INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI 2005–2010

RC-Specific Evaluation of CoCoLaC – Comparing and Contrasting Languages and Cultures

Seppo Saari & Antti Moilanen (Eds.)

Evaluation Panel: Humanities
RC-Specific Evaluation of CoCoLaC – Comparing and Contrasting Languages and Cultures

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### Summary:
Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate.

Evaluation of the Researcher Community was based on the answers to the evaluation questions. In addition a list of publications and other activities were provided by the TUHAT system. The CWTS/Leiden University conducted analyses for 80 RCs and the Helsinki University Library for 66 RCs. Panelists, 49 and two special experts in five panels evaluated all the evaluation material as a whole and discussed the feedback for RC-specific reports in the panel meetings in Helsinki. The main part of this report is consisted of the feedback which is published as such in the report.

Chapters in the report:
1. Background for the evaluation
2. Evaluation feedback for the Researcher Community
3. List of publications
4. List of activities
5. Bibliometric analyses

The level of the RCs' success can be concluded from the written feedback together with the numeric evaluation of four evaluation questions and the category fitness. More conclusions of the success can be drawn based on the University-level report.

### RC-specific information:

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<th>Main scientific field of research:</th>
<th>RC-specific keywords:</th>
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<tr>
<td>Humanities</td>
<td>Synchronic and diachronic comparison and contrastive studies, syntax, text types, text editions, media linguistics, language contacts and interaction, lexicography, phraseology, LSP</td>
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<th>Participation category:</th>
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<td>3. Research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation</td>
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<th>RC's responsible person:</th>
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<td>Havu, Eva</td>
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### Keywords:
Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community

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The evaluation of research and doctoral training is being carried out in the years 2010–2012 and will end in 2012. The steering group appointed by the Rector in January 2010 set the conditions for participating in the evaluation and prepared the Terms of Reference to present the evaluation procedure and criteria. The publications and other scientific activities included in the evaluation covered the years 2005–2010.

The participating unit in the evaluation was defined as a Researcher Community (RC). To obtain a critical mass with university-level impact, the number of members was set to range from 20 to 120. The RCs were required to contain researchers in all stages of their research career, from doctoral students to principal investigators (PIs). All in all, 136 Researcher Communities participated in this voluntary evaluation, 5857 persons in total, of whom 1131 were principal investigators. PIs were allowed to participate in two communities in certain cases, and 72 of them used this opportunity and participated in two RCs.

This evaluation enabled researchers to define RCs from the “bottom up” and across disciplines. The aim of the evaluation was not to assess individual performance but a community with shared aims and researcher-training activities. The RCs were able to choose among five different categories that characterised the status and main aims of their research. The steering group considered the process of applying to participate in the evaluation to be important, which lead to the establishment of these categories. In addition, providing a service for the RCs to enable them to benchmark their research at the global level was a main goal of the evaluation.

The data for the evaluation consisted of the RCs’ answers to evaluation questions on supplied e-forms and a compilation extracted from the TUHAT – Research Information System (RIS) on 12 April 2011. The compilation covered scientific and other publications as well as certain areas of scientific activities. During the process, the RCs were asked to check the list of publications and other scientific activities and make corrections if needed. These TUHAT compilations are public and available on the evaluation project sites of each RC in the TUHAT-RIS.

In addition to the e-form and TUHAT compilation, University of Leiden (CWTS) carried out bibliometric analyses from the articles included in the Web of Science (WoS). This was done on University and RC levels. In cases where the publication forums of the RC were clearly not represented by the WoS data, the Library of the University of Helsinki conducted a separate analysis of the publications. This was done for 66 RCs representing the humanities and social sciences.

The evaluation office also carried out an enquiry targeted to the supervisors and PhD candidates about the organisation of doctoral studies at the University of Helsinki. This and other documents describing the University and the Finnish higher education system were provided to the panellists.

The panel feedback for each RC is unique and presented as an entity. The first collective evaluation reports available for the whole panel were prepared in July–August 2011. The reports were accessible to all panel members via the electronic evaluation platform in August. Scoring from 1 to 5 was used to complement written feedback in association with evaluation questions 1–4 (scientific focus and quality, doctoral training, societal impact, cooperation) and in addition to the category evaluating the fitness for participation in the evaluation. Panellists used the international level as a point of comparison in the evaluation. Scoring was not expected to go along with a preset deviation.

Each of the draft reports were discussed and dealt with by the panel in meetings in Helsinki (from 11 September to 13 September or from 18 September to 20 September 2011). In these meetings the panels also examined the deviations among the scores and finalised the draft reports together.

The current RC-specific report deals shortly with the background of the evaluation and the terms of participation. The main evaluation feedback is provided in the evaluation report, organised according to the evaluation questions. The original material provided by the RCs for the panellists has been attached to these documents.
On behalf of the evaluation steering group and office, I sincerely wish to thank you warmly for your participation in this evaluation. The effort you made in submitting the data to TUHAT-RIS is gratefully acknowledged by the University. We wish that you find this panel feedback useful in many ways. The bibliometric profiles may open a new view on your publication forums and provide a perspective for discussion on your choice of forums. We especially hope that this evaluation report will help you in setting the future goals of your research.

Johanna Björkroth
Vice-Rector
Chair of the Steering Group of the Evaluation

Steering Group of the evaluation
Steering group, nominated by the Rector of the University, was responsible for the planning of the evaluation and its implementation having altogether 22 meetings between February 2010 and March 2012. They all represent the University of Helsinki.

Chair
Vice-Rector, professor Johanna Björkroth

Vice-Chair
Professor Marja Airaksinen
Chief Information Specialist, Dr Maria Forsman
Professor Arto Mustajoki
University Lecturer, Dr Kirsi Pyhältö
Director of Strategic Planning and Development, Dr Ossi Tuomi
Doctoral candidate, MSocSc Jussi Vauhkonen
Panel members

CHAIR
Professor Wim van den Doel
Contemporary history, history of European relations with the world beyond Europe
Leiden University, the Netherlands

VICE-CHAIR
Professor Kerstin Jonasson
Romance languages, linguistics
Uppsala University, Sweden

Professor Regina Bendix
European ethnology, scientific history of ethnography, folklore
University of Göttingen, Germany

Professor Paul Cobley
History, American studies, communication, semiotics
London Metropolitan University, Great Britain

Professor Troels Engberg-Pedersen
Theology, early Christian thought, ancient philosophy
University of Copenhagen, Denmark

Professor Erhard Hinrichs
Linguistics, language technology, infrastructures
Eberhard Karls Universität Tübingen, Germany

Professor Jutta Scherrer
Intellectual and cultural history of Russia, history of ideologies
L’École des hautes études en sciences sociales (EHESS), France

Professor Klaus Tanner
Theology, ethics
University of Heidelberg, Germany

Professor Pauline von Bonsdorff
Aesthetics, art education
University of Jyväskylä, Finland

The panel, independently, evaluated all the submitted material and was responsible for the feedback of the RC-specific reports. The panel members were asked to confirm whether they had any conflict of interests with the RCs. If this was the case, the panel members disqualified themselves in discussion and report writing.

Added expertise to the evaluation was contributed by the members from the other panels.

Experts from the Other Panels
Professor Caitlin Buck, from the Panel of Natural Sciences
Professor Allen Ketcham, from the Panel of Social Sciences
Professor Erno Lehtinen, from the Panel of Social Sciences
Professor Jan van Leeuwen, from the Panel of Natural Sciences

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1 Professor Engberg-Pedersen contributed in the report writing although was not able to take part in the meetings in Helsinki.
2 Professor Tanner was involved in the discussions in Helsinki, but not in the pre-work and writing of the reports.
EVALUATION OFFICE
Dr Seppo Saari, Doc., Senior Adviser in Evaluation, was responsible for the entire evaluation, its planning and implementation and acted as an Editor-in-chief of the reports.

Dr Eeva Sievi, Doc., Adviser, was responsible for the registration and evaluation material compilations for the panellists. She worked in the evaluation office from August 2010 to July 2011.

MSocSc Paula Ranne, Planning Officer, was responsible for organising the panel meetings and all the other practical issues like agreements and fees and editing a part the RC-specific reports. She worked in the evaluation office from March 2011 to January 2012.

Mr Antti Mollanen, Project Secretary, was responsible for editing the reports. He worked in the evaluation office from January 2012 to April 2012.

TUHAT OFFICE
Provision of the publication and other scientific activity data
Mrs Aija Kaitera, Project Manager of TUHAT-RIS served the project ex officio providing the evaluation project with the updated information from TUHAT-RIS. The TUHAT office assisted in mapping the publications with CWTS/University of Leiden.

MA Liisa Ekebom, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation. She also assisted the UH/Library analyses.

BA Liisa Jäppinen, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation.

HELSINKI UNIVERSITY LIBRARY
Provision of the publication analyses
Dr Maria Forsman, Chief Information Specialist in the Helsinki University Library, managed with her 10 colleagues the bibliometric analyses in humanities, social sciences and in other fields of sciences where CWTS analyses were not applicable.
Acronyms and abbreviations applied in the report

External competitive funding
- AF – Academy of Finland
- TEKES - Finnish Funding Agency for Technology and Innovation
- EU - European Union
- ERC - European Research Council
- International and national foundations
- FP7/6 etc. /Framework Programmes/Funding of European Commission

Evaluation marks
- Outstanding (5)
- Excellent (4)
- Very Good (3)
- Good (2)
- Sufficient (1)

Abbreviations of Bibliometric Indicators
- P - Number of publications
- TCS – Total number of citations
- MCS - Number of citations per publication, excluding self-citations
- PNC - Percentage of uncited publications
- MNCS - Field-normalized number of citations per publication
- MNJS - Field-normalized average journal impact
- THCP10 - Field-normalized proportion highly cited publications (top 10%)
- INT_COV - Internal coverage, the average amount of references covered by the WoS

WoS – Thomson Reuters Web of Science Databases

Participation category
- Category 1. The research of the participating community represents the international cutting edge in its field.
- Category 2. The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.
- Category 3. The research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.
- Category 4. The research of the participating community represents an innovative opening.
- Category 5. The research of the participating community has a highly significant societal impact.

Research focus areas of the University of Helsinki
- Focus area 1: The basic structure, materials and natural resources of the physical world
- Focus area 2: The basic structure of life
- Focus area 3: The changing environment – clean water
- Focus area 4: The thinking and learning human being
- Focus area 5: Welfare and safety
- Focus area 6: Clinical research
- Focus area 7: Precise reasoning
- Focus area 8: Language and culture
- Focus area 9: Social justice
- Focus area 10: Globalisation and social change
1 Introduction to the Evaluation

1.1 RC-specific evaluation reports

The participants in the evaluation of research and doctoral training were Researcher Communities (hereafter referred to as the RC). The RC refers to the group of researchers who registered together in the evaluation of their research and doctoral training. Preconditions in forming RCs were stated in the Guidelines for the Participating Researcher Communities. The RCs defined themselves whether their compositions should be considered well-established or new.

It is essential to emphasise that the evaluation combines both meta-evaluation and traditional research assessment exercise and its focus is both on the research outcomes and procedures associated with research and doctoral training. The approach to the evaluation is enhancement-led where self-evaluation constituted the main information. The answers to the evaluation questions formed together with the information of publications and other scientific activities an entity that was to be reviewed as a whole.

The present evaluation recognizes and justifies the diversity of research practices and publication traditions. Traditional Research Assessment Exercises do not necessarily value high quality research with low volumes or research distinct from mainstream research. It is challenging to expose the diversity of research to fair comparison. To understand the essence of different research practices and to do justice to their diversity was one of the main challenges of the present evaluation method. Understanding the divergent starting points of the RCs demanded sensitivity from the evaluators.

1.2 Aims and objectives in the evaluation

The aims of the evaluation are as follows:

- to improve the level of research and doctoral training at the University of Helsinki and to raise their international profile in accordance with the University’s strategic policies. The improvement of doctoral training should be compared to the University's policy.
- to enhance the research conducted at the University by taking into account the diversity, originality, multidisciplinary nature, success and field-specificity,
- to recognize the conditions and prerequisites under which excellent, original and high-impact research is carried out,
- to offer the academic community the opportunity to receive topical and versatile international peer feedback,
- to better recognize the University’s research potential.
- to exploit the University’s TUHAT research information system to enable transparency of publishing activities and in the production of reliable, comparable data.

1.3 Evaluation method

The evaluation can be considered as an enhancement-led evaluation. Instead of ranking, the main aim is to provide useful information for the enhancement of research and doctoral training of the participating RCs. The comparison should take into account each field of science and acknowledge their special character.

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3 The panellists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics or comparable analyses.

4 Policies on doctoral degrees and other postgraduate degrees at the University of Helsinki.
The comparison produced information about the present status and factors that have lead to success. Also challenges in the operations and outcomes were recognized.

The evaluation approach has been designed to recognize better the significance and specific nature of researcher communities and research areas in the multidisciplinary top-level university. Furthermore, one of the aims of the evaluation is to bring to light those evaluation aspects that differ from the prevalent ones. Thus the views of various fields of research can be described and research arising from various starting points understood better. The doctoral training is integrated into the evaluation as a natural component related to research. Operational processes of doctoral training are being examined in the evaluation.

