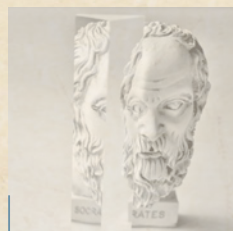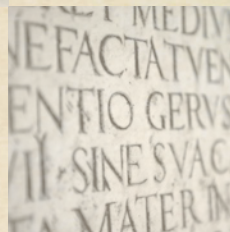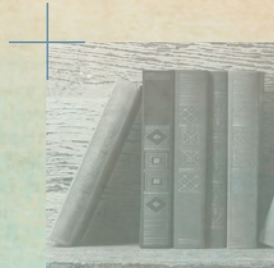The Research Council
of Norway

Evaluation of the Humanities in Norway

Report from Panel 2 – Nordic Languages and Linguistics

Evaluation
Division for Science

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Contents

Summary

The panel finds the performance of the evaluated institutions to be from good to excellent. However, the established universities, the new universities and the university colleges work under different constraints and conditions. The panel was concerned that the institutional self-assessments of university colleges and new universities showed a lack of a research culture and a lack of understanding about how a research culture could be developed.

The institutions that are responsible for the publication points in this field are dominated by UiOHF with 28%, followed by the UiT (18%), NTNU (11%) and UiBHF (10%).

Within all institutions, the panel finds very good research groups working on a wide range of topics. On average, the research groups in the field of Nordic Languages and Linguistics score very well on all aspects of the evaluation.

At the national level, the panel highlighs the following topics within linguistics and applied linguistics as strongholds of Norwegain research: computational linguistics, language technology, syntax and multilingualism.

The panel identifies other topics within Nordic Languages and Linguistics to be less developed: pragmatics, discourse analysis, phonetics, historical linguistics, sign language and interpretation.

There is good quality work on Norwegian as a second language, Sámi and Finnish, but internationalisation is understandably more limited in these areas.

All areas show a potential to produce high-quality publications, since Level 2 channels are used to some extent for publishing in all areas. The highest percentage of Level 2 publication channels is in Linguistics. The majority of publications are in English (56%), which is the exact average for Humanities as a whole. English is followed by Norwegian/Scandinavian (38%) and 6% other languages. Co-authorship with national authors is around the average in the Humanities at 7%. However, Nordic Languages and Linguistics has the highest percentage of publications with international co-authors (18%)

The panel finds that RCN has positively influenced the landscape of research groups in the field of Nordic Languages and Linguistics through its Centres of Excellence scheme. However, the panel observes that not all institutoins have a clear idea about the purpose of research group organisation.

The Panel judges the impact of research within the area to be more in terms of dissemination than actual societal impact. There is a lot of potential for impact at all levels of society, however, and some small but sensibly-scaled studies have already been completed.

The panel identifies weaknesses in terms of organisation, specifically in the new universities, which are struggling to achieve an adequate research culture. This needs more attention and additional support. However, it also recognises strengths in the potential of the research groups in this area and the good level of research production.

Recommendations

Institutions should reflect more on how they support their research groups.

In order to strengthen their research culture, university colleges and new universities could benefit from collaboration with other more research intensive institutions for example through the establishment of cross institutional research groups.

The Centre of Excellence Scheme at RCN should continue to support research within the humanities.

1 On the evaluation

One of the duties of the Research Council of Norway is to conduct field evaluations of Norwegian research, that is, evaluations of how entire fields or disciplines are performing in Norway. These have two purposes: to provide an international view and feedback on performance, and to support the development of research policy. By tradition, the evaluated field has been given an opportunity to form a committee to decide how to learn from and change practices based on the evaluation. In many cases, the RCN has then provided some funding to help implement measures proposed by the committee.

The practice of field evaluation is long established in Norway. In the past, such evaluations have confined themselves to one or a small number of individual disciplines, such as Philosophy and the History of Ideas, Law or History. In 2011, the RCN published a wider evaluation of Biology, Medicine and Healthcare. In 2015, it published an evaluation of the fundamental Engineering Sciences. In 2016 it launched this evaluation of the Humanities as a whole and it has more recently started a similar evaluation of the Social Sciences. This evaluation of the Humanities could potentially spearhead a new and even broader field evaluation practice.

1.1 Terms of Reference

The task of this evaluation is to

- Review the scientific quality of Norwegian research in the Humanities in an international context
- Provide a critical review of the strengths and weaknesses of the fields of research within the humanities – nationally, at the institutional level and for a number of designated research groups
- Identify the research groups that have achieved a high international level in their research, or that have the potential to achieve such a level
- Investigate the extent of interdisciplinary research at the institutions and in the research groups
- Review the role of the Research Council of Norway in funding research activities in the humanities
- Investigate the connection between research and teaching activities
- Discuss the organisation of research activities and the role of the Humanities in the strategic plans of the evaluated institutions
- Assess the extent to which previous evaluations have been used by the institutions in their strategic planning
- Identify areas of research that need to be strengthened in order to ensure that Norway possesses the necessary competence in areas of national importance in future
- Discuss the societal impact of Humanities research in Norway in general and, in particular, its potential to address targeted societal challenges as defined in the Norwegian Government's Long-term Plan for Research and Higher education, and the EU framework programme Horizon 2020

The government's Long-term Plan for Research (Kunnskapsdepartementet, 2014) prioritises the following areas

- The sea

- Climate, the environment and environmentally friendly energy

- Renewal of the public sector and more efficient welfare and health services

- Enabling technologies

- An innovative and flexible business sector, able to restructure as needed

- World-leading research groups

These priorities co-exist with a longer-term set of reforms aimed at increasing the quality of Norwegian research.

A recent analysis of the quality of Norwegian research as indicated by bibliometric evidence suggests that there are two dimensions to the need to improve quality (Benner, 2015). The average level of quality (measured by the field-normalised citation rate of Norwegian research as a whole) has risen to match that of Sweden, placing it among the stronger countries worldwide. However, Norway lacks research groups that publish in the most-cited 10% and 1% of articles worldwide. The Humanities are poorly served by bibliometric indicators, so Benner's analysis may be less applicable to the Humanities than to other fields, although it appears consistent with the judgements of the panel conducting this evaluation. Nonetheless, Norwegian research policy is likely to place increasing emphasis on the need not only further to raise the average quality, but also to develop and sustain some world-leading groups (Kunnskapsdepartementet, 2014) (Hatlem, Melby, & Arnold, 2017). The focus on quality in this evaluation therefore responds to an important policy need.

At the same time, in Norway – as in other countries – there is also increasing pressure for research to be able to demonstrate its societal value. Both aspects are tackled in this evaluation.

1.2 The evaluation panels

The evaluation has been carried out by eight field panels comprising international peers, each of which evaluated one or more disciplines. The composition of the panels is shown in Appendix D. Their reports are published in separate volumes.

Panel 1 Aesthetic Studies
Panel 2 Nordic Languages and Linguistics
Panel 3 Nordic and Comparative Literature
Panel 4 Modern and Classical Languages, Literatures and Area Studies
Panel 5 Archaeology, History and Cultural Studies
Panel 6 Philosophy and Studies in Science and Technology
Panel 7 Religion and Theology
Panel 8 Media Studies

Table 1 shows which panels cover which disciplines.

The chairs of the panels have formed an overall evaluation panel – referred to in the Terms of Reference as the principal committee – which is responsible for reporting on the Humanities as a whole.

The tasks of the field panels specified in the terms of reference were to

- Evaluate research activities with respect to scientific quality, and national and international collaboration. Focus on research published in peer-reviewed publications

- Evaluate the relevance and impact of the evaluated research activities

- Evaluate how research activities are organised and managed

- Submit a report with specific recommendations for the future development of research within the subject fields encompassed by the panel, including means of improvement when necessary

Table 1 Overview of the field and panel structure

Panel	Panel name	Discipline
1	Aesthetic Studies	Dance
		Art History
		Musicology
		Theatre and Drama
2	Nordic Languages and Linguistics	Linguistics
		Nordic Language
		Norwegian as a Second Language
		Sámi and Finnish
		Sign Language and Interpretation
3	Nordic and Comparative Literature	Literature
		Nordic Literature
4	Modern and Classical Languages, Literatures and Area Studies	Asian and African Studies
		English Studies
		Classical Studies
		Romance Studies
		Slavonic Studies
		Germanic Studies

5	Archaeology, History and Cultural Studies	Archaeology and Conservation
		History
		Cultural Studies
6	Philosophy and Studies in Science and Technology	Philosophy and History of Ideas
		Science and Technology Studies
7	Religion and Theology	Theology and Religion
8	Media Studies	Media and Communication

Note 1: Researchers in History of Ideas were in most cases submitted to Panel 5
Note 2: The national academic council for Gender research is not included as RCN is planning a separate evaluation of Gender research in Norway

1.3 Methods and Limitations

1.3.1 Organisation of the evaluation

The evaluation addressed four different levels (Figure 1). At the highest level, this report evaluates the field of Humanities in Norway as a whole. To do so, it synthesises and analyses the reports of the eight discipline panels.

The division of the field of Humanities into panels was based on the established organisational structure of national academic councils (Nasjonale fagråd). There are 24 such academic councils, reflecting the historical development of research areas and teaching subjects within the Humanities in Norway. To avoid a very fragmented panel structure, the research areas of the academic councils were grouped into eight panels based on disciplinary similarities. For the purpose of this evaluation, the area of research and study covered by a specific academic council is referred to as a 'research area'.

The panels were asked to evaluate both research areas and research groups based on the following information.

- Each participating institution was asked to provide a list of its staff working within the Humanities and to indicate the most relevant research area for each staff member. The institutions also provided a self-assessment for each of the relevant panels, with a description of their research activities and results within each research area, as well as about the interplay of research and teaching and other societal impact.

- To support the panels' assessment of research areas, the RCN has provided a bibliometric analysis of all publications by listed researchers for each panel.

- The organisations were also invited to put individual research groups forward for evaluation within each area. The field panels evaluated them individually and also used these research group evaluations to support their area evaluations.

The universities and institutes have themselves decided which parts of their organisation to submit to the evaluation. The coverage of the evaluation is therefore not complete, but is likely to encompass the most significant research-active entities across the Humanities in Norway. Areas do not necessarily map directly onto organisational structures. For consistency, this evaluation refers to these submitted entities as 'areas'.

Figure 1 Structure of the Evaluation
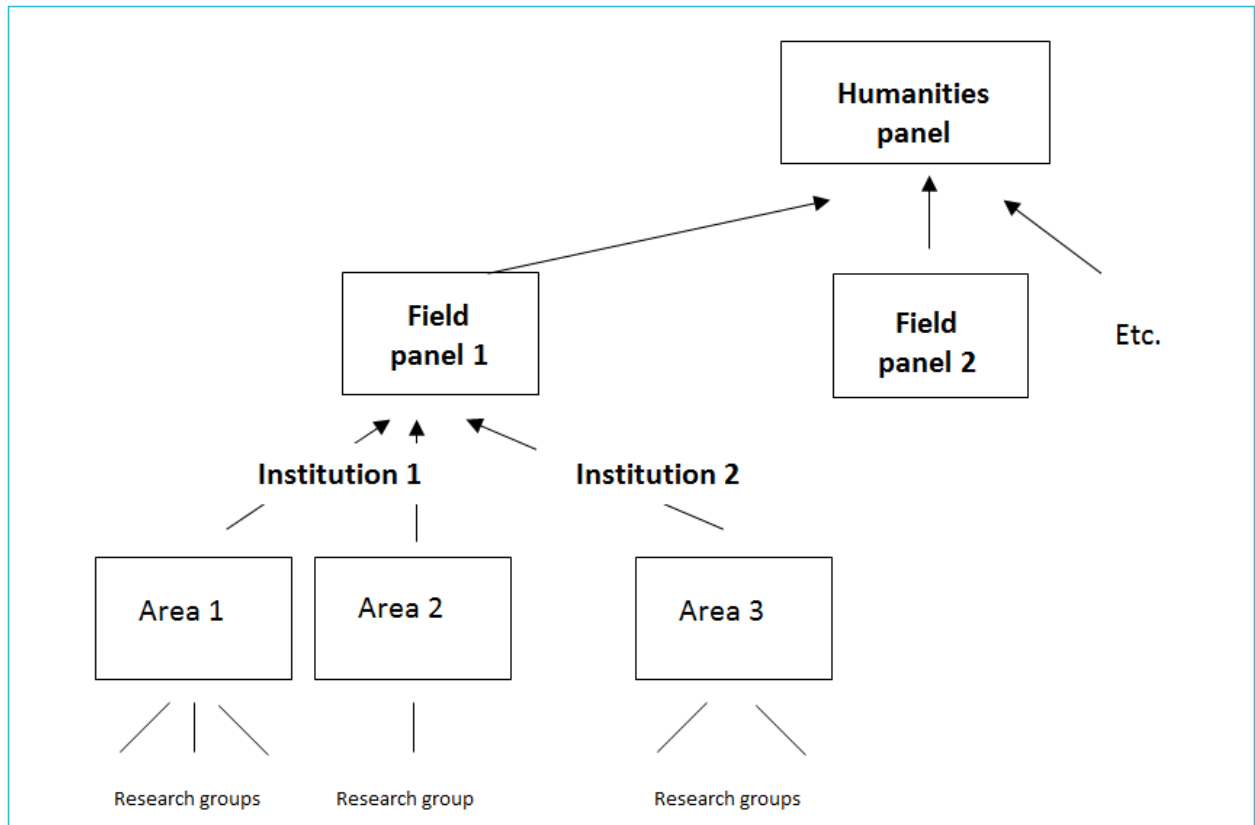
1.3.2 The data available to the panels

The data available to the panels were

- **Self-assessment reports** provided by the research-performing organisations. (The template for these is reproduced in **Feil! Fant ikke referansekilden.**). There is one for each area. A self-assessment report comprises a report firstly at the level of the organisation (most often at the faculty or research institute level), and, secondly, information about an area. The organisation-level information is repeated across multiple self-assessments. So, for example, UiO's self-assessment for the Aesthetics field will comprise an initial section about the University of Oslo as a whole and a second part about the work of UiO in aesthetic disciplines.

- A **bibliometric report** from NIFU (Aksnes & Gunnes, 2016) that provides field indicators at the national, organisational and area level

- **Funding data** from the RCN

- Examples of **scholarly outputs** from areas and groups submitted by the research-performing organisations

- **Societal impact statements** from individual areas. These have been inspired by the use of impact statements in the UK Research Excellence Framework. They are free-text accounts from the researchers of societal impacts they believe research in their area has had over a period of up to fifteen years

- **Survey data from NOKUT** about student views on teaching

Building from the bottom

- The assessments of individual scholarly outputs fed into the group and area evaluations
- The group evaluations fed into the area evaluations
- The report on personnel and publications (bibliometrics) was considered at the area level
- Impact statements were considered at the area level
- The area evaluations were used by the field panels to build a picture of national performance within the field covered by the panel reports
- The field evaluations are used by the main panel to construct the national HUMEVAL evaluation

Panellists met representatives of the areas evaluated in a series of one to two-hour interviews, in which they were able to check their understanding of the data submitted for evaluation.

