



## Research Strategy for Department of Media, Cognition and Communication 2017-2020

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### VISION

The core purpose of the Department of Media, Cognition and Communication is to produce original research and knowledge in each of its core domains and to educate highly qualified graduates and PhDs in the Department's degree programmes. In addition, the Department aims to communicate about research knowledge with relevant actors in society and to collaborate with external partners in both the private (e.g., businesses, cultural organisations and NGO's) and the public sectors (e.g., university colleges, governmental departments, libraries, and high schools).

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The vision of the Department of Media, Cognition and Communication is summed up by the following five points: curiosity, research quality, interdisciplinary research, research environments, and societal impact:

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- Research at the Department is characterized by a fundamental **curiosity** to explore basic questions and phenomena in the Department's research areas.
- Research at the Department is of **high quality** by international standards. Research in all of the Department's research domains is becoming more and more internationalized. Alongside other outreach and publication channels, researchers in the Department should aim to publish regularly their research in leading international journals or with top publishers within their fields.
- The Department encourages **interdisciplinary collaboration and interaction** between the Department's research disciplines as well as with disciplines and researchers outside the Department.
- Strong and internationally competitive research usually grows out of strong and productive **research environments**. The Department encourages the

organization of its researchers into research groups. Research groups significantly enhance the organization of research activities, the development of grant applications, the training of PhDs and postdocs, and the integration of students in research.

- The Department has **impact in the broader public domain**. Research relevant to external partners is conducted in close interaction with the partners. The Department's research is communicated and discussed in various public fora and media, and its researchers perform important functions in governmental and non-governmental settings, e.g., advising policy makers, collaborating with NGOs and doing consultancy for organizations and businesses.

In the following, the Department's general research strategy will be outlined. We describe the main challenges facing the Department in the years to come and how we plan to meet them. Subsequently, each of the four sections within the Department (Philosophy; Rhetoric; Education; and Film, Media and Communication) outlines its main research strengths and describes its research areas in relation to comparable international fields and relevant publication channels. The four sections also describe how they want to develop in the years to come and meet the future challenges.

It should be noted that the four sections have different sizes. Whereas the smaller sections might function as one coherent research environment, the larger sections have organized themselves into several research groups (Research groups are a less formal sub-structure within and across the four sections).

## **FUTURE CHALLENGES**

In the years to come it will be the ambition of the Department of Media, Cognition, and Communication to produce excellent basic and applied research that meets two major challenges to research. On the one hand, public and private funding bodies require that research becomes more and more internationalized and specialized, while, on the other hand, they expect that research is socially relevant and contributes to solving problems in society. Addressing and negotiating these two important concerns are important tasks for the Department. The right ways to address these equally important challenges has to be found in the context of a rapidly changing landscape for research funding. Planned budget cuts at the Faculty of Humanities, planned structural changes to the 'educational landscape' of the Faculty, and budget cuts in the public funding of external research projects will have consequences for our research activities. Maintaining international research excellence requires an awareness of these exigencies and a clear strategy for meeting them. Here we outline major challenges facing the Department's research and the Department's general strategy for meeting these challenges:

- Increasing need for external research funding (e.g., in order to employ PhD students)
- Increasing competition for external research funding
- Increasing demand for internationalization of research activities
- A need to organize PhD and postdoc training with a view to the fact that most PhDs and postdocs will have their next position elsewhere: our training should help them succeed
- A need to organize efficient research-based teaching: we should be better at sharing resources and experiences and at including MA students in research activities

In order to meet these challenges we are particularly focused on the following four aspects: Research quality, research organization, external funding and impact.

## 1. RESEARCH QUALITY

High research quality is paramount to our goal of maintaining our position as an excellent, innovative and relevant department which attracts and retains the best researchers and students. Maintaining high standards in the level of research activities and international publication is important for the following reasons:

- Excellence: Establishing and maintaining excellence in the Department's areas.
- Funding: Strong international publication records are important when applying for larger grants, e.g., ERC grants. Furthermore, a part of the Department's basic funding is obtained based on our total publication record.
- Internationalization: International recognition and networks are largely a function of researchers' ability to publish in internationally recognized journals, book series, and monographs from recognized publishing houses. We expect that publishing in international high-quality journals will be increasingly important in order to connect to the larger international research community.