**Five stages of the evaluation method were:**
1. Registration – Stage 1
2. Self-evaluation – Stage 2
3. TUHAT\(^5\) compilations on publications and other scientific activities\(^6\)
4. External evaluation
5. Public reporting

### 1.4 Implementation of the external evaluation

**Five Evaluation Panels**
Five evaluation panels consisted of independent, renowned and highly respected experts. The main domains of the panels are:
1. biological, agricultural and veterinary sciences
2. medicine, biomedicine and health sciences
3. natural sciences
4. humanities
5. social sciences

The University invited 10 renowned scientists to act as chairs or vice-chairs of the five panels based on the suggestions of faculties and independent institutes. Besides leading the work of the panel, an additional role of the chairs was to discuss with other panel chairs in order to adopt a broadly similar approach. The panel chairs and vice-chairs had a pre-meeting on 27 May 2011 in Amsterdam.

The panel compositions were nominated by the Rector of the University 27 April 2011. The participating RCs suggested the panel members. The total number of panel members was 50. The reason for a smaller number of panelists as compared to the previous evaluations was the character of the evaluation as a meta-evaluation. The panelists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics and comparable analyses.

The panel meetings were held in Helsinki:
- On 11–13 September 2011: (1) biological, agricultural and veterinary sciences, (2) medicine, biomedicine and health sciences and (3) natural sciences.
- On 18–20 September 2011: (4) humanities and (5) social sciences.

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\(^5\) TUHAT (acronym) of Research Information System (RIS) of the University of Helsinki  
\(^6\) Supervision of thesis, prizes and awards, editorial work and peer reviews, participation in committees, boards and networks and public appearances.
1.5 Evaluation material

The main material in the evaluation was the RCs’ self-evaluations that were qualitative in character and allowed the RCs to choose what was important to mention or emphasise and what was left unmentioned.

The present evaluation is exceptional at least in the Finnish context because it is based on both the evaluation documentation (self-evaluation questions, publications and other scientific activities) and the bibliometric reports. All documents were delivered to the panellists for examination.

Traditional bibliometrics can be reasonably done mainly in medicine, biosciences and natural sciences when using the Web of Science database, for example. Bibliometrics, provided by CWTS/The Centre for Science and Technology Studies, University of Leiden, cover only the publications that include WoS identification in the TUHAT-RIS.

Traditional bibliometrics are seldom relevant in humanities and social sciences because the international comparable databases do not store every type of high quality research publications, such as books and monographs and scientific journals in other languages than English. The Helsinki University Library has done analysis to the RCs, if their publications were not well represented in the Web of Science databases (RCs should have at least 50 publications and internal coverage of publications more than 40%) – it meant 58 RCs. The bibliometric material for the evaluation panels was available in June 2011. The RC-specific bibliometric reports are attached at the end of each report.

The panels were provided with the evaluation material and all other necessary background information, such as the basic information about the University of Helsinki and the Finnish higher education system.

Evaluation material
1. Registration documents of the RCs for the background information
2. Self evaluation material – answers to the evaluation questions
3. Publications and other scientific activities based on the TUHAT RIS:
   3.1. statistics of publications
   3.2. list of publications
   3.3. statistics of other scientific activities
   3.4. list of other scientific activities
4. Bibliometrics and comparable analyses:
   4.1. Analyses of publications based on the verification of TUHAT-RIS publications with the Web of Science publications (CWTS/University of Leiden)
   4.2. Publication statistics analysed by the Helsinki University Library - mainly for humanities and social sciences
5. University level survey on doctoral training (August 2011)
6. University level analysis on publications 2005–2010 (August 2011) provided by CWTS/University of Leiden

Background material

University of Helsinki
- Basic information about the University of the Helsinki
- The structure of doctoral training at the University of Helsinki
- Previous evaluations of research at the University of Helsinki – links to the reports: 1998 and 2005

The Finnish Universities/Research Institutes
- Finnish University system
- Evaluation of the Finnish National Innovation System
- The State and Quality of Scientific Research in Finland. Publication of the Academy of Finland 9/09.

The evaluation panels were provided also with other relevant material on request before the meetings in Helsinki.
1.6 Evaluation questions and material

The participating RCs answered the following evaluation questions which are presented according to the evaluation form. In addition, TUHAT RIS was used to provide the additional material as explained. For giving the feedback to the RCs, the panellists received the evaluation feedback form constructed in line with the evaluation questions:

1. Focus and quality of the RC’s research
   - Description of
     - the RC’s research focus.
     - the quality of the RC’s research (incl. key research questions and results)
     - the scientific significance of the RC’s research in the research field(s)
   - Identification of the ways to strengthen the focus and improve the quality of the RC’s research

The additional material: TUHAT compilation of the RC’s publications, analysis of the RC’s publications data (provided by University of Leiden and the Helsinki University Library)

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

2. Practises and quality of doctoral training
   - Organising of the doctoral training in the RC. Description of the RC’s principles for:
     - recruitment and selection of doctoral candidates
     - supervision of doctoral candidates
     - collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes
     - good practises and quality assurance in doctoral training
   - Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training, and the actions planned for their development.

The additional material: TUHAT compilation of the RC’s other scientific activities/supervision of doctoral dissertations

A written feedback from the aspects of: processes and good practices related to leadership and management
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

3. The societal impact of research and doctoral training
   - Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).
   - Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training.

The additional material: TUHAT compilation of the RC’s other scientific activities.

A written feedback from the aspects of: societal impact, national and international collaboration, innovativeness
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)
4. International and national (incl. intersectoral) research collaboration and researcher mobility
   - Description of
     - the RC’s research collaborations and joint doctoral training activities
     - how the RC has promoted researcher mobility
   - Identification of the RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

A written feedback from the aspects of: scientific quality, national and international collaboration
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

5. Operational conditions
   - Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).
   - Identification of the RC’s strengths and challenges related to operational conditions, and the actions planned for their development.

A written feedback from the aspects of: processes and good practices related to leadership and management
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

6. Leadership and management in the researcher community
   - Description of
     - the execution and processes of leadership in the RC
     - how the management-related responsibilities and roles are distributed in the RC
     - how the leadership- and management-related processes support
       - high quality research
       - collaboration between principal investigators and other researchers in the RC
       - the RC’s research focus
       - strengthening of the RC’s know-how
   - Identification of the RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes

7. External competitive funding of the RC
   - The RCs were asked to provide information of such external competitive funding, where:
     - the funding decisions have been made during 1.1.2005-31.12.2010, and
     - the administrator of the funding is/has been the University of Helsinki
   - On the e-form the RCs were asked to provide:
     1) The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation, EU, ERC, foundations, other national funding organisations, other international funding organisations), and
     2) The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.

Competitive funding reported in the text is also to be considered when evaluating this point.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness, future significance
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

8. The RC’s strategic action plan for 2011–2013
   - RC’s description of their future perspectives in relation to research and doctoral training.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance
   - Strengths
   - Areas of development
9. Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC's fitness to the chosen participation category
A written feedback evaluating the RC's fitness to the chosen participation category
- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

10. Short description of how the RC members contributed the compilation of the stage 2 material
Comments on the compilation of evaluation material

11. How the UH’s focus areas are presented in the RC’s research?
Comments if applicable

12. RC-specific main recommendations based on the previous questions 1-11

13. RC-specific conclusions

1.7 Evaluation criteria

The panellists were expected to give evaluative and analytical feedback to each evaluation question according to their aspects in order to describe and justify the quality of the submitted material. In addition, the evaluation feedback was asked to be pointed out the level of the performance according to the following classifications:
- outstanding (5)
- excellent (4)
- very good (3)
- good (2)
- sufficient (1)

Evaluation according to the criteria was to be made with thorough consideration of the entire evaluation material of the RC in question. Finally, in questions 1-4 and 9, the panellists were expected to classify their written feedback into one of the provided levels (the levels included respective descriptions, ‘criteria’). Some panels used decimals in marks. The descriptive level was interpreted according to the integers and not rounding up the decimals by the editors.

Description of criteria levels

Question 1 – FOCUS AND QUALITY OF THE RC’S RESEARCH

Classification: Criteria (level of procedures and results)

Outstanding quality of procedures and results (5)

Outstandingly strong research, also from international perspective. Attracts great international interest with a wide impact, including publications in leading journals and/or monographs published by leading international publishing houses. The research has world leading qualities. The research focus, key research questions scientific significance, societal impact and innovativeness are of outstanding quality.

In cases where the research is of a national character and, in the judgement of the evaluators, should remain so, the concepts of “international attention” or “international impact” etc. in the grading criteria above may be replaced by “international comparability”.

10
Operations and procedures are of outstanding quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality.

**Excellent quality of procedures and results (4)**

Research of excellent quality. Typically published with great impact, also internationally. Without doubt, the research has a leading position in its field in Finland.

Operations and procedures are of excellent quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality.

**Very good quality of procedures and results (3)**

The research is of such very good quality that it attracts wide national and international attention.

Operations and procedures are of very good quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of very good quality.

**Good quality of procedures and results (2)**

Good research attracting mainly national attention but possessing international potential, extraordinarily high relevance may motivate good research.

Operations and procedures are of good quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of good quality.

**Sufficient quality of procedures and results (1)**

In some cases the research is insufficient and reports do not gain wide circulation or do not have national or international attention. Research activities should be revised.

Operations and procedures are of sufficient quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to some extent in alignment with the documentation. The ambition to develop the community together is of sufficient quality.

**Question 2 – DOCTORAL TRAINING**

**Question 3 – SOCIETAL IMPACT**

**Question 4 – COLLABORATION**

**Classification: Criteria (level of procedures and results)**

**Outstanding quality of procedures and results (5)**

Procedures are of outstanding quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality. The procedures and results are regularly evaluated and the feedback has an effect on the planning.

**Excellent quality of procedures and results (4)**

Procedures are of excellent quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality. The procedures and outcomes are evaluated and the feedback has an effect on the planning.

**Very good quality of procedures and results (3)**

Procedures are of very good quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and
management are documented and operations and practices are to large extent in alignment with the
documentation. The ambition to develop the community together is of very good quality.

**Good quality of procedures and results (2)**

Procedures are of good quality, shared occasionally in the community. The practices and quality of
doctoral training/societal impact/international and national collaboration/leadership and
management are documented and operations and practices are to large extent in alignment with the
documentation. The ambition to develop the community together is of good quality.

**Sufficient quality of procedures and results (1)**

Procedures are of sufficient quality, transparent and shared in the community. The practices and
quality of doctoral training/societal impact/international and national collaboration/leadership and
management are occasionally documented and operations and practices are to some extent in
alignment with the documentation. The ambition to develop the community together is of sufficient
quality.

**Question 9 – CATEGORY**

Participation category – fitness for the category chosen

The choice and justification for the chosen category below should be reflected in the RC's responses to the
evaluation questions 1–8.

1. The research of the participating community represents the international cutting edge in its field.
2. The research of the participating community is of high quality, but the community in its present
   composition has yet to achieve strong international recognition or a clear break-through.
3. The research of the participating community is distinct from mainstream research, and the special
   features of the research tradition in the field must be considered in the evaluation. The research is
   of high quality and has great significance and impact in its field. However, the generally used
   research evaluation methods do not necessarily shed sufficient light on the merits of the
   research.
4. The research of the participating community represents an innovative opening. A new opening can
   be an innovative combination of research fields, or it can be proven to have a special social,
   national or international demand or other significance. Even if the researcher community in its
   present composition has yet to obtain proof of international success, its members can produce
   convincing evidence of the high level of their previous research.
5. The research of the participating community has a highly significant societal impact. The
   participating researcher community is able to justify the high social significance of its research.
   The research may relate to national legislation, media visibility or participation in social debate,
   or other activities promoting social development and human welfare. In addition to having
   societal impact, the research must be of a high standard.

**An example of outstanding fitness for category choice (5)**

The RC’s representation and argumentation for the chosen category were convincing. The RC recognized
its real capacity and apparent outcomes in a wider context to the research communities. The specific
character of the RC was well-recognized and well stated in the responses. The RC fitted optimally for the
category.

- Outstanding   (5)
- Excellent      (4)
- Very good      (3)
- Good           (2)
- Sufficient     (1)

The above-mentioned definition of outstanding was only an example in order to assist the panellists in
the positioning of the classification. There was no exact definition for the category fitness.

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7 The panels discussed the category fitness and made the final conclusions of the interpretation of it.
1.8 Timetable of the evaluation

The main timetable of the evaluation:

1. Registration November 2010
3. External peer review May–September 2011
4. Published reports March–April 2012
   - University level public report
   - RC specific reports

The entire evaluation was implemented during the university’s strategy period 2010–2012. The preliminary results were available for the planning of the following strategy period in late autumn 2011. The evaluation reports will be published in March/April 2012. More detailed time schedule is published in the University report.

1.9 Evaluation feedback – consensus of the entire panel

The panellists evaluated all the RC-specific material before the meetings in Helsinki and mailed the draft reports to the evaluation office. The latest interim versions were on-line available to all the panellists on the Wiki-sites. In September 2011, in Helsinki the panels discussed the material, revised the first draft reports and decided the final numeric evaluation. After the meetings in Helsinki, the panels continued working and finalised the reports before the end of November 2011. The final RC-specific reports are the consensus of the entire panel.

The evaluation reports were written by the panels independently. During the editing process, the evaluation office requested some clarifications from the panels when necessary. The tone and style in the reports were not harmonized in the editing process. All the reports follow the original texts written by the panels as far as it was possible.