1.3.3 Criteria used during the evaluations

The panels based their work on a consistent set of criteria, against which they reported their findings at the area level. These were

- Organisation, leadership and strategy
- Availability and use of resources
- Research production and quality
- Recruitment and training
- Networking with other researchers, nationally and internationally
- Impact on teaching
- Societal impact
- Overall assessment and feedback

Research group reports consider

- Organisation, leadership, strategy and resources
- Research production and quality
- Recruitment and training
- Networking with other researchers, nationally and internationally
- Impact on teaching
- Overall assessment and feedback

Impact was judged in terms of the reach and significance of the impact reported.

- Reach: The extent and/or diversity of the organisations, communities and/or individuals who have benefited from the impact.

- Significance: The degree to which the impact enriched, influenced, informed or changed the policies, practices, understanding or awareness of organisations, communities or individuals.

In each case, the panels wrote full-text evaluations, which are reported in a separate volume for each panel. They also awarded scores using a series of 5-point Likert scales. These were used internally in

order to gain an overview of the many parts of the evaluation. Only the grades for research groups' overall performance and research quality have been published (in accordance with the Terms of Reference).

1.3.4 Limitations

An exercise such as this inevitably suffers from limitations. This section briefly describes the main limitations of which the panels are aware.

Humanities in Norway does not have a strongly developed evaluation culture. There have been a number of field evaluations with a narrower scope than the present one in recent years, but Norwegian Humanities researchers are not often subject to evaluation unless they are working in an externally-funded centre of excellence. Humanities are also generally less exposed to the need for external, competitive funding from sources such as the RCN, reducing the extent to which scholars need to subject themselves to external assessment, compared with scholars in many other fields. As a result, at least parts of the community have limited experience of how to deal with an evaluation and how to communicate with the evaluators in ways that will enable positive judgements. This is particularly the case in relation to the use of impact statements, which is a novel technique everywhere. Clearly, those with a more developed evaluation culture will be better placed than others to receive a positive evaluation.

The panels worked on the basis of a limited set of data and information. The sources used were mainly

- The self-assessments of the institutions and research groups

- The (small number of) publications submitted by the institutions

- The personnel and publication analysis

- A report on the interplay of research and teaching in the Humanities

- A report on research organisation and external engagement in the Humanities

- Interviews with representatives of the institutions, and national data on publication performance and student satisfaction

The panels could not check the information provided by the institutions against information found elsewhere. Further, institutions and groups did not always specify what they saw as their contributions to knowledge in various fields, so that the panels have had to make their own decisions about the disciplines and areas to which individual research activities are relevant.

The request for self-evaluation data was not uniformly understood by the institutions, suggesting that, in future, equivalent requests could be made more explicit. The number of sample publications requested was low and the processes used to select them are not clear to the panels. Whatever process the universities used, it involves a positive bias. This is a normal feature of such evaluations and the panels regard it as unproblematic: injecting a positive bias means that it is known what sort of bias there is. However, the representativity of the publications submitted is unclear. The fact that some groups submitted publications that were not peer-reviewed was a further complication.

Universities followed different strategies in responding to the request. For example, the number of research groups submitted varied considerably. Some of the groups appeared to have been constructed artificially for the purpose of the evaluation. Others appeared to be groups of people who normally worked together. This variability makes comparisons difficult. The focus on groups also complicates the identification of individual, outstanding talent. It also does not always reflect

the way in which Humanities researchers work, since individual scholarship as opposed to group work is more normal than in the social and 'hard' sciences. There is significant variation among disciplines and panels in their perception of the appropriateness of using research groups as units of assessment. So the divide is as much within the Humanities as between the Humanities and the hard sciences. However, it should also be noted that most of the universities have policies in place to support research groups.

Both NOKUT and NIFU provided data to support the evaluation, based on existing statistical and disciplinary categories. As a result, they do not always match the scope of the areas or groups evaluated by the panels, so that, while they provided useful, broad indications, the panels had to treat them with some caution. NIFU's bibliometric analyses were very helpful. However, the particular weaknesses of bibliometric approaches to the Humanities, a field in which a great deal is published outside the channels normally used for bibliometric analysis, mean that bibliometric indicators present a picture that is even more partial in the Humanities than in other fields.

Participation in the RCN's field evaluations is optional and there are no incentives (such as an effect on funding) for participation, so that their coverage is inevitably partial. The panels are aware that some significant groups are missing from this evaluation, so that the evaluation does not cover the entire field.

It is important to note that the traditional universities in Norway, on the one hand, and the new universities and the university colleges, on the other, have different amounts of institutional research funding. In principle, in the old universities, academics have sufficient funds to split their time equally between teaching and research. At the newer universities and university colleges, the institutional funding covers a much smaller percentage of research time, typically of the order of 20%, though there is wide variation among individual institutions. Only the Norwegian Academy of Music is under 10% (7%), whereas the others are typically between 15 and 30%. Some – but not all – of these institutions actively manage research time, allocating more to some and less to others. These very different funding conditions mean that expectations of research productivity per person should not be the same for the old and the new institutions.

Disciplines and fields differ in terms of what they regard as knowledge or quality and the extent to which they make 'progress', so that knowledge is cumulative rather than comprising many parallel forms of knowledge. A uniform understanding of these dimensions across the whole of the Humanities would therefore not be appropriate; they must be judged within their own disciplinary contexts. The panel approach of using peers in relevant fields to make judgements addresses this issue. While this inconsistency might be regarded as a weakness, the panels regard it as a strength, because discipline-relevant criteria are used in each case in order to compare performance with an international benchmark.

These limitations mean that this evaluation is to some degree an exercise in hermeneutics and collegial advice, rather than in exact measurements and objective results. The panels based their work on an attitude of solidarity with the colleagues and institutions under review. In cases of doubt about information, a charitable interpretation of the data was chosen. The panel also tried to formulate critical feedback in as constructive a way as possible.

1.4 Those evaluated

The evaluation covered Humanities research at 36 research-performing organisations. Eleven of these institutions participated in the panel for Nordic Languages and Linguistics.

Table 2 Research-performing organisations participating in for Panel 2 – Nordic Languages and Linguistics

	University faculties	No of Researchers	No of Research Groups
Norwegian University of Science and Technology	NTNU Faculty of Humanities	66	2,5*
University of Bergen	UiB Faculty of Humanities	34	1
University of Oslo	UiO Faculty of Humanities	79	2
University of Stavanger	UiS Faculty of Arts and Education	14	
The Arctic University of Norway (UiT)	UiT Faculty of Humanities, Social Sciences and Education	66	2,5*
University of Agder	University of Agder	15	2
	Other HE-institutions		
	Buskerud and Vestfold University College	5	
	Hedmark University College	10	1
	NLA University College	7	
	Sámi University of Applied Sciences	14	
	Telemark University College	5	

*) The research group Acquisition, Variation and Attrition (AcqVA) is shared between NTNUHF and UITHSL

2 Assessment at the national level

This section refers to the field of Nordic Languages and Linguistics at the national level in Norway. The field covers five areas: Nordic Languages, Linguistics, Norwegian as a Second Language, Sámi and Finnish and Sign Language. Data used for this section come from the report by Aksnes & Gunnes (2016): Evaluation of research in Humanities in Norway. Publication and Research personnel: statistics and analyses report (NIFU, 2016_14), and the additional overview provided by the RCN: Publication and Research personnel: complete data on publication channels per discipline - Panel 2.

The institutions that submitted these fields to the panel were assessed as being from good to excellent. However, the established universities, the new universities and the university colleges work under different constraints and conditions. The panel was concerned that the institutional self-assessments of university colleges and new universities showed a lack of a research culture and a lack of understanding about how a research culture could be developed.

Within all institutions, we found very good research groups working on a wide range of topics. On average, the research groups in the field of Nordic Languages and Linguistics scored very well on all aspects of the evaluation, i.e. organisation, leadership, strategy and resources, research production and quality, recruitment and training, networking and impact on teaching. We would like to highlight two star groups in this field: Castl-Fish (UiTHSL) and MultiLing (UiOHF), because they are the strongest research groups in this field and have achieved international prominence. In addition, the group AcqVA (NTNUHF/UiTHSL) is an excellent example of a cross-institutional research group. Collaboration with other institutions could also be a good way for university colleges and new universities to set up research groups. We therefore regard this group as an example to follow in terms of organisation.

The RCN has positively influenced the landscape of research groups in this field, by establishing the fruitful Centres of Excellence scheme. The panel felt that this scheme should continue. However, we felt that, while many research groups in this field have a clear idea about what a research group is, others do not. We therefore feel that institutions should reflect more on how they support their research groups.

In terms of the societal impact of this field, we judged that there is more impact in terms of dissemination than actual societal impact. There is a lot of potential for impact at all levels of society, however, and some small but sensibly-scaled studies have already been completed. In terms of research production in the field of Nordic Languages and Linguistics, in absolute numbers there were over a thousand publications between 2011 and 2015. The majority of publications were in the field of Linguistics (506 publications) and Nordic Languages (460 publications). Publications in the other three areas were considerably fewer in number, with 43 publications in Norwegian as a Second Language, 36 publications in Sámi and Finnish, and only 15 publications in Sign language.

At the national level, there are some themes that can be highlighted because of the excellent quality of the research, particularly in topics such as linguistics and applied linguistics: computational linguistics, language technology, syntax and multilingualism. Scholars in these areas are well-known internationally for their publications and collaboration with other universities. There are areas in Nordic Languages and Linguistics that appear to be less developed. Some areas that are quite

developed internationally but less so in Norway, are in the field of linguistics (pragmatics, discourse analysis, phonetics, historical linguistics) and sign language and interpretation. There is good quality work on Norwegian as a second language, Sámi and Finnish, but internationalisation is understandably more limited here.

All areas show a potential to produce high-quality publications, since Level 2 channels are used to some extent for publishing in all areas. The absolute number of Level 2 publication channels is highest for Linguistics (57) and Nordic Languages (31), while it is smaller for Norwegian as a Second Language (4), Sámi and Finnish (4), and Sign Language (2). In relative numbers, we see the highest percentage of Level 2 publication channels in Linguistics at 26 (38% of the publications are at Level 2, which is good). These percentages are followed by relatively good percentages in Norwegian as a Second Language (21.05%), Nordic Languages (19.14%), Sámi and Finnish (16.67%) and, finally, Sign Language (15.38%). We thus see a strong potential in all areas to publish good articles.

If we compare these data with the other eight fields in the Humanities in Norway, Nordic Languages and Linguistics comes fourth in terms of the proportion of publications points. These publication points are mainly found in Linguistics (6.2%) and Nordic Languages (4.4%). The relative change in publication points over the three years in this field is small compared to other fields.

The institutions that are responsible for the publication points in this field are dominated by UiOHF with 28%, followed by the UiT (18%), NTNU (11%) and UiBHF (10%).

The majority of publications are journal articles (60%), which is very good, taking into account that this is the primary form of academic dissemination for most of the areas. Some of these journal articles (13%) were open access, which is the second highest rate in the Humanities. This was seen as positive by the panel. The journal articles are followed by book chapters (37%) and monographs (at only 3%).

In terms of languages, the majority of publications are in English (56%), which is the exact average for Humanities as a whole. English is followed by Norwegian/Scandinavian (38%) and 6% other languages. Taking into account that English is the most prominent language for sharing academic knowledge, we regard this percentage as positive. The high presence of Norwegian and Scandinavian languages is logical given the research topic of this field. While English language publications contribute to the international profile, there is also value in having publications in both Norwegian and Sámi.

Co-authorship with national authors is around the average in the Humanities at 7%. However, Nordic Languages and Linguistics has the highest percentage of publications with international co-authors (18%). We consider this strongly positive as it indicates a high level of international collaboration. However, collaboration between Norwegian institutions and institutions in other Nordic countries should also be strengthened.

The number of people with publications is highest in the age group 40–55 (46%), followed by >55 (30%) and <40 (24%). If we look at the proportion of publications in journals by age group, we see that it is highest in the age group <40 (66%), followed by 40–55 (61%) and >55 (53%). There are more monographs in the age group >55 (5%), and fewer in the age groups 40-55 (2%) and <40 (2%). Some areas and groups need to prepare for the challenge of a generational shift.

Publications in this field have an equal balance of male (50%) and female (50%) authors, and this is seen as a very positive contribution by this field. This is in comparison with all fields of the Humanities, where males have more publication points than females.

In conclusion, in the field of Nordic Languages and Linguistics, the panel saw weaknesses in terms of organisation, specifically in the new universities, which are struggling to achieve an adequate research culture. This needs more attention and additional support. However, we also recognised strengths in the potential of the research groups in this area and the good level of research production.

3 Assessment of research areas

3.1 Norwegian University of Science and Technology, Faculty of Humanities (NTNUHF)

In 2016 The Faculty of Humanities at the Norwegian University of Science and Technology (NTNUHF) underwent a merger that, by 2017, will makethat made NTNUHF one of eight faculties at NTNU, containing six departmentsdepartments of varying size. The merger is effective from 1 January 2017.

According to the institutional self-assessment, NTNUHF's total expenditure decreased from NOK 176 million (2013) to NOK 163 million (2015). The share of external funding of the total expenditure increased from 32% to 34% in the same period, however. The RCN is the most important source of external funding, followed by private Norwegian sources. Moreover, funding from the EU constitutes a relatively sizeable share of the total external funding (NOK 7 million in 2013 and NOK 8 million in 2015).

Within the research area of Nordic Languages and Linguistics, 66 researchers were listed for HUMEVAL. The following data were submitted by the institution: three research groups (Language Acquisition & Language Processing (LALP) Lab, the Interdisciplinary Writing Research Group, and Acquisition, Variation & Attrition (AcqVA)), three research area publications and seven impact case studies. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The self-assessment contains material that is of general relevance to all departments in the Faculty of Humanities, plus subject-specific material. Some of the latter is relevant to Panel 2, while much is not. In this assessment, we focus only on material relevant to this assessment.

The organisational structure and leadership are clear, even though the institution is going through a period of merger with a number of former colleges of education, which will not be completed until 2017. The self-assessment document states that 'Projects funded in ISP-HIST and ISP-FIDE have led to high-quality research-related activities, but the mechanisms enabling the institution to follow up on strategic aspects are lacking'. During the interviews, the role of the faculty in distributing research funds was described. However, little information has been provided overall about how the effect of policies is evaluated.