### Aims

- Faculty should know about the best international publishing venues for research in their domains. Faculty should be familiar with the BFI system's rankings and the publishing venues in their domains. Faculty should keep up with the publishing pattern in their field and, if relevant, suggest new journals and series to be included in the BFI system. This knowledge should be part of the PhD and postdoc training.
- Senior researchers should aim to publish their research in the best possible international publication venues. It is important to recognize that

differences between research areas in the Department produce differences in publication patterns. It is therefore part of the four section's individual research strategies to specify goals in terms of which types of publication channels the researchers should aim for.

- Each section should have leading researchers that publish their research regularly in internationally top-ranked journals, book series, or monographs.

### **How shall we achieve our aim to heighten or maintain our standards of international publishing?**

- Each section is expected to provide a platform for collective discussions about publication venues and mutual help with efforts to publish in the best possible outlets.
- A researcher's publication activity and strategy should be part of her or his individual employee development and performance review (MUS) at the section level. Similarly, the section's publication record should be part of the group performance review (GRUS) at the department level.
- The Department management will implement the general promotion criteria of the Faculty of Humanities for Associate Professors to the position of full Professor. Central to the criteria is the requirement that candidates should publish regularly in the top journals in their fields.
- The Department management has decided on a local interpretation of the general norm-agreement at the Faculty of Humanities with regard to research productivity. The Bibliometric Research Indicator (BFI) System is used as an indicator of whether a researcher's output has to be subjected to a qualitative assessment. This will happen if the output over a three-year period has been awarded in total 3 points or less in the BFI system. Each year the Head of Department assess the entire research output of individual researchers and invite those who have 3 or fewer points to a meeting to discuss their research productivity.
- Departmental funding for research activities in the sub-structure of research groups will be given only on the condition that the group has described with sufficient detail how the initiatives of the group support the publication activities of its members.

## **2. RESEARCH ORGANIZATION**

High quality research today is usually produced in a collaborative environment. Also individual scholarship benefits from being performed in a research setting where feedback, constructive criticism and scholarly discussion are of high quality. A strong, collaborative research culture will improve the ability of faculty to produce high-quality international research publications, attract funding, recruit new researchers, attract academic visitors, and systematically integrate research

and teaching. In particular, the organization of research in collaborative environments significantly enhances:

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- **Publication:** Publishing one's research in the best international scientific journals is highly competitive. Presenting one's research and reading each other's papers in the setting of collaborative research environments is highly beneficial.
- **Recruitment and training of PhDs and postdocs:** Strong collaboration is more attractive to new researchers and provides a more solid training than a fragmented or individualistic environment. Environments capable of organizing a variety of research activities (international workshops, guest lectures, regular research seminars, etc.) will provide a strong basis for the training of PhDs and postdocs.
- **Teaching:** The integration of teaching and research is important for a strong degree programme (e.g., for maintaining and motivating the students and spotting and recruiting new talents). The integration of students in research activities (e.g. workshops, seminars, etc.) and research projects is best organized by collective research environments.

### **Aims**

- The Department encourages its faculty to participate in collaborative research groups, which are best organized around senior researchers with international research profiles in terms of international network, publishing record, and potential to attract funding. The small sections at the department can also function as research groups in themselves.
- The research groups may be definable in terms of internationally recognized research topics, in terms of new research topics introduced by researchers in the Department, or in terms of natural divisions in the sections, for instance, divisions in the teaching curricula.
- All new PhD-projects should be clearly affiliated with at least one research group or similar collective research environment.
- As an organizational structure, the research groups are less formal than the sections and it is a condition for their formation and continuation that they continuously produce relevant research activities.

### **What will we do to strengthen collaborative research environments?**

- The Department management will continue to provide smaller amounts of funding for the organization of research groups (e.g. for workshops, guest lectures, activities with students).
- A researcher's contribution to collective research environments and to specific research groups should be discussed at the individual employee development and performance review (MUS) with the section head.

