RC-Specific Evaluation of ILLC – Interfaces between Language, Literature and Culture

Seppo Saari & Antti Moilanen (Eds.)
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. Panellists, 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:

Main scientific field of research: Humanities

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

RC's responsible person:
Pettersson, Bo

Keywords:
Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community

Series title and number:
University of Helsinki, Administrative Publications 80/92, Evaluations

ISSN: 1795-5513 (Online) ISBN: 978-952-10-7512-4 (PDF)

Total number of pages: 84 Language: English

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Internet address:
http://www.helsinki.fi/julkaisut/aineisto/rc_evaluation
2012/hallinnon_julkaisuja_80_92_2012.pdf
Foreword

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, MScSc 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-Pedersen¹
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 Tanner²
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

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 Molianen, 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
     - 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.

   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
   - Strengths
   - Areas of development
   - Other remarks
   - Recommendations

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
The acronym I LLC stands for “Interfaces between Language, Literature and Culture”, and the interdisciplinarity of the RC’s research is a strong point. The PIs have various combinations of research in language, translation, literature and culture, and can establish research cooperation beyond their own disciplines and cooperate and discuss projects relating to such combinations. ILLC can build on existing cooperation among its members as well as on the members’ existing national and international networks.

The RC is innovative in its interdisciplinarity, committing to a collaboration across language-related fields that some language departments profess to do but very seldom put into practice.

Areas of development
The various subjects of the department intend to establish more synergy in teaching.

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 practices and quality of doctoral training are well documented. The RC participates in two leading national graduate schools, Langnet and the Finnish Graduate School of Literary Studies, and by the latter has gained membership in PhDnet, a network of six leading universities in Europe. At least four doctoral theses supervised by the PIs and of good quality were published in the period under review.

Areas of development
The Department of Modern Languages to which ILLC is affiliated plans to follow suit in providing more joint courses and seminars, also with teachers from different subjects on particular topics (e.g. thematic seminars on literature and culture) in order to give doctoral training more structure. This is a good idea.
Other remarks
It is stated in the self-evaluation that ten doctoral theses were published during the period, but we have only found four, all supervised by Bo Pettersson.

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
Collaboration with public consists of public seminars, popularising articles and media appearances, that serve a large segment of the population with an interest in language, literature and culture.

Areas of development
The comments offered on this refer to interdisciplinarity and are rather vague.

Other remarks
The publication data list reveals that as many as 12 articles have been published in Helsingin Sanomat, Finland's biggest daily newspaper, read by the general public. This indicates significant endeavour in the sphere of impact.

Recommendations
Consolidate considerable existing public engagement.

Numeric evaluation: 3 (Very good)

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 well established extensive national and international networks for collaboration in research and doctoral training. These are mainly European, although there is also one American link.

Recommendations
Since research on translation is implied in the profile of this RC, it could profit from collaboration with RC TraST.

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
The ILLC PIs have positions at the university and thus the facilities needed, and most of them work in the same building, which facilitates close daily contact.

Other remarks
This section of the evaluation features some very cogent comments about the challenges facing research in this RC and the teaching/research balance is central to these. As for most RCs, the PIs have comparatively little time for research. The RC might continue to produce good work for popular outlets as well as small amounts of theoretical and interdisciplinary work whilst carrying heavy teaching loads. However, if the research is to maintain excellence and aspire to outstanding status then more investment in research time is needed. Sabbaticals for (at least) PIs would be required.

Recommendations
The RC should clearly state its critics against the Finnish university policy of unplanned postgraduate intake, which entails that not all postgraduate students have funding.

University of Helsinki ought to address the teaching/research balance; consider comments on the Swedish model for allocating PhD candidates.

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
The promptly formed board of directors consisting of leading professors and PIs is a strong point. And with the addition of a smaller executive committee with a representative from each of the three main subjects, leadership is very well organised. Most PIs also have extensive administrative experience which will be useful for future challenges of organization and implementation.

The description of leadership betrays the fact that the RC is in its infancy. This might work as a strength since it will be more flexible in a period of academic change. It should be applauded for its attempt to introduce a thoroughly democratic structure.
**Areas of development**
One of the areas ICCL will develop is in helping doctoral students form academically fruitful relations between themselves and to PIs outside their primary fields.
This is one part of a good attempt to forge an environment of research (as opposed to individual supervision circumstances).

**Recommendations**
Consolidate the leadership structure by means of outward display as detailed in the final paragraph of 6 in the evaluation.

**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

**Strengths**
The amount of funding and its distribution over various funding sources is a definite strong point.
Over 1.1 million Euros raised from European funds. That is 210,000 Euros per year for the period of assessment. That is a considerable sum.

**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.**

**Strengths**
ILLC is planning to deepen its cooperation in research, supervision and teaching, in organizing seminars and conferences, and publishing research jointly. The RC also presents an elaborated preliminary timetable for the coming three years, containing seminars (3-4/term), internal and international conferences, collecting papers, editing and publishing a final volume in 2013. In defining these concrete goals, this timetable represents a strong point.

The conferences will provide a great deal of help in consolidating the profile of the RC.

**Other remarks**
The RC might have been a little more ambitious in the plan, perhaps identifying distinct research projects, possible applications for funding and research outputs.

**Recommendations**
Consider a more extensive strategic plan.
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.

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.

Strengths
Participation category 3 is consistent with the RC's interdisciplinary research perspective, which is innovative.

**Numeric evaluation: 4 (Excellent)**

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

The project leader presented a draft of the report for all to comment on. The various points were discussed and some suggestions were taken on board for the final version.

There seems to be a fairly even distribution of contributions; that is, not just the PIs but also other RC members and doctoral candidates.

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

**Focus area 8: Language and culture**

The RC places their research under the Focus area "Language and culture", which seems consistent with the given description.

2.12 RC-specific main recommendations

- The RC ought to consolidate considerable existing public engagement.
- Since research on translation is implied in the profile of this RC, it could profit from collaboration with RC TraST.
- The RC should clearly state its critics against the Finnish university policy of unplanned postgraduate intake, which entails that not all postgraduate students have funding.
- University of Helsinki ought to address the teaching/research balance; consider comments on the Swedish model for allocating PhD candidates.
- The RC should consolidate the leadership structure by means of outward display as detailed in the final paragraph of 6 in the evaluation.
- The RC ought to consider a more extensive strategic plan.

2.13 RC-specific conclusions

This recently created RC is innovative in its interdisciplinarity, committing to a collaboration across language-related fields (literature, language, translation). In order to maintain the excellence of its research and support its aspirations to outstanding status, more investment in research time is needed.
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)
NAME OF THE RESEARCHER COMMUNITY:
Interfaces between Language, Literature and Culture (ILLC)

LEADER OF THE RESEARCHER COMMUNITY:
Professor Bo Pettersson, Department of Modern Languages/English Philology

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)
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RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Pettersson, Bo
E-mail: bo.pettersson@helsinki.fi
Phone: 23417 / 040-8376636
Affiliation: Department of Modern Languages/English Philology
Street address: Unioninkatu 40

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): Interfaces between Language, Literature and Culture
Acronym for the participating RC (max. 10 characters): ILLC

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):
Foreign language departments in most European universities do research in the language, literature and culture/s where the languages are spoken. However, very seldom is the research (as well as the supervision and teaching) integrated in any meaningful way. The units of Department of Modern Languages that ILLC is mainly based on – English Philology, French Philology and Russian Language and Literature – have for some years worked on integrating various aspects of language, literature and culture in ways that reflect that the best of an established integrated philological tradition can be developed into up-to-date combinations of linguistics and literary/cultural studies. For instance, as Acting Head of English, in 2009 Pettersson instituted a line combing linguistics and literature in MA studies called "Interfaces", which has been popular among students.

The ILLC members have collaborated for a long time. For over a decade Pettersson and Taavitsainen have held joint postgraduate seminars on language and literature; Pesonen and Pettersson have worked together under the auspices of The Finnish Graduate School of Literary Studies; and Hellman and Pettersson have combined forces in the Interdisciplinary Swedish Literature Society's Literature Committee. Also, Helkkula, Hellman, Pesonen and Pettersson instituted a joint postgraduate interdisciplinary seminar in 2009, which meets about three times a term. As Director of the Graduate School, in 2005 Pettersson started collaboration with Professor Ansgar Nünning, Director of the International Graduate Centre for the Study of Culture (GCSC) at University of Giessen. This has developed into membership in PhDnet, a network of six leading universities in Europe (U of Helsinki is member through the Graduate School). Russian Language and Literature has an internationally well-known tradition of joint seminars with Tartu University since 1987, hosting 50-60 participants from more than ten countries. So far Studia Russica Helsingensia et Tartuensia consists of 13 volumes. ILLC can build on existing cooperation among its members at all stages (I-IV) as well as on the members’ existing national and international networks.
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: Language and Linguistics Theory
RC's scientific subfield 3: Literary Theory and Criticism
RC's scientific subfield 4: Literature
Other, if not in the list: Translation studies

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): ILLC is based on existing research carried out in the various subjects in the Department of Modern Languages. The ILLC researchers at all stages in the department combine the study of language, literature and culture. What the preparatory work for ILLC (outlined in 2) has done is to pool the various researchers and their projects. ILLC attempts to broaden and institutionalise this synergy by postgraduate seminars (supervision and research) as well as joint undergraduate courses, as being planned in the current syllabus renewal (teaching).

Thus, the research of ILLC is not distinct from mainstream research as such, but as a concerted effort bridging the many areas of study existing in a language department it represents an unusual degree of interdisciplinary study. The areas covered are central ones in the humanities: language in literature, stylistics, literary and cultural studies, narrative studies, discourse analysis, pragmatics, corpus linguistics, translation studies, multimodal communication. What ILLC attempts by pooling existing resources and developing the cooperation in the RC and its considerable national and international networks is to show that it benefits all participating subjects and researchers at all stages. In other words, interdisciplinary studies go beyond the rather circumscribed disciplinary research carried out at most departments in the Faculty of Arts by situating its research in a more holistic framework of human communication in relation to the arts and society.

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 Principal Investigators of ILLC have in different ways sought to combine elements of language (1a), incl. translation (1b), literature (2) and culture (3) in their research and teaching: Pettersson (has mainly combined 2 and 3 but also 1b), Shackleton (2 and 3), Swirski (1b, 2 and 3), Taavitsainen (1a and 2), Tanskanen (1a and 3), Ventola (1a and 3); Helkkula (1a and 2), Tuomarla (1a and 2); Heliman (1b, 2 and 3), Könönen (2 and 3), Obatnin (2 and 3), Pesonen (2 and 3), Suni (1b, 2 and 3). Together they cover all the main areas of ILLC outlined above in 4 and have in different ways built bridges between the study of language, translation, literature and culture, not least by heading various research projects. What they have
in common is a contextual understanding of communication and the different forms it takes. Also, many have a particular interest in studying how that communication often is couched in various modes, narrative or other. In this way, both in terms of primary material and the methods employed, the PIs have the common ground necessary for the cooperation in research, supervision and teaching to be functional and rewarding.

All PIs supervise doctoral students (many of whom have double advisors in order to guarantee the continuity and diversity in supervision), and the doctoral projects are as multifarious as the combined research of the PIs. In this respect, the aim of ILLC is to guarantee that the supervisees receive feedback from peers as well as more advanced researchers (stages II-IV), so that interdisciplinary aspects beyond the competence of the supervisors are also discussed. By cooperation within the department in terms of research, supervision and teaching as well as by joint seminars and conferences (national and international), the advanced researchers seek to provide useful forums and sounding boards for the future PNOs. In this way, postgraduate students can present their findings for different kinds of audiences even while they are working on their PhD theses – and thus even at stage I become members of the research community at large.