In relation to strategic aims, there is a rather general statement ('contributing humanistic perspectives') about how Humanities can be involved in interdisciplinary research in a university of science and technology. Brief mention is made of the forthcoming activity in the National Academic Council of Sign Language and Interpreter Education, but no information is provided about how this activity will contribute to a broader vision of the role of Humanities. In addition, the inclusion of this area is likely to have a significant impact on other parts of the faculty (for example, if, as is likely, there is an increase in the recruitment of deaf staff and students, how will deaf awareness and communication skills be provided for non-deaf colleagues at the institution?). The Spydspiss (Spearhead) initiative seems to be an excellent strategy, with a promising project in Linguistics.

Research collaboration is prioritised, with good support for conferences and research trips. Internally funded grants are announced that require external collaboration. The faculty actively encourages research groups. Even though they do not appear to be incentivised (financially or, e.g., through research leave), they seem to be successful, leading to new grant applications.

The SWOT analyses show encouraging signs of change, in that the strengths clearly have the potential to address or outweigh the weaknesses.

Resources

Resources are good, and there is a clear commitment to funding equipment for new research initiatives, but little information is provided about how human resources are allocated to supporting the equipment.

Research production and quality

For this area assessment, three articles were submitted for consideration. A much wider range of publications was submitted for the three research groups: Language Acquisition and Language Processing Lab, Interdisciplinary Writing Research Group, and Acquisition, Variation and Attrition, which were given high ratings for research output. The three research area publications, submitted by individual researchers, were not outstanding, and one of them does not constitute original research. This surprised the panel, given the range and interest of the work that the self-assessment discusses. As a whole, this area scores above average in terms of bibliometric measures (Publication and Research Personnel (Appendix Report), table 1.3, NIFU, 2016_14): 25% of publications are at Level 2 (the highest proportion under this panel, except for the much smaller Sámi University of Applied Sciences), and the second-highest number of staff (66) have been submitted, with an average number of publication points per person of 2.1. The fact that the number of staff with no publications is high (47%) suggests that the research output is produced by a fairly small proportion of research-active staff. Because we do not know the proportion of eligible research-active staff submitted across the institutions, it is unwise to place too much weight on these figures. However, output is good across a wide spectrum of research topics.

Recruitment and training

Assistant professors are given relatively little time for developing and carrying out research activities at a stage in their careers when they need to be establishing themselves as active researchers. For full and associate professors, there is virtually no time (6% at the most) earmarked for administrative activities. These activities are essential in terms of developing academics' enabling role—both internally through membership of university committees and roles within departments and faculties, and externally, as members of relevant bodies in the public and voluntary sectors, and in academic work for professional bodies and publishers, or their public engagement role (in developing knowledge exchange). Assistant professors are allocated no time for these activities.

Time also needs to be made available for PhD students – and especially postdocs - to undertake work related to public engagement and impact.

Across all levels of staff, a more detailed workload model would help academic staff to assess the amount of time to be spent on preparation for research (e.g. writing research proposals), administration of research (including training and supervision of staff), direct research, and writing-up research findings.

While it is important to identify and work with individuals who may not be achieving what they should be achieving in terms of research, any such strategy must also offer appropriate rewards to those who achieve even more than is expected.

Provision for research leave (and, conversely, funding to support visiting academics) is very important. The mechanism for making decisions on the granting of leave is not clearly described in the self-assessment document, however. It is not clear whether the funding that is available for leave is just the staff member's salary, or whether travel and subsistence away from home are also covered.

Networking

There is strong evidence of collaborative research work, nationally and at the European level. Recent research group appointments should further enhance this.

Impact on teaching

The self-assessment document mentions briefly that 'in some cases, MA students are invited to participate in existing research projects'. More detail would be helpful, in particular as to whether students are supported as research assistants, whether they are given an opportunity to learn about research as part of the development of transferable skills etc., especially since BA students' satisfaction with their experience of research and development work is relatively low.

Concern is expressed in the document about the challenge of optimising the interaction between teaching and research. The report states: 'it is a fact that students' academic level, confidence or interests sometimes act as an obstacle to satisfactory research/teaching interplay, preventing the desired involvement of students in the different departmental research areas. This requires paying close attention to the students' academic level and growth, individually and as a group, clarifying expectations and work requirements, offering adequate follow-up, and actively promoting research projects'. It is not clear to what extent this is a problem across the board (does it affect over half the students, for instance?), though acknowledging it is laudable. A clear strategy, with an evaluation of its effectiveness, is needed in order to change this particular culture.

We find it praiseworthy that a degree programme in Speech Pathology is being considered, while we are disappointed that the fate of Phonetics appears to be dependent on this.

Other societal impact

The case studies show the potential of research in Nordic Languages and Linguistics to link research to society. Some of the case studies presented are aimed at the dissemination of linguistic knowledge, while others go a step further and can prove the effect of research on society. A very interesting case is the use of text linguistic measures for work descriptions in an oil company. The cases aimed at developing language awareness in the media are also very interesting. A clear strategy for public engagement and knowledge exchange – with sufficient time allocated for activities in this area - will help to further develop societal impact.

Overall assessment

The self-assessment document describes a department within a faculty and university where staff often produce outstanding work (though this was not apparent in the publications in the institutional submission to Panel 2). Staff are very well supported, with good research leave provision. Resources are good. Structures are clear and leadership is strong. Research is integrated into teaching at a

number of levels. We were a little concerned about the balance between teaching, research and administration, where the very low percentage devoted to non-teaching and non-research activities seemed unrealistic.

Feedback

Departments should strive for greater clarity about the types of activity that come under the three-way classification just mentioned, so that it is transparent how much time is devoted to, e.g., the preparation of grant proposals, outreach activities and the supervision of PhD students.

3.2 University of Bergen, Faculty of Humanities (UiBHF)

Established in 1948, the Faculty of Humanities at the University of Bergen (UiBHF) has five departments and two inter-faculty centres. According to the institutional self-assessment, the total expenditure of the Faculty of Humanities increased from NOK 206.1 million (2013) to NOK 234 million (2015). The share of external funding of the total expenditure also increased from 21.7% to 22.9% in the same period. The RCN is the most important source of external funding, followed by private Norwegian sources. Some modest EU funding is also documented throughout the period (NOK 4.8 million per year on average).

Within the research area of Nordic Languages, Norwegian as a Second Language and Linguistics, 34 researchers were listed for HUMEVAL and one research group (LaMoRe), which includes eight of those researchers. The following data were submitted by the institution: three impact case studies and two research area publications. The evaluation committee has interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The Faculty of Humanities is large: it has more than 3000 students, five departments, some of which are themselves also large, and two inter-faculty centres. Departments have become more important since 2008, also with respect to research priorities. The faculty has an ambivalent position about the concept of research groups. On the one hand, it adopts a flexible definition – it suffices that individuals share 'a field of interest'. This is vague. On the other hand, the faculty has decided (in November 2015) 'to develop the organisation of research groups'. This is also vague, but it suggests that the faculty aims for a more specific and ambitious definition, even though the role of the individual researcher should not be underappreciated. Unease about the concept of research group also emerged in the interviews, as did concerns that 'many excellent researchers [would] fall under the radar'. The panel was puzzled that the department relevant to Panel 2 only participates with one research group, i.e. LaMoRe on computational linguistics, although the department is also engaged in non-computational linguistics. In the interviews, it was explained that only LaMoRe currently falls under the RCN's strict definition. It is no less strange that this department has a very wide scope: it is called the 'Department of Linguistic, Literary and Aesthetic Studies'. This could be related to the claim in the SWOT analysis that 'large departments may lack cohesion'. The faculty supports international and interdisciplinary research, but it is not clear how. As to the use of external research funding, at least LaMoRe is doing very well. It is not sufficiently clear whether this applies to the linguists from 'under the radar' as well.

Resources

The self-assessment document states that research decisions, including with respect to personnel (i.e. human resources), are made at the departmental level. Judging by the self-assessment report from LaMoRe, this may not function in an optimal way. LaMoRe complains about a lack of institutional support. The Norwegian Language Collections, which are to be transferred from Oslo to Bergen, are an important resource for the future. Other extensive resources are already in place, and the faculty has set up a committee to manage them. For most academics, research and teaching are equally balanced (46% each), but university lecturers focus on teaching. Teaching relief is granted in connection with participation in larger research projects and the faculty has a sabbatical scheme. 'Administration and other activities' account for only 8% of the normal workload. This seems unrealistically low.

Research production and quality

Since the faculty only submitted the computational linguistics engaged in by LaMoRe to HUMEVAL, it is very difficult to adequately judge the research in Nordic Languages and Linguistics. It can nevertheless be noted that, with respect to 2011–2015, the University of Bergen does not score very well for publication points. This stands in contrast to the fact that, for Humanities as a whole, the University of Bergen is a major player in Norway (second largest according to NIFU's Evaluation of research in the humanities in Norway, summary (NIFU, 2016_14)). Level 2 publications are only targeted in 6% of the total output, compared with the average of 18%, the proportion of academics with four publications is about average, and the number of publications in English is below average (42% compared with 54%). It is good that the proportion of academics with no publication in the period 2011-2015 is below average (21% compared with 34%).

Recruitment and training

As far as can be judged, there are few locally funded opportunities for recruitment, while externally funded activities are important for training. There is concern about, and an action plan for, gender equality, since the percentage of women in some positions, such as postdoc and professor, has decreased. Given staff retirements, careful succession planning will be needed in the next few years, but it is worrying to note that the faculty cannot guarantee that this will be successful. The faculty has become more international in terms of incoming PhD students, and PhD students in Bergen are encouraged to spend time abroad. Career advice is mainly given to PhD candidates by supervisors. There is a commitment to EU rules of conduct for staffing and research in general.

Networking

International collaboration on computational linguistics is very strong and the LaMoRe group has taken part in several international projects, such as the Meta-Nord and the CLARINO projects. There are support programmes in place for applying for European projects.

Impact on teaching

Once again, it is impossible to adequately comment on the impact of research on teaching for the five research areas in Panel 2: Nordic Languages, Linguistics, Norwegian as a Second Language, Sámi and Finnish, and Sign Language. As one would expect, lecturers are expected to bring up-to-date research to their classes. At the BA level, training is offered in academic skills, while, at the higher BA and MA levels, programmes include courses based on the lecturer's research. For Bergen, the student survey only documents an educational MA in Norwegian Language and Literature, which is not representative. In the student satisfaction surveys (on scientific knowledge and experience), UiBHF scores about average, with an expected higher score for the MA level than for the BA level, as it is usually more research-oriented.

Other societal impact

The research by LaMoRe has attracted users from industry, publishing and the Norwegian Language Council. The sociolinguists in Bergen make themselves heard in the national language policy debates and decision-making processes, and the second language acquisition linguists are key players in matters concerning language testing.

Overall assessment

For Nordic Languages and Linguistics, the University of Bergen does not score as well as its general prominence in the Humanities would lead one to expect.

This lack of prominence might be related to the fact that Bergen only submitted one research group for evaluation. The fact that only one research group participated is further related to a lack of clarity within UiB about the very concept of research group. This led to a lack of evidence for the status of Nordic Languages and Linguistics at UiBHF, other than with respect to computational linguistics.

Feedback

While it is correct that a university cannot be equally good in all disciplines, UiBHF's lack of prominence in Nordic Languages and Linguistics is a cause for concern, as is the current lack of clarity about the concept of research group and the self-declared risk of not being able to recruit adequately.

3.3 University of Oslo, Faculty of Humanities (UiOHF)

The Faculty of Humanities at the University of Oslo (UiOHF) is organised in seven departments, which makes it the largest Faculty of Humanities in Norway. According to the institutional self-assessment, the total expenditure of the Faculty of Humanities decreased from NOK 434.9 million (2013) to NOK 413.5 million (2015). The share of external funding of the total expenditure also decreased from 27% to 24% in the same period. The RCN is the most important source of external funding, followed by other public Norwegian sources. Some modest EU funding is documented in 2013 (NOK 3.3 million) but this category has decreased as well (NOK 1 million in 2015).

Within the research area of Nordic Languages and Linguistics, 79 researchers were listed for HUMEVAL. The following data were submitted by the institution: two research groups (MultiLing Core Group and Syntax & Semantics), ten impact case studies and one research area publication. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The Faculty of Humanities UiOHF presented two research groups for evaluation: MultiLing and Syntax & Semantics. The faculty has a clear strategy for prioritising some research areas. It also promotes interdisciplinary and cross-faculty initiatives. The faculty has substantial external funding for projects and research centres.

There is an enormous difference between the two groups. MultiLing is very big and has excellent funding (as a Centre of Excellence), while Syntax & Semantics is small and has much less funding. This disequilibrium, plus the fact that the faculty itself is very big, could have a negative side to it in the sense that the faculty could prioritise MultiLing too much, but it is interesting that the small group receives good internal funding from UiOHF.

Researchers are encouraged to apply for external funding and the faculty has two Centres of Excellence, one of them in Panel 2, the Centre for Multilingualism in Society across the Lifespan (MultiLing). The university selected MultiLing as one of UiO's world-leading research environments in 2015 and provided additional funding.

The faculty has a clear policy to promote international research collaboration and high scientific quality. During the interviews, for example, the faculty explained that there was a special plan for elite scholars who are given extra funding, but on the understanding that they are expected to obtain external funding.

Resources

The faculty provides adequate resources and infrastructure, as well as administrative support for applying for external grants.

Senior lecturers have 75% of their time allocated to teaching, which is quite a high proportion if excellent research performance is also expected. Professors and associate professors have a good balance between teaching and research. They can also apply for sabbatical leave of 12 months after six years of service, or for six months after three years. They employ people on teaching-only contracts without a research allowance, which is a realistic and good strategy within the Humanities.

Research production and quality

Research in the areas represented by Panel 2 is conducted in a very wide range of areas and topics. It might be a good idea to identify specific areas, particularly in the case of MultiLing in order to develop synergies and advance the state of the art in some areas in the wide field of multilingualism. According to the information provided in the interviews, this broad scope is due to the fact that the centre is still quite new.

Apart from the two groups taking part in the evaluations, there are also other areas that are making good progress. During the period 2013–15, 19 PhD theses relating to Panel 2 were defended.

Publication activity at UiOHF in Panel 2 relative to the number of research staff is average in terms of the total number of points, publications in English and the proportion of articles in journals. The number of publications has remained relatively steady over the last three years. As regards publication, we see both Level 1 and Level 2 publications in a wide range of international and national journals, published in different languages.