- A requirement for recruitment of new researchers is that they see the value of and have the social ability to take active part in collaborative research environments.
- The Faculty's open PhD-fellowships will be awarded only to PhD projects that have a clear relation to established collaborative research environments.

### 3. EXTERNAL FUNDING

Maintaining or even increasing our high level of external research funding is important for a number of reasons. As the basic funding for higher education and research is decreasing, it becomes more and more important to increase the Department's share of external funding for research for the following reasons:

- Research talents: as basic funding for research decreases, the recruitment and maintaining of new research talents at PhD and postdoc level depend to a larger degree on external funding for research projects.
- Training of PhD and postdocs: a sufficient number of PhD students and postdocs is important for providing a stimulating and educational environment for new researchers.
- Research activities and internationalization: external research funding is important if we aim to maintain our high level of research activities in the Department. Organizing conferences, workshops, and guest lectures, and hosting guest researchers are crucial factors for the department's high level of connection with international research communities.
- Research capability: Many research projects and problems demand a collective effort and external funding is often a necessary condition for achieving critical mass.

#### Aims

- Maintaining the Department's relatively high success rate with applications to the Research Council in Humanities (FKK) despite the increased competition for grants from this agency.
- Increasing our attempts to successfully apply for funding from other agencies :
  - EU: It is our explicit aim to increase our number of qualified ERC applications as well as the number of collaborative EU projects (e.g., under the Grand Challenge scheme) in which the Department is project partner.
  - Private foundations: We need to increase the amount of research funding obtained from national and international private agencies. We aim to increase the number of private foundations we apply to (e.g., Lundbeckfonden, Villum Fonden).

- It is important not simply to increase the overall number of applications. The aim is to heighten the quality of our applications and to target a broader variety of foundations.

### **How shall we achieve our aim to maintain or increase our level of external funding?**

- The Department management will follow the Faculty's promotion criteria with regard to external grant applications. To be qualified as Professors, applicants/candidates should demonstrate success in attracting external funding. To be qualified as Associate Professor, it is preferable for the applicant to have obtained funding or at least to have experience in applying for funding.
- Each Professor and Associate Professor is expected to have a strategy for external research funding and discuss this with colleagues as well as Heads of section on a continuous basis. Applicants are also expected to seek peer-feedback in advance of submission of grant applications.
- Each potential application should always be discussed with the Head of Department well in advance of internal and external deadlines. Approval from Head of Department is a condition for submission.
- The Head of Department and the administrative research officer monitor the development of funding opportunities and development of individual researchers. On this basis, they might also encourage individual researchers to apply to appropriate sources.
- It will be useful to develop additional cross-disciplinary research collaborations in order to be able to apply for funding from sources such as Lundbeckfonden, Novo Nordisk Fonden or Villumfonden, which usually only support natural and medical science. With respect to other foundations, such as Carlsberg or Velux, it is increasingly important to develop the projects in collaboration with the funding body, so early contact is advisable.

## **4. IMPACT**

Impact of the Department's research is important for our societal relevance. It also has a positive influence on our broader public legitimacy, international recognition and networks, and successful applications for external funding. Engagement in public debates and research communication is important for demonstrating the societal significance of our research. The public visibility of the Department in relevant venues (e.g. newspapers, public service media, trade journals, websites like [videnskab.dk](http://videnskab.dk), [kommunikationsforum.dk](http://kommunikationsforum.dk), etc.) also helps attracting the best students to our degree programmes.

At the Department we are currently engaged in achieving impact in a number of different ways:

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- a) Research impact in a narrow sense: other researchers' use of our published results, e.g. through citations or keynote invitations.
- b) Research impact in a wide sense: the impact of our research activities in the wider research community, e.g., editorial positions, review contributions, committee memberships, chairmanships at conferences, etc.
- c) Societal impact:
  - Expert aid to government, non-government and private organizations.
  - Research communication to the general public in Denmark as well as internationally.
  - Research communication to the educational system (e.g., publication of textbooks, books on methods, etc., to high schools and higher education).