The original evaluation material of the RCs, provided for the panellists is attached at the end of the report. It is essential to notice that the exported lists of publications and other scientific activities depend how the data was stored in the TUHAT-RIS by the RCs.
2 Evaluation feedback

2.1 Focus and quality of the RC’s research

- Description of
  - the RC’s research focus
  - the quality of the RC’s research (incl. key research questions and results)
  - the scientific significance of the RC’s research in the research field(s)
- Identification of the ways to strengthen the focus and improve the quality of the RC’s research

ASPECTS: Scientific quality, scientific significance, societal impact, innovativeness

Strengths
This recently created RC revives the union of German and the Romance languages, which has a long continuous academic tradition of research and doctoral training at UH. CoCoLaC’s main objective is to strengthen the coherence of the group by choosing a comparative and/or contrastive perspective and focus on cross-linguistic studies, e.g. the use of terms of address in three present-day Romance languages, which has led and will continue to lead to workshops, seminars, publications and collaborations.

As for research on cultural interaction, the focus has naturally been on the ties between Finland and the rest of Europe.

CoCoLaC has a very efficient management and organization with 4 subgroups representing 4 research axes which overlap and complete each other: Vocabulary, Contrastive syntax, Text types and discourses, Pragmatic approaches to languages and cultures. Each subgroup is led by (a) responsible researcher(s), and the work of the subgroups is coordinated by a general coordinator. Nine doctoral theses have been defended during the period 2005-2010 (German 4; French 4; Spanish 1), and international conferences and symposia on various topics have been frequently organized on linguistic, philological and literary themes.

Areas of development
After the merger of several language departments into a single Department of Modern Languages, the RC in 2011 started a seminar in common that will get together at least four times a year and focus each time on one of the four subfields. This will certainly strengthen the RC’s cooperation and highlight its cross-linguistic profile.

Numeric evaluation: 4 (Excellent)

2.2 Practises and quality of doctoral training

- Organising of the doctoral training in the RC. Description of the RC’s principles for:
  - recruitment and selection of doctoral candidates
  - supervision of doctoral candidates
  - collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes
  - good practises and quality assurance in doctoral training
  - assuring of good career perspectives for the doctoral candidates/fresh doctorates
- Identification of the RC’s strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.
- Additional material: TUHAT compilation of the RC’s other scientific activities/supervision of doctoral dissertations

ASPECTS: Processes and good practices related to leadership and management
Strengths
The supervision of doctoral candidates is well organized and seminars on different levels give them many opportunities of presenting their subject and meeting other researchers working on the same subject. They also prepare the students for international conferences, which they are encouraged to attend at an early stage. Several of them are at present studying abroad by means of external funding.

CoCoLaC’s research, and especially its doctoral training, might be labelled traditional and successful. Nine doctoral theses were defended during the evaluation period (2005-2010).

Recommendations
In view of the threat that the position of foreign languages (except English) may be weakened in the future and financial support may decrease, the new RC strategy with thematic workshops leading to publications and common projects with the aim to ensure better financial possibilities, is strongly supported.

Numeric evaluation: 4 (Excellent)

2.3 The societal impact of research and doctoral training

- Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).
- Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training.
- Additional material: TUHAT compilation of the RC’s other scientific activities.

ASPECTS: Societal impact, national and international collaboration, innovativeness

Strengths
Since most languages represented by this RC are taught in Finnish schools and culturally (still) very important (German, French, Italian, Spanish), collaboration relations with external actors are close and intense. Thus the completion of extensive German-Finnish and Finnish-German dictionaries, based on intense scientific work, has great public relevance.

RC researchers have also been participating in the student exam conception and correction as well as in the selection of authorised translators.

Activities open to the public are organized in collaboration with the German, French, Italian, and Spanish cultural institutes in Helsinki. An annual francophonie festival is held in March, and an Italian week open to the public is organised every year. Other events take place for the promotion of German and Spanish studies.

Numeric evaluation: 4 (Excellent)

2.4 International and national (incl. intersectoral) research collaboration and researcher mobility

- Description of
  - the RC’s research collaborations and joint doctoral training activities
  - how the RC has promoted researcher mobility
- Identification of the RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

ASPECTS: Scientific quality, national and international collaboration

Strengths
The RC has very well established research networks both on national and international levels. Exchange programmes as ERASMUS and other agreements with European Universities, which offer possibilities of
Recommendations
Collaboration intra muros with RC TraST on e.g. translation, terminological questions and translation bibliographies, with LFP on the use of foreign languages in Finland, bilingualism, and French as a lingua franca ought to be fruitful.

Numeric evaluation: 4 (Excellent)

2.5 Operational conditions

- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).
- Identification of the RC’s strengths and challenges related to operational conditions, and the actions planned for their development.

ASPECTS: Processes and good practices related to leadership and management

Strengths
According to the self-evaluation, the members of this RC have good, if not excellent, material working conditions and the university library has very good collections including a large amount of electronic publications. It is also said that the “University of Helsinki and its libraries offer the best possible infrastructure for doctoral students”.

Other remarks
Only a part of the doctoral (and even postdoctoral) researchers have regular funding and most of them can thus dedicate less time to research. Since the disciplines of CoCoLaC lack staff, researchers very seldom have a significant reduction of teaching hours.

Recommendations
The proposed restructuration of the yearly planning so that all researchers could teach less or not at all during one of the teaching periods, must be endorsed.

2.6 Leadership and management in the researcher community

- Description of
  - the execution and processes of leadership in the RC
  - how the management-related responsibilities and roles are distributed in the RC
  - how the leadership- and management-related processes support
    - high quality research
    - collaboration between principal investigators and other researchers in the RC
    - the RC’s research focus
    - strengthening of the RC’s know-how
- Identification of the RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes

ASPECTS: Processes and good practices related to leadership and management

Strengths
CoCoLaC has a very efficient management: the four subgroups are led by responsible researchers, and all the work is coordinated by a general coordinator. Together with the subgroup representative(s), he organizes each year four general seminars and assists, if necessary, in the planning of the following workshops.
Areas of development
Each of the 4 subgroups has smaller sessions promoting ongoing research, and will once a year organize a thematic seminar (crossing subgroup “borders”) attended by all RC members. The results will be presented during the next common seminar and in a workshop with invited colleagues from other departments and universities. Selected papers will be published. This process started in spring 2011 and represents a promising area of development in view of promoting collaboration between RC members.

2.7 External competitive funding of the RC

- The RCs were asked to provide information of such external competitive funding, where:
  - the funding decisions have been made during 1.1.2005–31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki
- On the e-form the RCs were asked to provide:
  1) The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation, EU, ERC, foundations, other national funding organisations, other international funding organizations), and
  2) The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.

Competitive funding reported in the text is also to be considered when evaluating this point.
ASPECTS: Scientific quality, scientific significance, societal impact, innovativeness and future significance

The external competitive funding is fairly modest compared to other RCs, probably because the disciplines embraced by this RC have a long continuous research and doctoral training tradition, and as such are relatively well financed within the university.

Recommendations
CoCoLaC’s focus on important European languages ought to make it possible to get funding from the European Union (EU) or the European Research Council (ERC).

2.8 The RC’s strategic action plan for 2011–2013

- RC’s description of their future perspectives in relation to research and doctoral training.
  ASPECTS: Scientific quality, scientific significance, societal Impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

Strengths
The strategic plan of CoCoLaC is concrete and well described. It seems a good idea to select specified subjects uniting researchers from each language group and leading to a publication. Thus the subject of the Contrastive syntax subgroup seminar that took place in April 2011 is relations of subordination studied in all the languages involved and in different constructions. The results will be exposed the following year in a workshop and selected papers will be published.

Areas of development
Researchers in the Text types and discourses subgroup are planning a project application (Academy of Finland) focusing on the text type of forms of mass media communication.

Other remarks
If as many as 8-10 doctoral students will defend their PhD in 2011-2013, the RC is to be congratulated.
Recommendations
The RC is recommended to seek increasing financing, even if hard competition limits the funding possibilities.

2.9 Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC’s fitness to the chosen participation category.

Participation category: 3. Research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.

The category chosen by the RC seems entirely appropriate. The argumentation and documentation is convincing. The RC’s research represents innovative types of collaboration, since it constitutes a natural basis for cross-language research, and has the advantage of bringing together several researchers interested in two or even three of the respective languages.

Numeric evaluation: 4 (Excellent)

2.10 Short description of how the RC members contributed the compilation of the stage 2 material

The result of the basic work for the stage 2 was sent to all RC members before a common seminar held on the 18th of February: all the different points were once more discussed and the strategic action plan for 2011–2013 was considered. Absent RC-members have been asked to approve the final document.

2.11 How the UH’s focus areas are presented in the RC’s research

Focus area 8: Language and culture

There is a close fit with Focus Area 8 “Language and Culture”.

2.12 RC-specific main recommendations

In view of the threat that the position of foreign languages (except English) may be weakened in the future and financial support may decrease, the new RC strategy with thematic workshops leading to publications and common projects with the aim to ensure better financial possibilities, is strongly supported.

Collaboration intra muros with RC TraST on e.g. translation, terminological questions and translation bibliographies, with LFP on the use of foreign languages in Finland, bilingualism, and French as a lingua franca ought to be fruitful.

The proposed restructuration of the yearly planning so that all researchers could teach less or not at all during one of the teaching periods, must be endorsed.

CoCoLaC’s focus on important European languages ought to make it possible to get funding from the European Union (EU) or the European Research Council (ERC).

The RC is recommended to seek increasing financing, even if hard competition limits the funding possibilities.
2.13 RC-specific conclusions

The research of this recently created RC represents innovative types of collaboration and with its efficient management, organization and concrete planning it has a great potential of further success.
3 Appendices

A. Original evaluation material
   a. Registration material – Stage 1
   b. Answers to evaluation questions – Stage 2
   c. List of publications
   d. List of other scientific activities

B. Bibliometric analyses
   a. Analysis provided by CWTS/University of Leiden
   b. Analysis provided by Helsinki University Library (66 RCs)
International evaluation of research and doctoral training at the University of Helsinki 2005-2010

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW

NAME OF THE RESEARCHER COMMUNITY:
Comparing and Contrasting Languages and Cultures (CoCoLaC)

LEADER OF THE RESEARCHER COMMUNITY:
University lecturer Eva Havu, Department of Modern Languages

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW:

- Material submitted by the RC at stages 1 and 2 of the evaluation
  - STAGE 1 material: RC’s registration form (incl. list of RC participants in an excel table)
  - STAGE 2 material: RC’s answers to evaluation questions
- TUHAT compilations of the RC members’ other scientific activities 1.1.2005-31.12.2010

NB! Since Web of Science (WoS)-based bibliometrics does not provide representative results for most RCs representing humanities, social sciences and computer sciences, the publications of these RCs will be analyzed by the UH Library (results available by the end of June, 2011)
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Havu, Eva
E-mail: eva.havu@helsinki.fi
Phone: +358 9 191 23086
Affiliation: University of Helsinki
Street address: Unioninkatu 40 B, 00014 University of Helsinki

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Comparing and Contrasting Languages and Cultures
Acronym for the participating RC (max. 10 characters): CoCoLaC
Description of the operational basis in 2005-2010 (eg. research collaboration, joint doctoral training activities) on which the RC was formed (MAX. 2200 characters with spaces): The Department of Modern Languages was created in January 2010 and unites 13 different sections, the majority of which are former language and literature departments. The new constellation strengthens innovative types of collaboration, since it constitutes a natural basis for cross-language research. Thus, although several researchers were already members of international RC:s or networks, the creation of a closer researcher community between representatives of "smaller" languages (less studied at Finnish schools), especially German, French, Italian, Spanish and Russian has been natural.

The members of CoCoLaC combine reflection on pure linguistic features with cultural and literary phenomena, which contributes to the understanding of past, present and future tendencies in languages and literatures and their impact on language development. One part of the researchers are especially interested in linguistic comparative and contrastive studies, whereas other researchers work more markedly on cultural and literary subjects. Since every teacher is expected to combine teaching and research, all these studies enable the "backrounding" necessary for a successful and extensive university training offering an excellent starting point for a future academic or non academic career.

The creation of our research community based on mutual interests had the additional advantage of bringing together several researchers interested in two or even three of the respective languages. Following a previous seminar presenting the research carried out within the department, a joint research seminar for doctoral students (18) as well as for post doctoral (9) and senior researchers (16) will start in January and form a junction between the studies offered by the doctoral school Langnet and the scientific activities of doctoral students working outside of this doctoral school. Its main objective is to give future researchers a large vision of their subject and the capacities of reflecting on their language as a whole, as well as a background for using their knowledge not only as University researchers but in different societal fields.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

3 SCIENTIFIC FIELDS OF THE RC

Main scientific field of the RC's research: humanities

RC’s scientific subfield 1: Humanities, Multidisciplinary

RC’s scientific subfield 2: --Select--

RC’s scientific subfield 3: --Select--

RC’s scientific subfield 4: --Select--

Other, if not in the list: Vocabulary, Constrastive Syntax, Text types and discourses, Pragmatic approaches to languages and cultures

4 RC’S PARTICIPATION CATEGORY

Participation category: 3. Research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation

Justification for the selected participation category (MAX. 2200 characters with spaces): Members of our RC have achieved a non negligible visibility in their research field (see lists of publications) with established collaborations and within international networks. In Finland, research in Humanities, and especially in relatively small language sections, has been traditionally carried out on a more individual level since these sections have had the responsibility of covering a large number of research domains. It is clear that the immediate impact of traditional linguistic and literature studies has not always been as evident as that of other domains (medicine, law...), and that the tradition of individual research instead of team work has not explicitly revealed the importance of these studies. However, an excellent knowledge based on former solid individual and often very specific research subjects enables now the efficient work of a research community based on team work, with the aim of presenting a wider vision of these studies which offer an extensive potential for further applications.