Recruitment and training

The faculty has a hiring policy that is consistent with best practices and internationalisation. The faculty recruits almost half of the PhD candidates and postdoctoral fellows from abroad and it also recruits international academic staff in part-time positions.

There is a five-year career development programme for early-career, full-time scientific staff. International mobility is promoted.

The gender balance is appropriate. The faculty is in the middle of a generational turnover and is hiring senior staff as well. As it was explained during the interviews, if there are two candidates who are equal, the underrepresented gender in the area will be given priority.

Networking

The Faculty of Humanities collaborates with national and international partners. It has a large number of agreements with international partners and it also collaborates with other Norwegian universities and non-academic partners.

Impact on teaching

It is good to see MA theses as 'research projects in themselves' and that MA students are involved in research groups. Not surprisingly, the bigger group, MultiLing, has developed special PhD training (the summer and winter schools).

Researchers who bring with them a large amount of external prVAject funding are granted a course load reduction. This is a good idea, although there is an awareness that it has the drawback of less student contact. The scale of the reduction is not made clear, however. BA

students' satisfaction with their experience of research and development work is slightly lower than the mean for BA students. This might be related to the absence of research-intensive staff.

Other societal impact

The Faculty of Humanities has presented 10 examples of societal impact research studies. The different cases show the diversity of the research conducted and its dissemination and social impact. These cases deal with areas such as language awareness, grammar, language variation and dialects, multilingualism or psycholinguistics. The cases relating language to education, such as WriteBerge,

show how research can influence education at the national level. The influence can also be international, as can be seen in AfricanLex.

Overall assessment

Given that UiO Faculty of Humanities is the largest such faculty in Norway, it can be expected to be prominent and visible in Nordic Languages and Linguistics. Its visibility is increased by its having one Centre of Excellence in Panel 2. Both of the groups that are relevant to Panel 2, MultiLing and Syntax & Semantics, are strong in research in Nordic Languages and Linguistics. There is an excellent level of internationalisation, which is reflected in publications and the international recruitment of researchers.

Feedback

The Department of Linguistics and Scandinavian Studies at UiOHF has a large number of publications, but it also has personnel without any publications, and this percentage is higher than at some other universities. It might be a good idea to try to motivate these staff members to be more active in research, if possible. The interaction between teaching and research at the BA level could also be given more consideration.

3.4 The Arctic University of Norway UiT, Faculty of Humanities Social Sciences and Education (UiTHSL)

The humanistic disciplines at the Arctic University of Norway (UiT) are part of a broad and multidisciplinary Faculty of Humanities, Social Sciences and Education (UiTHSL). The faculty, UiT's second largest, is spread across three campuses. According to the institutional self-assessment, the total expenditure of UiTHSL within the Humanities increased from NOK 136 million (2013) to NOK 140 million (2015). The share of external funding of the total expenditure decreased, however, from 18% to 13% in the same period.

Within the research area of Nordic Languages and Linguistics, 66 researchers were listed for HUMEVAL. The following data were submitted by the institution: three research groups (LAVA/AcqVa, CASTL-Fish, and Giellatekno), two impact case studies and one research area publication. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The Arctic University of Norway (UiT) is Norway's northernmost university. It has seven faculties. The Department of Language and Linguistics is part of the Faculty of Humanities, Social Sciences and Education. UiT has a central strategy, 'Driving Force in the North', which has defined five thematic focus areas, namely health, climate, technology, sustainability and societal development. The three main areas in linguistics are theoretical linguistics, language acquisition and multilingualism, and Sámi language technology. Especially the last two areas contribute prominently to the central strategy. In addition, the department hosts research activities on historical and Indo-European linguistics. There are research groups at three different levels: beginners, medium and advanced.

Due to its location, a special focus area at UiTHSL is research on indigenous people and the Sámi. The faculty has a very strong position in the digital humanities through the two centres that are at the interface between language and technology (one of the five thematic focus areas), namely Giellatekno, the (academic) Centre for Sámi language technology, and Divvun, the product development group that is a part of Giellatekno responsible for the practical aspects of Norwegian Sámi language planning.

The Faculty of Humanities funds CASTL-Fish, the successor to CASTL, whose members mainly work on theoretical linguistics in a generative framework

AcqVA, the virtual research centre for Acquisition, Variation and Attrition, which is organised by LAVA at UiT and LCIS at NTNU, receives strong institutional support, but UiT needs to ensure that there is a structure in place to ensure support across the two institutions.

In general, the faculty is successful in obtaining funding from a variety of sources (while core funding from the Norwegian government has continuously increased, funding from the RCN fluctuates). Support arrangements for employees or groups seeking external funding have been put in place. Linguistics appears to be successful in competing for funding from the Centre for Advanced Studies (CAS) in Oslo.

Resources

The institution seems to be provided with adequate resources. For Sámi, the main infrastructure is provided through Giellatekno. There is no information on other resources (libraries, etc.), but UiT is aware of the need to renew both infrastructure and resources.

Research production and quality

The three main priorities in Linguistics are theoretical linguistics, language acquisition and multilingualism in children, and Sámi language technology. Research on language acquisition is carried out in both national and international projects, and on a variety of languages. The focus has recently changed from only monolingual acquisition to include multilingual acquisition, and many publications are published in the best journals.

Theoretical research in a mostly generative framework is carried out by the CASTL-Fish group, which produces top-quality international research in top-quality journals. To some extent, the very strong theory-specificity goes hand in hand with less cross-theoretical relevance. Despite what is claimed in the self-assessment by CASTL-Fish, the ostensible practical, applied and social aspect of their work is not convincingly argued.

AcqVA has a strong rate of production, but it should favour a higher proportion of journal articles to increase citation rates and research impact. Of the three areas in AcqVA – Acquisition, Variation and Attrition – the latter seems to be underrepresented. AcqVA's role could be increased here.

Research on multilingualism is based on a sociolinguistic approach to the multilingual situation in Northern Norway. It is most welcome that a group has been set up with a joint interest in both established and recent multilingualism in Northern Norway. Especially valuable is the organisation of a wide range of both academic and popular activities. The main result so far is the production of two ethnographic films. This would indicate that the 'Identity Encounter' aspect of the LAIDUA ('Language Encounters in the Urban Arctic') group might be stronger at present than the 'Language' aspect.

There is one group working on Sámi language technology, Giellatekno, that also includes the sub-group Divvun responsible for the practical aspects of Norwegian Sámi language planning. Other research activities within Sámi linguistics include generative work, especially on phonology and syntax, that is of the highest quality. There is laudable cooperation between researchers working on Sámi in different theoretical frameworks. The new position in South Sámi language and history is important for the survival and revitalisation of this highly endangered language. UiTHSL members have also been very active in publishing in the Sámi-language journal *Sámi dieđalaš áigečála*: 82% of all publication points concerning Sámi and Finnish in Norway are obtained by them. The editors of the journal are from both UiTHSL and SAMAS.

The Department of Language and Culture has pioneered the development of Kven studies as an academic discipline; the people working on Kven at UiTHSL are the world's foremost authorities on Kven and their research is of the highest quality.

There is research on historical and Indo-European linguistics, with special emphasis on syntax, but there is no mention of any cooperation with other national or international institutes or funding received, which would indicate that it is of minor importance.

One indication of the quality of the research at UiTHSL is the larger external grants (from, e.g., the EU, NFR and CAS) that have been obtained, though it is not clear which fields have obtained what funds. Publication points per researcher at the Department of Language and Linguistics have doubled from 0.8 in 2006–08 to 1.9 in 2012–14, and they are among the most prolific at UiTHSL.

Recruitment and training

There are no numbers showing whether or not researchers are recruited from other Norwegian or international institutions. All academic positions are advertised in EURAXESS, however.

The percentage of international employees in different positions in the Humanities is as follows (in brackets for the faculty as a whole): PhDs: 40% (34%), professors: 34% (23%), adjunct professors: 64% (61%), associate professors: 22% (13%). This indicates that there is adequate international mobility. CASTL-Fish has a very high percentage of international employees and PhD students. AcqVA has a low number of postdocs and researchers relative to tenured staff. There is thus an opportunity to seek more research grants for post-doctoral positions.

The goal at UiTHSL of 30% female employees in top scientific positions has been reached, and the percentages of female employees at the faculty are higher than the UiT average (PhDs: 68%, professors: 43%, associate professors: 44%). In Nordic Languages and Linguistics, 48% of research personnel are female.

UiT employees are encouraged to conduct research abroad, and employees who are awarded R&D terms can receive funding for their stays abroad. There are similar support systems for PhD students and post-doctoral fellows. There are around 10 academic employees and around 10 PhD students at the faculty who benefit from these support systems annually. The affiliation of PhD students to research groups or projects suggests that they are adequately mentored.

Networking

International research collaboration primarily takes place through the projects supported by the RCN and by other similar sources. The four most recently approved projects have collaborating partners from 20 different countries, primarily from other research institutions. CASTL-Fish is very well connected with other generative centres and linguists, and Giellatekno has a wide network of international contacts. The self-assessment and case study show that, also in connection with publication, Giellatekno has a great deal of cooperation with international authors, though not with SAMAS. This is an area where increased cooperation could be fruitful. There is little information about national research collaboration.

The academic sabbatical system seems to be very good: academic employees are expected to spend their sabbatical at an institution outside Norway, thus creating international networks, and the faculty has established its own support system for spending time abroad. The five international adjunct professor positions financed by the faculty have a similar function.

The creation of AcqVA is especially praiseworthy: their networking is exemplary.

Impact on teaching

BA students are not normally involved in research, which tends to involve students at MA or PhD level, where there are various activities they can be involved in (e.g. publishing, conference support etc.). Funding can be made available, but only when an MA student is affiliated to a research group. Otherwise, the interplay of teaching and research seems to be at a relatively low level. Student satisfaction with knowledge of scientific work methods and research, and with their own experience, is similar to that at other universities, both at the BA and MA level.

Other societal impact

Measurable societal impact is mainly achieved by Giellatekno and LAIDUA. With its enormous production of language technology applications for the Sámi languages in particular, but also for

many other languages spoken in the circumpolar region in general, Giellatekno has measurably revitalised the Sámi languages, and its importance cannot be overemphasised.

The societal impact of LAIDUA is also strong; contact with LAIDUA members initiated by organisations and institutions shows that their work is valuable for local communities, and it also seems to have improved the general perception of multilingualism in Northern Norway.

Overall

Research is of a very high level in all areas, and the work done by CASTL-Fish in theoretical linguistics and by Giellatekno can be especially singled out. The work done by LAIDUA is no less important, though not as easily quantified.

Feedback

'Multilingualism in the circumpolar world' is a common denominator in LAIDUA. Here, increased contact with other researchers or research groups working in or with other circumpolar indigenous language communities could be beneficial; more cooperation with SAMAS, which is also part of a network of indigenous HEIs, suggests itself.

AcqVA should make concrete plans to describe how existing and new corpora will be made accessible to researchers.

3.5 University of Stavanger, Faculty of Arts and Education (UiS)

The Faculty of Arts and Education at the University of Stavanger (UiS) is organised in four departments according to educational profile, and two national centres. According to the institutional self-assessment, the total expenditure of the Faculty of Arts and Education increased from NOK 265.7 million (2013) to NOK 321.9 million (2015). The share of external funding of the total expenditure also increased from 24.8% to 28.2% in the same period. Public Norwegian sources are by far the most important sources of external funding. Some modest EU funding is documented, averaging around NOK 1 million per year.

Within the research area of Nordic Languages and Linguistics, 14 researchers were listed for HUMEVAL. The institution submitted one impact case study but no research area publications. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The Faculty of Arts and Education at the University of Stavanger has three departments focusing on teacher education and one on the performing arts. This means that there is no genuine Linguistics Department. However, teacher education involves the Nordic languages, which makes this faculty partly relevant for our panel.

The faculty has roughly 350 employees (80% academic) who serve 2600 students.

The self-assessment notes that the University of Stavanger has 'just' started a development process with the goal of improving student performance, scientific publications and international cooperation, but it is too early for the results of this to be evaluated. Leadership seems to be organised along the usual lines, with a dean plus a vice-dean each for research and education. Research is supported by a university-wide unit plus three full-time positions at the faculty.

The faculty has set itself clear goals to strengthen interdisciplinary research and to foster excellence in research.

Resources

The faculty has a visual attention lab with eye-tracking equipment. It is unclear to what extent this hardware has been used for research purposes.

The faculty has developed important corpora on Middle English.

Research production and quality

The institution did not submit any research groups for evaluation. During the interview, it was explained that there is a strong tradition of individual research and, while research groups are also encouraged, the institution believed that its groups were not strong enough to be presented for HUMEVAL.

Research in the faculty focuses very much on learning cultures and literacy (plus performing arts, which is not part of the scope of Panel's 2evaluation). Studies on reading and writing difficulties touch upon psycho-linguistic issues, which are closer to this panel.

A lighthouse project investigates reading on screen vs. on paper, and writing by hand vs. writing with a computer keyboard. The institution also heads an EU COST network on this topic. This line of research has resulted in a good number of publications (both national and international).

Another intersection with corpus linguistics is the compilation of two Middle English digital corpora with texts dating from 1350 to 1525. These corpora are used by scholars in English historical linguistics worldwide (no statistics were given for the frequency of usage, however).

Other language studies focus on semiotics, onomastics, dialectology and language history.

During the interview, it was explained that the uneven publication pattern is related to the merger with, and the traditions of, smaller institutions.

Recruitment and training

The faculty follows a gender balance policy when hiring new staff. It also has a clear strategy for mobility and career paths. The self-assessment states that 'From 2011–2015 the faculty recruited around 30 PhD candidates and 6 Postdoctoral Fellows.' These numbers are positive indications that the faculty invests in research.

Networking

The EU COST network, 'Evolution of Reading in the Age of Digitisation' plus committee membership in three other COST networks have resulted in some networking within Europe. There is no list of international visits in the self-assessment report, but it claims that 'the number of research visits abroad have increased the last two years', and that 'all PhD-candidates are encouraged to carry out a research visit abroad … and funding is available at the faculty'.

Impact on teaching

The institution stated during the interview that the interplay between research and teaching is very important and that they are working on improving this interplay. The degree of satisfaction with their own experience of research and development work is relatively low among BA students, but it is higher among MA students. Students' satisfaction with knowledge of scientific work methods and research is similar to that at other Norwegian universities.

Naturally, the research performed in this faculty has direct implications for teaching in Norwegian schools. New findings in educational research will influence trainee teachers and help them in the classroom.

The researchers in this faculty are involved in training teachers from the preschool level to upper secondary level.