## **Aims**

- Maintaining our high degree of impact in our areas of research – both in terms of direct impact of research results, but also in the wider sense mentioned above.
- Maintaining our high degree of public communication about our research results, areas and activities.
- Developing or maintaining connections with external partners who can use our research, as we believe collaboration with external partners is an important way to achieve societal impact as well as relevant and innovative research insights.
- Valuing all above-mentioned forms of impact and recognizing the costs (in terms of working hours) involved in many important forms of impact.

## **How shall we achieve our aim to acknowledge and increase the visibility of various forms of impact?**

- Public communication and societal impact can be registered in the CURIS system and will be recognized as part of the research production by individual researchers and collective research environments.
- Researchers at the Department are encouraged to make sure that results which are specifically relevant for external actors are communicated to them.
- Individual researchers as well as collective research environments at the Department are encouraged to develop strategies for the impact of their research. These should be discussed at the individual and collective annual employee and performance review (MUS and GRUS).



- We will work to increase the number of projects with external partners (University colleges, governmental and non-governmental organizations). Research relevant to external partners, national as well as international, should be planned and carried out in close contact with those partners.
- We will consider how we can improve the way in which we make various forms of impact visible on the Department's homepage.

## **Research Strategies for the four sections**

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### **Section for Film, Media and Communication**

#### **1. Meeting the challenges**

Researchers from the section have for many years successfully received external funding for collective projects, from national as well international (EU) funding bodies. The section's research activities are to a large degree organized around collective projects and groups, internally (the department's research groups) and externally (staff members' managing and participation in a range of international research groups and collective research projects with internal as well as national and international colleagues). PhD students and postdocs are strongly encouraged to participate in these groups. All PhDs participate in one or more of the groups, which also function as training grounds for them. It is the general opinion that the internal research groups (some of which are cross-sectional) function very well. The composition of groups is continuously evaluated in order to meet new research areas and interests. Collective internal discussion is considered a strong incentive for the development of new projects and also serves as a source of inspiration for researchers in the section to develop applications for external funding.

Recruiting new talent is of course inscribed in research applications; moreover, the section plans to strengthen its activities regarding the recruitment and development of talented emerging researchers through encouraging talented MA thesis students to participate in the internal research groups, a practice that is already being established in several of the groups. In addition, the section will continue to facilitate research visits from foreign PhD students and postdocs who want to work together with the section's internationally renowned professors - the section gets a steady stream of such requests - and by offering informal seminars for our PhD students on career development.

#### **2. Areas of research potential and/or excellence**

In a very broad sense the areas of research potential and/or excellence are tied to the MA programs (and additional educational profiles); hence securing research-based teaching. Again, broadly speaking, five research areas across film, media and communication studies can be pinpointed, to which much of the section's research is tied, and in which institutional perspectives, communicative perspectives, user and producer/produser perspectives, technological perspectives, aesthetic perspectives, historical perspectives and regional/national/international perspectives are foregrounded to varying degrees:

- Communication and new media on different (mobile and other digital) platforms, within a range of public and private domains;
- Journalism and cross-media communication on different platforms and within different genres;

- Mediatization studies within a range of different fields, across generations and institutions and on different levels (micro, meso and macro);
- Popular media culture, including cognitive film and media studies as well as studies of media production processes and gaming studies.
- Film, media and communication history, including single case studies as well as studies of (the relation between) media in a longer historical span.

Within some of these fields researchers have received even large grants from national and international funding bodies. They have headed or are heading research projects which have gained broad international recognition for excellence and will inspire developments of applications for more collective projects in the future. Some of these may cross several humanistic disciplines as well as the Humanities and the Social Sciences, which is one of the section strength; others may develop new thoughts within cross-media studies and others again may think of new ways of historicizing film, media and communication studies in relation to mediatization.

### **3. Impact**

Impact is naturally related to international publication. All section members aim at publishing in and with the best and the most relevant international journals and publishing houses; some of the section's professors are widely acknowledged to be at the international forefront of their field, and the intention is to pursue international renown even further. Besides, staff members are encouraged to disseminate their research to larger publics in a broad array of channels, from general news media to more specialized communication forums of public or professional interest, including social media forums. Finally, the section also finds it important to disseminate knowledge about Danish film and media to various public and private sector organizations, e.g., ministries, educational institutions, and private companies. Thus, the intention is to make section staff even more visible in the public debate.