In a period of booming globalization and multicultural societies, studies of cultural similarities and diversities are of growing importance. The research of languages and intercultural interaction is potentially of great value in societal and commercial applications. The creation of the Department of Modern Languages in itself may be seen as a concept transgressing national boundaries, which implies a high potential of relevant studies on various levels. It seems obvious that by uniting our individual knowledge we are able to give a very good overall insight in the studies represented within our team and to demonstrate clearer than before as well the intellectual as the utilitarian impact of language studies (in a wider sense). The generally used evaluation methods are not well adapted to evaluating small units working on “opaque” subjects: by combining several approaches and demonstrating the importance of our subjects, our research team will gain more visibility and acknowledgement.

5 DESCRIPTION OF THE RC’S RESEARCH AND DOCTORAL TRAINING

Public description of the RC’s research and doctoral training (MAX. 2200 characters with spaces): The scientific fields of the RC overlap and complete each other. Intercultural and contrastive approaches are especially perceptible in lexical and text studies as well as in studies on the reception of texts. Other
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

domains reflecting language contacts are for example Creole studies, address strategies and syntactical comparisons.

Four specific subfields can be distinguished within the main theme:

Vocabulary: Research has concentrated on phraseology, the presentation of phraseological constructions in dictionaries, the conception and critical examination of bilingual dictionaries as well as on terminological questions.

Contrastive syntax: Main interests have been different types of clause structures and syntactic questions within the clauses such as verbal and adjectival constructions and prepositions.

Text types and discourses: research has been focusing on linguistic aspects of mass media and literary texts, incl. text editions. The methods vary from text linguistics and discourse analysis to pragmatic and philological approaches.

Pragmatic approaches to languages and cultures: central themes have been the comparison of various types of address forms in language pairs and language contacts, such as the use of a foreign language in Finland and the migration of loan words. Interaction between cultures is dealt with in a number of studies on the transmission and the reception of grammatical descriptions and literary texts (e.g. plays).

One of the RC’s objectives is to integrate the doctoral students in the scientific activities of their research environment. They are e.g. offered the possibility to participate in the organization committees of various scientific events held in Helsinki and in the publication of the conference papers. The Faculty of Arts supports all its doctoral students through provision of courses on a wide range of topics such as academic writing, research ethics, philosophy, conference presentations, popularization of science, or teaching skills. Additionally, some of the doctoral students are members of the doctoral school Langnet where a large number of the PIs are supervisors, whereas the others are trained within the sections.

Significance of the RC’s research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces): Our RC completes the research in cultural and linguistic diversity, which makes part of our department’s primary research fields. The University needs innovative and pioneering research communities that bring together motivated researchers around certain central research themes and will encourage students to join the community and to investigate a theme they find interesting and giving. It is vital that researchers be given the possibility to explore freely fields that may not seem extremely relevant to non-specialists. This possibility attests to the diversity of the University. Studying European languages which, with their great traditions, represent important cultures and literatures dating back to the Middle Ages, without forgetting their present-day situation, can even be considered a duty in a world where globalization eventually threatens the conservation of linguistic diversity. It is our purpose to defend multilingualism and multiculturalism – also a stated aim of European Union -, and our RC is very well suited for that. It represents a wide gamut of knowledge and research orientations which nevertheless build up a coherent ensemble.

In addition to studying several languages and cultures, which we find of the utmost importance to the University, we also stress the importance of multidisciplinarity, which clearly shows in the various approaches adopted by the researchers. It is possible to combine e.g. a linguistic approach with a literary, a philological or a cultural one; this is an enriching factor related to our RC. We also want to point out that the significance of our research and doctoral training should not, and cannot be dissociated from its
significance to the society at large. This is particularly obvious as to doctoral students, whose capacities and knowledge will benefit the society in the future.

Our disciplines achieved very good results in the previous departmental assessment in 2005. Several doctoral theses have been defended during the period 2005-2010 (German 4; French 4; Spanish 1) and international conferences and symposia on various topics have been frequently organized on linguistic, philological and literary themes.

Keywords: Synchronic and diachronic comparison and contrastive studies, syntax, text types, text editions, media linguistics, language contacts and interaction, lexicography, phraseology, LSP.

6 QUALITY OF RC’s RESEARCH AND DOCTORAL TRAINING

Justified estimate of the quality of the RC’s research and doctoral training at national and international level during 2005-2010 (MAX. 2200 characters with spaces): Our disciplines are numerically small, but in proportion to our “size” we have a non negligible number of highly motivated doctoral students. The quality of our research and supervision is manifest: we are able to offer our young researchers more personal supervision and integrate them more easily into the activities of the department: for example the project Terms of address as a mirror of societal transformations in the Romance languages area (2005-2007) gave one of our doctoral students (French studies) the possibility of completing her doctoral studies, as well as the opportunity of participating in a monograph, directed by Catherine Kerbrat-Orecchioni (University Lyon 2) on address in European Languages. A couple of German doctoral students participated in two projects and could advance in their university career immediately after the defense of their thesis. Furthermore, doctoral students have been implicated in the organization committees of conferences organized by our sections and in the publication of conference papers; they have been able to create personal contacts with foreign specialists and to get integrated in international research networks.

The only national doctoral school for linguists, Langnet, has not been able to host all interested doctoral students, and it has thus been our responsibility to create the link with Langnet: professor Irma Hyvärinen (German studies) has for example organized a workshop on contrastive linguistics (2007) integrated in the activities of the doctoral school. The Romance languages (French, Italian, Spanish) have been organizing a joint seminar on research methodologies since 2007, open since autumn 2010 also for students of other languages and facilitating the dialogue between senior researchers and future researchers. As a result of the fruitful supervision activities most theses defended between 2005 and 2010 have been highly rated by the foreign and national members of the jury.

Comments on how the RC’s scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): The publication strategies have been quite individual and depending on the types of personal collaboration and contacts: some of the members have been more implicated in publishing a series of articles on a special subject, others have been especially working on a book project and others have preferred publishing on a larger variety of subjects in different publications. At this stage, the best method of assessing the scientific productivity would certainly be to take into account max. 5 publications of each researcher, related with his/her specific research profile in the RC and/or forming a background for his/her work within the RC. The production and conference participations of advanced doctoral candidates should also be taken into consideration.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

The linguistic journal Neuphilologische Mitteilungen and the series Mémoires de la Société Néophilologique, published by members of the staff of the German, French and English sections, have been well ranked, and offer a good publishing possibility. Two members of the RC are editors of the series Finnische Beiträge zur Germanistik (Peter Lang). Furthermore several conference proceedings and article compilations have been edited by other members.

Researchers of the RC also publish in specialized journals in their respective language, which we find highly important. Unfortunately, the international ranking lists have a preference for English-language publications and their criteria are better adapted to Anglo-Saxon traditions than those of publications in other languages, widely spread in large areas. Thus they are often ranked lower than their English-language "rivals", and even excellent articles published in a traditional European specified journal may for this reason be less appreciated than an article appearing in an English-language journal.
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INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

BACKGROUND INFORMATION

Name of the RC’s responsible person: Havu, Eva
E-mail of the RC’s responsible person: eva.havu@helsinki.fi
Name and acronym of the participating RC: Comparing and Contrasting Languages and Cultures, CoCoLaC
The RC’s research represents the following key focus area of UH: 8. Kieli ja kulttuuri – Language and culture
Comments for selecting/not selecting the key focus area: Our RC examines Languages and Cultures (see name of the RC).

FOCUS AND QUALITY OF RC’S RESEARCH (MAX. 8800 CHARACTERS WITH SPACES)

- Description of the RC’s research focus, the quality of the RC’s research (incl. key research questions and results) and the scientific significance of the RC’s research for the research field(s).

The RC has four main research axes which overlap and complete each other: Vocabulary, Contrastive syntax, Text types and discourses, Pragmatic approaches to languages and cultures.

Research dealing with vocabulary has focused on phraseology, the presentation of phraseological constructions in mono- and bilingual dictionaries as well as on the conception and critical examination of bilingual dictionaries. The main subjects of interest have been the theory of certain types of phraseological constructions and of empty verb constructions and their occurrence in texts, the structure of proverbs in German, French and Finnish, the use of phraseological constructions by different authors in rock lyrics, in advertising, and their use as means of ideological criticism in literary texts, the translation of idioms in belles-lettres and in children’s literature and the translation of routine formulas from German into Finnish. A new German-Finnish lexicographical presentation of empty verb constructions was completed in 2008. Intensive research led to the publication of a German-Finnish comprehensive dictionary, as well as to the organization of an international conference (EUROPHRAS 2008) the same year. A team has been working on pragmatical phraseology since 2006 (cf. subgroup 4). A theoretical study of the presenting of routine formulas in a multilingual electronic dictionary is in preparation, and comparative terminological studies on ecology and environmental protection have been carried out. Studies on the syntactic dimension of phraseology (verb idioms) and of lexicography (collocations) (cf. subgroup 2) have led to several publications. The RC has also participated in the organization of a workshop on the use of phraseological units in text types (cf. subgroup 3).

In contrastive syntax, the main interests have been different clause and complex sentence structures and syntactic questions within the clauses, such as verbal and adjectival constructions and prepositions. One of the main focuses in syntactic research are different types of embedded propositions: infinite constructions such as infinitives with de in Spanish, the negation of German infinitive constructions, French participial constructions in different syntactic functions and their system and/or translation equivalents in Finnish; other research subjects have been subordinate finite clauses in French (German in preparation) as well as their comparison with secondary predications and non-finite clauses (French/Finnish). These questions are often related with the expression of temporality and aspectuality (Italian) and have also been examined in different varieties of Spanish.

Research on prepositional syntax has been carried out in the field of the Ibero-Romance languages, and it aims to define and delimit the boundaries of the inventories of prepositions and prepositional clauses, to organize them hierarchically and to describe their functions in cognitive terms. Special attention is
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paid to the unification of the criteria used in the grammatical tradition of the languages compared.

German has focused on corpus linguistic research mainly dealing with prepositional constructions: an investigation on the valence of nomina agentis in German and Finnish showed their relation to verbal constructions, the central theme of this subgroup. The results have been presented in several thematic volumes and in an international symposium.

In the text types and discourses subgroup research has been focusing on linguistic aspects of mass media and literary texts. The methods vary from text linguistics and discourse analysis to pragmatic and philological approaches.

A core area of linguistic media research has been the contrastive analysis of different text types (short news; leading articles, commentaries and their headlines; interviews; squibs; chats; reviews of opinions in other media; real estate advertisements; metaphors in discourse on immigration as well as lonely hearts ads).

The most important difference between Finnish and German journalistic text types is to be found in the argumentative structures of leading articles, e.g. in their headlines. The possible punch line of commentaries and squibs may also differ according to their importance and function. The prosodic analysis of French radio interviews and lectures has focused on the use of marked figures as means of the contextualization of speech. Descriptions of the Spanish Civil war have been examined from a typological point of view.

Within the project Social Deixis: Terms of address as a mirror of societal transformations in the Romance languages area, financed by the University of Helsinki (2005-2007), one doctoral dissertation, several Master’s theses, conference papers and articles have been completed on the use of terms of address in three present-day Romance languages.

The focus of philological research is on the 16th century. In addition to text editions (e.g. a play belonging to the national edition of Aretino’s works; a Spanish manual for midwives), the transmission of literary works via translations and plagiarisms has been studied. Together with traditional approaches, the investigation of internal variants within early printed texts has yielded interesting results concerning e.g. censorship in the Medici principality.

The subgroup pragmatic approaches to languages and cultures examines language contacts.

Language contacts in diachrony: The diversity in the use of foreign languages in Finland (before the middle of the 20th century) is shown e.g. by the central position of German as the language of science until the 1960s; especially in the field of natural sciences, German was besides Swedish the most important model in the elaboration of Finnish into a scientific language.

The contexts of use of French were different: in the 18th century, it was not uncommon in the paratexts of academic dissertations which followed the model of Central European dissertations. In the 19th century, French became a lingua franca used by the cultural elite in their correspondence. The knowledge of French was of a surprisingly high level from the 17th to the early 20th century.

Language contacts in synchrony have been studied e.g. from the point of view of bilingualism and linguistic rights (project financed by the Academy of Finland 2006-2009) as well as creoles in the Hispanic world. Oral and written code-switching has been analyzed in Romance languages.

Research on the transfer of grammatical concepts from one culture to another represents a (more) theoretical approach.

In the examination of cultural interaction the focus has naturally been on the ties between Finland and the rest of Europe, but also e.g. on the impact of German culture in Bohemia and Prague. Extensive surveys and translation bibliographies on the reception of German, Swiss, French and Italian literature in
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Finland have been completed. Research has shown that contemporary Italian drama was much better known in Finland at the beginning of the 20th century than nowadays. Comparative research on opera and song translations (Finnish, Swedish, German) is being carried out.

The foci of our RC relate very closely to the major fields of research of the Faculty, as exposed in its strategy, viz. cultural and linguistic diversity, language and interaction, and corpus linguistics.

- Ways to strengthen the focus and improve the quality of the RC’s research.