Significance of the RC’s research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces):

By the various subjects represented and the many kinds of cooperation offered, ILLC benefits the Department of Modern Languages and the university at large. The participants of ILLC are teachers and researchers mainly from English Philology, French Philology and Russian Language and Literature, but also from English Translation, Russian Translation and the Helsinki Collegium for Advanced Studies. ILLC has already instituted considerable cooperation in terms of research and supervision, and in the current syllabus reform the various subjects of the department intend to establish more synergy in teaching. For instance, English Philology and Translation are instituting joint teaching in Basic Studies; English Philology plans on extending the various successful lines of its MA studies, including the Interfaces line, to Intermediate Studies; and more courses in Intermediate and Advanced Studies in all subjects will be open for all students at the department. This provides students with a firmer and more holistic grasp of the aims and methods of the humanities as well as a substantial interdisciplinary basis for future PhD students.

The joint interdisciplinary seminars have already become rather popular among the PhD students, since they receive comments on their projects not only from their own supervisors but also from a larger pool of scholars and peers. What is more, in their various combinations of research in language, translation, literature and culture, the PIs can establish research cooperation beyond their own disciplines. In other words, scholars working on, say, language in literature, translation and culture or literature and culture can cooperate and discuss projects relating to such combinations. In this way, the research, supervision and teaching in the department benefit from the ILLC members’ scholarly work and research administration. The University of Helsinki also profits beyond the departmental level by the ILLC’s interdisciplinary efforts in terms of seminars serving the other departments in the human sciences and members of the Helsinki Collegium as well as by public seminars, popularising articles and media appearances.

Keywords: Linguistics; literary studies; narrative studies; cultural studies; translation studies; interdisciplinarity; English, French, Russian
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

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): The publications and other activities of the members of ILLC speak for themselves and show that even in their respective fields the members have received much national and international recognition. For instance, in the previous research assessment ILLC’s three main subjects excelled: English Philology was given the highest possible grade (7 out of 7), so was Russian (7/7), closely followed by Romance Languages (6/7). The quantity of the research produced by ILLC members is rather extraordinary, not least in the light of the fact that most of the members at stages II-IV are teachers and administrators as well as researchers. The forums in which their works are published (a high percentage of which is peer-reviewed) vouch for the quality of the work, since publishers include Cambridge UP, Palgrave Macmillan, Benjamins, Mouton de Gruyter, McGill-Queen’s UP, Routledge and Novoe literaturnoe obozrenie (a leading Russian publisher in the humanities). ILLC members are also editors and board members of numerous international journals. On a national level, ILLC’s PIs are board members of the leading national graduate schools in the humanities (especially Langnet and The Finnish Graduate School of Literary Studies) and publish in the foremost national forums, such as Gaudeamus/Helsinki UP and Academia scientiarum Fennica.

The doctoral training of the ILLC members has been on an unusually high level, both quantitatively and qualitatively. Pesonen and Pettersson alone have supervised ten (6+4) published doctoral theses in the period under review. As for quality, all doctoral theses submitted received one of the three highest grades (out of seven), with one exception (which received the middle grade).

As the number of current doctoral students suggests (and please note that ILLC only lists the most active ones), the positive trend continues, which is rather unusual in the humanities of today. The topics of the doctoral projects also cover an impressive range and attest to the versatility and truly interdisciplinary nature of the research carried out under the auspices of ILLC.

Comments on how the RC’s scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces): The quality and quantity of the research produced by ILLC members may be assessed by received methods in the humanities. The number of publications activities can be counted according to the cataloguing in use by TUHAT, thus establishing the amount and quality of ILLC research, for instance, in terms of papers and books accepted by international publishers and peer-reviewed journals. However, the expert panelists could benefit from reading some of the publications submitted, since non-peer reviewed papers may also be of a high standard. All the panelists suggested by ILLC are all multi-disciplinary and multi-lingual (that is, all are competent in at least three of the following languages: English, Russian, French and German) so as to be able to assess its scholarship, which combines many disciplines and is written in a number of languages.

The results of the doctoral training are evident when measuring the number of doctors and the grades received for the doctoral theses. Also, since ILLC is interdisciplinary in character the panelists may also
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

consider the versatility of the various doctoral projects and the fact that the PhD candidates actually write their research in the respective language in which it is published.

As the publication forums of its members may imply, ILLC will continue to make use of renowned international publishers and journals for their monographs, editions and papers. Since the various languages mainly employed by ILLC scholars (especially English, French and Russian, but also Finnish and Swedish) require different channels for their publications, the ILLC members are free to use the most suitable academic publishers to reach their respective target audience. If ILLC is successful in this research assessment and receives funding, it aims to publish a joint edition of its current research.
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INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

Name of the RC’s responsible person: PETTERSSON, Bo
E-mail of the RC’s responsible person: bo.pettersson@helsinki.fi
Name and acronym of the participating RC: Interfaces between Language, Literature and Culture, ILLC or Interfaces

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: The focus of ILLC is the very interaction between language and culture. In our RC, by the research focus in language we mean (1a) linguistics and (1b) translation studies and by the research focus in culture, we mean (2) literary studies and (3) cultural studies in a broad sense. What is more, ILLC covers two of the three focal areas in the strategy of the Faculty of Arts in the years 2010-2012: Cultural and linguistic diversity and Language and interaction. Distinctive of ILLC is that its participants do research by combining two or more of the areas designated as (1a), (1b), (2) and (3). All of the participants in ILLC have been or are being trained in at least two of the above areas and are thus able to combine them in interdisciplinary ways. This combination of disciplines often leads to results that are larger than the sum of its parts, which is especially important in language subjects, where language and culture often at best are integrated.

1 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).

Foreign language departments in most European universities do research in the language, literature and culture/s where the languages are spoken. However, very seldom is the research (as well as the supervision and teaching) integrated in any meaningful way. The units of Department of Modern Languages that ILLC is mainly based on – English Philology, French Philology and Russian Language and Literature – have for some years worked on integrating various aspects of language, literature and culture in ways that reflect the fact that the best of an established integrated philological tradition can be developed into up-to-date combinations of linguistics, translation studies and literary/cultural studies. For instance, as Acting Head of English, in 2009 Pettersson instituted a line combing linguistics, literature and culture in MA studies called “Interfaces”, which has been popular among students.

The ILLC members have collaborated for a long time. For over a decade Pettersson and Taavitsainen have held joint postgraduate seminars on language and literature; Pesonen and Pettersson have worked together under the auspices of The Finnish Graduate School of Literary Studies; and Hellman and Pettersson have combined forces in the interdisciplinary Swedish Literature Society’s Literary Studies Committee. Also, Hellkula, Hellman, Pesonen and Pettersson instituted a joint postgraduate interdisciplinary seminar in 2009, which meets about three times a term. As Director of the above-mentioned Graduate School, in 2005 Pettersson started collaboration with Professor Ansgar Nünning, Director of the International Graduate Centre for the Study of Culture (GCSC) at University of Giessen. This has developed into membership in PhDnet, a network of five leading universities in Europe (U of Helsinki is member through the Graduate School), Russian Language and Literature has an internationally well-known tradition of joint seminars with Tartu University since 1987, hosting 50-60 participants from more than ten countries. So far Studia Russica Helsingensia et Tartuensia consists of
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13 volumes. French Philology has cooperated with universities in France, especially Université Paris III (Sorbonne Nouvelle). ILLC can build on existing cooperation among its members at all stages (I-IV) as well as on the members’ existing national and international networks.

ILLC is based on existing research carried out in the various subjects in the Department of Modern Languages. The ILLC researchers at all stages in the department combine the study of language, literature and culture. What the preparatory work for ILLC has done is to pool the various researchers and their projects. ILLC attempts to broaden and institutionalise this synergy by postgraduate seminars (supervision and research) as well as joint undergraduate courses, as is being planned in the current syllabus renewal (teaching).

The research of ILLC is not distinct from mainstream research as such, but as a concerted effort bridging the many areas of study existing in a language department it represents an unusual degree of interdisciplinary study. The areas covered are central ones in the humanities: language in literature, stylistics, literary and cultural studies, narrative studies, discourse analysis, pragmatics, corpus linguistics, translation studies, multimodal communication. What ILLC attempts by pooling existing resources and developing the cooperation in the RC and its considerable national and international networks is to show that it benefits all participating subjects and researchers at all stages. In other words, interdisciplinary studies go beyond the rather circumscribed disciplinary research carried out at most departments in the Faculty of Arts by situating its research in a more holistic framework of human communication.

The Principal Investigators of ILLC have in different ways sought to combine elements of language (1a), incl. translation (1b), literature (2) and culture (3) in their research and teaching: Pettersson (has mainly combined 2 and 3 but also 1b), Shackleton (2 and 3), Swirski (1b, 2 and 3), Taavitsainen (1a and 2), Tanskanen (1a and 3), Ventola (1a and 3); Helkkula (1a and 2), Tuomarla (1a, 1b and 2); Hellman (1b, 2 and 3), Könönen (2 and 3), Obatnin (2 and 3), Pesonen (2 and 3), Suni (1b, 2 and 3). Together they cover all the main areas of ILLC outlined above and have in different ways built bridges between the study of language, translation, literature and culture. What they have in common is a contextual understanding of communication and the different forms it takes. Also, many have a particular interest in studying how that communication often is couched in various and multiple modes, narrative or other. In this way, both in terms of primary material and the methods employed, the PIs have the common ground necessary for the cooperation in research, supervision and teaching to be functional and rewarding.

The publications and other activities of the members of ILLC speak for themselves and show that even in their respective fields the members have received much national and international recognition. For instance, in the previous research assessment ILLC’s three main subjects excelled: English Philology was given the highest possible grade (7 out of 7), so was Russian (7/7), closely followed by Romance Languages (6/7). The quantity of the research produced by ILLC members is rather extraordinary, not least in the light of the fact that most of the members at stages II-IV are teachers and administrators as well as researchers. The forums in which their works are published (a high percentage of which is peer-reviewed) vouch for the quality of the work, since publishers include Cambridge UP, Palgrave Macmillan, Benjamins, Mouton de Gruyter, McGill-Queen’s UP, Routledge and Novoe literaturnoe obozrenie (a leading Russian publisher in the humanities). ILLC members are also editors and board members of numerous international journals. On a national level, ILLC’s PIs are board members of the leading national graduate schools in the humanities (especially Langnet and The Finnish Graduate School of Literary Studies) and publish in the foremost national forums, such as Gaudeamus/Helsinki UP and Academia scientiarum Fennica. Please note that much of the funding for research done by ILLC is not visible in item 7 (where only U of Helsinki funding is noted) but is briefly listed in item 2.
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The quality and quantity of the research produced by ILLC members may be assessed by received methods in the humanities. The number of publications activities can be counted according to the cataloguing in use by TUHAT, thus establishing the amount and quality of ILLC research, for instance, in terms of papers and books accepted by international publishers and peer-reviewed journals. However, the expert panelists could benefit from reading some of the publications submitted, since non-peer reviewed papers may also be of a high standard. All the panelists suggested by ILLC are all multi-disciplinary and multi-lingual (that is, all are competent in at least three of the following languages: English, Russian, French and German) so as to be able to assess its scholarship, which combines many disciplines and is written in a number of languages.

In their respective fields, the ILLC researchers have contributed to answer key questions in the various fields mentioned above. The scientific significance in the various fields is hard to survey, but there is no doubt that taken together they have greatly furthered the understanding of the various ways in which language and culture interact.