### **4. Key research areas**

- Digital media and convergence
- Internet and mobile media
- Film, media and communication in transitional societies
- Journalism in a digital media environment
- Celebrity studies and new media
- New media and everyday life
- Mediatization in a theoretical, analytical and historical perspective
- Political communication
- Media in generational perspectives
- Cognitive film and media theory
- Public service media in a Danish and Nordic context
- Film and television production processes

- Danish and Nordic cinema in a historical and aesthetic perspective
- Film, media and communication history
- Visual media culture

## **Section for Philosophy**

The section's vision is to remain an internationally recognized philosophy department ranked among the leading philosophy departments in the world. We want to continue to sustain a vibrant and friendly international research environment that attracts scholars, including PhD-students and postdocs, from all parts of the world. The section has had considerable success in securing external funding for large research projects led by the section's members, often in collaboration with other academic disciplines, and often projects that aim to address socially relevant problems and question. We will continue to maintain and develop this strength. Researchers from the section continuously publish in the most recognized venues within their specific research areas, and we will strengthen these efforts. Several members of the section contribute to Danish public debate thereby supporting democratic deliberation and political decision-making, and we will support this effort. We seek to integrate research and teaching by exemplifying research based approaches to philosophical problems throughout our teaching and in our supervision, and by continuously revising curricula to reflect international research, and by encouraging students to participate in the section's various research groups and research activities.

The section's main areas of research expertise lies in the following areas (alphabetically ordered): ancient philosophy, applied ethics, deconstruction, early modern philosophy, hermeneutics, ethical theory, formal logic, metaphysics, phenomenology, philosophy of mind, philosophy of science, political philosophy, and social epistemology. More specialized research topics are continuously developed in the section's 5 research groups. The specific aims of the section are to develop and maintain our strengths in research and international publication, funding, recruitment, training, research based teaching, and communication to a broader public. The more detailed strategy below specifies means of doing so.

### **Recruitment and training of new research talents**

The research groups and their specific areas of research, and the activities they encompass, should be visible nationally and internationally to MA students, PhD-applicants and postdoc applicants. The research groups will seek to involve students in their activities by using pro-active strategies including, for example, invitations to students to participate, intensive summer courses providing basic skills, PhD-courses, workshops involving presentations by students. Affiliation to a well-functioning research group/center will be an important factor in recruitment of PhD-students, housing of postdocs, and acceptance of visitors to the Section. The aim of our training and support of PhD-students and postdocs is to enable them to pursue their academic career, usually in another academic institution. At the same time, we recognize and fully support that some want to pursue a subsequent career outside academia. The general approach to training and support is to ensure vertical integration of PhDs and postdocs in stimulating and supportive research

environments. Activities in the research groups must enable its PhD-students and postdocs to acquire and exercise the basic skills involved in presentation and critical discussion of work in progress and the skills and know-how involved in article publication in high-ranking journals, or book publication with recognized publishing houses. Through hosting international visitors, workshops and conferences, the research groups provide an environment that enables PhD-students and postdocs to gain access to an international research network.

### **Research based teaching**

The research groups will be consulted by the study coordinator concerning the planning of the major areas of the teaching in BA and MA program. This is to ensure quality, research coverage, to attract students to our various fields, to ensure alignment between research and teaching, and to facilitate collaboration about teaching

### **Research funding**

The research groups and centers will continuously conceive and draft new funding applications. Situating the applications in environments rather than individuals will provide a better basis for applications, and it will generate an incentive to collaborate on applications. Moreover, senior researchers should collaborate with more junior researchers on drafting applications, as this will provide a natural setting for transferring important skills and know-how regarding how to make successful applications.

### **Internationalization and research impact**

The Philosophy Section will continue to have an impact on the international research community through its international publications, editorial work, and by organizing international workshops, conferences, PhD-courses, summer schools, and by providing an attractive environment for international visitors.