Our RC is recent, but it revives the old tradition of the union of German and the Romance languages. Consequently CoCoLaC represents a great variety of individual research, but with several intersections as described above. Our objective is to strengthen the coherence of the group by choosing certain research guidelines leading to workshops, seminars, publications and collaborations. As described in the sections 6 and 8, each of the 4 subgroups organizes once a year a thematic seminar attended by all RC members. During these seminars the thematic outlines of the research focus (crossing subgroup “borders”) will be decided and the results will be presented not only during the next common seminar, but also in a workshop with invited colleagues from other departments and universities. Selected papers will be published. Additionally each subgroup has smaller sessions promoting ongoing research and different disciplines have their own language-proper seminars encouraging cross-linguistic and cross-thematic co-operation.

2 PRACTISES AND QUALITY OF DOCTORAL TRAINING (MAX. 8800 CHARACTERS WITH SPACES)

- How is doctoral training organised in the RC? Description of the RC’s principles for recruitment and selection of doctoral candidates, supervision of doctoral candidates, collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes, good practises and quality assurance in doctoral training, and assuring good career perspectives for the doctoral candidates/fresh doctorates.

To become a doctoral candidate in the Faculty of Arts, the candidate has to send an application to the faculty; this can be done twice a year. In addition to having a Master’s degree and possessing sufficient language skills, the applicant has to present a qualified research plan, which (s)he is supposed to have discussed previously with the prospective supervisor, who gives a statement on the candidate’s qualifications. The decision, however, is taken by a board appointed by the Faculty. The admissions are also ruled by a quota, which may limit the access of even outstanding doctoral candidates. In spite of this, promising prospective students are encouraged to consider doctoral studies and to apply for them.

After the merger of several language departments into a single Department of Modern Languages at the beginning of 2010, the previous departments have continued arranging their own doctoral seminars. In 2011, the RC started a seminar in common that will get together at least once during every so-called teaching period of seven weeks, i.e. four times a year and focus each time on one of the four subfields (the first gathering took place this February). Besides, the majors will go on organizing their own sessions, which is justified on the basis of the wide spectrum of working languages. Discipline-specific doctoral seminars get together regularly. Every doctoral student presents his/her project or parts of it at least once a year, and in addition, different themes are discussed and visiting researchers lecture on their on-going projects (see section 4). Furthermore, the whole Department of Modern Languages will organize once or twice a year a one-day seminar for all doctoral students.

On the nationwide level, the Langnet doctoral school offers courses and seminars that can sometimes be attended by non-members, too. Being admitted as a postgraduate student in Langnet is a great opportunity. This possibility of financing one’s postgraduate studies concerns just a minority, but it is also possible to apply to Langnet if one has obtained funding from another source.
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Every doctoral student has a supervision plan, which includes a timetable for consultation meetings, feedback dates for preliminary manuscript versions, and a plan for individual completion of other doctoral studies (60 ECTS), etc. It is recommended that doctoral students keep a portfolio of their achievements, and once a year they are expected to write an annual report of their progress for the supervisor(s). It is possible to have two or several supervisors. The discipline-specific and other seminars give the doctoral candidates the possibility of meeting other researchers working on the same subject, of presenting their subject and of receiving comments not only from supervisors but also from their peers, which is an enriching experience, since the roles are naturally constantly reversed. These occasions will also prepare the students for e.g. international conferences, which they are encouraged to attend at an early stage. In spite of the importance of interdisciplinary training and contacts, it is also essential that national seminars be organized regularly, which has been done within e.g. the Romance languages roughly every two or three years in the different universities where these languages are taught. Students can also present their work at the "Young scholars’ evening" organized yearly by the Modern Language Society of Helsinki, which also publishes Ph.D. dissertations in its monograph series.

The Faculty of Arts supports its doctoral students by offering them courses on a wide range of topics, such as academic writing, research ethics, philosophy of science, conference presentations, popularization of science, and teaching skills. Students can gather academic experience e.g. by participating in the organization of the numerous RC conferences (several conferences have already been planned for the next few years [see sections 6 and 8]). They are also integrated in various ways in the research projects of their supervisors. The RC subjects participate in various Erasmus exchange programs (cf. international contacts), doctoral students have made extensive stays in foreign universities, and several of them are at present studying abroad by means of external funding. All these activities will help them acquire the necessary skills for their future career as academic researchers and teachers. In order to ensure the high quality of the doctoral dissertations the disciplines pay attention to the fact that the preliminary examiners and opponents are renowned researchers of international acclaim.

Until now, the RC has been rather successful in ensuring good career perspectives for several doctoral candidates and fresh doctors. E.g. during the period 2005-2010, the majority of the new doctors were recruited in at least temporary university positions. Due to the financial restrictions, tenured posts at the university are scarce, but owing to the versatile training offered to the students, they are expected in the future to obtain more easily positions corresponding to their schooling in other contexts, too, since interesting career opportunities can be found also outside academia proper (e.g. in national and international organizations, publishing houses, ministries, etc.).

RC’s strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.

Our disciplines have a long continuous research and doctoral training tradition. The dissertation supervisors are leading experts in their fields and represent a large gamut of topics. Furthermore, the University of Helsinki and its libraries offer the best possible infrastructure for doctoral students. All philological disciplines also have an excellent international network, and many doctoral students fulfill part of their doctoral studies program abroad. They also receive guidance from visiting foreign scholars in Finland.

The Finnish Government has been unable to create a clear language policy regarding the national languages as well as the foreign ones. In spite of the growing demand for foreign language skills, it is possible that the position of foreign languages (except English) will be weakened in the future, and financial support will still decrease. In many cases PhD students have to seek funding from private institutions. However, the new RC strategy with thematic workshops leading to publications and common projects aims at ensuring better financial possibilities.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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3 SOCIETAL IMPACT OF RESEARCH AND DOCTORAL TRAINING (MAX. 4400 CHARACTERS WITH SPACES)

- Description of how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).

Intense scientific work has led to completion of extensive German-Finnish and Finnish-German dictionaries with remarkable public relevance. All contrastive research supports teacher education as well as translator and interpreter training, and RC researchers have been participating in the student exam conception and correction as well as in the selection of authorised translators. Researchers are regularly solicited for special tasks related to language knowledge, one example being the insertion of Finnish into the Multilingual and Multimedia Glossary for Risk Management (MGRM) to the needs of communication processes.

Members of the RC entertain good relations with foreign Embassies and cultural institutes in Finland (Goethe-Institut, Institut Français en Finlande [formerly Centre Culturel Français], Istituto Italiano di Cultura), as well as with different associations, such as the association of foreign language teachers (SUKOL). Guest lecturers from the countries connected with the languages taught and studied by the department/RC regularly give talks at the university and in the cultural institutes. Scholarly seminars and conferences have been organized in collaboration with these actors. A lecture series consisting of 17 talks on the relations between France, Finland and Europe, intended for both specialists and the general public, was arranged in the autumn of 2010 in collaboration with the cultural centre of the City of Helsinki and the French Institute. In connection with the annual francophonic festival (March), there is regular collaboration between several Francophile actors and some manifestations have been held in the premises of the University. Italian philology organizes once a year, during the international Italian language week, a public seminar on literature. Colleagues in German philology have presented the situation of German as a foreign language on several public occasions or given public talks at the Goethe-Institut or in different institutions in Germany. Researchers in Spanish have organized, in collaboration with the Spanish Embassy and the association of Spanish teachers, events for the promotion of Spanish studies. Some members of the RC are columnists in newspapers and give periodically interviews in national and foreign media (radio, TV, press). Some researchers also assure the link with schools and participate in activities at schools.

Individual researchers of the RC are members of the boards of various external institutions like the French School in Helsinki, the Foundation of the Finnish Institute in France and the Federation of Finland-France associations, the German Library in Helsinki, the Finnish Institute in Madrid; some RC researchers are also members of the boards of private foundations.

RC researchers also work in literature juries: the yearly Ángel Ganivet (Helsinki) and Un autore per l’Europa (Italy) literary contests, the Coppet prize awarded every two years to the best Finnish translation of a French literary work. Researchers also contribute to publications for the general public (e.g. French book project on cultural differences).

- Ways to strengthen the societal impact of the RC’s research and doctoral training.

Our collaboration relations with external actors are close and intense and activities on different fronts are also highly valued by the university. However, publishing e.g. for the general public is an ambivalent question, since daily university routine requires a good deal of time and the number and level of scientific publications are still the most important criteria in the evaluation of a researcher’s career. We encourage our doctoral candidates to write texts of general significance and to participate in collaborations having a societal impact or to act as a link with the professional world (e.g. course on professional possibilities), but they, too, have to give priority to their dissertation. In some projects (HY-Talk, Kimo) doctoral students can help with the collection of material in schools and thus represent our
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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disciplines in this environment. One of the ways of strengthening their societal impact would be to integrate them systematically in the senior researchers’ public activities (presentations, articles).

4 INTERNATIONAL AND NATIONAL (INCL. INTERSECTORAL) RESEARCH COLLABORATION AND RESEARCHER MOBILITY (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the RC’s research collaborations and joint doctoral training activities and how the RC has promoted researcher mobility.

The Department of Modern Languages has a great number of ERASMUS and other agreements with European Universities which offer the possibility of research (and teaching) mobility.

Other types of agreements with foreign universities permit to invite specialists to give lectures and to participate in doctoral seminars, and offer our researchers the possibility to create new contacts. Due to external funding the French section has been able to invite a French visiting professor twice a year for one month. The Spanish Embassy in Helsinki finances one annual visit (a week) of a Spanish linguist to Helsinki.

Furthermore, research collaboration is promoted by mutual invitations and the organization of joint conferences as well as the joint participation in conferences on a specific topic. Research networks, research projects (for example a research project on grammaticalisation processes in Spanish, financed by the Spanish government) or teamwork on specific research themes aiming at the publication of the results also advance international collaboration and create new contacts (for example the Cinquecento plurale network http://www.nuovorinascimento.org/cinquecento/default.html). Two researchers in Spanish are members of the APiCS-project of the Max Planck Institute working on contrastive syntax.

As to national collaborations, contrastive studies have for example led to collaboration with researchers in Finnish Studies and to common projects as well as to collaboration between different disciplines (German, French, Italian, Spanish, Swedish) and the Department of Teacher Education (the projects HY-Talk (oral competences and evaluation), Taito (university students’ oral and written skills), Kimo (promotion of the teaching of “rare” foreign languages)) or between different RC disciplines representing the same language family (Terms of address as a mirror of societal transformations in the Romance languages area).

Collaboration is also promoted by Internet sites, such as www.kontrastive-medienlinguistik.net, kept by one of the researchers and spreading information about publications, researchers, conferences, etc.

Different RC disciplines have been responsible for the organization of joint conferences: German philology has organized several conferences, seminars and symposiums in Helsinki, such as EUOPHRAS 2008: Phraseology global – areal – regional, the centennial of the chairs of German and Romance philology, the DAAD alumni seminar in co-operation with the German Academic Exchange Service (2009), Geschichte des Deutschen als Wissenschaftssprache im Ostseeraum (in co-operation with the Alexander von Humboldt Foundation); the conference Constructing Identity in Interpersonal Communication was organized in 2009 by the Modern Language Society representing different disciplines. The French section arranged in 2005 the SILF conference (in collaboration with the Société internationale de Linguistique Fonctionnelle) and in 2008 the conference Représentations du sens linguistique IV (with the contribution of the GRAMM-R network). RC members have also participated in the organization of conferences abroad (e.g. Kontrastive Medienlinguistik 2007, Landau) or the seminar Gramaticalización, lexicalización y tradiciones discursivas (Madrid 2009).
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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- RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

CoCoLaC has excellent contacts with foreign universities and networks and several researchers have an established research collaboration. Researcher mobility is very much encouraged, although there are financial limitations. Since less specific courses than before can be organized within the disciplines, the RC plans to integrate part of the conferences held by visiting researchers in their regular teaching programme, for example by inviting colleagues to make a six hours’ introduction to a compulsory or an optional course, which the (doctoral) students could complete by personal work and guided reading. In order to promote collaborations, several foreign colleagues of the research team could be invited at the same time, for example at the moment of a workshop (see sections 6 and 8) by means of the Erasmus exchanges. Unfortunately, collaboration abroad is limited by the scarce funding possibilities of our Department, and it is essential to apply for (and receive) project funding.

5 OPERATIONAL CONDITIONS (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).

CoCoLaC’s researchers represent the categories of doctoral students, postdoctoral researchers, university lecturers or researchers and professors. All researchers affiliated to the University of Helsinki, including the members of the doctoral school Langnet, have good, if not excellent, material working conditions: an office of their own or shared with another colleague, computer, internet access, telephone, printer, all necessary office material, newspapers. All sections have a well equipped social room which can also be used for informal meetings. The university library has very good collections including a large amount of electronic publications, and books can easily be taken home. The German library of Helsinki offers additional research material. One yearly conference participation is financed by the department or the chancellor.

Doctoral students working with a scholarship can concentrate on full-time research, even if for example Langnet students can be asked to teach around 28-56 hours / year or to participate in the organization of different types of research activities. Unfortunately, only a part of the doctoral (and even postdoctoral) researchers have regular funding and can thus dedicate less time to research. Full-time and part-time doctoral students are expected to attend research seminars and conferences, write papers and accomplish advanced studies in order to have the additional 60 credits compulsory for a doctor’s degree.

Researchers employed by the university are required to work 1600 hours /year, including teaching, administration, research and other activities. This means about 5-6 hours / week of teaching for professors and 10-12 hours / week for University lecturers, unless they have additional administrative tasks.

- RC’s strengths and challenges related to operational conditions, and the actions planned for their development.