Other societal impact

The societal impact of the area is described in the self-assessment report through a case study on 'Digitizing literacy: Reflections on the haptics of writing'. The case study is based on a review of research mostly from the fields of psychology and neuroscience on the impact of haptics on writing instruction. This research compares handwriting and keyboard-typing and the respective feedback to the brain. The central claim is that 'the sensory and motor processes of handwriting' lead to better memorisation of letters than keyboard-writing.

This review article by the Stavanger group has resulted in increased awareness of the material conditions of writing technology. It has also paved the way for an interdisciplinary research programme between humanities, pedagogy and psychology, which will lead to the establishment of a

COST Action: 'Evolution of reading in the age of digitisation'. Furthermore it has resulted in many radio and newspaper interviews of the main investigator from Stavanger, which clearly demonstrates the interest in and impact of this research.

Overall assessment

We regard it as positive that the faculty has a clear strategy for strengthening its research and publication statistics.

The overall quality of the work is difficult to assess since it mostly deals with education and literacy, and only little with Nordic Languages and Linguistics.

Feedback

We recommend following the strategy set out by the faculty to strengthen its research and publication activities through providing incentives for all staff, such as dedicated research time, support for research activities and international networking.

3.6 University of Agder (UiA)

The Faculty of Humanities at the University of Agder (UiA) has four departments under which all study programmes are organised. According to the institutional self-assessment, UiA's total expenditure decreased from NOK 38.6 million (2013) to NOK 32.9 million (2015). The share of external funding of the total expenditures increased, however, from 7.4% to 12.2% in the same period. The RCN is the most important source of external funding, followed by private Norwegian sources. Moreover, a small share of the external funding comes from other public Norwegian sources (NOK 3.5 million from 2013–2015).

Within the research area of Nordic Languages and Linguistics, 15 researchers were listed for HUMEVAL the majority of whom are members of two research groups (Historical Sociolinguistics, and Multimodality and Learning). The following data were submitted by the institution: two impact case studies and one research area publication. The evaluation committee has interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The University of Agder is a new university created in 2007. It is developing strategies to reinforce research, but, according to the information provided in the documents and during the interviews, it has changed its management and research strategies in recent years. There are differences, however, between new universities such as Agder and traditional universities as regards their research orientation. The University of Agder has a strong focus on teaching and about 50% of its staff have a PhD. Some members of staff conduct research individually, while others belong to research groups such as the two research groups in this panel (Historical Sociolinguistics, and Multimodality and Learning), and yet others are mainly devoted to teaching.

Resources

The institution allocates research time according to the research profiles of the staff. A need to increase external funding is acknowledged. The balance between teaching and research favours teaching over research, and this is linked to the history of the institution. Some resources are being developed for research, such as the linguistic research laboratory.

Research production and quality

Some of the publications are of high quality and the number of publication points obtained by the Department of Nordic and Media Studies has increased in recent years. The quality of the research studies can also be seen in the publications submitted, particularly by some of the members of the Historical Sociolinguistics group.

Recruitment and training

There seem to be some problems with recruitment and training and the number of PhD theses defended is extremely low. According to the information provided, there was only one PhD thesis in Panel 2 between 2013 and 2015. Greater effort is necessary in relation to recruitment as well as a training plan. There is a gender equality plan.

Networking

The research groups – especially the Historical Sociolinguistics Group – collaborate internationally, and the high number of student exchanges was highlighted during the interviews. However, there

does not seem to be a specific plan for the internationalisation of research, although the department claims that it sometimes allocates extra hours for the establishment of international or national collaboration.

Impact on teaching

The institution is aware of the importance of optimising the interplay between teaching and research and of the challenges that this brings with it. It is encouraging that the institution seems to focus on teachers' competence in adapting their research results to the teaching situation. Encouraging MA students in Nordic Language and Literature to produce a periodical in order to prepare them for research is also a very good initiative.

Both BA and MA students seem to be quite satisfied with their knowledge of scientific work methods and research, and with their own experience of research and development work.

Other societal impact

Two case studies were presented, both of which show positive effects of the research groups, not only on teaching but also in society. The level of dissemination is high but the specific significance of the impact could have been documented in more detail.

Overall assessment

Some strategies have been implemented regarding the topics of research and the allocation of research time. Some efforts have been made to develop strategies to attract research funding, but this area still requires attention.

The University of Agder has some difficulties relating to research because it is a new university. It has already taken some important steps but still needs to reinforce research. Even though some specific areas are prioritised, the area of Historical Sociolinguistics should also be encouraged because of the good quality of its publications and its social impact.

Feedback

It might be a good idea to develop research strategies that include the recruitment and training of researchers, external funding and internationalisation. Recruitment is particularly important because young researchers are needed in order to achieve a better balance between research and teaching.

3.7 Hedmark University of Applied Sciences (HiHm)

Established in 1994, the Faculty of Education and Natural Sciences (LUNA) at Hedmark University of Applied Sciences (HiHm) is organised in four Departments (Humanities, Social Sciences, Fine Arts & Computer Science and Natural Sciences and Technology). According to the institutional self-assessment, LUNA's total expenditure increased from NOK 15.5 million (2013) to NOK 19.5 million (2015). The share of external funding of the total expenditure has also increased from 7.1% to 11.8% in the same period. The RCN is the most important source of external funding, followed by international public sources.

Within the research area of Nordic Languages and Linguistics, ten researchers were listed for HUMEVAL. The following data were submitted by the institution: one research group (Norwegian as a Second Language: Teaching and Learning) and one impact case study. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

Hedmark University of Applied Sciences is fairly small, and it is possible that the division of labour among the different administrative levels runs smoothly, although this cannot be discerned from the self-evaluation. For instance, it is difficult to see how the different levels of administration interact and how information is transferred from one unit to another. The Vice Dean of Research is responsible for research, whereas the Head of the Department coordinates research, but their relative roles are not entirely clear. The formal status of research groups and research leaders within the system was not explicitly discussed in the self-assessment statement.

According to the self-evaluation, the establishment of six strategic research programmes was intended to stimulate international collaboration, cross-faculty collaboration and collaboration with non-academic partners. However, the only research group listed for Panel 2 is 'Norwegian as a Second Language: Teaching and learning' (NOA-D). The orientation and achievements of this research group seem to be well-attuned to the overarching goals of the faculty and the university. The university prioritises societal importance and cooperation with non-academic partners, such as preschools and schools, and this is very much in line with this group's mission.

Hedmark University is aiming for formal university status, and in the self-evaluation it is stated that the six strategic research areas were established in order to stimulate the creation of world-class research groups. However, in order to create world-class research groups, it is generally necessary to have a number of PhD students, with slightly different topics and areas of interest. While establishing a PhD programme is an essential first step, confining a world-class research group to one PhD programme, in 'Teacher and Teacher Education' might limit its scope. If it is to create a world-class research group, thorough consideration of the situation for these research groups and the PhD programmes is called for. If university status is taken seriously, the university should have plans for the allocation of time and resources for research.

Focusing on research groups is necessary and has many advantages. For instance, there is more opportunity for researchers to achieve the critical mass necessary for fruitful discussions in seminars and workshops. To succeed, however, a greater variety of competences in the research environment is desirable. When it comes to research areas, HiHm is focusing on Norwegian as a second language, but other subfields in Nordic Languages and Linguistics should receive some attention as well. The panel was pleased to note that some work is being done in the fields of lexicography and sociolinguistics, not only in strictly teacher education-related research activities.

The panel's conclusion is that it is necessary for the area of Nordic Languages and Linguistics at HiHm to have sufficient resources to hire research-active staff, and to extend the PhD programmes. However, considering the financial situation in general, such a wish might seem unrealistic, and, for this reason, collaboration with other universities in the Nordic countries and elsewhere might be important.

Resources

The area's self-evaluation mentions problems associated with being a university college and being fairly small. It means that HiHm is one of the higher education institutions that has the least basic government funding. It is also a problem that lecturers may have difficulties using the time allocated to carry out research due to heavy teaching duties. However, taking this into consideration, the area seems to make good use of the available resources, even though there is no explicit policy for research leave, sabbaticals etc. The faculty provides opportunities for extended research time, which is good. The faculty also provides extra time for the preparation of grant applications, for instance for H2020 funding.

As a fairly small university, areas and research groups are dependent on a few individuals. The area self-evaluation mentions upcoming retirements in the next five years. It is therefore of great importance to start the recruitment process early, and also to ensure that it is not just teaching needs that dictate recruitment, but that the requirements of research and research groups are also taken into consideration.

Research production and quality

Research production and quality seems to be good. 'Publication and research personnel. Statistics and analyses' (NIFU, 2016_14) provides figures for the Humanities department at HiHm. The number of publication points in the period 2011–2015 was 18, with 5% of the publications being Level 2 publications; 19% of these publications were in English, and 50% of them were journal articles. Ten different authors were involved in the publications. The publications submitted by the NOA-D group are assessed as good to very good.

Some of the studies submitted by the NOA-D research group address an international audience and discuss more general issues as regards L2 learning. Others could be characterised as small-scale studies, whose goal is to improve education in Norwegian/Nordic settings. The area needs to reflect on how the publication rate and high standard can be maintained after the present senior staff members have retired.

Recruitment and training

According to the self-evaluation, staff are recruited on the basis of needs related to teaching, overall research strategy and programme accreditations. PhD students are recruited nationally and internationally, which is good. It is commendable that the institution focuses on issues such as gender equality. The gender distribution in the most prominent research group, NOA-D, is seven female researchers and one man. For PhD students in the faculty, the ratio over the last three years is the same: seven female PhD students to one male. While it may not be possible for historical or other reasons to have an equal gender balance for each research area, the faculty should start a discussion on how to improve the gender balance.

Networking

The institution's self-assessment statement highlights national and international collaboration. The university has entered into agreements with a number of international institutions in the Nordic

countries, for example Karlstad University in Sweden, but also for example with the University of Namibia and the University of Zambia. Networking is of extreme importance to a small university and the panel thinks that it is essential that this work continues.

Impact on teaching

The main focus of the Faculty of Education and Natural Sciences (LUNA) is teacher education. One step in the direction of making it research-based is the introduction of an MA degree in teacher education for primary and lower secondary school teachers from 2017. According to the self-evaluation, LUNA's strategic research areas are strongly linked to the MA programmes and the PhD programme in Teaching and Teaching Education. It seems clear that education is research-based. To what degree the research orientation of the researchers is reflected in the content of the teaching is less clear from the self-evaluation. However, one of the research groups is NOA-D (Norwegian as a Second Language), and to judge from the self-evaluation, CVs and studies submitted from this group, research appears to be strongly reflected in the teaching. According to the self-evaluation document, research and teaching are closely linked at all levels of HiHm's teacher education programme and 'all group members teach topics connected to their specialities'.

The potential for students to engage in research activities seems to vary from level to level. The theses that students write at BA and MA levels are intended to be research-focused. However, it is not clear to what extent these theses take advantage of the research conducted at LUNA. The institution sees the national curricula as an obstacle to optimising the interplay between education and research, since they give detailed instructions for courses etc. It is difficult to say to what extent this is a real problem, but it should be possible to organise BA and MA thesis work in such a way that it takes advantage of the supervisors' research.

The rate of student satisfaction at the BA-level with knowledge of scientific work methods and research is reasonably high, ranging from 2.86 to 3.62 on a five-point scale. The mean is 3.3, which is slightly higher than the mean value for BA students in Panel 2. The students' satisfaction with their own experience of research and development work is somewhat lower, 2.48–3.14. The mean is slightly below that of all BA students in Panel 2.

Other societal impact

The research and teaching at HiHm has great societal impact. The research by NOA-D addresses one of the major challenges for Norway today: how to integrate newcomers into the society and how to teach the language efficiently.

The societal impact of research and teaching at HiHm is impressive. The case study describes how research, such as doctoral dissertations, has had a direct effect on the way Norwegian as a second language is taught. Societal impact is built into research projects in an excellent way in several cases, for instance in research on various interventions in collaboration with teachers. Impact is also documented by changes to the national curricula. During the interviews, impact was also described as a very positive experience by the research groups at this institution.

Overall assessment

The self-evaluation provides a good picture of the situation at Hedmark. The university is fairly small and aims to merge with Lillehammer in order to achieve greater stability. Research production is good, and well in line with the university's priorities.

By choosing six priority research areas, the university aims to create world-class research groups. Some of the researchers evaluated here are indeed of international standard, but it would be

inaccurate to suggest that the research group NOA-D is a world-class research group. Judging from the submitted studies, some describe small-scale investigations or experiments that are probably highly valuable when it comes to addressing the huge challenges that the schools and preschools in Norway face today with second language learning of Norwegian. Studies of this kind, where researchers interact with the surrounding communities, are valuable and should be given credit. It is not evident that HiHm can both have world-class research groups and conduct research that contributes to the surrounding communities. In order to reach an international standard in the research area, it is evident that HiHm needs to cooperate with other national and international institutions. There are indications that the institution is aware of this.

Feedback

The area needs to reflect on the division of labour between different levels of administration; it is not clear which responsibilities lie with the Dean, the Vice-Dean for Research, the Head of Department and the leaders of research groups. How is information shared, with whom and in what kind of forum?

It is good that the research is organised in research groups. It is important that the process of recruiting new members starts early enough, and that not only teaching demands are taken into consideration, but also research.

The area needs to continue to focus on larger grants, such as H2020, and, due to heavy teaching duties, it is imperative that the faculty continues to support the work on such applications by granting extra time. Cooperation with other institutions is necessary.

The area – and the faculty – also needs to reflect on how to achieve a better gender balance.

3.8 University College of Buskerud and Vestfold (HBV)

In 2014, Buskerud University College merged with Vestfold University College. In 2016, Buskerud and Vestfold University College (HBV) merged with Telemark University College (TUC) and became the University of Southeast Norway (USN). For HUMEVAL, however, HBV is the relevant institution for the evaluation. The Faculty of Education and Humanities (HUT) is organised in six departments.

According to the institutional self-assessment, HBV's total expenditure increased from NOK 153.5 million (2014) to NOK 160.3 million (2015). The share of external funding of the total expenditure decreased from 30% to 27.8% in the same period. The RCN is the most important source of external funding. Apart from external funding from the RCN, HBV received a fairly low amount of funding from external sources, although some modest EU funding is documented (NOK 4.8 million in 2015).

Within the research area of Nordic Languages and Linguistics, five researchers were listed for HUMEVAL. The institution has submitted one impact case study but no research area publications. The evaluation committee has interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The recent restructuring process inevitably means that there is still a degree of uncertainty and lack of clarity with respect to strategic aims and priorities. Although this is understandable in the context, it is really important to define these aims and priorities as soon as possible in order to ensure clear leadership and direction over the next few years. It is also unclear how academics are involved in these developments. The new institution has positioned itself as 'the university for business and the professions'. This may make it more difficult for the Humanities to have a core role, especially in relation to research, and clear strategies must be established to build consensus on the future role of the Humanities.