The working language of the groups is English, or some other international language. The research groups and centers publish internationally, serves as venues for international visitors and guests, welcome international MA students, PhD-students and postdocs, and organizes international events such as workshops, conferences, and summer schools.

### **Impact on the broader public domain**

The Philosophy Section will continue to have an impact on the broader public domain through its research projects that often involve socially relevant topics. Moreover, members of the Philosophy Section will contribute to public debate through regular publications of books and newspaper entries in Danish, and through appearances in televised media and radio broadcast. The research groups will, when they have a relevant topic, adopt specific measures to ensure dissemination to relevant non-academic audiences.

**Publication**

The Section of Philosophy aims to publish in category 2 venues in the Danish BFI list. Within this group of publication outlets, we aim to publish in the most recognized venues relative to specific sub-areas of research. The Section of Philosophy encourages co-authored publications. Co-authored publications must comply with the Vancouver Rules and Danish Code of Conduct, and faculty guidelines regarding co-publications and article based PhD dissertations.

## Section for Education

The overall purpose of the section's research strategy is to produce knowledge about education as a social and historical phenomenon. Research at the Education section is characterized by theoretical and empirical analyses of education in practical, institutional, professional and scientific forms. The section has research competences in understanding the significance of education in formal and informal contexts and different institutional settings for children, young people and adults. It focuses on understanding educational problems, programs, interventions, debates and phenomena in relation to social, cultural and political processes and transformations, without attempting by necessity to settle or resolve any of these issues. An inherent key feature of the research is to explore and pay attention to the character and transformation of education as a theoretical discipline in relation to adjoining theoretical disciplines, such as philosophy, psychology, and sociology, but also history, anthropology, political science and economy.

The section's overall research profile incites each researcher to operate within both individual and collective research projects, as well as specialized and general research areas in national and international networks and conference settings. To continue strengthening the section's research profile and recruit Ph.D. - and post.doc.-scholars in the future, the strategy is to carry on attracting a diverse range of external funding, including specific smaller means and amounts of funding. This is also important to secure diversity of the section's research corresponding to the range of topics taught in the section's research-based educational programs. A crucial part of the strategy is to continue the section's strong cooperation and interaction with external partners, especially university colleges and the educational system providing teacher and preschool-teacher educational programs, as it is currently in operation due to the *Consortium for education and professional welfare work* between University College UCC and the Education section. But also cooperation with government organizations and NGOs - local, national and transnational. The cooperation is essential to secure relevance and societal impact of the research.

The research will in the years to come continue to be organized in research groups. First, the *section itself will function as a research group* organizing research seminars for all researchers, and colloquiums for all researchers and students. These events are the setting for exchange, support of individual projects and for new collaborations to evolve. Second, the section's research is and will be organized in the following *specific collaborative research groups*: Ethnographic studies in innovative learning contexts, The history and sociology of welfare work, and Children, media and culture (in collaboration with Section of film and media studies). All these groups will have strong international networks and organize research activities such as national and international seminars and workshops; international exchanges and visits; include collaborations across sections, faculties



and universities; organize public guest lectures and regular research seminars with paper-presentations and aim at continuous high publication quality in national and international publication venues. MA-students, Ph.D.-students and post.doc.-scholars will be included in the activities and the groups will thus train early career researchers thoroughly and be attractive to new and future research talents. Third, a *Ph.D.-forum for Ph.D.-students in the education section* will continue to organize regular seminars where the task of writing stimulating and inventive Ph.D-dissertations will be discussed to support existing Ph.D.-students and attract future Ph.D-students.

The section's strategy for making an impact is most importantly to give priority to societal impact in terms of communicating research through textbooks and texts for especially teacher and pre-school teacher education and other welfare professions' education in Denmark and beyond. This part of the strategy requires continuous publication activity in Danish at all levels from scientific monographs and anthologies to texts communicating research. The strategy is also to have research impact in terms of holding editorial positions in editorial boards of excellent Danish journals and publishing houses' book series on education, including contributing to the establishment of new journals and book series.