In a yearly plan all members of the personnel have to report how they are going to allocate the 1600 hours: theoretically a researcher can teach less if he has important research activities. However, the obligatory courses must take place regularly, and since the disciplines lack staff, researchers very seldom have a significant reduction of teaching hours and can rarely only teach their speciality. In order to keep the level of teaching as high as possible, preparation occupies much of the researchers’ “spare” time. A large majority of the researchers have also several administrative duties and they must take care of practical questions (copying, administrative correspondence, etc.). The financial situation does not
permit to employ new staff and the only way to give the RC’s researchers more research time seems to be the restructuralization of the yearly planning so that all researchers could teach less or not at all during one of the teaching periods. These are decisions that can only be made on department or faculty level.

6 LEADERSHIP AND MANAGEMENT IN THE RESEARCHER COMMUNITY (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the execution and processes of leadership in the RC, how the management-related responsibilities and roles are distributed in the RC and how the leadership- and management-related processes support high quality research, collaboration between principal investigators and other researchers in the RC, the RC’s research focus and strengthening of the RC’s know-how.

The four CoCoLaC subgroups (see point 1) gather four times a year for a “general” seminar dedicated on each occasion to one of the subfields. The responsible persons of the subgroups, who are specialists in their domain, plan these seminars in collaboration with the coordinator (1. Korhonen, 2. Hyvärinen & Riiho, 3. Suomela & Lenk, 4. Härmä). Additionally, every discipline has its own regular doctoral seminars held in their language. These seminars are organized by the responsible investigators of the discipline and are open to all interested RC members. This division of the tasks permits high quality research in the RC’s main domains as well as in each discipline’s language specific research, and enables the collaboration between all RC members.

The main guidelines of the four research domains will be decided during each of the four general seminars and members will be encouraged during the following year to work on a subject related with this focus theme. The results will be presented in the following seminar. Each subgroup also plans regular workshops, to which colleagues from other departments (and possibly from abroad) are invited, and the results of which are published. This gives the young researchers a good start for research activities and the possibility of becoming acquainted with the organizational questions of scientific conferences and publishing procedures. The seminar on Contrastive syntax, which will take place in April, will prepare a common research topic on relations of subordination, and this theme will be the subject of a workshop held in spring 2012. In autumn, the subgroup Text types and discourses will organize a conference on persuasion in mass media and link their seminar with this topic (see section 8). The other two subgroups are preparing their future common research guidelines.

- RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes.

The RC has a very efficient management: the basic guidelines are the same for all CoCoLaC’s four subgroups, led by their own responsible researcher(s). The work of these subgroups is coordinated by a general coordinator who organizes the four general seminars with the subgroup representative(s) and assists, if necessary, in the planning of the workshops. Since CoCoLaC members represent quite a large variety of research interests, it will be of great importance to motivate each of them as individuals and to see to that they all have the possibility to present their specific research domain. However, as mentioned above, it is essential to promote collaborations between RC members (and also over RC borders), for example by creating research themes examining the same type of phenomenon from different points of view.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

7 EXTERNAL COMPETITIVE FUNDING OF THE RC

- Listing of the RC's external competitive funding, where:
  - the funding decisions have been made during 1.1.2005-31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki

- Academy of Finland (AF) - total amount of funding (in euros) AF has decided to allocate to the RC members during 1.1.2005-31.12.2010: 386 470

- Finnish Funding Agency for Technology and Innovation (TEKES) - total amount of funding (in euros) TEKES has decided to allocate to the RC members during 1.1.2005-31.12.2010:

- European Union (EU) - total amount of funding (in euros) EU has decided to allocate to the RC members during 1.1.2005-31.12.2010:

- European Research Council (ERC) - total amount of funding (in euros) ERC has decided to allocate to the RC members during 1.1.2005-31.12.2010:

- International and national foundations - names of international and national foundations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the foundations: Langnet, DAAD, Emil Öhmannin säätiö, TSV, European Society of Phraseology, Uusfilologinen yhdistys
  - total amount of funding (in euros) from the above-mentioned foundations: 202437

- Other international funding - names of other international funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations:
  - total amount of funding (in euros) from the above-mentioned funding organizations:

- Other national funding (incl. EVO funding and Ministry of Education and Culture funded doctoral programme positions) - names of other national funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations:
  - total amount of funding (in euros) from the above-mentioned funding organizations:

8 RC'S STRATEGIC ACTION PLAN FOR 2011–2013 (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the RC’s future perspectives in respect to research and doctoral training.
  The RC’s thematic and language specific seminars complete the doctoral training and offer all researchers the possibility of exposing and discussing their work. One of the next steps will be the selection of common, more specified subjects uniting researchers from each language group and leading to a publication: as mentioned in section 6, the Contrastive syntax subgroup seminar taking place in April 2011 will plan a research project on relations of subordination: this subject will be studied in all the languages and in different constructions, and the results will be exposed the following year in a
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

workshop, to which also colleagues from other departments will be invited. Selected papers will be published. This preliminary work can lead to a funded project, for example on subordination in students’ written production (linked with the TAITO-project). This kind of “guided” research gives young members the possibility of working in different scientific fields: production, organization, editing... All subgroups will apply the same procedure, which does not prevent members from working on other types of themes and participating in other types of projects. Researchers in the Text types and discourses subgroup are planning a project application (Academy of Finland) focusing on the text type or broadcast format ‘commentary’ / ’editorial’ as definitely persuasive forms of mass media communication. A conference on this subject (Styles of persuasion in Europe; http://blogs.helsinki.fi/lenk/, 2011, Helsinki) is linked with the project. The international Dialog 3 conference, the 3rd event in this series (cf. 2009), will take place in 2012 and will be organized by all RC disciplines.

Additionally, disciplines have their own activities: the Italian section will organize in 2012 the SILFI XII conference (Società di Linguistica e Filologia Italiana), the biggest international Italianists’ conference ever arranged in Finland. A national conference on German studies will be organized in 2012.

CoCoLaC also intends to take better advantage of the mobility possibilities of doctoral students and researchers, and encourage them to longer research periods abroad. One of the main interests should be their integration into a local research program. The RC (and the Department of Modern Languages) should make more use of cross-subject supervision i.e. by forming an internal supervisor pool according to the Langnet model.

Possibilities for increasing financing are studied. The RC doctoral students and postdoctoral researchers very much depend on the funding of private foundations (during the period 2005-2010 researchers have received from these sources about 300 000 Euros), but hard competition limits the funding possibilities. Thus it is essential to create important, funded projects integrating different types of researchers; these projects will be planned on subgroup level, the common research principles giving the necessary outlines for a serious application.

8-10 doctoral students will defend their PhD in 2011-2013.

In January, all RC members have been informed of the form and the timetable for the preparation of stage 2. Responsible researchers have gathered once a week, tasks have been distributed between members, and text propositions have been discussed and modified. These gatherings have been open to all RC-members, who have been asked to describe briefly their main research domain which has been incorporated in the general descriptions. When more information has been necessary, RC members have been directly contacted by their supervisor/representative. No names are specified, since all information is in the TUHAT-database, the basis for the compilation of the RC’s publications and other scientific activities. The result of the basic work for the stage 2 has been sent to all RC members before the common seminar held on the 18th of February; all the different points have been once more discussed and the strategic action plan for 2011-2013 has been considered. Absent RC-members have been asked to approve the final document.

9 SHORT DESCRIPTION OF HOW THE RC MEMBERS HAVE CONTRIBUTED TO THE COMPILATION OF THE STAGE 2 MATERIALS (MAX. 1100 CHARACTERS WITH SPACES).
## Analysis of publications

<table>
<thead>
<tr>
<th>Publication type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total Count 2005 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Refereed journal article</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>A2 Review in scientific journal</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>A3 Contribution to book/other compilations (refereed)</td>
<td>24</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>147</td>
</tr>
<tr>
<td>A4 Article in conference publication (refereed)</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>B1 Unrefereed journal article</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>B2 Contribution to book/other compilations (non-refereed)</td>
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<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>B3 Unrefereed article in conference proceedings</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>18</td>
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<tr>
<td>C1 Published scientific monograph</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>C2 Edited book, compilation, conference proceedings or special issue of journal</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>30</td>
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</tr>
<tr>
<td>D2 Article in professional hand or guide book or in a professional data system, or text book material</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>D5 Text book or professional handbook or guidebook or dictionary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
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<td>E1 Popular article, newspaper article</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
2 Listing of publications

A1 Refereed journal article

2005

2006
Bartens, A, Sandström, N 2006, 'Semantic primes in atlantic iberoromance-based creoles: superstrate continuity or innovation?', Estudios de sociolingüística, vol 7 ( ), no. 1, s, pp. 31-54.

2007

2008
Bartens, A. Kempas, I. 2008, 'Sobre el valor aspectual del pretérito perfecto en el español peninsular: resultados de una prueba de reconocimiento realizada entre informantes universitarios', Revista de investigación lingüística.


Kempas, I. 2008, 'En torno a la "consecucio temporum" en subordinadas de subjuntivo regidas por verbos matricos en el pretérito perfecto aoristico', RILCE, vol 24.1, pp. 106-120.


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010


Havu, E 2010, 'Équivalents finnois des prédications averbales premières et secondes', Discours, no. 6.


Sanromán Vilas, B 2010, 'Sociolingüística de los pronombres de segunda persona: Estudio contrastivo entre dos ciudades españolas', Neuphilologische Mitteilungen, vol 3, no. CXI.


2009


2010


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu


Korhonen, J 2005, 'Idiom; Idiomatik; Phraseologie; Phraseologisches Wörterbuch; Phraseologismus; Wortgruppenlexem; Zwillingstexte', Metzler Lexikon Sprache, Metzler, Stuttgart.

Lehtinen, M 2005, 'La pertinence informative et la prosodie dans des émissions radiophoniques avec Jean-Paul Sartre et Albert Camus', XVI congreso de romanistas escandinavos.


Limatala, A 2005, 'Fachgebietssignale in allgemeinen deutsch-finnoischen und finnisch-deutschen Wörterbüchern', Schreiben, Verstehen, Übersetzen, Lernen, Peter Lang, Frankfurt am Main, pp. 403 - 413.


2006


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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu


Sanromán Vilas, B 2006, 'Las formas de tratamiento en el español peninsular actual: los estudiantes de dos poblaciones gallegas', XVI congreso de romanistas escandinavos, Roskilde Universität.


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLa/Havu


2007


Sanromán Vilas, B 2007, 'Colocaciones verbales con nombres de sentimiento en el diccionario de colocaciones del español (=DICE)', Entre léxico y gramática, Ibél, La Paz, pp. 139-156.


CoCoLa/Havu

2008


Harmo, I. 2008, 'Remarques sur les constructions "topicalisées" en ancien français', Discours, diachronie, stylistique du français, Sciences pour la communication, vol. 84, Peter Lang, Bern, pp. 343-351.

Kempas, I 2008, 'La elección de los tiempos verbales aorísticos en contextos hodiernales: sinopsis de datos empíricos recogidos en la españa peninsular', Actas del XXXVII simposio internacional de la sociedad española de lingüística (SEL), Universidad de Navarra, Pamplona, pp. 397-406.


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu


2009


Garavelli, E 2009, "Vbora pur la tua sferza e mordi il freno" tra Bembo e Varchi: con una lettera inedita del Caro al Gualtieruzzi", Annibali Caro a cinquecento anni dalla nascita a cura di Diego Poli, Laura Melosi, Angela Bianchi, Linguistica, letteratura, EUM, Università di Macerata, Macerata, pp. 429 - 454.


Havu, E 2009, 'L’emploi des pronom d’adresse dans sept villes francophones', in B Peeters, N Ramière (eds), Construction du sens et acquisition de la signification linguistique dans l’interaction, Peter Lang, Bruxelles, pp. 73 - 86.


Havu, E 2009, 'Comment un apprenant finnophone maîtrise-t-il les stratégies d’adresse en français ?', Construction du sens et acquisition de la signification linguistique dans l’interaction, Peter Lang, Bruxelles, pp. 81-98.


Havu, E 2009, 'L’emploi des pronom d’adresse dans sept villes francophones', in B Peeters, N Ramière (eds), Construction du sens et acquisition de la signification linguistique dans l’interaction, Peter Lang, Bruxelles, pp. 73 - 86.


Havu, E 2009, 'Les structures détachées en français et leurs équivalents en finnois'. Du côté des langues romanes. Mélanges en l’hui
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu

2008


2009


Kempas, I 2009, 'La elección entre el pretérito indefinido y el pretérito perfecto en el español peninsular en relación con la distancia temporal y el origen geográfico del informante: caso “hace dos minutos” / “hace dos horas”', in Actas del II Congreso de Hispanistas y Lusitanistas Nórdicos, pp. 221-239


Vassan yliopiston tutkijaryhmän julkaisut, no. 36

Sanroman Vilas, B 2009, 'Las construcciones con in el discurso académico de los aprendices finlandeses de español', in El español en contextos específicos. : Enseñanza e investigación, pp. 951-970.


2010

Ala-Risku, R 2010, "Som mi che guadagno la plata" Considerazioni preliminari sulla commutazione di codice in Quando Dio batalla il tango di Laura Pariani', in Actes du XVIIe Congrès des romanistes scandinaves / Actas del XVII congreso de romanistas escandinavos, pp. 30-45


Havu, E 2010, 'Participes présents et gérondifs en traduction finnoise : perte ou changement de valeur ?', in Actes du XVIIe congrès des Romanistes Scandinaves, pp. 313-328


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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu


Kempas, I 2010, ‘¿“Pretérito imperfecto de valor aspectual imperfectivo” o “Co-pretérito”? En busca de un posible compromiso entre los enfoques aspectualista y temporalista en el sistema verbal español’, in Actas del XXXIX Simposio Internacional de la SEL.


