4 program. Particularly our business line (IVK/CLM) has had a big challenge in recruiting PhD students (there have been none in the evaluation period). This is due to two main factors: there have been few applicants, but we have also experienced that business-oriented projects have been consistently opted out by evaluation boards, as they are different from the more classically humanistic projects the evaluation boards at Arts are used to. We have had the same experience regarding didactically oriented projects, which can be a sign that practically oriented projects in general have a harder time at obtaining support at faculty level.

The lack of international junior researchers can be due to one of two factors (or, more likely, a combination of both): either TYROM has not had the resources or ability to attract international junior researchers, or Arts' application system's lack of transparency and the emphasis on 4+4 PhD students over 5+3 have been structural barriers.

So far, the recruitment of PhD students at the department has mostly relied on the Individual VIP's, who can spot talent among their students. In the future, it would be relevant to implement strategies at departmental level. One discussed strategy is organizing language specific PhD events for bachelor students on their 5th semester in connection with our courses on Bachelor project writing. This might help more students to become aware of the possibility of applying for 4+4 PhD positions. This type of event would be a supplement to those organized by the PhD programs.

5.2 Early career scholarship

Even if the number of junior researchers at TYROM is low and needs to be improved, one very positive fact about our department is the degree of satisfaction of our current junior staff regarding their working environment. Our experience (reinforced by junior researchers' statements at the evaluation seminar) is that they feel very well integrated at the department, as they are involved in the department's activities and deliberations on an equal footing with their senior colleagues. This gives a sense of belonging as well as good opportunities for learning about academic life. Our junior staff are also themselves very proactive regarding taking initiatives to improve their own working environment by organizing social and academic activities for themselves (such as "shut-up and write" sessions).

5.3 Career development and meriting

Unfortunately, the lack of assistant professors shows that the passage of junior to senior is challenged at our department, as tenure track positions are scarce. Luckily, there are plans of hiring two new assistant professors in the near future, which will contribute to palliate the problem.

Career development does not only apply to junior researchers, but also to senior researchers. In this sense, TYROM has been enriched with three new professors during the evaluation period, one of them recruited externally and two internally. The gender ratio for professors is currently well-balanced. Unfortunately, no TYROM associate professors have been accepted at the Arts promotion program for professors. As this program has been discontinued, it should be an attention area for the department in the future how to support associate professors in pursuing a professor position.

6.0 Interdisciplinarity

The current organization of the department, with researchers actively participating in various research programs and thus showing a diversity of research interests, could potentially provide a foundation for further strengthening interdisciplinary engagement. In general, the research programs play a pivotal role in fostering interdisciplinarity by bringing together researchers with diverse expertise and interests and thereby promoting collaboration across departments and disciplines.

Also, collaborative research efforts with internal and external partners, as well as department seminars and lunch lectures provide valuable platforms for interdisciplinary exchange and idea generation.

However, it was discussed at the research seminar that there may be room for improvement in formalizing structured interdisciplinary activities that encourage collaboration across different research areas. Specific themes such as interculturality could be further explored to promote interdisciplinary research endeavours, e.g. by creating a new research centre affiliated with the department. So, while TYROM has existing practices for interdisciplinary engagement, a more effective and formalized framework for acknowledging and supporting interdisciplinary collaborations may enhance its interdisciplinary research output.

In this connection, we also debated whether or to what extent obstacles to conducting interdisciplinary research within the department may include limited resources or incentives for interdisciplinary projects, departmental silos, and/or a need for increased awareness and recognition of the value of interdisciplinary research among the department's researchers.

Finally, it could be considered whether strengthening the connections between the different research programs and thereby providing formal support for interdisciplinary initiatives could enhance TYROM's ability to engage in interdisciplinary research collaborations.

7.0 Learning and future initiatives

Through the internal evaluation process, particularly at the evaluation seminar and through the examination of the data package, we have discovered that TYROM has a solid level of publication and dissemination activities, which nevertheless can be strengthened by, for instance, taking initiatives to expand our publication production for other audiences than research peers (i.e. textbooks and general dissemination texts).

Our research fund-raising activities can also be strengthened and for this purpose we suggest that one structural change at IKK level could be a crucial factor: the inclusion of research applications at the biannual individual research evaluations on the same footing as peer-reviewed articles. In general, expanding the definition of research production at IKK level could benefit not only our application activities, but also the above-mentioned production of dissemination articles besides the more "mainstream" peer-reviewed articles at international journals. At TYROM level, we believe that the creation of a new research centre affiliated to the department and dealing with an area where many TYROM researchers can see themselves in (e.g. interculturality) could be beneficial for tapping on potential collaborations among the department's researchers. Besides, an increased focus on research in TYROM's future department meetings, department seminars, application-writing workshops and lunch talks can have similar positive effects.

Regarding our diversity in terms of junior and senior staff, TYROM can intensify recruiting activities as well as maintain and strengthen the very successful existing practices for creating a good working environment for our junior researchers.

Appendix 10: List of research centres at SCC

- [Affects, Interfaces, Events](#)
- [Canadian Studies Centre](#)
- [Center for 1800-talsstudier](#)
- [Center for Børns Litteratur og Medier](#)
- [Center for Early Modern Studies \(CEMS\)](#)
- [Center for Computational Thinking and Design \(CCTD\)](#)
- [Center for Health Communication \(CHEC\)](#)
- [Center for Humanities Computing \(CHC\)](#)
- [Center for Journalistiske Universitetsuddannelser \(CJU\)](#)
- [Center for Kulturevaluering \(CKE\)](#)
- [Center for Language Generation and AI \(CLAI\)](#)
- [Center for Museologi](#)
- [Center for Rhetoric](#)
- [Center for Sound Studies](#)
- [Center for Surveillance Studies](#)
- [Centre for Advanced Visualization and Interaction \(CAVI\)](#)
- [Centre for Aesthetics of AI Images \(AIM\)](#)
- [Centre for Critical Data Practices](#)
- [Centre for Digital Creativity](#)
- [Centre for Digital Methods and Media \(CDMM\)](#)
- [Centre for Fictionality Studies](#)
- [Centre for Historical Performance Practice \(CHiPP\)](#)
- [Centre for Internet Studies \(CFI\)](#)
- [Centre for Irish Studies in Aarhus \(CISA\)](#)
- [Centre for Media Industries and Production Studies \(CMIP\)](#)
- [Centre for Research in Artistic Practice under Contemporary Conditions \(CRAPCC\)](#)
- [Centre for the Rise of Science and Fiction \(CRSF\)](#)
- [Centre for the Digital and Green Transformation in Cities and Communities \(DIGTCOM\)](#)
- [Centre for the Study of the Literatures and Cultures of Slavery \(CLCS\)](#)
- [Centre for Voice Studies](#)
- [Danish Centre for Popular Music Culture \(DanPop\)](#)
- [DATALAB - Center for Digital Social Research](#)
- [Digital Aesthetics Research Center \(DARC\)](#)
- [Digital Humanities Lab \(DIGHUMLAB\)](#)
- [European Theatre Research Network](#)
- [Latin American Centre of Aarhus \(LACUA\)](#)
- [Litteratur mellem Medier](#)
- [Peter Skautrup Centret for Jysk Dialektforskning](#)
- [Recreational Fear Lab \(RFL\)](#)
- [Science, Technology and Society Studies \(STS\)](#)
- [SHAPE](#)
- [The Centre for Transnational Media Research \(CTMR\)](#)
- [Nationalt Videnscenter for digital teknologi-forståelse](#)