### **Key research areas**

Key research areas of the section known to the international research field of educational research are:

- Histories and historiography of education
- Sociologies of education
- Ethnographies of education
- Educational policy and politics
- Education and childhood
- Migration and education
- Professionalization studies
- Studies of educational knowledge and curriculum studies
- Learning and instruction.

## Section for Rhetoric

The Section of Rhetoric holds a unique place in European rhetoric research. Dating back to the early 1970s it was the first rhetoric programme to emerge in a contemporary university setting in Europe. Spanning BA, MA and Ph.D. programmes, it is also the largest rhetoric educational programme in Europe in terms of both number of full time students and faculty.

A distinctive trait in the BA, and to a lesser degree the MA, programme is its systematic integration of oral and written communication, including voice production, in theory and practice. Rhetoric students are also trained in the classical rhetorical tradition, argumentation, contemporary rhetorical theory and criticism, and other topics.

The section holds a significant role in the Nordic rhetoric environment. In 2003 it hosted the 3<sup>rd</sup> Nordic Conference for Rhetoric Research (NKRF), and the international journal *Rhetorica Scandinavica* (ranked as a category 2 journal in the BFI system) has been edited by faculty at the Section of Rhetoric since 2011.

With its intimate link to the language and culture it studies, Rhetoric has a particular responsibility to pursue scholarship about Danish issues. High quality rhetorical scholarship thus addresses relevant national, Nordic and international audiences and appears in related venues.

### 1. Areas of research expertise

The main research topics covered in the Section are:

- Rhetorical criticism
- Political debate and public controversy
- Argumentation
- Writing and non-fiction genres
- History of rhetoric
- Rhetorical didactics (oral and written)
- Digital rhetoric
- Organizational rhetoric
- Crisis communication
- Rhetoric and aesthetics

A main format for the research in the field of rhetoric is critical essays and monographs, based on analytical and hermeneutical work, an intellectual endeavour best suited for individual efforts. Hence, supporting and valuing scholarship produced by single authors is central in our strategy. Regardless of whether research is conducted by a single author or in collaboration between several colleagues, it is systematically supported by the faculty group in the form of on-going discussion and feedback both formal (at meetings) and informal (interpersonal exchanges). Similarly, we recognize and encourage scholarly

collaboration and co-publishing with colleagues both in the section and from other institutions.

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## **2. Meeting the challenges**

The faculty at the section of Rhetoric constitutes a research group driven by much overlap in research interests and the mutual commitment of giving feedback. Monthly research meetings, a yearly visit by the section's Affiliate Professor (currently from the US), and a yearly research seminar will continue to be the overall organizational frame for the section's research activities for the next three years. In addition, there are two smaller research groups, *Debatkultur* (Danish Debate Culture) and *Dansk retorikhistorie i internationalt perspektiv* (Danish Rhetorical History in an International Perspective).

The section has a particularly strong bond with the rhetoric faculty at the Department of Communication and Rhetorical Studies at Syracuse University, USA in the form of mutual visits by faculty (and on one occasion students) to give lectures and hold research seminars.

Systematically inviting talented students to participate in research group meetings and special events, encouraging them to submit their work to the MCC journal, and sharing information about conferences and Ph.D. positions are integral in the section's recruitment strategy, as are on-going applications to public and private funding bodies for research projects include either Ph.D. stipends or postdoc stipends or both.

## **3. Impact**

In terms of scholarly publications faculty at the Section of Rhetoric aim their research to scholarly recognized and topically relevant journals and book series – nationally, Nordic, and internationally. Editorial work and co-editing of journals and books, peer reviewing, research committee work as well as collaborative research and writing projects with colleagues abroad are additional ways to make an impact.

The Section is in close contact with the Rhetoric faculty at the University of Lund and several other Scandinavian rhetoric communities.

Faculty members engage the public in research based textbooks and books accessible to general audiences. Rhetoric faculty regularly contribute with research communication in TV and radio interviews, analyses and commentaries in newspapers, periodicals, and online media. Moreover, faculty contribute to public dissemination of their research by giving lectures to popular audiences, and by collaborating with external partners, both public and private.