Our panel examined the Faculty of Humanities and the Department of Language at HBV. The Faculty of Humanities offers basic training to qualify as preschool, primary and secondary school teachers. It offers BA and MA programmes and has recently initiated a PhD programme. One person graduated from the PhD programme in 2016.

The college is vocationally oriented towards professional education, and nine research groups are listed in the overview of research groups in the self-assessment document. However, none of these research groups has been submitted for evaluation. The merger process has required substantial effort, and the research strategy for the new institution is not yet complete. The institution provided no specific information about its research policies.

It is very important for HBV to develop a specific strategy for research, including goals for research funding, publication targets and internationalisation.

Resources

The institution has good IT service and e-communication resources as well as libraries. However, no information is provided on how requests for equipment, e.g. to set up new labs, are assessed.

The time available for research is linked to the different staff categories. Professors are allocated 45% of their time for research, associate professors 27% and assistant professors 15%. In all cases, they must apply for the allocation of this time. There are no sabbaticals, but fellowships to complete PhDs

are available for tenured staff, and associate professors can apply for additional time when they are preparing to become full professors.

Applying for funding is encouraged, but no specific information was presented about externally funded projects.

The vocational orientation of the college appears to have given teaching priority over research. It would be desirable in future for academic staff to be allocated more time for research in order to improve the balance between teaching and research, particularly in the case of associate and assistant professors.

Research production and quality

In its self-assessment statement, HBV has listed nine research groups in the area of Nordic Languages and Linguistics, but none of these research groups have been submitted for evaluation, so only summary information and bibliometric data from the NIFU report are available about research production and quality.

Research is closely integrated with teaching. The production and quality of research needs to improve. A first step is to increase the number of academic staff holding doctorates in the area. It is also important to increase the number of publications and the proportion of publications in English and in academic journals.

Recruitment and training

In relation to staffing strategy, it is not clear what the policy is in relation to staff research activity, for example, for funded research. Is there a buy-out of time to give staff greater opportunities to take on large-scale research? There is also no mention of any mechanisms for the strategic redistribution of tasks among staff. Limiting research time for assistant and associate professors will make it difficult to ensure the essential strategic appointment of high-quality, early-career researchers. Unless there is a clear policy in this regard, it will be difficult to establish a research culture where no such culture previously existed. The temporary allocation of additional time for research is to be welcomed, but the two-year limit is too short for major projects, which are normally of three years' duration.

No information was provided about the recruitment of PhD candidates, postdocs and junior academic staff. Students are encouraged to develop an interest in research. International mobility is encouraged. There is a specific programme for achieving a gender balance among academic staff.

The PhD programme and development of training policies should be reinforced.

Networking

The University has facilitated the development of its research support services. In general, there is a good spread of research funding across a variety of sources.

There are some international contacts that could be intensified in the future. A new strategy for internationalisation has been launched, but the institution should consider developing a strategy to link internationalisation to research.

Impact on teaching

BA and MA students participate in research studies, but the self-assessment document stated that students do not obtain ECTs for time spent on research. The panel would recommend that this be

changed, for example by building research methods courses into the various degree programmes. Gaining experience in research work is clearly an important transferrable skill for students.

In relation to the range of teaching programmes available for training in the professions, it might be interesting from a Humanities standpoint to seek to expand research to include studies of, for example, discourse in clinical settings.

Other societal impact

One impact case study was submitted, on the quality of language used in textbooks. The self–assessment indicates that this line of research, which has resulted in a number of publications and reports, has influenced publishers, textbook authors and the way teachers choose textbooks. There has also been collaboration with educational authorities.

Overall assessment

The institution Buskerud and Vestfold University College (HBV) has a strong tradition in teaching, but research has not been as important so far. HBV has undergone a merger and is in the early stages of developing its research strategy. Applied research takes place but no groups were presented, and research production, recruitment and training are quite modest in scale. The social impact of the research conducted so far is quite high, but it is also important that the scientific quality of research improves. During the interview, it was clear that the institution is aware of the need to further develop research and that it recognises the significance of this when recruiting new academic staff.

Feedback

The institution's research strategy is being developed, and this is a very good opportunity to give research more weight. So far, research has been regarded as peripheral, rather than central, for the institution. The panel urges the institution to develop a clear strategy to reinforce research, and provide more time for researchers to engage in projects, taking into consideration the benefit of recruiting international researchers.

3.9 NLA University College (NLA)

NLA University College is a private university college. It offers studies in a variety of areas from four different campuses in Bergen, Oslo and Kristiansand. Research and development is carried out through different departments, and, within the Humanities, NLA carries out research and offers studies in a wide range of research areas. According to the institutional self-assessment, NLA's total expenditure increased from NOK 171.2 million (2013) to NOK 190.6 million (2015). The share of external funding of the total expenditure also increased from 2.8% to 4.4% in the same period. The external funding comes solely from public Norwegian sources (RCN not included).

Within the research area of Nordic Languages and Linguistics, seven researchers were listed for HUMEVAL across two research groups (Music & Religion and FOU i GLU), but the institution has not submitted any research groups for evaluation. No impact case studies or research area publications have been submitted either. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

The self-assessment states that the institution is focused on providing 'Research-based teaching and learning'. The focus is on teacher education supported by research, which is reflected in their aim of fulfilling the newly-imposed requirement that teachers should have an MA degree (nationally, these are now being met through integrated programmes). The research focus of NLA is 'theology/religion/world views, media and journalism, and music, while there are also contributions to Music, Drama, and Norwegian partly connected to the teacher's education department'. Research relevant to Panel 2 is therefore limited. The SWOT analysis presents a realistic picture, particularly of the challenges facing the institution. In terms of research, the most significant threats appear to be recruitment and the downplaying of research in favour of teaching. In terms of strategy, NLA does not present a satisfactory research strategy.

Resources

According to the self-assessment financial resourcing at the R&D secretariat is 0.9 work years and it has been reduced from 1.9 to 0.9 full-time equivalents in the last couple of years. Regarding the library resources, some collections do not seem to be accessible.

Research production and quality

Despite staff members having some research time built into their contracts, the research outputs are extremely limited (cf. Publication and Research Personnel, NIFU, 2016_14). This is understandable given the aims of the institution and the institution's increasingly stringent funding regime. Individuals have networks outside the institution, and few within it. There is no evidence of the extent of these outside contacts, and whether they have had any impact on the research output of individuals. The section on Scientific Quality in the institutional self-assessment refers to one member of staff working on Applied Linguistics (reading) and two other members whose work appears to be outside of the area of this panel (Music and Religion, Medieval Studies and Education).

Recruitment and training

Staff appear to be offered limited research training. This may reflect the ethos of the institution. It is stated that a 'free PhD position in Norwegian didactics' is available. This appears to be unfilled, and, if and when it is filled, the panel felt seriously concerned about the potential quality of the

candidate's research training. According to the information given in the interviews, there is no PhD programme, but they aim to establish a PhD programme in teacher training.

Networking

Staff members appear to have a range of contacts outside the institution, but it is not clear what use they make of them for research purposes.

Impact on teaching

Two research groups are listed in the Nordic Languages and Linguistics self-assessment document: Music and Religion, and R&D in Teacher's Education. The names of these two groups are also the topics of two current doctoral projects by lecturers – though their relevance to 'Nordic Languages and Linguistics' is tenuous (see 'Research production and quality' above). Some of the courses are currently informed by this research. It is unclear whether any other teaching is impacted in this way, however.

Other societal impact

No impact case studies are listed. This is puzzling, given the institution's stated strategy.

Overall assessment

This area does not have any ongoing research that is central to (or, as far as we could see, in any way related to) Nordic Languages and Linguistics. This should not be taken as a criticism of the researchers involved, but, for an institution that trains future Norwegian language teachers, this is a matter of serious concern.

Feedback

It is difficult to know how to advise the institution about developing its research output, since research has not been part of the culture. The institution must decide how to handle this, if at all. It may be that its current activities are more appropriate than developing a research culture. For the planned PhD programme, the institution should ensure that doctoral training will be available to the students, perhaps locally in collaboration with existing universities in the three home cities. It could be a good idea to develop a very detailed research strategy.

3.10 Sámi allaskuvla / Samisk høgskole / Sámi University of Applied Sciences (SAMAS)

The scientific staff at the Sámi University of Applied Sciences (SAMAS) are divided between three different departments. These are the Department of Language Studies, the Department of Social Sciences and the Department of Duodji and Teacher Training. The Sámi language is the main language for teaching and research, and faculty members are required to have knowledge of the Sámi language in order have a permanent position at SAMAS.

According to the institutional self-assessment, SAMAS total expenditure is quite stable at around NOK 100 million. The share of external funding of the total expenditure is between 14 and 16 percent. The most important source of external funding is Norwegian public sources other than the RCN, followed by international sources other than EU.

Within the research area of Nordic Languages and Linguistics, 14 researchers were listed for HUMEVAL. The institution submitted one impact case study but no research area publications. The evaluation committee interviewed representatives of the institution during the project.

Organisation, leadership and strategy

SAMAS is a unique higher education institution in Northern Norway whose specific purpose is to serve the Sámi community with regard to education and research, and to thereby help to preserve the culture and language of the Sámi people; the (North) Sámi language is the main language for teaching and research. Academic staff are required to have knowledge of Sámi and/or a Sámi or indigenous profile in order to hold a permanent position, thus strengthening the Sámi/indigenous perspective. The Sámi profile of SAMAS is thus very strong, and in our view also essential for the continued development of Sámi as a fully-fledged language. SAMAS is a member of WINHEC (World Indigenous Nations Higher Education Network), so that SAMAS satisfies international requirements for an indigenous higher education institution.

The main long-term aims of the new strategic plan for the period 2017–2021 are multidisciplinary research, the development of Sámi as a language of research and academic work, the development and application of indigenous methodologies in Sámi research, and the strengthening of indigenous university collaboration. These aims are laudable, and important for the development of SAMAS, but, since no further information is provided about these priorities, they remain relatively vague.

Resources

The institutional self-assessment mainly describes the library, but the size of its total holdings is not provided. Its function as a library for Sámi-related literature is important, and it shares common areas and functions with the Sámi Archives, part of the Norwegian National Archives. SAMAS is located in Diehtosiida, an academic facility and campus, as are a number of other Sámi institutions. The location of a number of Sámi institutions in one facility is undoubtedly useful in relation to contacts and networking.

Research production and quality

SAMAS has a relatively low number of publication points (41), and the bibliometric report shows that only 18% of all publications on Sámi or Finnish are published by SAMAS members. However, SAMAS has the highest proportion of publications in channels classified as the most prestigious (Level 2),

namely 38%. This is due to the fact that there is one Sámi-language journal, which has Level 2 status. The scientific quality of the seven scientific publications mentioned in the self-assessment varies.

The proportion of personnel with four or more publications during the selected period (2011-2105) is 36%, which is below the average for the Humanities (43%) but only slightly below the average for Nordic Languages and Linguistics.The percentage of articles published in Open Access journals is 10% for Sámi and Finnish; this number is not specified per institute.

The bibliometric results also indicate that the proportion of publications on Sámi and Finnish with external national co-authors is 6%, which is the lowest of all disciplines, but this is partly because there is no research on these languages in other Norwegian institutions apart from at UiT. The proportion of publications with international co-authors is 0% in 2015. Since research is carried out on Sámi in other countries as well (especially, but not only, in Finland, Sweden and Russia), this is unexpected, and points to a lack of international networking. As a response to a fact-checking of this panel report, SAMAS has provided reference to one publication with international co-authors in 2015 that was not properly registered in CRIStin (lack of information on co-authors' affiliation).

The number of publication points per researcher is relatively low (0.6 per researcher per year in a range from 0 to 2.8, and 4.3 as the total number of publication points per person for the period 2011–2015 in a range from 4.3 to 5.9), but, since SAMAS is a university of applied sciences with a number of vocational programmes, the low number of publication points is not unexpected.

Even though SAMAS emphasises the importance of the Sámi language and many of the publications are in (North) Sámi, SAMAS still publishes 43% of its output in English. Publishing in Sámi is necessary for the prestige of the Sámi language and the Sámi community, but publishing in English is also necessary if SAMAS is to take its role as a disseminator of indigenous perspectives seriously. The Sámi-language journal *Sámi dieđalaš áigečála* plays an important role. Although its dissemination is limited by its language, the fact that an exclusively Sámi-language linguistic journal of high quality exists is necessary for Sámi to be considered a fully-fledged language.

Recruitment and training

Knowledge of Sámi and/or a Sámi profile is required for permanent positions, and the recruitment pool is therefore necessarily small. Staff have been recruited from either Norway or neighbouring countries, and most PhD scholars have a connection to an external university, either in Norway or abroad (Sámi allaskuvla self-assessment, 3.1. Staffing strategy and development). The majority of staff are female, so males are encouraged to apply for new positions. No information is given in the self-assessment about the relative numbers of staff at different career stages, nor any other numerical information.

Networking

Due to its role as the only higher education institution in Norway mainly serving the Sámi community and where (North) Sámi is the main language of teaching and research, the possibilities for networking are undeniably limited. Networking mostly comprises contact between SAMAS and other institutions with indigenous/minority profiles. An academic journal is published in collaboration with the University of Tromsø and Ph.D. students have contact with other higher education institutions where Sámi is taught or is the subject of research. The WINHEC Global University Network is also an example of international cooperation. The role that SAMAS has had in the use of Sámi as a language of instruction and research cannot be overemphasised, although there is no concrete information about whether this has, as is claimed, 'been an example for other Indigenous higher education institutions to use and develop their own language to an academic level'.

Impact on teaching

Many of the staff are involved in both research and teaching. Due to a dearth of academic Sámi-language textbooks, research published by SAMAS employees in Sámi often quickly becomes part of the curriculum literature. A specific strategy for optimising the interplay of teaching and research is not set out, but, for example, research on terminology in a variety of fields is of enormous importance to the development of the language.

Many students are interested in taking part in research projects, but such participation should perhaps be made more attainable, as most MAs carried out by the students do not seem to be related to research projects.

Other societal impact

In comparison to other HEIs in Norway, the societal impact of SAMAS is extremely high, though often limited in scope as it is aimed specifically at the Sámi community. However, their work on, for instance, human rights, specifically from a Sámi perspective, is also important as regards the general situation of indigenous rights in Norway, and work on toponymy has an effect on the linguistic landscape of Northern Norway.