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

The challenge ILLC faces is to further integrate the various approaches its researchers represent. This concerns all central academic areas: research, supervision and teaching. Having founded ILLC, the participants hope to promote collaboration in and between these areas, since the very existence of this RC will advance such goals. What used to be separate departmental traditions can thus be combined and contrasted in fruitful ways – and hopefully continue to create new combinations to strengthen scholarship in the humanities.

**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.**

By the various subjects represented and the many kinds of cooperation offered, ILLC benefits the Department of Modern Languages and the university at large. The participants of ILLC are teachers and researchers mainly from English Philology, French Philology and Russian Language and Literature, but also from English Translation, Russian Translation and the Helsinki Collegium for Advanced Studies. ILLC has already instituted considerable cooperation in terms of research and supervision, and in the current syllabus reform the various subjects of the department intend to establish more synergy in teaching. For instance, English Philology and Translation are instituting joint teaching in Basic Studies; English Philology plans to extend the various successful lines of its MA studies, including the Interfaces line, to Intermediate Studies; and more courses in Intermediate and Advanced Studies in all subjects will be open for all students at the department. This provides students with a firmer and more holistic grasp of the aims and methods of the humanities as well as a substantial interdisciplinary basis for future PhD students.

The recruitment of doctoral students is primarily based on factors, such as an impressive and feasible research plan, competent supervision available for the proposed topic, and a good track record in terms of previous exam grades and the grade for the MA thesis. In the present Finnish university system students apply for funding after a they have been accepted as doctoral students, which in practice has proved to be one of the main stumbling blocks, even for some gifted doctoral students (see also item 5,
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last para. of first part). With ILLC in place, it would be easier for the Department of Modern Languages to more actively seek top students to recruit by, for instance, a flyer where the department’s interdisciplinary resources and research are highlighted.

All – or almost all – PIs supervise doctoral students (many of whom have double advisors in order to guarantee the continuity and diversity in supervision), and the doctoral projects are as multifarious as the combined research of the PIs. In this respect, the aim of ILLC is to guarantee that the supervisees receive feedback from peers as well as more advanced researchers (stages II-IV), so that interdisciplinary aspects beyond the competence of the supervisors are also discussed. By cooperation within the department in terms of research, supervision and teaching as well as by joint seminars and conferences (national and international), the senior scholars seek to provide useful forums and sounding boards for the future PhDs. In this way, postgraduate students can present their findings for different kinds of audiences even while they are working on their PhD theses – and thus even at stage I become members of the research community at large.

The joint interdisciplinary seminars have already become rather popular among the PhD students, since they receive comments on their projects not only from their own supervisors but also from a larger pool of senior scholars and peers. What is more, in their various combinations of research in language, translation, literature and culture, the PIs can establish research cooperation beyond their own disciplines. In other words, scholars working on, say, language in literature, translation and culture, or literature and culture can cooperate and discuss projects relating to such combinations. In this way, the research, supervision and teaching in the department benefit from the ILLC members’ scholarly work and research administration.

Doctoral candidates are also encouraged to cooperate with or visit other departments beyond faculty borders within the University of Helsinki, in Finland and abroad. For instance, two of the participants from English Philology (Sklar and Therman) have greatly benefited from cooperation with Social Psychology at University of Helsinki as well as from leading international scholars in empirical literary studies; most of the participants from Russian Literature and Russian Translation have for years collaborated by joint sessions with Russian Literature at the universities of Tampere and Tartu in Estonia; and two participants from French (Riippa and Vänskä) have spent research periods at Université Paris III. ILLC goes on to encourage such cooperation and networking.

The doctoral training of the ILLC members has been on an unusually high level, both quantitatively and qualitatively. Pesonen and Pettersson alone have supervised ten (6+4) published doctoral theses in the period under review. As for quality, all doctoral theses submitted received one of the three highest grades (out of seven), with one exception (which received the middle grade).

As the number of current doctoral students suggests (and please note that ILLC only lists the most active ones), the positive trend continues, which is rather unusual in the humanities of today. The topics of the doctoral projects also cover an impressive range and attest to the versatility and truly interdisciplinary nature of the research carried out under the auspices of ILLC.

In terms of publication, ILLC will continue to make use of renowned international publishers and journals for their monographs, editions and papers. Since the various languages mainly employed by ILLC scholars (especially English, French and Russian, but also Finnish and Swedish) require different channels for their publications, the ILLC members are free to use the most suitable academic publishers to reach their respective target audience. If ILLC is successful in this research assessment and receives funding, it aims to publish a joint edition of its current research (see item 8 for strategic action plan).
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Much of the funding for doctoral students and to some extent post-doctorate scholars goes straight to the recipients and is thus not visible in the funding scheme in item 7. The number of funding institutions and the joint sum received by these sources is rather impressive: The Kone Foundation (21 600 e), The Ella and Georg Ehrnrooth Foundation (23 000 e), The Oskar Öflund Foundation (6 000 e), The Finnish Cultural Foundation (16 000 e), The Emil Aaltonen Foundation (c. 37 000 e), The Jenni and Antti Wihuri Foundation (37 000 e), The Niilo Helander Foundation (16 250 e), Deutscher Akademischer Austausch Dienst (5 000 e), Université Paris III (650 e), in all c. 125 500 e. In 2005-2010 ILLC members have also had research funding from other universities, for instance, Tanskanen, Academy of Finland through U of Turku (c. 140 000 e) and Swirski, U of Hong Kong (c. 100 000 e).

Despite discouraging figures in national and international perspectives, the employment rate of the doctorates supervised by ILLC members continues to be high. One of the most likely reasons for this is that the supervisors have been able to infuse different kinds of interdisciplinary breadth in their future PhDs, who thus have a broader range of expertise to fall back upon when seeking employment.

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

The various strengths have been portrayed above: interdisciplinary synergy on all levels and breadth of expertise. However, even though there is considerable cooperation in doctoral training, it could still be developed. The national graduate schools are doing a good job in providing some joint training for their doctoral students, and the Department of Modern Languages to which ILLC is affiliated plans to follow suit in providing more joint courses and seminars. As noted above, as well as the joint postgraduate seminar, we are also planning joint courses with teachers from different subjects on particular topics (e.g. thematic seminars on literature and culture, such as the differences between literary movements in different cultures, and on linguistics and culture, such as various kinds of multimodality). This would in part remedy the typical Finnish doctoral training in the humanities, which despite the graduate schools and recent reforms at the Faculty of Arts at University of Helsinki (see item 4, para. 3) has little structure and is still largely formed on an ad hoc basis.

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

Starting from ILLC’s immediate environment, it is fair to say that University of Helsinki profits beyond the departmental level by the ILLC’s interdisciplinary efforts in terms of seminars serving other departments in the human sciences and members of the Helsinki Collegium. Beyond the home university, other universities benefit from the activities of ILLC and its members by cooperation and networking as well as by seminars and conferences to which scholars from universities in Finland and beyond are invited. As a matter of course, all ILLC participants also attend national and international conferences and in this way show the results of actual interdisciplinary scholarship. As for the general public, public seminars, popularising articles and media appearances serve a large segment of the population with an interest in language, literature and culture.

However, the most important societal impact is done in two ways, the impact of which is not always recognized. First, the quality of the research carried out by scholars – in this case ILLC members – is what has the most significant impact on the society at large by its lasting value as scholarship on which future research can build. This scholarship is published in academic forums as well as more popular media and can thus shape the views of language and culture at large. Second, the PhDs who receive...
good training and top grades will be an asset to society in a variety of ways: many in academia, others in administration, publishing and other top cultural positions. By the versatility of training that ILLC provides, it has a societal impact on this country and ultimately on the world, since many PhDs publish in international forums or land positions abroad.

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

Once the cooperation within ILLC is strengthened, the research is bound to have a greater impact. If funded, ILLC can better implement teaching and supervisory strategies within the department as well as provide conferences and publish joint editions that will show how interdisciplinarity in the human sciences works in practice. In doctoral training, the greater methodological awareness of various ways of combining disciplines will lead to better scholarship and most likely to an even larger range of employment.

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

Perhaps the most significant collaborative efforts are every researcher’s network of colleagues within Finland, in the Nordic countries and the rest of the world. As units, English, French and Russian have over thirty exchange agreements with universities abroad. But there is also long-standing cooperation, for English, with The International Graduate Centre for the Study of Culture (GCSC) at University of Giessen, later developed into PhDnet (including the universities in Giessen, Helsinki, Stockholm, Bergamo, Lisbon [Catholic U]); for French, especially Université Paris III; and for Russian, the universities of Tampere and Tartu. ILLC and its host institutions encourage its doctoral students to spend lengthy periods in academic institutions abroad, whose focus will strengthen and broaden their expertise. Nationally, the ILLC members are among the most active in their fields, not only as invited speakers but also as arrangers of conferences and seminars for Finnish and international scholars (see the TUHAT database).

Attending such academic meetings is also part and parcel of the training of the training of the postgraduate students. The graduate schools in language and literature also serve not only their funded and affiliated students but also all postgraduate students in their fields. For more than a decade this has been an important part of the postgraduate studies for the units represented. The fact that most PIs have extensive national and international networks also helps postgraduate students to get to know top scholars in their respective field. What is more, in 2009 ILLC started a joint postgraduate seminar, which serves as a forum for interdisciplinary research projects among both staff and postgraduate students.

The Faculty of Arts has also recently renewed its policies concerning postgraduate studies by supporting all its doctoral students through provision of courses on a wide range of topics such as academic writing (also in English), research ethics, philosophy of science, conference presentations, popularization of science and teaching skills. In the period under assessment the Faculty has reviewed its policies on PhD admission, supervision as well as the examination of theses. It has also revised its PhD degree requirements in line with the Bologna process, particularly with view to employability both within and beyond academia.

The ILLC policy in supervision is to make use of any collaborators that may serve each postgraduate student best. Within the Faculty of Arts some of the most notable partner institutions have been other language units, General Linguistics, Translation Studies, Comparative Literature, Finnish Literature, the
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Nordic languages (esp. Swedish literature), and the Renvall (North American) and Alexander (Russian) cultural institutes. Beyond the Faculty, there has been collaboration in supervision with the Social Sciences, especially Social Psychology. By national and international networks, the contacts can be broadened, even if supervising doctoral theses written at other universities in Finland or abroad is challenging owing to the red tape required at the home university.

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

The strengths are evident: good existing networks within University of Helsinki, with other institutions and scholars in Finland and abroad vouch for continuous assessment in seminars, conferences and publications. The challenges have to do with (a) lack of funding for postgraduates for spending lengthy periods at foreign universities and (b) supervisors from other universities (in Finland or abroad) not being sufficiently compensated, which in practice makes it impossible to use them extensively (unless by barter agreements, that is, exchanging supervisees).

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).

The material operational conditions for the ILLC PIs are largely in place. They have positions at the university and thus the facilities needed. However, the balance between research on the one hand and teaching, supervision and administration on the other is rather skewed. No sabbatical system is in place, and even positions previously given to Senior Scholars at the Academy of Finland have now been turned into positions for project leaders. Since in the humanities both senior and junior scholars often have – and often are encouraged to have – specific, individual projects, this means that there are no sabbaticals for PIs, unless they happen to lead research projects. In practice, this means that the PIs have rather little time for research – at best between 20-40 per cent of their working time. Thus, the research output of ILLC members should be viewed in this perspective.

As far as the more unofficial working conditions are concerned, ILLC has many in place already. Many of us have known each other and collaborated for years, in different combinations, within and beyond the units of the department. Most of us work in the same building, and can knock on each other’s doors, arrange seminars or just have coffee or lunch with short notice. We communicate in whatever language is the most useful lingua franca at various seminars or meetings, usually English or Finnish, although in smaller groups we may speak other languages, such as Swedish, French or Russian.