B1 Un refereed journal article

2005


2006


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu

2007

2008

2009

2010

B2 Contribution to book/other compilations (non-refereed)

2005
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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu

2006


2007


2008


Lehtinen, M 2008, 'Le rôle des indices prosodiques dans l'indication de la position du locuteur', Le franc-: als paré des médias, 2. colloque international du 21 au 23 juin 2007, Laboratoire de recherche sur les stratégies de communication à l'oral (Lab-O), Département d'information et de communication de l' Université Laval, Quebec.


2009


2010


B3 Unrefered article in conference proceedings

2005
Limatani, A 2005, Transparent-harte und undurchsichtig-sanfte Wörter der Umweltdiskussion im Deutschen und im Finnischen.,
2006

2009

2010

C1 Published scientific monograph

2007

2009

C2 Edited book, compilation, conference proceeding or special issue of journal

2005


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RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

CoCoLaC/Havu

2007


2009


2010


CoCoLaC/Havu

D2 Article in professional hand or guide book or in a professional data system, or text book material
2007

D5 Text book or professional handbook or guidebook or dictionary
2005

2006

2007

2009

E1 Popular article, newspaper article
2006

2007

2008

2009
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

CoCoLaC/Havu

1 Analysis of activities 2005-2010

- Associated person is one of Riikka Ala-Risku, riikka.alarisku@helsinki.fi, Angela Bartens, Angela.Bartens@helsinki.fi, Helena Eskelinen, Helena.Eskelinen@helsinki.fi, Enrico Garavelli, enrico.garavelli@helsinki.fi, Georg Gimpl, Georg.Gimpl@helsinki.fi, Anton Greervik, Anton.Greervik@helsinki.fi, Eva Havu, Eva.Havu@helsinki.fi, Irma Hyvärinen, Irma.Hyvarinen@helsinki.fi, Juhani Härkö, Juhani.Har maka@helsinki.fi, Ciro Imperato, Ciro.Imperato@helsinki.fi, Johanna Isosävi, johanna.isosavi@helsinki.fi, Ilpo Kampa, ilpo.kampa@helsinki.fi, Mikko Kervinen, mikko.kervinen@helsinki.fi, Hannele Kohvakka, hannele.kohvakka@helsinki.fi, Jarmo Korkonen, jarmo.korkonen@helsinki.fi, Aino Kärnä, Aino.Karna@helsinki.fi, Gerhard Krebs, Gerhard.Krebs@helsinki.fi, Hanna Lanto, hanna.lanto@helsinki.fi, Mari Lehlinnen, mari.lehlinnen@helsinki.fi, Jarmo Lenin, Jarmo.Lenin@helsinki.fi, Elina Likanen, Elina.Likanen@helsinki.fi, Irma.Hyvarinen@utu.fi, Marja Ursin, Marja.Ursin@helsinki.fi, Marjo Vesalainen, Marjo.Vesalainen@helsinki.fi.

Activity type | Count
---|---
Supervisor or co-supervisor of doctoral thesis | 37
Prizes and awards | 3
Editor of research journal | 100
Editor of research anthology/collection/conference proceedings | 1
Peer review of manuscripts | 22
Editor of series | 4
Assessment of candidates for academic posts | 8
Membership or other role in review committee | 11
Membership or other role in research network | 14
Membership or other role in national/international committee, council, board | 59
Membership or other role in public Finnish or international organization | 17
Membership or other role of body in private company/organisation | 31
Participation in interview for written media | 40
Participation in radio programme | 5
Participation in TV programme | 2
Participation in interview for web based media | 1
2 Listing of activities 2005-2010

Supervisor or co-supervisor of doctoral thesis

**Angela Bartens**, Angela.Bartens@helsinki.fi
- First supervisor of doctoral dissertation, Angela Bartens, 01.10.2001 → 31.05.2011, Finland
- Supervisor of doctoral dissertation, Angela Bartens, 01.09.2001 → 16.01.2006, Finland
- Co-supervisor of a doctoral dissertation, Angela Bartens, 01.01.2005 → 31.05.2011, Finland
- Second supervisor of a doctoral dissertation, Angela Bartens, 01.01.2009 → 31.05.2011, Finland

**Enrico Garavelli**, enrico.garavelli@helsinki.fi
- Supervisor of doctoral programme "Il testo: tradizione, lingua, interpretazione" (later "Italianistica e Filologia Romanza"), Enrico Garavelli, 2004 → ..., Italy

**Eva Havu**, Eva.Havu@helsinki.fi
- Co-director of Johanna Isosävi's doctoral thesis "Les formes d'adresse dans un corpus de films français et leur traduction en finnois", Eva Havu, 06.01.2006 → 01.01.2010, Finland
- Co-director of Rea Paltola's doctoral thesis, Eva Havu, 2006 → ..., Finland

**Irma Hyvärinen**, Irma.Hyvarinen@helsinki.fi
- 2nd supervisor, Irma Hyvärinen, 1999 → 2005
- 2nd supervisor, Irma Hyvärinen, 1999 → ...
- 2nd supervisor, Irma Hyvärinen, 1999 → ...
- Supervisor, Irma Hyvärinen, 2001 → ...
- 2nd supervisor, Irma Hyvärinen, 2002 → 2003
- 2nd supervisor, Irma Hyvärinen, 2003 → 2008
- Supervisor, Irma Hyvärinen, 2003 → ...
- Supervisor, Irma Hyvärinen, 2007 → ...
- Supervisor, Irma Hyvärinen, 2009 → ...
- 2nd supervisor, Irma Hyvärinen, 2010 → ...

**Juhani Härmä**, Juhani.Harma@helsinki.fi
- Supervision of doctoral thesis, Juhani Härmä, 20.11.2007 → 27.11.2007, Finland

**Jarmo Korhonen**, Jarmo.Korhonen@helsinki.fi
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 1997 → 2005, Finland
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 2000 → 2007, Finland
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 2002 → 2008, Finland
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 2005 → 2010, Finland
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 2006 → 2010, Finland
- Väitöskirjatutkimuksen ohjaaminen, Jarmo Korhonen, 2007 → 2010, Finland

**Annikki Liimatainen**, annikki.liimatainen@helsinki.fi, annikki.liimatainen@helsinki.fi, Annikki.Liimatainen@uta.fi
- Väitöskirjatutkimuksen ohjaaminen, Annikki Liimatainen, 2009 → ...
- Väitöskirjatutkimuksen ohjaaminen, Annikki Liimatainen, 01.08.2010 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

CoCoLaC/Havu

Timo Riiho , timo.riiho@helsinki.fi
supervision of doctoral thesis, Timo Riiho, 2001 → ...
supervision of doctoral thesis, Timo Riiho, 2003 → ...
supervision of doctoral thesis, Timo Riiho, 2006 → ...
supervision of doctoral thesis, Timo Riiho, 2006 → ...
supervision of doctoral thesis, Timo Riiho, 2006 → ...
supervision of doctoral thesis, Timo Riiho, 2010 → ...

Prizes and awards

Juhani Härmä , Juhani.Harma@helsinki.fi
Silmäsäätiön Mauno Vannas -mitali, Juhani Härmä, 11.11.2010, Finland
Timo Riiho , timo.riiho@helsinki.fi
Kunniamerkki, Timo Riiho, 06.12.2006, Finland
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Papia, Angela Bartens, 01.01.2007 → 31.12.2007, Brazil
Sociolinguistic Studies (Marianne Dieck: Los criollos con negación postoracional: estudio comparativo ), Angela Bartens, 01.01.2007 → 31.12.2007, United Kingdom
UniverSOS (helmikusa 2007 arvioitu artikkeli: José Antonio Flores Farfán: La defensa del patrimonio lingüístico mexicano: experiencias piloto ), Angela Bartens, 01.01.2007 → 31.12.2007, Spain
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Evaluation of a book manuscript for the editor de Boek, Eva Havu, 20.02.2009 → 13.03.2009, Belgium
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On the Germanic properties of Early Old French and the Nature of OV order, Juhani Härmä, 15.06.2010 → 15.07.2010, Finland
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Proceedings of the 39th Linguistic Symposium on Romance Languages, Ilpo Kempas, 2009 → ..., United States
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**Assessment of candidates for academic posts**

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Evaluation of a project for the Research Council of Norway, Eva Havu, 01.08.2007 → 31.08.2007, Norway
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Aino Kärnä, Aino.Karna@helsinki.fi
Studienkreis Geschichte der Sprachissenschaft, Aino Kärnä, 01.05.2006 → 31.08.2007, Germany

Mari Lehtinen, Mari.Lehtinen@helsinki.fi
Ohjaajapoliitinen Langnotin "Kielten rakenteet käytissä" -ohjelmassa, Mari Lehtinen, 2010 → 2011
Suomalaisen Tiedeakateemian "Nuorten Akademiaklubin" jäsen, Mari Lehtinen, 2010 → 2011

Hartmut E. H. Lenk, Hartmut.Lenk@helsinki.fi
Beirat der "Beiträge zur Fremdsprachenvermittlung", Hartmut E. H. Lenk, 01.01.2005 → 31.12.2005, Germany

Timo Riiho, timo.riiho@helsinki.fi
Vice president of the administrative board, Timo Riiho, 2006 → 2009, Finland
President of evaluation committee, Timo Riiho, 2007 → 2009, Finland

Elina Suomela-Härmä, Elina.Suomela-Harma@helsinki.fi
SILFI (Società internazionale di linguistica e filologia italiana), Elina Suomela-Härmä, 01.01.2006 → 31.12.2010, Italy
Humanistiseen osaston keittiöreun jakson jäsen, Elina Suomela-Härmä, 01.01.2010 → 31.12.2010, Finland
Le Moyen Age, Elina Suomela-Härmä, 01.01.2010 → 31.12.2010, Belgium
Société des Anciens Textes français, Elina Suomela-Härmä, 01.01.2010 → 31.12.2010, France

Marja Ursin, Marja.Ursin@helsinki.fi
Uutisliitoungin yhdistys, Marja Ursin, 01.02.2004 → 31.12.2006, Finland

Membership or other role in public Finnish or international organization

Enrico Garavelli, enrico.garavelli@helsinki.fi
Ylioppilastutkintolautakunta, Italian kielen apujäsen, Enrico Garavelli, 01.01.1999 → 31.12.2009, Finland

Eva Havu, Eva.Havu@helsinki.fi
Ranskan kulttuurikeskuksen järjestämät ranskan Delf-Dalf -kielikokeet, Eva Havu, 01.01.2005 → 31.12.2005, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

CoCoLaC/Havu

Ranskan kulttuurikeskus, kielikokeiden arviointilautakunta, Eva Havu, 01.01.2006 → 31.12.2006, Finland
DELF/DALF kielikokeet, Ranskan kulttuurikeskus, Eva Havu, 01.01.2007 → 31.12.2007, Finland
Ilta-Sanomat, Eva Havu, 10.05.2007 → 31.12.2007, Finland

Irma Hyvärinen, Irma.Hyvarinen@helsinki.fi
Kääntäjien tutkintolautakunta, KOTUS, Irma Hyvärinen, 01.01.2006 → 31.12.2006, Finland

Juhani Härmä, Juhani.Harma@helsinki.fi
Maurice de Coppet käännöspalkinnon lautakunta, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
Suomen Ranskan-instituutin säätiön hallitus, Juhani Härmä, 01.01.2008 → 31.12.2008, Finland
Suomi-Ranska yhdistyksen liiton neuvottelukunta, Juhani Härmä, 01.01.2008 → 31.12.2008, Finland

Hannele Kohvakka, hannele.kohvakka@helsinki.fi
Ylioppilastutkintolautakunta, Pasi Pirttisaari, 01.01.2006 → 31.12.2006, Finland

Elina Suomela-Härma, Elina.Suomela-Harma@helsinki.fi
Ylioppilastutkintolautakunnan kieližavaikutuksen suora valvoja, Pasi Pirttisaari, 01.01.2006 → 31.12.2006, Finland

Membership or other role of body in private company/organisation

Juhani Härmä, Juhani.Harma@helsinki.fi
Suomen Ranskan instituutin säätiön hallitus, Juhani Härmä, 01.01.2005 → 31.12.2005, Sweden
Suomi-Ranska yhdistyksen liitto, Juhani Härmä, 01.01.2005 → 31.12.2006, Sweden
Suomen Ranskan instituutin säätiön hallitus, Juhani Härmä, 01.01.2006 → 31.12.2006, Finland
Suomi-Ranska yhdistyksen liitto, Juhani Härmä, 01.01.2006 → 31.12.2006, Finland
Aame Koskelon säätiön hallitus, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
Silmäsäätiön hallintoneuvosto, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
Suomen Ranskan instituutin säätiön hallitus, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
Suomi-Ranska yhdistyksen liitto, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
WWF: Suomen rahaston hallintoneuvosto, Juhani Härmä, 01.01.2007 → 31.12.2007, Finland
Aame Koskelon säätiön hallitus, Juhani Härmä, 01.01.2008 → 31.12.2008, Finland
Silmäsäätiön hallintoneuvosto, Juhani Härmä, 01.01.2008 → 31.12.2008, Finland
WWF:n Suomen rahaston hallintoneuvosto, Juhani Härmä, 01.01.2008 → 30.06.2008, Finland
Hallintoneuvoston varapuheenjohtaja, Juhani Härmä, 01.01.2010 → 31.12.2010, Finland
Hallitusen jäsen, Juhani Härmä, 01.01.2010 → 31.12.2010, Finland