There is awareness of the potential tension between the institution's goals and the goals of the Sámi community. One issue raised in the interviews was the community's call for translators and interpreters working in the field of health. The institution also has long-term plans for an interpreter training programme but does not have the resources to develop such a programme at present. From the university's perspective, research on the Sámi language as a second language is also a priority.

Work carried out at SAMAS is used in teaching at BA and MA level, but is also implemented in the development of school curricula, so that the impact of SAMAS goes beyond the institution itself. This impact can be especially felt in Sámi society and culture, and also through the contribution SAMAS has made and is making to the development and implementation of Sámi language policies enacted in Norway.

Overall assessment

SAMAS is of incalculable significance for the Sámi community (both in Norway and abroad) and for the Sámi language(s), and its importance can be seen in the expectations of the Sámi community that it cannot perhaps always fulfil. As such, its function as the main centre for teaching and research on and in Sámi should not be contingent on quality demands alone. However, due to the poor completion and occasional vagueness of the self-assessment form, many of the panel's questions could not be answered. The overall judgment cannot therefore be of the highest grade.

Feedback

As there are two main centres of higher education in Norway where Sámi studies are offered (SAMAS in Kautokeino and UiT in Tromsø), it seems unusual that, apart from SAMAS PhD students' ties to UiT and the editorial board of SDÁ, which consists of members of both SAMAS and UiT, there appears to be little contact between SAMAS and UiT.

For the development of Sámi as a language of research and academic work, increased collaboration with Giellatekno at UiT could be useful. There could also be more networking with other HEIs working on Sámi topics (both in Norway and abroad).

There seem to be few multidisciplinary research projects. Given its vocational strengths, SAMAS is in a position to initiate more such projects.

Collaboration with other universities with indigenous or minority profiles could be one of the strong points of SAMAS (the 'JUO MA in Sámi Journalism from an Indigenous Perspective' could serve as a precedent here). As a member of WINHEC, SAMAS is already in a position to nurture contacts with other HEIs with indigenous/minority profiles. Such increased contact would facilitate the long-term strategic priority of developing indigenous methodologies and their application to Sámi research.

3.11 University College of Telemark (TUC)

In 2016, Telemark University College (TUC) merged with Buskerud and Vestfold University College (BVC) and became the University of Southeast Norway (USN). For HUMEVAL, however, TUC is the relevant institution for the evaluation. The Faculty of Arts and Sciences (AT) was organised in four departments, where the majority of the researchers in the Humanities belonged to the Department of Cultural Studies and Humanities (IKH). According to the institutional self-assessment, TUC's total expenditure increased from NOK 6.9 million (2013) to NOK 11.9 million (2015). The share of external funding of the total expenditure also increased from 4.6% to 8.8% in the same period. The external funding comes solely from public Norwegian sources. The RCN is not listed as a funding source, however.

Within the research area of Nordic Languages and Linguistics, five researchers were listed for HUMEVAL. The institution has not submitted any research area publications and no impact case studies. The evaluation committee has interviewed representatives of the institution during the project.

Organisation, leadership and strategy

Nordic Languages and Linguistics is quite a small area at TUC, and the self-assessment has little to say about how the area and the research are led, apart from the fact that the head of the department is also the main research leader. The Department of Cultural Studies and Humanities covers a large area, and to what extent a department head can function as a good, informed and inspiring research leader in such a context is not discussed.

The panel found it positive that the university encourages the formation of research groups, but there is little evidence in the self-evaluation that research relevant to Panel 2 benefits from this principle. Hopefully the new organisation, the merger of TUC and University College of Buskerud and Vestfold (BVC) to form the University College of Southeast-Norway (USN), will inspire the formation of new strong research groups in Nordic Languages and Linguistics. During the interview, it was explained that there have been many changes and that there is a growing gap between staff doing teaching and research and staff who are not active in research.

The ambition for the new merged university is to play an important role 'regionally, nationally and internationally' in chosen areas. While this is a good ambition, there is a question mark about whether all these goals are achievable.

Resources

Library and IT resources are important for all disciplines, and this seems to work well at TUC.

The low number of research groups at TUC seems to indicate that a heavy teaching load prevents researchers from being as productive as they could be.

Research production and quality

Five researchers at TUC were listed for the evaluation and included in the publication analysis, four of them professors and one recruited researcher (research assistant or similar). Research activity in this group appears to be uneven. Three of the five scholars published more than four publications/had more than four publication points during the period, which indicates that they are very active as researchers. The rest, two researchers, have no scholarly publications/publication points during the period. Publication points are thus unevenly distributed.

Roughly half of the publications are in English, which is above average for Nordic Languages (34%), but lower than for Linguistics (74%). This language proportion is good and fair. There is no reason why researchers in Nordic Languages should only publish in English, since some of the most important channels for publication mainly use Nordic languages. A certain amount should be in English in order to reach an international audience.

The panel's conclusion is that there is a good amount of research of good quality, but that it is unevenly distributed. As far as can be judged, it is conducted by individual researchers not associated with research groups.

Recruitment and training

The principles for hiring staff are sound and well described. The career programme, including encouraging staff to achieve the status of professor, is a good step.

TUC encourages PhD students to study abroad. This is necessary for a small university like TUC, and it is positive that this goal is explicitly stated.

Networking

The self-evaluation stresses the virtue of TUC being multidisciplinary. While collaboration between disciplines is favourable, 'forced' multidisciplinary collaboration, because the number of researchers in Humanities is too small, is not a favourable factor as regards research quality. It is necessary that multidisciplinary projects are carried out because of a common interest, not just because the number of researchers is low.

The self-evaluation does not mention possible collaborations with other institutions in Norway or the other Nordic countries. This could be an important resource for small universities, and it should be stressed that, also with the new university organisation, the institution needs to encourage and facilitate cooperation with other universities.

Impact on teaching

Of primary interest to Panel 2 is a BA programme in Language and Literature. In addition, the institution offers a one-year programme in Norwegian, an MA programme in Cultural Studies, and an MA programme in Educational Science. There is no evidence that teaching in either of these study programmes is research-based, but the fact that most of the researchers listed for Panel 2 are active researchers seems to indicate that this is the case.

As regards the extent to which research performed at the institution influences the content of the teaching, the picture is slightly more pessimistic. According to the self-assessment, teaching only infrequently reflects the research of the teacher. Teachers occasionally supervise students working, for example, on MA projects related to their research, and while this is good, the practice does not appear to be systematic. The institution is aware of the importance of the interplay between teaching and research, and the fact that teachers have an opportunity to give courses at BA and MA level related to their own research is a good starting point. In order for TUC to make a successful transition to full university status, it is necessary that the institution makes an effort to facilitate and support closer interaction between teaching and the research conducted at the institution.

The institution recognises the importance of student involvement in research projects, which is good. However, in the self-assessment, it is noted that this is not common practice in the Humanities. The institution ascribes this to traditional thinking and a lack of suitable projects. It is positive that the

problem is noted by the institution, and hopefully this will make a change of attitude possible in the future.

Other societal impact

The self-assessment shows awareness of the importance of societal impact, but the only concrete societal impact mentioned consists of grammar courses for teachers. No case study was submitted. This is rather surprising in view of the fact that the institution's ambition is to play an important role 'regionally, nationally and internationally in chosen areas'. Given this ambition, the formulation of societal impact should be expected to have a more important role in the future.

Overall assessment

The research in the area of Nordic Languages and Linguistics at TUC is good, but not very strong. Although the institution wishes to play an important role 'regionally, nationally and internationally in chosen areas', the university seems to be focused on local and regional, and, to a certain extent, national matters.

In general, Nordic Languages and Linguistics do not seem to play a very important role at the institution, which seems to be more focused on matters of more direct and immediate importance.

However, there is a reasonable quantity of research being done, which should be acknowledged.

Feedback

The research in the area of Nordic Languages and Linguistics at TUC is good, but not very strong. We recognise that the institution is in transition, but we advise it to develop a focused strategy. Hopefully, the institution will make good use of the new organisation. If the university wants staff to engage in research, it is necessary to organise teaching in such a way that the time that is allotted to research – even though it might be as little as 20% – is really dedicated to research and is not spent on teaching. The organisation of teaching is to a large extent the faculty's or the department's responsibility, but it is often also a matter of workplace culture that needs to be discussed openly.

Lack of evidence of societal impact is a weak point in the self-assessment. If TUC wishes to become strong in research, teachers should be encouraged to integrate their research in teaching, and questions concerning impact and dissemination should be put on the agenda.

The establishment of research groups is a good way of supporting research. More collaboration in the framework for the newly formed University College of Southeast Norway seems promising, but it could well be the case that research groups – also involving the areas of Nordic Languages and Linguistics – could be formed with other universities in Norway and/or the other Nordic countries.

4 Assessment of research groups

4.1 NTNUHF - Language Acquisition and Language Processing Lab (LALP)

Overall score: 3
Research production and quality: 4

Organisation, leadership, strategy and resources

The group has a strong track record of obtaining grants. Activity varies between group members, with a small number of members of the group holding most of the grants. Forthcoming appointments are likely to prove very significant in terms of enhancing research activity.

The university and LALP must develop a clear strategy for both those who are strong in research and those who have not been research-active. This strategy needs to offer rewards to the research-active (for example the provision of research assistance, a reduction in teaching obligations, and/or access to a discretionary research fund), as well as constructive approaches to those who have not been able or willing to develop a research portfolio (for example through the creation of teaching-only, or teaching + admin. posts). This issue must be addressed – the self-assessment states that the three senior staff with teaching obligations spend 50% of their time on teaching activities. Only one of the three is research-active, however.

In its self-assessment, LALP identifies problems associated with the current location of the experimental research facilities, which has a negative impact on the group's development. It will be important for LALP and NTNU to identify and implement solutions to these problems.

Research production and quality

Research output overall, although of a high standard, is lower than might be expected, with many academic members of the group having no, or very few, publications. For those with research outputs, the proportion of book chapters is high relative to the number of journal articles.

Recruitment and training

The age distribution in the group is of some concern, since three of the four members of staff at associate professor level and above are in their 50s or 60s, and only one is under 40. Consideration should be given to the creation of new academic posts, especially in the context of the planned developments in speech and language therapy training. This will be necessary to strengthen the group in the years ahead.

Training opportunities for PhD students are excellent. Opportunities for secondments in the private sector are particularly to be commended. More information on what transferable skills training is provided would be helpful.

Networking

The group has excellent links internationally. There is also strong activity in relation to knowledge transfer and dissemination outside academia, but the group might consider creating more structures to support knowledge exchange – for example by ensuring that stakeholders can contribute to the development of research.

Impact on teaching

While the group's research is highly relevant to study programmes at NTNU, it is not clear from the self-assessment document to what extent teaching is research-based or informed by research, nor whether students are encouraged to work in association with existing research projects.

Overall assessment

Some excellent collaborations, training opportunities and knowledge exchange activities exist, but to develop further, there needs to be a clear strategy for increasing the number of high-quality research outputs.

Feedback

The group needs to develop medium and long-term plans to ensure the appointment of new staff with a commitment to research, to help those staff members to develop their research activities, and, if it is to reach a readership of academics and practitioners, to have a strategy for where to publish outputs.

4.2 NTNUHF/NTNUFLT - The Interdisciplinary Writing Research Group

Overall score: 5
Research production and quality: 4

Organisation, leadership, strategy and resources

The group contributes to the institution's overall goals for research and internationalisation. The funding comes from Norwegian agencies and it could be a good idea to apply for European funding as well. The institution provides resources for internationalisation.

The NTNU self-assessment statement includes this group, but considers two other groups to be more important in the Department of Language and Literature even though the creation of a writing centre is mentioned. This group seems to have fewer resources than the other two groups. The group does not have postdoc positions, which could be desirable.

Research production and quality

The quality of the research production is very good. The group has a coherent line of research and has very good publications. The group has certainly advanced the state of the art in the field. The research production presented by the group shows effective internal collaboration, with articles co-authored by one or more members of the group. Even though most research is based on Norwegian teachers and students, the panel felt that it would be desirable for members of the group to work with scholars from other countries and carry out some comparative studies.

Recruitment and training

The PhD candidates are adequately trained, take part in meetings and present their work at international conferences. It is positive that PhD candidates also go to schools across the country as part of their training.

The size and composition of the group is not completely clear: it is stated in the self-assessment that there are 13 core members (four professors, five associate professors and four PhD candidates), but in the research group section, it is stated that there are eight tenured staff and two researchers. Eight of the ten members of the group (excluding PhD students) are over the age of 50 (seven over 60) and the future of group is at risk unless more tenured positions are created.

Networking

The group has excellent links both nationally and internationally. It collaborates with other Norwegian universities. International collaboration is also very good. Funding has enabled it to form the National Centre for Writing Education and Writing Research and the Centre for Professional Writing in Working Life and Higher Education.

Impact on teaching

Members of the group have run the MA programme in Norwegian L1 at HiST (now merged with NTNU). It makes a smaller contribution to BA teaching and a substantial input to the PhD programme.

Overall assessment

The group is very strong in several respects: 1) internal coherence, focusing on a specific line of research, as can be seen from the research outputs, 2) collaboration with other institutions, scholars from other countries and the National Writing Centre, 3) its impact on teaching and assessing writing in Norwegian schools.

Feedback

This is an excellent research group. Where such excellence exists, it is a challenge to maintain it. The group should continue to think strategically about how to maintain and expand its activities in future. Part of this will entail expanding its scope, which could be accused of being quite narrow. There may be a limit to the types of research on writing that can be done.

4.3 NTNUHF/UiTHSL - Acquisition, Variation and Attrition (AcqVA)

Overall score: 4
Research production and quality: 5

Organisation, leadership, strategy and resources

There is good evidence of strong institutional support for each of the local groups comprising AcqVA. However, more consideration could be given to ensuring that there is a structure to ensure support across the two institutions (for example to provide funding for researchers at one institution to access equipment at the other institution; to enable strong links and shared transferable skills

training for students at the two institutions; to support shared services of a research office identifying funding opportunities etc.)

As part of the development of AcqVA's research organisation, plans should also be described for how existing and new corpora will be made accessible to researchers both within and outside the group in order to facilitate secondary data analysis.

In relation to external funding, it would be useful for the group to share data on its success rate, income per research group member etc. and to compare the data with data from other groups in order to identify areas of opportunity.

Research production and quality

The group has a strong rate of production of research output. However, the balance of 211 peer-reviewed chapters to 175 peer-reviewed journal articles should be altered in favour of a higher proportion of journal articles in order to increase the group's citation rate and research impact.

Language attrition (whether first language loss by once fluent speakers or intergenerational reduction of grammar) seems to play a less important role in research. Since there is little research on language attrition in generative frameworks, AcqVA's role in this area could be increased.