On the other hand, post-doctorate scholars and postgraduate students without funding often lack all facilities and thus have rudimentary operational conditions (that is, in practice work at home). Thus, for two important and reasonable early stages in the academic career there is little or no community provided to the young scholars, who often drop out and seek other career opportunities. ILLC does its best to include all suitable and active researchers in its community and has thus invited some gifted, young, as yet non-funded doctoral students to become members, despite the fact their research output so far is not very impressive.

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

The strengths were implied above: in operational conditions where PIs have comparatively little time for research, the research output of ILLC speaks for itself. Sabbaticals for (at least) PIs would be required.
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For now, ILLC seeks in part to make good of the present state of affairs by implementing synergy in teaching and supervision through the current syllabus reform at the Department of Modern Languages. What the ILLC cannot remedy is the Finnish university policy of unplanned postgraduate intake, which entails that not all postgraduate students have funding. In theory, it is all well and good that anybody with a good research plan can do postgraduate study. In practice, however, this leads to a high drop-out rate, frustration among supervisors and supervisees, and ultimately to a waste of resources and time for both. The Swedish system of PhD positions allocated to each department is evidently highly competitive for departments and prospective postgraduate students alike, but it is a system in which departments and students can more efficiently plan and implement their studies.

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.

Having taken the initiative to ILLC and planned it together with half a dozen of PIs the autumn of 2010, I was asked to be its convenor. We promptly formed a board of directors consisting of leading professors and PIs: Pettersson and Taavitsainen (English), Helkkula and Tuomarla (French) and Hellman and Pesonen (Russian). This group is at present the Board, but for pressing duties such as collecting information, we found that a smaller executive committee is needed, so we formed one with a representative from each of the three main subjects: Pettersson (English, chair), Helkkula (French) and Hellman (Russian), the two latter of whom have also agreed to be vice chairs.

We called all ILLC members to a meeting on 14 February, where I presented a draft of this report for all to comment on. The various points were discussed and some suggestions were taken on board for this final version. In this way, all members have been (and indeed will be) able to shape the profile of ILLC, while still having a board and an executive committee in charge.

The leadership of ILLC views itself as a group whose task is to enable and synergize the research carried out at the various units. Thus, ILLC combines top bottom-up and top-down decision-making: all members are heard and can choose their research projects freely, while there is a leadership that helps to monitor and implement supervision, teaching and, when need be, research cooperation. It seeks to provide the auspices for interdisciplinary research of different kinds. Evidently, the PIs and other senior researchers will supervise the doctoral students, but whenever possible seminars and meetings are conducted in less hierarchical ways.

The research focuses consist of various combinations of the four research areas. Some of the most prevalent combinations are style (linguistics and literature), narrative (literature and culture), language in context (linguistics and culture, including media), and cultural clashes in language and translation (linguistics, literature, culture). But these focuses are in some sense umbrella terms for different kinds of approach, since methodologies are devised depending on the basis of the primary material. That is, ILLC goes beyond the rather unfruitful ways of late-twentieth-century human sciences, in which primary material at times was fitted to suit the theory espoused.

When funded, ILLC can strengthen its know-how by inviting guest speakers to the conferences and seminars organized and by allowing its members to apply for funding for important activities, such as conference organization, travel or research assistants.
RC's strengths and challenges related to leadership and management, and the actions planned for developing the processes.

The leadership of ILLC can openly be discussed at board and general meetings in the future. Owing to the enduring relations between most PIs, there is a general feel of interdisciplinary research conducted in a collegial spirit. Most PIs also have extensive administrative experience, which will stand ILLC in good stead as it faces future challenges of organization and implementation. One of these challenges is to help doctoral students form academically fruitful relations between themselves and to PIs outside their primary fields.

### 7 External Competitive Funding of the RC

- **Listing of the RCs 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: 683500 (estimate)

- **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: Helsinki Collegium for Advanced Studies
  - Helsinki University Foundation
  - U of H, Chancellor’s Travel Grants
  - U of H, Department of English Travel Grants
  - U of H, Jubilee Fund
  - U of H, completion of PhD thesis grants
  - U of H Funds, The Erkki Hannikainen Scholarship Fund
  - U of H, Network for European Studies
  - U of H Research Funds
  - See also item 2, penultimate paragraph of main text.
  - total amount of funding (in euros) from the above-mentioned foundations: 346000 (estimate)

- **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: See also item 2, penultimate paragraph of main text.
RC SPECIFIC STAGE 2 MATERIAL

- 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: The Finnish Graduate School of Literary Studies – The Ministry of Education and Culture
  - total amount of funding (in euros) from the above-mentioned funding organizations: 90000 (estimate)

**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.
  As a concerted interdisciplinary effort combing the existing strengths in leading language departments, ILLC is an innovative initiative. Its scientific significance lies in explicit and methodologically aware combinations of four central areas of language study, which are likely to have considerable impact in academia as forerunners of the kinds of interdisciplinarity that other departments in Finland and elsewhere are likely to emulate in the future. In a volatile and changing Finnish and global job market, humanists with at least double specializations and experience of combining different fields will stand a better chance of landing positions. Also, the expertise in both language and culture that ILLC imparts to its participants is bound to have a significant societal impact.

  Any strategic action plan is dependent on the funding allocated. If ILLC receives funding, it will deepen its cooperation by
  - cooperating in research, supervision and teaching,
  - organizing seminars and conferences,
  - publishing some research jointly,
  - spreading its funding as evenly as possible among its participants, and, as a matter of course,
  - producing as much top-class research as possible within its present auspices.

  The preliminary timetable is as follows:
  Joint postgraduate seminars (3-4/term), general meetings (1/term), board/executive committee meetings (2/term) will be held all three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>Implementing cooperation on all levels</td>
</tr>
<tr>
<td>Autumn 2011</td>
<td>Intensified seminar work</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Internal conference, with working papers</td>
</tr>
<tr>
<td>Autumn 2012</td>
<td>International conference, with call for papers</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Collecting selected and revised papers for volume and editing</td>
</tr>
<tr>
<td>Autumn 2013</td>
<td>Edition published / Final conference</td>
</tr>
</tbody>
</table>
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

These three years, which include three conferences (internal, international and final, the scope of which depends on funding), will provide the senior and junior researchers with an interdisciplinary research environment, which seeks to deepen and broaden their research and thus benefit them as well as the national and international research community and society at large.

See the first three paragraphs under item 6. As convenor, I have kept in touch with all ILLC members by email, informing them about developments and tasks, such as adding information to the TUHAT database. When collecting information on funding and the like, the executive committee divided up all other members into three groups: Pettersson for English (18 members in all), Helkkula for French (7) and Hellman for Russian (7). I collated the information thus gathered and wrote a draft of the application, which I presented to the executive committee on 7 February 2011. I was given feedback by Helkkula and Hellman, rewrote the draft and presented it to the general meeting on 14 February 2011, after which I was given the authority to formulate the final version of the application.
1 Analysis of publications

- Associated person is one of Ivan Berazhny, ivan.berazhny@helsinki.fi, Marja-Liisa Helenius, Marja-Liisa.Helenius@helsinki.fi, Mervi Helkkula, Mervi.Helkkula@helsinki.fi, Ben Hellman, Ben.Hellman@helsinki.fi, Tuomo Hiippala, tuomo.hiippala@helsinki.fi, Liisa Husteri, liisa.husteri@helsinki.fi, Sabine Kraenker, Sabine.Kraenker@helsinki.fi, Päivi Kuivalainen, pavi.kuivalainen@helsinki.fi, Jari Kärkinen, Jari.Karhunen@helsinki.fi, Maija Kaitila, Maija.Kaitila@helsinki.fi, Jari Kakela, Jari.Kakela@helsinki.fi, Maija Liisa Kinnunen, Maija.Kononen@helsinki.fi, Gennadi Obatnin, Gennadi.Obatnin@helsinki.fi, Mari Johanna Pakkala-Weckström, mari.pakkala-weckstrom@helsinki.fi, Pekka Pesonen, Pekka.Pesonen@helsinki.fi, Bo Pettersson, Bo.Pettersson@helsinki.fi, Marko Ropponen, marko.ropponen@helsinki.fi, Marko Saukkonen, Marko.Saukkonen@helsinki.fi, Howard Sklar, howard.sklar@helsinki.fi, Timo Suni, Timo.Suni@helsinki.fi, Peter Svenski, peter.svenski@helsinki.fi, Irma Taavitsainen, irma.taavitsainen@helsinki.fi, Sanne Kaita Tinkkanen, sanne-kaisa.tinkkanen@helsinki.fi, Cecilia Therman, Cecilia.Therman@helsinki.fi, Liisa Tuomela, Liisa.Tuomela@helsinki.fi, Elina Vänskä, elina.vanska@helsinki.fi, Fredrik Westerlund, fredrik.a.westerlund@helsinki.fi, Tiina Wikström, tiina.wikstrom@helsinki.fi, Anna-Kaisa Tanskanen, anna-kaisa.tanskanen@helsinki.fi, Eija Ventola, Eija.Ventola@helsinki.fi, Marko Väätänen, marko.vaatam@helsinki.fi, Fredrik Westerlund, fredrik.a.westerlund@helsinki.fi.

<table>
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<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>
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<tr>
<td>A1 Refereed journal article</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>A3 Contribution to book/other compilations (refereed)</td>
<td>12</td>
<td>19</td>
<td>19</td>
<td>25</td>
<td>22</td>
<td>21</td>
<td>118</td>
</tr>
<tr>
<td>A4 Article in conference publication (refereed)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 Unrefereed journal article</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Contribution to book/other compilations (non-refereed)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>B3 Unrefereed article in conference proceedings</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1 Published scientific monograph</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2 Edited book, compilation, conference proceeding or special issue of journal</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>42</td>
</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>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1 Popular article, newspaper article</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>E2 Popular monograph</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Listing of publications

A1 Refereed journal article

2005

2006

2007

2008

2009
Taavitsainen, I 2009, ‘My brother thesuo Crist that is the principal leche [ ... ]: religious discourse in Middle English medical writing’, *Poetica*, vol 72, pp. 59-76.

2010

A3 Contribution to book/other compilations (refereed)
2005
Shackleton, M 2005, ’Beyond conflict: memory, trauma, and recovery in Beatrice Mosionier’s In search of April raintree, Eden Robinson’s Monkey Beach, and the works of Tomson Highway’, Memoire de guerre et construction de la paix. mentalités et choix politiques, Belgique, Europe, Canada., PIE-Peter Lang, Bruxelles, pp. 147-155.
2006
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

ILLC/Pettersson


2007


Könninen, Miilla 2007, ‘Notes of a madman’ as a St. Petersburg bachelor’s dissertation’, Varietas et concordia, Slavica Helsingiensia, vol. 31, Department of Slavonic and Baltic Languages and Literature, University of Helsinki, Helsinki, pp. 50-63.


ILLC/Pettersson


2009


Heltkula, M 2009, 'Sur les constructions disloquées à gauche dans À la recherche du temps perdu de Marcel Proust', Du côté des langues romanes, editors: Eva Haru, Mervi Heltkula and Ulla Tuomaria ; secretaire de la redaction: Marja Ursin, Mémoires de la Société néophiliotique de Helsinki, Société Néophiliotique, Helsinki, pp. 201 - 213.


Hellman, B 2009, 'He had a special liking for our country: Vasili Voskodchagin and Finland', in EBEK (ed.), The unlimited gaze, (Aleksanteri Series, vol. 2/2002), [Aleksanteri Institute], [Helsinki], pp. 323-349.