Jarmo Korhonen, Jarmo.Korhonen@helsinki.fi
Porthan-seura (Turku), Jarmo Korhonen, 01.01.2005 → 31.12.2005, Germany
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

CoCoLaC/Havu

Saksalainen kirjastoyhdistys (Helsinki), Jarmo Korhonen, 01.01.2005 → 31.12.2005, Germany
Suomen DAAD-yhdistys (Helsinki), Jarmo Korhonen, 01.01.2005 → 31.12.2005, Germany
Porthan-seura (Turku), Jarmo Korhonen, 01.01.2006 → 31.12.2006, Denmark
Saksalainen kirjastoyhdistyksen (Helsinki), Jarmo Korhonen, 01.01.2006 → 31.12.2006, Denmark
Suomen DAAD-yhdistys (Helsinki), Jarmo Korhonen, 01.01.2006 → 31.12.2006, Denmark
Porthan-seura (Turku), Jarmo Korhonen, 01.01.2007 → 31.12.2007, Finland
Saksalainen kirjastoyhdistys (Helsinki), Jarmo Korhonen, 01.01.2007 → 31.12.2007, Finland
Suomen DAAD-yhdistys (Helsinki), Jarmo Korhonen, 01.01.2007 → 31.12.2007, Finland
Porthan-seura (Turku), Jarmo Korhonen, 01.01.2008 → 31.12.2008, Finland
Saksalainen kirjastoyhdistys (Helsinki), Jarmo Korhonen, 01.01.2008 → 31.12.2008, Finland

Aino Kärnä , Aino.Karna@helsinki.fi
Helsingin yliopiston lehtorit ry., Aino Kärnä, 01.01.2001 → ..., Finland
Helsingin yliopiston lehtorit ry. (HYL), Aino Kärnä, 01.01.2005 → 31.12.2005, Belgium

Elina Suomela-Härmä , Elina.Suomela-Harma@helsinki.fi
Società Dante Alighieri -ry., Comitato di Helsinki, pj., Elina Suomela-Härmä, 01.01.1999 → 31.12.2007, Finland

Marja Ursin , Marja.Ursin@helsinki.fi
Uutisfilologinen yhdistys, Marja Ursin, 01.01.2007 → 31.12.2007, Finland

Participation in interview for written media

Georg Gimpl , Georg.Gimpl@helsinki.fi

Eva Havu , Eva.Havu@helsinki.fi
TEMPUS-lehti, Eva Havu, 01.07.2000 → 31.12.2011, Finland
Ranskan kielen päivät, Helsingin yliopisto, Eva Havu, 21.03.2001 → 31.12.2011, Finland
Yliopistoilainen 8/03, Eva Havu, 27.10.2003 → 31.12.2011, Finland
Ensemble, le magazine du travail par Manpower, Eva Havu, 11.11.2007 → 31.12.2011, Finland

Irma Hyvärinen , Irma.Hyvarinen@helsinki.fi
Tempua 3/2000, Irma Hyvärinen, 01.01.2000 → ..., Finland
Deutsches Wochenende / Tuusulanjärven Suomi-Saksia-yhdistys (Järvenpää), Irma Hyvärinen, 08.03.2008 → ..., Switzerland

Juhani Härmä , Juhani.Harma@helsinki.fi
Yliopistoinen, Juhani Härmä, 01.03.2006 → 31.12.2011, Finland

Jarmo Korhonen , Jarmo.Korhonen@helsinki.fi
Sanomalehti Kaleva, haastattelu, Oulu, Jarmo Korhonen, 26.05.2006 → 31.12.2011, Denmark
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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CoCoLaC/Havu

Gerard Krebs , Gerard.Krebs@helsinki.fi
Kouvolan yliopiston julkinen tilaisuus, Gerard Krebs, 01.02.2005 → 31.12.2011, Finland
Turun yliopiston julkinen tilaisuus, Gerard Krebs, 08.02.2005 → 31.12.2011, Finland
Saksalainen kirjasto 125 vuotta, juhlavuoden yleisötapauksesta, Gerard Krebs, 18.10.2006 → 31.12.2011, Finland
Estonische Nationalbibliothek, Tallinn, Gerard Krebs, 17.03.2007 → 31.12.2011, Romania
Estonische Nationalbibliothek, Tallinn, Gerard Krebs, 03.11.2007 → 31.12.2011, Romania
Institut für Kunstgeschichte, Universität Turku, Gerard Krebs, 08.02.2005 → 31.12.2011, Finland
Suomen rakennustaiteen museo, Gerard Krebs, 24.10.2007 → 31.12.2011, Romania
XVI Tagung des Deutschlehrerverbandes Rumäniens, Gerard Krebs, 05.10.2007 → 31.12.2011, Romania

Hartmut E. H. Lenk , Hartmut.Lenk@helsinki.fi
Esitelmä, Gymnasium (lukio), Gadebusch/Meckl, Hartmut E. H. Lenk, 10.01.2007 → 31.12.2011, Finland
Esitelmä, Museumsanlage Gadebusch/Meckl, Hartmut E. H. Lenk, 10.01.2007 → 31.12.2011, Finland

Timo Riiho , timo.riiho@helsinki.fi
La Voz de Galicia -sanomalehti, Timo Riiho, 11.11.2000 → 31.12.2011, Finland
Päivöllän kansanopisto, Timo Riiho, 30.03.2000 → 31.12.2011, Finland
Esitelmä, Suomen Eurooppa-säätiö, Timo Riiho, 22.11.2007 → 31.12.2011, Venezuela
Euskal Telebista, haastattelu, Timo Riiho, 11.10.2007 → 31.12.2011, Venezuela
YLE 1, haastattelu, Timo Riiho, 19.08.2007 → 31.12.2011, Venezuela

Elina Suomela-Härmä , Elina.Suomela-Harma@helsinki.fi
Esitelmä Dante Alighieri -seurassa, Elina Suomela-Härmä, 12.03.2007 → 31.12.2011, Finland

Participation in radio programme
Eva Havu , Eva.Havu@helsinki.fi
Interview in the program "Kultakuume" (Ylen ykkönen), Eva Havu, 27.04.2009, Finland

Timo Riiho , timo.riiho@helsinki.fi
Haastattelu, Timo Riiho, 18.08.2007, Finland
Haastattelu, Timo Riiho, 24.09.2008, Spain
Haastattelu, Timo Riiho, 09.09.2010, Finland

Elina Suomela-Härmä , Elina.Suomela-Harma@helsinki.fi
Radiion "Kultakuume" -sarja (2 radio-ohjelmaa), Elina Suomela-Härmä, 01.01.2005, Finland
CoCoLaC/Havu

**Participation in TV programme**
Mari Lehtinen, Mari.Lehtinen@helsinki.fi
TV-haastattelu, Mari Lehtinen, 02.12.2010, Croatia

Timo Riiho, timo.riiho@helsinki.fi
Haastattelu, Timo Riiho, 21.03.2008, Spain

**Participation in interview for web based media**
Timo Riiho, timo.riiho@helsinki.fi
Haastattelu espanjainfo.net-verkkositeessa 9.4.2010, Timo Riiho, 09.04.2010
Appendix B.b.

Maria Forsman, Chief Information Specialist, DSocSc
Helsinki University Library 7.7.2011

The bibliometric analyses by Helsinki University Library (HULib)

Background: The bibliometric analyses – especially citation analyses – have raised a lot of discussion and critics among researchers in social sciences and humanities. Researchers view that bibliometric analyses are often unfair to these fields of sciences because they do not give a good enough picture of the publishing. Citation databases – Web of Science and Scopus – cover only weakly the main publications in these fields. Also, in humanities and social sciences monograph is still the main form of publishing, and it does not include in these article databases.

At the University of Helsinki, the above mentioned concerns have been taken into account in the evaluation. The Evaluation Office has ordered analyses from the Helsinki University Library (HULib) for the participating researcher communities that are weakly represented in Web of Science. The database for the HULib analyses is TUHAT (https://tuhat.halvi.helsinki.fi/portal/en/) including all the publications that the researchers have considered important.

Based on this data, information specialists at HULib have carried out the following analyses:

1) Number of authors/publication/year as a table; a pie of authors/publication in the period 2005-2010;
2) Language of publication/year; a pie of language of publication in the period 2005-2010;
3) Articles/journal/year; journals have been compared by ISSN with the Norwegian, Australian and ERIH (2007-2008) journal ranking lists; number of articles in ranked journals;
4) Publisher/monograph type (according to TUHAT database); monographs have been compared with the Norwegian publisher ranking list. According to this, it has been counted how many monographs are published by a leading scientific publisher (2) or a scientific publisher (1).
5) Conference publications (from TUHAT database) especially in computer sciences; compared with the Australian conference ranking list.

Where relevant, some additional analyses and notes concerning the publication culture of a scientific field have been added. Overall, these analyses complement the other evaluation material and lists of the publications of the participating researcher communities.

If the publications of the RCs were less than 50 or and the internal coverage less than 40 percentage, the WoS analyses were considered not reliable. These RCs were 58 altogether.

In addition, both Leiden and Library analyses were done to the RCs if WoS analyses covered less than 40 per cent of the peer review (A+C) publications of the RC. These RCs were 8 altogether.

The appendix includes the analyses of the RC under discussion.
Analysis of publications by Helsinki University Library – 66 RCs altogether

Biological, Agricultural and Veterinary Sciences
Luukkanen, Olavi – VITRI
Valsta, Lauri – SUVALUE

Natural Sciences
Abrahamsson, Pekka – SOFTSYS
Kangasharju, Jussi – NODES
Ukkonen, Esko – ALKO
Väänänen, Jouko – HLG

Humanities
Aejmelaeus, Anneli – CSTT
Anttonen, Pertti – CMVG
Dunderberg, Ismo – FC
Havu, Eva – CoCoLaC
Heikkilä, Markku – RCSP
Heinämäa, Sara – SHC
Henriksson, Markku – CITA
Janhunen, Juha – LDHFTA
Kajava Mika, – AMNE
Klippi, Anu – Interaction
Knuuttila, Simo – PPMP
Koskenniemi, Kimmo – BAULT
Lauha, Aila – CECH
Lavento, Mika – ARCH-HU
Lukkarinen, Ville – AHCI
Lyytikäinen, Pirjo – GLW
Mauranen, Anna – LFP
Meinander, Henrik – HIST
Nevalainen, Terttu – VARIENG
Pettersson, Bo – ILLC
Puiikkinen, Tuija – Gender Studies
Pyrhönen, Heta – ART
Ruokanen, Miikka – RELDIAL
Saarinen, Risto – RELSOC
Sandu, Gabriel – LMPS
Tarasti, Eero – MusSig
Vehmas-Lehto, Inkeri – TraST
Östman, Jan-Ola – LMS

Social Sciences
Airaksinen, Timo – PPH
Engeström, Yrjö – CRADLE
Granberg, Leo – TRANSRURBAN
Haila, Anne – Sociopolis
Hautamäki, Jarkko – CEA
Heinonen, Visa – KUMU
Helén, Ilpo – STS
Hukkinen, Janne – GENU
Jallinoja, Riitta – SBII
Kaartinen, Timo – SCA
Kettunen, Paulu – NordSoc
Kivinen, Markku – FCRES
Koponen, Juhani – DEVERELE
Koskenniemi, Martti – ECI
Kultti, Klaus – EAT
Lahtelma, Elina – KUFE
Lanne, Markku – TSEM
Lavonen, Jari – RCMES
Lehtonen, Risto – SocStats
Lindblom-Yläne, Sari – EdPsychHE
Nieminen, Hannu – MECOL
Nuotio, Kimmo – Law
Nyman, Göte – METEORI
Ollikainen, Markku – ENFIFO
Pirttilä-Backman, Anna-Maija – DYNASOBIC
Rahkonen, Keijo – CulCap
Roos, J P – HELPS
Simola, Hannu – SOCE-DGI
Sulkunen, Pekka – PosPus
Sumelius, John – AG ECON
Vaattovaara, Mari – STRUTSI
Vainio, Martti – SigMe

The next appendix includes the analyses of the RC under discussion.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI


PUBLICATION DATA 2005-2010

RC/CoCoLac/Havu

Category 3.
The research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.
The research is of high quality and has great significance and impact in its field. However, the generally used research evaluation methods do not necessarily shed sufficient light on the merits of the research.

Number of authors in publications/year

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<th>No. of authors</th>
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<th>2008</th>
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The publications have mostly only one author (77%).
Language of publication / Year

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The commonest language is German (30%), as French (22%) in the second place.

### Language of Publications 2005-2010

#### Journal / Year / Total

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<th>Journal</th>
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*The following titles were excluded from the table (not journals):*
- Atti della tavola rotonda su Il sentiero dei nidi di ragno di Italo Calvino
- Dialogic language use

**Journal ranking (Norway, Australia, ERIH)**
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**Amount of ranked articles (Norway)**

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Book publishers

Publisher ranking (based on Norwegian ranking list)

2 = leading scientific
1 = scientific
no = non-scientific or not ranked

C1 Published scientific monograph (2)
C2 Edited book, compilation, conference proceeding or special issue of journal (26)
D5 Text book or professional handbook or guidebook or dictionary (3)
E2 Popular monograph (0)

0 books of 31 have been published by a high ranked leading scientific publisher, 10 by a ranked scientific publisher.

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