Pettersson, B 2009, 'Narratology and hermeneutics: forging the missing link', in EBSHRS (ed.), Narratology in the age of cross-disciplinary narrative research, Narratologia : contributions to narrative theory, de Gruyter, cop., Berlin, pp. 11-34.


2010


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

ILLC/Pettersson


A4 Article in conference publication (referred)

2006

Tuomarla, U 2006, 'Écriture académique et identité culturelle', in Dans la jungle du discours rapporté: genres de discours et discours rapporté.

2008


2009


2010


Könönen, ML 2010, 'Nikolai Gogol's "Diary of a Madman" and European Diary Fiction', in Europe - Evropa: Crosscultural Dialogues between the West, Russia, and Southeastern Europe, pp. 115-131 Studia multiethnica Upsaliensia.


Tuomarla, U 2010, 'La parenthèse comme point de rencontre', in Communications du Cid-dit colloque international.

B1 Unrefereed journal article

2005
Shackleton, M 2005, 'An interview with Tomson Highway', First and other nations, pp. 92-100.

Shackleton, M 2005, 'Introduction', First and other nations, pp. ii-v.

2006


2007
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

ILLC/Pettersson


2009

Pakkala-Weckström, M 2009, 'Does anyone have a question?', Helsinki English studies.


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

2005

2006

2008

2009


2010


B3 Unrefereed article in conference proceedings

2009

Pakkala-Weckström, M 2009, Learning the Ropes: How First-Year Translation Students Develop their Translator Identity,.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

ILLC/Pettersson

2010

C1 Published scientific monograph

2008

2009

2010

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

2005
Shackleton, M, Supinen, V (eds) 2005. First and other nations. Renvall-instituutin julkaisu, no. 20, University of Helsinki, [Helsinki].

2006

2007
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

ILLC/Pettersson


2008


2009


2010


E1 Popular article, newspaper article
2005

2006

2007

2008
Helkkula, M 2008, "Ranskan kielen maisterin työläiset ylioppilasten" , Helsingin Sanomat.
2009
2010
Pettersson, B 2010, 'Millä kielellä ratkommekaan maailman ongelmia?', Helsingin Sanomat.

E2 Popular monograph

2007

I2 ICT programs or applications

2010
Early Modern English Medical Texts: Corpus, CD-ROM
1 Analysis of activities 2005-2010

- Associated person is one of Ivan Berazhny, ivan.berazhny@helsinki.fi, Marja-Liisa Helenius, Marja-Liisa.Helenius@helsinki.fi, Mervi Helkkula, Mervi.Helkkula@helsinki.fi, Ben Hellman, Ben.Hellman@helsinki.fi, Tuomo Hiippala, tuomo.hiippala@helsinki.fi, Līsa Huotari, līsa.huotari@helsinki.fi, Sabine Kraenker, Sabine.Kraenker@helsinki.fi, Päivi Kuivalainen, päivi.kuivalainen@helsinki.fi, Jari Martti Johannes Käkelä, Jari.Kakela@helsinki.fi, Maija Liisa Könönen, Maija.Kononen@helsinki.fi, Gennadi Obatnin, Gennadi.Obatnin@helsinki.fi, Mari Johanna Pakkala-Weckström, mari.pakkala-weckstrom@helsinki.fi, Pekka Pesonen, Pekka.Pesonen@helsinki.fi, Bo Pettersson, Bo.Pettersson@helsinki.fi, Anne Röppä, anne.roppa@helsinki.fi, Mark Shaoul, Mark.Shaoul@helsinki.fi, Howard Sklar, howard.sklar@helsinki.fi, Timo Suntti, timo.suntti@helsinki.fi, Peter Svenski, peter.svenski@helsinki.fi, Irma Taavitsainen, irmi.taavitsainen@helsinki.fi, Sanna-Kaisa Tanskanen, sanna-kaisa.tanskanen@helsinki.fi, Cecilia Therman, Cecilia.Therman@helsinki.fi, Lilla Tuomela, lilla.tuomela@helsinki.fi, Eija Ventola, Eija.Ventola@helsinki.fi, Tiina Wikström, tiina.wikstrom@helsinki.fi, Fredrik Westerlund, fredrik.a.westerlund@helsinki.fi, Tiina Wikström, tiina.wikstrom@helsinki.fi

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor or co-supervisor of doctoral thesis</td>
<td>37</td>
</tr>
<tr>
<td>Prizes and awards</td>
<td>7</td>
</tr>
<tr>
<td>Editor of research journal</td>
<td>73</td>
</tr>
<tr>
<td>Editor of research anthology/collection/conference proceedings</td>
<td>14</td>
</tr>
<tr>
<td>Peer review of manuscripts</td>
<td>21</td>
</tr>
<tr>
<td>Editor of series</td>
<td>13</td>
</tr>
<tr>
<td>Editor of special theme number</td>
<td>1</td>
</tr>
<tr>
<td>Assessment of candidates for academic posts</td>
<td>11</td>
</tr>
<tr>
<td>Membership or other role in review committee</td>
<td>7</td>
</tr>
<tr>
<td>Membership or other role in research network</td>
<td>1</td>
</tr>
<tr>
<td>Membership or other role in international committee, council, board</td>
<td>92</td>
</tr>
<tr>
<td>Membership or other role in public Finnish or international organization</td>
<td>21</td>
</tr>
<tr>
<td>Membership or other role of body in private company/organisation</td>
<td>24</td>
</tr>
<tr>
<td>Participation in interview for written media</td>
<td>92</td>
</tr>
<tr>
<td>Participation in radio programme</td>
<td>11</td>
</tr>
<tr>
<td>Participation in TV programme</td>
<td>1</td>
</tr>
</tbody>
</table>
2 Listing of activities 2005-2010

**Supervisor or co-supervisor of doctoral thesis**

**Mervi Helkkula**, Mervi.Helkkula@helsinki.fi
- Thesis supervision, Mervi Helkkula, 2005 → ... Finland
- Thesis supervision, Mervi Helkkula, 2009 → 2010, Finland
- Thesis supervision, Mervi Helkkula, 2009 → ... Finland
- Thesis supervision, Mervi Helkkula, 2010 → ... Finland

**Ben Hellman**, Ben.Hellman@helsinki.fi
- Supervision of doctoral thesis, Ben Hellman, 01.01.2006 → 26.11.2006, Denmark

**Mari Johanna Pakkala-Weckström**, mari.pakkala-weckstrom@helsinki.fi
- Väitöskirjan ohjaus, Mari Johanna Pakkala-Weckström, 01.09.2009 → ...

**Bo Pettersson**, Bo.Pettersson@helsinki.fi
- Through a Glass, Darkly: The Limitations of Language and the Meaning of Silence in Patrick White’s The Tree of Man, Voss and Riders in the Chariot (2005), Bo Pettersson, 2005, Finland
- Reading the Texture of Reality: Chaos Theory, Literature and the Humanist Perspective (2008), Bo Pettersson, 2008, Finland
- Rhetoric and Representation: Exploring the Cultural Meaning of the Natural Sciences in Contemporary Popular Science Writing and Literature (2008), Bo Pettersson, 2008, Finland
- The Art of Sympathy: Forms of Moral and Emotional Persuasion in Fiction (2008), Bo Pettersson, 2008, Finland
- Empirical Research on the Attitudes of Standard vs. Non-Standard Forms of English, Bo Pettersson, 2010 → ..., Finland
- Ideological dimensions in the American, British and German translations of Astrid Lindgren’s Madicken and Emil i Lönneberga, Bo Pettersson, 2010 → ..., Finland
- Literary Interpretation: Theory Evaluated against Empirical Findings, Bo Pettersson, 2010 → ..., Finland
- Mediating Cultures through Storytelling in the Novels of Three Native American Authors, Bo Pettersson, 2010 → ..., Finland
- Narrative Dynamics and Ethical Judgments in African American Science Fiction, Bo Pettersson, 2010 → ..., Finland
- Nothing Ever But Lifeless Words? Ethical Considerations in Contemporary Scottish Literature, Bo Pettersson, 2010 → ..., Finland
- Problems Related to the Translation of Fictional Cultures and Cultural Contexts, Bo Pettersson, 2010 → ..., Finland
- Pulp Heroes of Manifest Destiny: Narrative, Genre and Context in Isaac Asimov’s Foundation Trilogy, Bo Pettersson, 2010 → ..., Finland
- Representing Postcolonial Social Change and Migration as Gendered Experiences in the Works of Anita Desai, Bharati Mukherjee and Chitra Divakaruni, Bo Pettersson, 2010 → ..., Finland
- Toward Figural Fantasy: The Representation of Consciousness in Modern Anglo-American Fantasy Literature, Bo Pettersson, 2010 → ...
- Mark Shackleton, Mark.Shackleton@helsinki.fi
  - Primary PhD supervisor, Mark Shackleton, 2010, Finland
  - Primary PhD supervisor, Mark Shackleton, 2010, Finland
  - Primary PhD supervisor, Mark Shackleton, 2010, Finland
  - Primary PhD supervisor, Mark Shackleton, 2010, Finland
  - Secondary PhD supervisor, Mark Shackleton, 2010, Finland

**Timo Suni**, Timo.Suni@helsinki.fi
- Väitöskirjan ohjaus, Timo Suni, 09.2005 → ...
- Väitöskirjan ohjaus, Timo Suni, 09.2009 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

Illic/Pettersson

Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi
PhD thesis supervision, Irma Taavitsainen, 01.01.2005 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2005 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2005 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2006 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2007 → ...
PhD thesis supervision, Irma Taavitsainen, 01.01.2007 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2008 → ..., Finland
PhD thesis supervision, Irma Taavitsainen, 01.01.2009 → ..., Finland
PhD thesis supervisor, Irma Taavitsainen, 01.01.2010 → 19.11.2010

Prizes and awards

Tuomo Hiippala, tuomo.hiippala@helsinki.fi
Yearly award for the best Master's thesis, Tuomo Hiippala, 2007, Finland

Bo Pettersson, Bo.Pettersson@helsinki.fi
The Oskar Öflund Foundation Prize 2006 (Oskar Öflunds stora pris), Bo Pettersson, 2006, Finland
Membership in The Finnish Society of Sciences and Letters, Bo Pettersson, 2010 → ..., Finland

Peter Swirski, peter.swirski@helsinki.fi
Nominated for the National Book Award, Modern Language Association (MLA) James Russell Lowell Award, John Hope Franklin's Publication Prize, James Russell Lowell Prize, Albert J. Beveridge Award, John H. Dunning Prize, National Book Critics Circle Book Award, BAAS (British Association for American Studies) Book Prize, Goldsmith Awards (John Shoernstein Centre), and American Studies Network Book Prize., Peter Swirski, 2010

Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi
Member of the Finnish Academy of Sciences and Letters, Irma Taavitsainen, 2003 → ..., Finland
Fellowship at the Huntington, San Marino, California, Irma Taavitsainen, 01.01.2008 → 03.2008

Cecilia Therman, Cecilia.Therman@helsinki.fi
Price for best student paper presented at International Society for the Empirical Study of Literature conference in Munich in 2006, Cecilia Therman, 06.08.2006, Germany

Editor of research journal

Mervi Helkkula, Mervi.Helkkula@helsinki.fi
Discours(e), Mervi Helkkula, 01.01.2008 → 31.12.2008, France

Pekka Pesonen, Pekka.Pesonen@helsinki.fi
Novoe literaturnoe obozrenie, Pekka Pesonen, 01.01.2005 → 31.12.2005, Russia
Slovačka Helsíngiería, Pekka Pesonen, 01.01.2005 → 31.12.2005, Finland
Acta Semiotica Fennica, Pekka Pesonen, 01.01.2005 → 31.12.2006, Finland
Novoe literaturnoe obozrenie, Pekka Pesonen, 01.01.2006 → 31.12.2006, Russia
Slovačka Helsíngiería, Pekka Pesonen, 01.01.2006 → 31.12.2006, Finland
Tampere Studies in Literature and Textuality, Pekka Pesonen, 01.01.2006 → 31.12.2006, Finland
Acta Semiotica Fennica, Pekka Pesonen, 01.01.2007 → 31.12.2007, Finland
Novoe literaturnoe obozrenie, Pekka Pesonen, 01.01.2007 → 31.12.2007, Russia
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

IllC/Pettersson

Slavica Helsingiensia, Pekka Pesonen, 01.01.2007 → 31.12.2007, Finland
Tampere Studies in Literature and Textuality, Pekka Pesonen, 01.01.2007 → 31.12.2007, Finland
Novoe literaturnoe obozrenie, Pekka Pesonen, 01.01.2008 → 31.12.2008, Russia
Slavica Helsingiensia, Pekka Pesonen, 01.01.2008 → 31.12.2008, Finland

Bo Pettersson, Bo.Pettersson@helsinki.fi

Finsk tidskrift, Bo Pettersson, 2000 → 2008, Finland
Nordic Journal of English Studies, Bo Pettersson, 2002 → ...
Journal of Literary Semantics, Bo Pettersson, 2004 → ...
Finsk Tidskrift, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
Journal of Literary Semantics, Bo Pettersson, 01.01.2005 → 31.12.2005, United Kingdom
Svenska litteraturattalkapet i Finland, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
Tampere Studies in Literature and Textuality, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
Finsk Tidskrift, Bo Pettersson, 01.01.2006 → 31.12.2006, Finland
Journal of Literary Semantics, Bo Pettersson, 01.01.2006 → 31.12.2006, United Kingdom
Svenska litteraturattalkapet i Finland, Bo Pettersson, 01.01.2006 → 31.12.2006, Finland
Tampere Studies in Literature and Textuality, Bo Pettersson, 01.01.2006 → 31.12.2006, Finland
Finsk Tidskrift, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
Journal of Literary Semantics, Bo Pettersson, 01.01.2007 → 31.12.2007, United Kingdom
Nordic Journal of English Studies, Bo Pettersson, 01.01.2007 → 31.12.2007, Norway
Svenska litteraturattalkapet i Finland, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
Tampere Studies in Literature and Textuality, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
Finsk Tidskrift, Bo Pettersson, 01.01.2008 → 31.12.2008, Finland
Journal of Literary Semantics, Bo Pettersson, 01.01.2008 → 31.12.2008, United Kingdom
Narrative and Identity: Theoretical Approaches and Critical Analyses, Bo Pettersson, 01.01.2008 → 31.12.2008, Germany
Nordic Journal of English Studies, Bo Pettersson, 01.01.2008 → ..., Sweden
Tampere Studies in Literature and Textuality, Bo Pettersson, 01.01.2008 → ..., Finland

Mark Shackleton, Mark.Shackleton@helsinki.fi

“The Travelling Concept of Narrative” issue of Collegium (Helsinki Collegium for Advanced Studies electronic journal), Mark Shackleton, 01.01.2005 → 31.12.2005, Finland
Diaspora Literature and Theory Where Now (forthcoming), Mark Shackleton, 01.01.2006 → 31.12.2006, United Kingdom
Images of a PostNational Society (forthcoming), Mark Shackleton, 01.01.2006 → 31.12.2006, Netherlands
Diasporic Literature and Theory Where Now?, Mark Shackleton, 01.01.2007 → 31.12.2007, United Kingdom
Images of a PostNational Society (forthcoming), Mark Shackleton, 01.01.2007 → 31.12.2007, Netherlands
Canada: Images of a PostNational Society, Mark Shackleton, 01.01.2008 → 31.12.2008, Netherlands
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

ILLC/Pettersson

Diasporic Literature and Theory - Where Now?, Mark Shackleton, 01.01.2008 → 31.12.2008, United Kingdom

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Journal of Historical Pragmatics, Irma Taavitsainen, 01.01.2000 → ..., Netherlands

Corpora: Member of the editorial board, Irma Taavitsainen, 01.01.2007 → ..., United Kingdom

European Journal of English Studies (EJES): Member of editorial board, Irma Taavitsainen, 01.01.2007 → 31.12.2010

Textus, Italian Journal of English Studies: Member of the editorial board, Irma Taavitsainen, 01.01.2008 → ..., Italy

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Le réel et son envers, Ulla Tuomarla, 01.01.2006 → 31.12.2006, Finland

Neuphilologische Mitteilungen, Ulla Tuomarla, 01.01.2007 → 31.12.2007, Finland

Sky Journal of Linguistics, Ulla Tuomarla, 01.01.2007 → 31.12.2007, Finland

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ESPECIALIST, Eija Maritta Ventola, 01.01.2005 → 31.12.2005, Brazil

Text, Eija Maritta Ventola, 01.01.2005 → 31.12.2005, Germany

Visual Communication, Eija Maritta Ventola, 01.01.2005 → 31.12.2005, United Kingdom

ESPECIALIST, Eija Maritta Ventola, 01.01.2007 → 31.12.2007, Brazil

Text and Talk, Eija Maritta Ventola, 01.01.2007 → 31.12.2007, Germany

Visual Communication, Eija Maritta Ventola, 01.01.2007 → 31.12.2007, United Kingdom

Discourse &amp; Society, Eija Maritta Ventola, 01.01.2008 → 31.12.2008, United Kingdom

ESPECIALIST, Eija Maritta Ventola, 01.01.2008 → 31.12.2008, Brazil


Visual Communication, Eija Maritta Ventola, 01.01.2008 → 31.12.2008, United Kingdom

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Editor of research anthology/collection/conference proceedings

Mervi Helkkula, Mervi.Helkkula@helsinki.fi

Tra Italia e Francia - Entre France et Italie. In honor of Elina Suomela-Härmä, Mervi Helkkula, 01.01.2006 → 18.12.2006, Finland

Du côté des langues romanes. Mêlanges en l’honneur de Juhani Härmä, Mervi Helkkula, 2009

Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi


Middle English Medical Text 1375-1500s. Amsterdam/Philadelphia: Benjamins. CD-ROM., Irma Taavitsainen, 2000 → 2005

Medical and Scientific Writing in English 1375-1500, Irma Taavitsainen, 2004 → ..., United Kingdom

Diachronic Perspectives on Domain-specific English, Irma Taavitsainen, 2005 → 2006, Switzerland

Dialogic Language Use: Address in Focus, Irma Taavitsainen, 2005 → 2006

Methods in Historical Pragmatics, Irma Taavitsainen, 2005 → 2007, Germany


The Dynamics of Language Variation. Corpus evidence on English past and present, Irma Taavitsainen, 2007 → 2008, Netherlands
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

ILLC/Pettersson


Historical Pragmatics, Irma Taavitsainen, 2008 → 2010, Germany

Medical Writing in Early Modern English, Irma Taavitsainen, 2008 → 2011, United Kingdom

Early Modern English Medical Texts: Corpus Description and Studies, Irma Taavitsainen, 2009 → 2010

Peer review of manuscripts

Mervi Helkkula , Mervi.Helkkula@helsinki.fi
Avain, Mervi Helkkula, 03.2007 → ..., Finland

Discours. Revue de linguistique, psycholinguistique et informatique, Mervi Helkkula, 2007, France


Prédicats, prédications et structures prédicatives, Mervi Helkkula, 05.2008 → ..., France

Mari Johanna Pakkala-Weckström , mari.pakkala-weckstrom@helsinki.fi
Current Trends in Translation Teaching and Learning (Käännöstieteen lattoksen julkaisuja II), Mari Johanna Pakkala-Weckström, 01.01.2006 – 31.12.2006, Finland

Irma Taavitsainen , Irma.Taavitsainen@helsinki.fi
Journal of Historical Pragmatics, Irma Taavitsainen, 01.01.2000 → ...

Middle English Texts, Irma Taavitsainen, 01.01.2005, Belgium

Neuphilologische Mitteilungen: Peer review of manuscripts, Irma Taavitsainen, 2006 → ..., Finland

Journal of Pragmatics: Peer review of manuscripts, Irma Taavitsainen, 2007 → ...

Finnish Literary Society: Statement on a manuscript, Irma Taavitsainen, 01.01.2006, Finland

Routledge kustantamolle lausunto, Irma Taavitsainen, 01.01.2006 – 31.12.2006, United Kingdom

Cambridge University Press reviews of book manuscripts, Irma Taavitsainen, 2010 → ..., United Kingdom


Reviews scholarly book chapters for Mouton de Gruyter, Irma Taavitsainen, 2010 → ..., Germany

Textus (English Studies in Italy): Peer review of manuscripts, Irma Taavitsainen, 2010 → ..., Italy

Sanna-Kaisa Tanskanen , sanna-kaisa.tanskanen@helsinki.fi
Peer review of article in: Journal of Pragmatics, Sanna-Kaisa Tanskanen, 2010

Peer review of chapter in: Constructing Identity in Interpersonal Communication / Construction identitaire dans la communication interpersonnelle / Identitätskonstruktion in der interpersonalen Kommunikation, Sanna-Kaisa Tanskanen, 2010, Finland


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SKY Journal of Linguistics, Ulla Tuomarla, 2007 → ...

Neuphilologische Mitteilungen, Ulla Tuomarla, 03.2010

Editor of series

Pekka Pesonen , Pekka.Pesonen@helsinki.fi
Acta Semiotica Fennica, Pekka Pesonen, 2010 → ..., Finland

Novoe literaturnoe obozrenie, Pekka Pesonen, 2010 → ..., Russia

Slavica helsingensia, Pekka Pesonen, 2010 → ..., Finland

Tampere Studies in Literature and Textuality, Pekka Pesonen, 2010 → ..., Finland

Universitas Tartuensis. Humaniora: Litterae Rossicae, Pekka Pesonen, 2010 → ..., Estonia
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

ILLC/Pettersson

Bo Pettersson, Bo.Pettersson@helsinki.fi
Skrifter utgivna av Svenska litteratursällskapet i Finland, Bo Pettersson, 2000 → ...
Tampere Studies in Literature and Textuality, Bo Pettersson, 2001 → ...
Skrifter utgivna av Svenska litteratursällskapet i Finland, Bo Pettersson, 01.01.2008 → ..., Finland

Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi
Contributor: ABES Annotated Bibliography for English Studies (database), Irma Taavitsainen, 01.01.2002 → 31.12.2008, United Kingdom
Palgrave Studies in Language History and Language: Member of the editorial board, Irma Taavitsainen, 01.01.2002 → 31.12.2010, United Kingdom
Textes Vernaculaires de Moyen Age: Member of the editorial board, Irma Taavitsainen, 01.01.2002 → ..., Belgium
Studies in Variation, Contacts and Change in English (refereed open-access series), Research Unit for Variation, Contacts and Change in English, University of Helsinki (http://www.helsinki.fi/varieng) (elektroninen lehti), Irma Taavitsainen, 01.01.2007 → ..., Finland
Warsaw Studies in English Language and Literature: Member of the editorial board, Irma Taavitsainen, 2010 → ..., Poland

Editor of special theme number
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Helsinki English Studies, Howard Sklar, 05.2008 → 12.2009, Finland

Assessment of candidates for academic posts
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ruotsin kääntäminen professorin tehtävän täyttö. HY, Mervi Helkkula, 2009 → 2010
Suomen kielten professorin tehtävän täyttö HY, Mervi Helkkula, 2010 → ...
yleisen historian professorin tehtävän täyttö (sijaisuus 1.1.2011-31.12.2013) HY, Mervi Helkkula, 2010 → ...

Mark Shackleton, Mark.Shackleton@helsinki.fi
Docentship application, Mark Shackleton, 2010, Finland

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Promotion Assessor, Peter Swirski, 2010

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Assessment of candidates for a professorial post, Irma Taavitsainen, 2008, Switzerland
Assessment of candidates for a professorial post, Irma Taavitsainen, 2009, Switzerland
Evaluation (a personal chair), Irma Taavitsainen, 2010, United Kingdom
Evaluation for Literacy Studies associate professor's position, Irma Taavitsainen, 07.05.2010, Norway
Member of a professorial search committee, Irma Taavitsainen, 2010, Finland
Member of a professorial search committee, Irma Taavitsainen, 2010, Finland

Membership or other role in review committee
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Colloquium PAYSAGES EN DIALOGUE : ESPACES ET TEMPORALITES ENTRE CENTRES ET PERIPHERIES EUROPEENNES, Mervi Helkkula, 2010 → ..., France

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

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

ILLC/Pettersson

Reviewer of research proposals, Bo Pettersson, 2010, Slovenia
Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi
External examiner of Master's theses/Stavanger, Norway, Irma Taavitsainen, 2008, Norway
External examiner of Master's thesis/University of Oslo, Irma Taavitsainen, 27.06.2010, Norway

Membership or other role in research network
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Membership or other role in national/international committee, council, board
Mervi Helkkula, Mervi.Helkkula@helsinki.fi
Helsingin yliopiston tieteellinen neuvoesto, Mervi Helkkula, 01.01.2007 → 31.12.2009, Finland
Linguistic and psycholinguistic approaches to text structuring, Mervi Helkkula, 21.09.2009 → 23.09.2009, France
2e Congrès Mondial de Linguistique Française 2010, Mervi Helkkula, 2010, France
evaluation of a post doc -project proposal, Mervi Helkkula, 05.2010 → ..., Estonia
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Nordiska slavistförbundet, Ben Hellman, 01.01.2005 → 31.12.2005, Denmark
Nordiska slavistförbundet, Ben Hellman, 01.01.2006 → 31.12.2006
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Suomen slavistipiiri ry, Ben Hellman, 01.01.2007 → 31.12.2007
Suomen slavistipiiri, Ben Hellman, 01.01.2008 → 31.12.2008, Finland
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Suomen slavistipiiri ry (varapuheenjohtaja), Maija Liisa Könönen, 01.01.2006 → 31.12.2006, Finland
Suomen slavistipiiri, Maija Liisa Könönen, 01.01.2007 → 31.12.2007, Finland
Slavistipiiri ry, Maija Liisa Könönen, 01.01.2008 → 31.12.2008, Finland

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Semiotiikan verkkoyliopisto, Pekka Pesonen, 01.01.2005 → 31.12.2005, Finland
Vatakunnallinen kirjallisuudentutkimuksen tohtorikoulu, Pekka Pesonen, 01.01.2005 → 31.12.2005, Finland
International Semiotic Institute, Pekka Pesonen, 01.01.2006 → 31.12.2006, Finland
Semiotiikan verkkoyliopisto, Pekka Pesonen, 01.01.2006 → 31.12.2006, Finland
Vatakunnallinen kirjallisuudentutkimuksen tohtorikoulu, Pekka Pesonen, 01.01.2006 → 31.12.2006, Finland
International Semiotic Institute, Pekka Pesonen, 01.01.2007 → 31.12.2007, Finland
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Semiotiikan verkkoyliopisto, Pekka Pesonen, 01.01.2008 → 31.12.2008, Finland
Vatakunnallinen Kirjallisuudentutkimuksen Tohtorikoulu, Pekka Pesonen, 01.01.2008 → 31.12.2008, Finland
Aleksanteri-instituutti, Pekka Pesonen, 2010 → ..., Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

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Runebergsällskapet i Åbo rf., Bo Pettersson, 2000 → ..., Finland
Svenska litteratursällskapet i Finland, Bo Pettersson, 2000 → ...
Svenska litteratursällskapets i Finland Hallbergsska nämnd, Bo Pettersson, 2000 → ...
Svenska litteratursällskapets i Finland förlagsnämnd, Bo Pettersson, 2000 → ...
International Association of University Professors of English, Bo Pettersson, 2001 → ...
Kyrkouudistuutkimuksen valtakunnallinen tutkijakoulu, Bo Pettersson, 2001 → ...
Kyrkouudistuutkimuksen valtakunnallinen tutkijakoulu, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
Runebergsällskapet i Åbo, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
SLS Literaturvetenskapliga nämnd, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
SLS Publikationsutskott, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
Svenska Litteratursällskapet i Finland, Bo Pettersson, 01.01.2005 → 31.12.2005, Finland
The Committee on Literary Theory of the International Comparative Literature Association (ICLA), Bo Pettersson, 2005 → ...
The Committee on Literary Theory of the International Comparative Literature Association (ICLA), Bo Pettersson, 01.01.2005 → 31.12.2005
International Association of Literary Semantics, Bo Pettersson, 2006 → ...
International Association of Literary Semantics, Bo Pettersson, 01.01.2007 → 31.12.2007
Kyrkouudistuutkimuksen valtakunnallinen tutkijakoulu, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
SLS Hallbergsska prissanmäen, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
SLS Publikationsutskott, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
SLS Årsfestkommittén, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
Svenska Litteratursällskapet i Finland, Bo Pettersson, 01.01.2007 → 31.12.2007, Finland
The Committee on Literary Theory of the International Comparative Literature Association (ICLA), Bo Pettersson, 01.01.2007 → 31.12.2007
Finland – U.S. Educational Exchange Committee (The Fulbright Commission), Bo Pettersson, 01.01.2008 → 31.12.2008
Finland – U.S. Educational Exchange Committee (The Fulbright Commission), Bo Pettersson, 2008 → ...
International Association of Literary Semantics, Bo Pettersson, 01.01.2008 → ...
Kyrkouudistuutkimuksen valtakunnallinen tutkijakoulu, Bo Pettersson, 01.01.2008 → 31.12.2008, Finland
SLS Forskningsens expertgrupp, Bo Pettersson, 01.01.2008 → 31.12.2008, Finland
SLS Hallbergsska prissanmäen, Bo Pettersson, 01.01.2008 → ..., Finland
SLS Literaturvetenskapliga nämnd, Bo Pettersson, 01.01.2008 → ..., Finland
SLS Publikationsutskott / Förlagsnämnd, Bo Pettersson, 01.01.2008 → ..., Finland
SLS Årsfestkommittén, Bo Pettersson, 01.01.2008 → ..., Finland
Svenska Litteratursällskapet i Finland, Bo Pettersson, 01.01.2008 → ..., Finland
Svenska litteratursällskapets i Finland expertgrupp för forskning, Bo Pettersson, 2008 → 2009
The Committee on Literary Theory of the International Comparative Literature Association (ICLA), Bo Pettersson, 01.01.2008 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

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The Nordic Association for Canadian Studies (Finland), Mark Shackleton, 01.01.2006 → 31.12.2006
The Nordic Association for Canadian Studies, Mark Shackleton, 01.01.2007 → 31.12.2007, Finland
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Member of Executive Council, Peter Swirski, 2010
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Finnish Association of English Studies FINSSE: Board member, Irma Taavitsainen, 2005 → 2006, Finland
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FINSSE (the Finnish Association of English Studies): Member of the board, Irma Taavitsainen, 2006 → 2009, United States
Member of the board and vice-chair of FINSSE (Finnish Society for the Study of English), Irma Taavitsainen, 01.01.2010 → 31.12.2010
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GAL, Eija Maritta Ventola, 01.01.2007 → 31.12.2007
German Applied Linguistics (GAL), AILA conference organization committee, Eija Maritta Ventola, 01.01.2008 → 31.12.2008
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Kirjoituskipin osaaminen jäsen Suomi-Amerikka -yhdistysten liiton valtakunnallisessa kirjoituskipinäällä lukion toisen ja kolmannen vuoden opiskelijoille, Päivi Kuivalainen, 01.01.2007 → 08.12.2007, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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

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AIRE, l'association interdisciplinaire de recherches sur l'épistolaire, Sabine Kraenker, 01.01.2008 → 31.12.2008, Estonia
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Devaid ry, Maija Liisa Könönen, 01.01.2007 → 31.12.2007, Finland
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RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

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Runebergällskapet i Åbo r.f., Bo Pettersson, 01.01.2007 → 31.12.2007, Finland

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Mark Shackleton, Mark.Shackleton@helsinki.fi


Finnish Matriculation Board (English language examinations), Mark Shackleton, 01.01.2006 → 31.12.2006, United Kingdom

The Finnish-British Society (varapuheenjohtaja), Mark Shackleton, 01.01.2006 → 31.12.2006, United Kingdom

Matriculation Board (English language Examinations), Mark Shackleton, 01.01.2007 → 31.12.2007, United Kingdom

The Finnish-British Society, Helsinki, Mark Shackleton, 01.01.2007 → 31.12.2007, United Kingdom

Finnish Matriculation Board (English Language Examinations), Mark Shackleton, 01.01.2008 → 31.12.2008, United Kingdom

The Finnish-British Society, Helsinki, Mark Shackleton, 01.01.2008 → 31.12.2008, United Kingdom

Irma Taavitsainen, Irma.Taavitsainen@helsinki.fi

Chair of the organizing committee of a publicity event in honour of the 100th anniversary of the Finnish Academy of Science and Letters 29.11.2007, Irma Taavitsainen, 01.01.2007 → 31.12.2007, Finland

Ulla Tuomarla, Ulla.Tuomarla@helsinki.fi

SUOMI-RANSKA yhdistysten liitto, Ulla Tuomarla, 01.01.2007 → 31.12.2007, Finland

Participation in interview for written media

Mervi Helkkula, Mervi.Helkkula@helsinki.fi

100 % Finlande (Le printemps de culture finlandaise à Paris 2008, Mervi Helkkula, 2008, France

Ben Hellman, Ben.Hellman@helsinki.fi

Estläntiläisiä Suomen Pietarin instituutissa, Ben Hellman, 10.05.2000 → 31.12.2011, Finland

Esbo medborgarstift (istutus), Ben Hellman, 28.03.2001 → 31.12.2011, Sweden

Finlands Svenska Television, Kulturprogram "Artur" (haastattelu), Ben Hellman, 26.11.2001 → 31.12.2011, Sweden

Helsingin kirjamessut (haastattelu), Ben Hellman, 26.10.2001 → 31.12.2011, Sweden

Suomen Pielarin instituutti, Ben Hellman, 15.02.2001 → 31.12.2011, Sweden

Suomen Pietarin instituutti, Ben Hellman, 16.05.2001 → 31.12.2011, Sweden

Esbo arboristinstitut, Ben Hellman, 05.02.2004 → 31.12.2011, Finland

Helsingin kaupunginteatteri, Ben Hellman, 17.02.2006 → 31.12.2011, Denmark

Suomen venäjänopettajat ry:n kesäseminaari, Ben Hellman, 07.06.2006 → 31.12.2011, Denmark

Seminari, Historiska institutionen, Helsingfors universitet, Ben Hellman, 08.05.2007 → 31.12.2011, Finland

Maija Liisa Könönen, Maija.Konen@helsinki.fi


Gennady Obstnin, Gennadi.Obstnin@helsinki.fi

Kulttuuritutkimuksen gradun edistämisseminaari, Mikkel, Gennady Obstnin, 25.01.2001 → 31.12.2011, Finland

Russko-finlskij vercher literature (venäläis-suomalaisen kirjallisuusliita, Suomen Pietarin instituutti, Gennady Obstnin, 16.05.2001 → 31.12.2011, Finland

Uutta venäläisen kirjallisuuden tutkimusta Suomessa (Aleksanteri-instituutti/Yliopiston kirjasto), Gennady Obstnin, 27.02.2001 → 31.12.2011, Finland

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

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

ILLC/Pettersson

Venäjän ja Kää-Euroopan tutkimuksen maisterikoulun (Aleksanteri-instituutti) kesäkoulu, Orlampi, Gennady Obatnin, 25.08.2001 → 31.12.2011, Finland

Institute of Finnish Culture in St. Petersburg. Presentation of the book "History and Narration in Russian Culture", Gennady Obatnin, 27.11.2006 → 31.12.2011, Russia

Mari Johanna Pakkala-Weckström, mari.pakkala-weckstrom@helsinki.fi


Pekka Pesonen, Pekka.Pesonen@helsinki.fi

Bulevardi-Foorumi, Helsinki, Pekka Pesonen, 08.02.2001 → 31.12.2011, Finland

Dostojevski elokuvassa (Suomen Elokuva-arkisto), Helsinki, Pekka Pesonen, 23.10.2001 → 31.12.2011, Finland

Etelä-Saimaa, Pekka Pesonen, 16.06.2001 → 31.12.2011, Finland

Haastattelu Länsi-Savo-lehdessä, Pekka Pesonen, 01.01.2001 → 31.12.2011, Finland


Russko-finskij vecher literatury (venäläis-suomalainen kirjallisuusilta), Suomen Pietarin instituutti, Pekka Pesonen, 16.05.2001 → 31.12.2011, Finland

Slavistien talvipäivä "Slavilaisen kirjallisuuden kääntäminen ja kustantaminen" (järjestäjänä Suomen Slavistiiri ry), Pekka Pesonen, 02.02.2001 → 31.12.2011, Finland

Summer School for Semiotics and Structural Studies/Kirjallisuuden ja kulttuurin semiotiikka, Pekka Pesonen, 13.06.2001 → 31.12.2011, Finland

Uutisvuoksi, Pekka Pesonen, 16.06.2001 → 31.12.2011, Finland

Uutisvuoksi, Pekka Pesonen, 16.06.2001 → 31.12.2011, Finland

Venäjän ja Kää-Euroopan tutkimuksen maisterikoulu (Aleksanteri-instituutti), Orlampi, Pekka Pesonen, 26.08.2001 → 31.12.2011, Finland


Venäjä ja Suomi - vierekkäin ja vastaakkaan, Pekka Pesonen, 15.10.2002 → 31.12.2011, Finland


Haastattelu Yle 1:n kulttuuriuutisissa, Pekka Pesonen, 11.08.2003 → 31.12.2011, Finland


Moskovan kansainvälistä kirjamessua (Mashudnarodnaja knizhnaja jarmarka NonfictionNo5), Pekka Pesonen, 28.11.2003 → 31.12.2011, Finland


Vanhan kirjallisuuden päätyntä (Vammalta), Pekka Pesonen, 27.06.2003 → 31.12.2011, Finland

Haastattelu Yle 1:ssä "Venäjän ja Suomen kirjallisuuden vuosipäivä", Helsinki, Pekka Pesonen, 27.05.2003 → 31.12.2011, Finland

Helsingin Sanomat, Pekka Pesonen, 01.01.2004 → 31.12.2011, Finland


Semiotiikan talvikoulu, Pekka Pesonen, 07.02.2004 → 31.12.2011, Finland

Suomen Akatemian heijastus/Toimistotila, Pekka Pesonen, 01.01.2004 → 31.12.2011, Finland

Helsingin Sanomat, Pekka Pesonen, 01.01.2005 → 31.12.2011, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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Seminaari "Museot ja matkailu". Järjestäjä: Imatran kaupunki, Pekka Pesonen, 06.06.2005 → 31.12.2011, Finland


Helsingin Sanomat, Pekka Pesonen, 01.01.2006 → 31.12.2011, Finland


Venäjän ja Itä-Euroopan tutkimuksen tutkijakoulun venäläisen filosofian ja aattehistorian kevätseminaari, Pekka Pesonen, 01.01.2006 → 31.12.2011, Finland

Pekka Pesonen, 19.11.2007 → 31.12.2011, Finland

Revisiting Perestroika. 7th Annual Aleksanteri Conference., Pekka Pesonen, 30.11.2007 → 31.12.2011, Finland

Savonlinnan kesäajokoulu &amp; Savonlinnan opperajuhlat, Venäjä-vikko, Pekka Pesonen, 25.07.2007 → 31.12.2011, Finland

WSOY: kirjallisuustuomikunnan Pietarilehden seminaari, Pekka Pesonen, 01.01.2006 → 31.12.2011, Finland

Helsingin Juutaväkot, Finlandia-talo, Pekka Pesonen, 01.01.2006 → 31.12.2011, Finland

Jaan Kross mestari. Yleisöfontaani Helsingin yliopistossa (jär. Tuglas-Seura), Pekka Pesonen, 10.05.2010 → 31.12.2011, Finland

Maaginen maisema. Teoksia Tretjakovin gallerian kokoelmista. Näyttely Helsingin kaupungin taidemuseossa (Meliahto), Pekka Pesonen, 15.03.2008 → 31.12.2011, Finland

Venäläinen kirjallisuuden klasikko. Onko venäläinen kirjallisuus kuollut?, Pekka Pesonen, 10.2010 → ... Finland

Mark Shackleton, Mark.Shackleton@helsinki.fi

The Association of English Teachers in Finland Summer Course, Tammisaari, Mark Shackleton, 06.08.2002 → 31.12.2011, Finland

"Arthur" (Finlands Svenskt cultural programme), Mark Shackleton, 11.03.2003 → 31.12.2011, Finland

Helsinki työväenopiston englantiopettajat ry, syyskoulutuspäivä, Mark Shackleton, 21.11.2005 → 31.12.2011, Finland

Yh Association of English Teachers in Finland Summer Course. Rauhalahti., Mark Shackleton, 01.08.2003 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

British Studies Seminar, The Association of Teachers of English in Finland, Mark Shackleton, 29.07.2004 → 31.12.2011, Finland

Pirknaaani kieltenopettajan ry, syyskoulutuspäivistä, Mark Shackleton, 18.09.2004 → 31.12.2011, Finland

TOOLin kieltenopettajan kevätpäivät, Jyväskylän Ammattikorkeakoulu, Kielikeskus, Mark Shackleton, 18.05.2004 → 31.12.2011, Finland

British and Irish Studies Programme, Reval Institute, Mark Shackleton, 20.04.2005 → 31.12.2011, Finland

Koulutuspäivä kieltenopettajille Pohjois-Karjalan ammattikorkeakoulu, Joensuu, Mark Shackleton, 09.05.2005 → 31.12.2011, Finland

Teacher’s evening, Matalaños, Mark Shackleton, 15.03.2005 → 31.12.2011, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

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The Association of Teachers of English in Finland, British Studies Seminar: Using Media, Mark Shackleton, 03.08.2005 → 31.12.2011, Finland


The Association of English Teachers in Finland summer course., Mark Shackleton, 02.08.2006 → 31.12.2011, United Kingdom

The Association of English Teachers in Finland summer course., Mark Shackleton, 02.08.2006 → 31.12.2011, United Kingdom

The Association of English Teachers in Finland summer course., Mark Shackleton, 02.08.2006 → 31.12.2011, United Kingdom

Finnish-British Society, Helsinki, Mark Shackleton, 28.11.2007 → 31.12.2011, United Kingdom

Timo Suni, Timo.Suni@helsinki.fi

Lapin virkamiesten Venäjä-koulutus (luento Lapin yliopistossa), Timo Suni, 17.03.2000 → 31.12.2011, Finland

Ulla Tuomarla, Ulla.Tuomarla@helsinki.fi

Tiedekahvila (YLE), Ulla Tuomarla, 02.10.2007 → 31.12.2011, Finland

Estelma Mikkeli kaupunginkirjastossa, Ulla Tuomarla, 19.03.2008 → 31.12.2011, Finland


Lahden Suomi-Ranska yhdistys, Ulla Tuomarla, 29.10.2008 → 31.12.2011, Finland

Tiina Wikström, tiina.wikstrom@helsinki.fi

Intiaantutkimusta humanistivoinnin, Tiina Wikström, 2008, Finland

Participation in radio programme

Ben Hellman, Ben.Hellman@helsinki.fi


Radio-ohjelma: Keskustelusarja "Venäläiset vieraat" (Yle 1), Pekka Pesonen, 01.01.2005 → 31.12.2011, Finland


Radio Yle 1. Ykkösaamu, Pekka Pesonen, 04.08.2008 → 31.12.2011, Finland

Dastöövi: Idiotti. Radiokeskustelu. Suora lähetystä. 3h, Pekka Pesonen, 04.08.2010

Bo Pettersson, Bo.Pettersson@helsinki.fi


Boksalongen, Radio Vega (kaksi lähetystä), Bo Pettersson, 26.08.2008, Finland

Participation in TV programme

Maija Liisa Könönen, Maija.Kononen@helsinki.fi

Haastattelu, Maija Liisa Könönen, 07.04.2010, Sweden
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**
Luukkainen, 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
Knuutila, 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
Pulkkinen, Tuia – 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
Kaartinne, Timo – SCA
Kettunen, Pauli – NordSoc
Kivinen, Markku – FCREES
Koponen, Juhan – DEVERELE
Koskenniemi, Martti – ECI
Kultti, Klaus – EAT
Lahelma, Elina – KUFE
Lanne, Markku – TSEM
Lavonen, Jari – RCMSER
Lehtonen, Risto – SocStats
Lindblom-Yläne, Sara – EdPsychHE
Nieminen, Hannu – MECOL
Nuotio, Kimmo – Law
Nyman, Göte – METEOR
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.
RC/ILLC/Pettersson

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.

Number of authors in publications/year

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<th>No. of authors</th>
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The publications have mostly only one author (68%).
The commonest language is English (52%), as Finnish (20%) in the second place.
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**Language of Publications 2005-2010**

- **en_GB** 52%
- **fi_FI** 20%
- **fr_FR** 13%
- **ru_RU** 11%
- **sv_SE** 2%
- **mult** 1%
- **und_de_DE** 0%
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The following titles were excluded from the table (not journals):
- First and other nations
- Linguistik und Übersetzung in Kouvola
- Narrative and identity
- Kuolleet sielut

Journal ranking (Norway, Australia, ERIH)
<table>
<thead>
<tr>
<th>Publication</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
<td>Poetics Today</td>
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<td>Russkap letteratura</td>
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<td>English today</td>
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<td>Paradoxa</td>
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<td>Parnasso</td>
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<tr>
<td>Partial Answers</td>
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<td>Pedagogy</td>
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**Amount of ranked articles (Norway)**

<table>
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<tr>
<th>Norway</th>
<th>Journal articles</th>
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<td>Level 2</td>
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**Amount of ranked articles (Australia)**

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<td>Level B</td>
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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 (5)  
C2 Edited book, compilation, conference proceeding or special issue of journal (42)  
D5 Text book or professional handbook or guidebook or dictionary (0)  
E2 Popular monograph (1)

18 books of 48 have been published by a high ranked leading scientific publisher, 7 by a ranked scientific publisher.
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<tr>
<th>Publisher</th>
<th>1: scientific monograph</th>
<th>2: edited book, compila</th>
<th>3: popular monograph</th>
<th>Publisher ranking</th>
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<tr>
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<td>Helsingin yliopisto, slavistiikan ja baltologian laitos</td>
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