Recruitment and training

There has been strong recruitment in recent years both nationally and internationally, and the group has an excellent age balance. The low number of postdocs and researchers relative to tenured staff indicates that there is an opportunity to seek more research grants that include postdoctoral positions (both internally and externally funded, and for international as well as Norwegian students), since postdoctoral experience is increasingly important in capacity-building in academia.

Networking

Networking by students and staff within academia appears to be exemplary. While knowledge is transferred to non-academic partners through outreach work, the group might want to consider moving towards a model of knowledge exchange, giving stakeholders a role in setting the research agenda. As well as helping to identify priority areas for research, such an approach will enhance possibilities for the group to measure its impact among various stakeholder groups as well as within academia.

Impact on teaching

There are clearly close links between AcqVA's research areas and teaching, but it is not clear to what extent teaching is 'research-led' (i.e. to what extent the curriculum is built around the research of group members).

Overall assessment

AcqVA is a relatively new research group and one of its strengths is that it is cross-institutional. Because it is so new, integration of the two local groups that comprise AcqVA is not yet complete, and the group would benefit from articulating a clear strategy for integration over the next five to ten years. Such integration should include expressing more clearly how activities that are on the periphery of the three domains outlined as scientific goals, or that fall outside formal and generative approaches to linguistics, can be integrated into AcqVA's work (if non-formal approaches are at all desirable at AcqVA).

Feedback

This research group has the potential to continue its development and increase its existing strengths, but it needs to develop clear plans – both at the institutional level and in terms of identifying what developments will help it to achieve the greatest impact.

4.4 UiBHF - LaMoRe

Overall score: 4
Research production and quality: 4

Organisation, leadership, strategy and resources

The LaMoRe research group was established in 2007. It lists eight members for the evaluation (three professors, two associate professors, one researcher, one postdoc and one PhD researcher). It is thus one of the largest groups in Computational Linguistics in Norway. Its goal is to stimulate linguistic research that is theoretically founded and empirical. This involves the production of large, high-quality annotated text collections. The group focuses on the application of corpus and tree bank methodology, often coupled with formal grammar of the LFG kind. The leader of the research group collaborates well both with members of the group and with external colleagues, but the documents do not show to what extent he effectively leads the group. The members of the group come from a variety of fields, including Linguistics, Computational Linguistics, Psychology and Mathematics, which makes for a mix of skills and competences and forms the basis for interdisciplinary research. The group has good coherence, except perhaps for one member, who seems to be an outlier. The group managed to get very good external funding, mostly from the RCN, but the group also obtained EU funds and it is very well embedded in the European context (CLARIN). European aspirations and success require long-term development of competence, not least in compiling complex project proposals for the EU. The management needed for large international projects has reached a level that is proving difficult. Precious research time for the group is spent on project applications and, if successful, on project administration rather than on research itself. The self-assessment reports a good number of complaints concerning the institutional level (lack of career possibilities, no long-term personnel policy, no technical support, little local doctoral financing).

The two leading figures in the group are 69 and 62 years of age. Another member is also over 60 years old. This means that the university should take care to recruit and/or promote new staff soon. Otherwise, the linguistic resources will be inaccessible and the investments will be lost within a few years.

It is not clear whether a department with as broad a scope as 'Linguistic, Literary, and Aesthetic Studies' is the right environment for this group to flourish in. More links with the private sector would have been expected.

Research production and quality

The group has a very good output, although the members of the group exhibit different levels of productivity. Some have published only one or two papers in the last five years, whereas others have co-authored a dozen or more papers in the same period.

The preferred publication channels in Computational Linguistics are peer-reviewed conferences. The group has nevertheless managed to submit a number of book chapters and journal articles for this evaluation. Surprisingly, only one of the submitted publications is on corpus building, all the others are on linguistic corpus studies. All of them are of high analytical quality but some lack a modern technological background and the stringent experiment-evaluation-discussion structure of modern corpus research.

A relatively high number of publications listed among each member's three most important publications comes from the same edited book (edited, moreover, by a colleague in Bergen, though not from the same university), although it is not to be doubted that this collection helped put Bergen on the international map of corpus linguistics. The claim in the self-assessment that the group is a leader in treebank linguistics is trustworthy. The group has also made very good corpora and software available to the outside world.

Recruitment and training

PhD students have received funding through local grants and the CLARA Marie Curie Training Network. They have benefited from training activities in this network and from the PARSEME COST action. Collaboration with companies and other institutions outside academia is lacking. There are and have been few PhD students. The panel felt that the small size of the group, the nature of external projects and, as the self-assessment suggests, the lack of institutional support, are the explanations for this. Some of the PhD students in the CLARA network have joined the group from abroad. From an internationalisation perspective, it is clearly positive that five of the eight members whose CVs are offered for evaluation are not Norwegian.

Networking

The group is well connected within the university, in Bergen and in Europe, connections that are visible in common projects, co-publications and on the web. The group claims to have project-based collaborations with researchers in 30 countries. These joint activities result in the organisation of joint events and the sharing of software and linguistically annotated text data. There is no evidence that members have had lengthy research stays abroad or that they have hosted foreign scholars for extended periods of time. There is no evidence of close collaboration with other Norwegian groups. Computational linguistics often collaborates with the private sector, but this is not prominent in the case of LaMoRe. Collaboration with companies and other institutions outside academia is lacking.

Impact on teaching

The staff members teach at BA, MA and PhD level – roughly 50% of their working time – in both national and international programmes. The impact of research on students' learning outcomes is undocumented.

Overall assessment

The group has built valuable linguistics resources and tools for Norwegian and is a leader in the country in this respect. The members have also published extensively on linguistic findings in these corpora. Through its many international collaborations, the group has some visibility in computational linguistics throughout Europe. It is known for corpus building. It is not known for proposing innovative methods for corpus investigations. This is a well-functioning and internationally visible group (strengths) in an environment that does not seem to sufficiently foster or support group formation and whose relationship to teaching is insufficiently clear (weaknesses).

Feedback

Both the embedding of the group in the department and the relationship of research and teaching need to be reconsidered. Care has to be taken to plan for the change of the guard (retirements possible in the near future). We recommend that the group continue its work on compiling and collecting linguistic resources. This is leading to a treasure chest that forms a valuable basis for modern statistical analysis methods. We expect that the group will focus more on these new methods in the future.

4.5 UiOHF - MultiLing Core Group

Overall score: 5
Research production and quality: 5

Organisation, leadership, strategy and resources

The group contributes to the institution's goals and has very good resources and infrastructure. It is a very big group (35 members) with very substantial funding. It gets most of its external funding from the RCN. It might be desirable to obtain funding from international public and private sources as well.

The group is interdisciplinary and still more balanced towards early-career researchers. It aims to become world-leading in the field of individual and societal multilingualism. In order to achieve this goal, it is very important to reinforce the leadership of the group, so that it has a stronger focus on working together on specific topics: this kind of collaboration is not apparent from the self-assessment. With such a focus, it would be more likely to have an impact in the field of multilingualism and to become a world reference.

Research production and quality

The quality of the publications is very good. The articles and book chapters presented are in most cases international, and the journals and publishers are widely recognised in the field of multilingualism. The number of publications in 2015 was 64 for a group of 34 members (including PhD students), which is a good average.

The topics of the publications are extremely diverse. This is good in terms of coverage of the wide field of multilingualism, but also potentially problematic for the group if it is to advance the state of the art in specific areas of multilingualism. It might be a good idea to work on a publication strategy based on collaboration between members of the group in order to focus on specific topics.

Recruitment and training

The group recruits a high proportion of PhD candidates and postdocs from international institutions. A large number of research activities are organised at the centre and all members of the group can benefit from them. The institution and the group seem to be well prepared for the generational turnover.

Networking

The group has international associate members and international collaboration that can contribute to the production of high-quality research.

Impact on teaching

The research group is a relatively free-standing centre whose mission is to carry out research. This can be understood as the reason for the fairly minor impact on teaching of the centre's research. It is not clear how much the centre's PhD students teach: from the self-assessment, it appears to be less than at other institutions.

Overall assessment

With the significant investment it receives, this research group has the potential to become world-leading. So far, output is very good in terms of quantity, and mainly of an international standard.

Feedback

The group should develop a strategy to increase collaboration within the group and avoid fragmentation – there are very many topics here, and some of them do not relate to any of the others in any obvious way. The substantial series of seminars to which international scholars are invited go some way to achieving the internal networking that is needed. We had some concern about the lack of a coherent leadership structure, or at least felt that insufficient detail was provided about this. They do a lot of different things, but do not seem to have focused expertise.

4.6 UiOHF - Syntax & Semantics

Overall score: 4
Research production and quality: 4

Organisation, leadership, strategy and resources

SynSem is a small group with members from three departments, but it has achieved a reasonable measure of coherence. At the more general level, what unites them is their orientation towards formal linguistics (both syntax and semantics), although there are, of course, different types of formal orientation: the philosophically oriented formal semantics of two members has little in common with generative analysis of Italian question-word questions. The name of the group shows awareness of this split. For syntax, the group typically combines formal and corpus work, often on Slavic or classical languages. The links with Philosophy and Informatics give the work an interdisciplinary component. Although there is one formal leader, four senior scholars are actively involved in the planning. External funding primarily comes from the RCN. The group is well supported by its university: the two doctoral candidates and the two postdocs are internally funded (via a seed money programme).

Research production and quality

The group publishes internationally in good to very good publication channels. The link between corpus data in Latin and Greek and formal linguistics makes the group special. It is also interesting that one member engages in detailed cross-theoretical comparison. This is original, but, somewhat paradoxically, it will limit the readership (because relatively few linguists will be familiar with the technicalities of two formal theories). The panel commended the group for including the publication of a doctoral candidate in its submission to HUMEVAL. The group also compiles corpora that are available to outsiders. Their use is reflected in a number of the group's publications. The group's efforts to bridge theoretical and computational linguistics are laudable, but have only just started.

Recruitment and training

The group recruits internationally, which is reflected in the fact that one doctoral candidate and one postdoc come from outside of Norway. The number of PhD students is small, but this reflects the size of the group. There are as yet no joint publications between junior and senior group members, although such publications are planned. Junior members are encouraged to go abroad for training.

Two of the publications submitted are more to the credit of earlier environments (Utrecht, Barcelona), and thus essentially show that the group attracted young talent from abroad.

Networking

The senior scholars were and are very well connected internationally (Chicago, Oxford, Tübingen) as well as nationally (with the earlier CASTL Centre of Excellence in Tromsø and one member's partial employment in Tromsø). These connections have resulted in research stays. Lexical Functional Grammar is also strongly present in the University of Bergen's research group 'Language Models and Resources' (LaMoRe), but there is no liaison between the groups in Bergen and Oslo. For Slavic languages, there is a project in which Russian colleagues are engaged in teaching and research.

Impact on teaching

Senior members participate 50% in BA, MA and PhD courses and endeavour to make the group's orientation visible to Oslo students. The group has created an interdisciplinary course in formal syntax and semantics at MA level. Especially the group's work on corpora has been made use of in the teaching of Russian.

Overall assessment

The group is small, but fairly coherent, and it is performing well and internationally visible.

Feedback

The unity of the group, which relies strongly on its formal orientation, is weakened by the fact that the group's focus on formal syntax is fairly independent of the group's work on formal semantics. It is to be hoped that the group's described cooperation with computational linguists will also be expanded and not just be limited to the planned stay of one of the members at CAS. The use of the group's corpora could be expanded.

4.7 UiTHSL - Giellatekno

Overall score: 4
Research production and quality: 4

Organisation, leadership, strategy and resources

The Giellatekno group is part of the Department of Linguistics at the Faculty of Humanities, Social Sciences and Education in Tromsø. It contributes to the declared goals of the university to develop language technology applications for Sámi and other minority languages.

The Giellatekno group is an excellent research group, with researchers and developers from all over Europe, including (Sámi) linguists and language technology specialists. The chosen frameworks Finite

State Transducers, Constraint Grammars and Rule-based Machine Translation make perfect sense given the limited amount of digital linguistic resources available for Sámi.

Funding comes from government and cultural organisations that support language technology for minority languages, in particular Sámi. The group has been very successful in attracting a number of research grants from Norwegian and international sources.

Research production and quality

This is the leading research group on Sámi language technology. The group has done extraordinary work for a minority language with a small number of speakers. Giellatekno is in fact often the co-developer for new language technology programmes for minority languages spoken in the circumpolar region.

The group strikes a good balance between basic research (excellent formal descriptions of the morphology and grammatical structure of the Sámi languages) and very good applications (spell checking, machine translation, computer-aided language learning).

The group is also highly visible at relevant international conferences (LREC, Nodalida; International Workshops on Computational Linguistics for Uralic Languages).

Recruitment and training

It is somewhat surprising that no PhD has been completed during the evaluation period. One member is currently supervising five ongoing PhD projects. The group has listed three members for the evaluation, two male and one female. In addition, the group lists two other members in Norway who are not included in the evaluation, both male. The panel felt that there has been a good recruitment strategy to ensure experienced people who can drive language technology forward for Sámi and other minority languages. On the other hand, we regard it as negative that training and supervision have so far failed to lead to any completed PhD theses.

Networking

The group lists good networking partners, with Språkbanken in Gothenburg for corpus linguistics issues and the University of Tübingen (Germany) for language technology in computer-aided language learning. There is intensive cooperation with the Apertium development team in Alicante. There are also ties and technology exchanges with the Universities of Helsinki (Finite State technology) and Odense (constraint grammar parsing). The group also collaborates with the University of Alberta (Canada) on language technology for Native American languages and with the University of Tartu (Estonia) on Finno-Ugric language technology and machine translation.

Overall, taking the context into account, this is a strategically well-selected and lively network throughout Europe and North America, and the networking is considered excellent.

Impact on teaching

It is unclear to what extent the group engages in teaching language technology courses. The group argues that 'Sámi language technology is a small field' and that there is therefore no formal study programme. However, we wonder why there is no general language technology programme at Tromsø in which Sámi NLP is a specialisation area.

Overall assessment

The group is not a technology driver at the cutting edge of language technology research, but we value the group as well-informed and ambitious users of current methods and tools. It selects and

combines the most appropriate approaches given the constraints of its mission and goals. The networking activities and international impact are surprisingly high given the focus on language technology for a minority language in the far north of Europe.

Feedback

We recommend that the group continue on its chosen path of building language resources for Sámi and other minority languages and producing application programmes for those languages. We believe that minority languages profit enormously from translated and annotated corpora. We encourage the Giellatekno group to promote the translation of Norwegian and English texts into Sámi and to collect and annotate such corpora. This will be worthwhile for the documentation and preservation of the language, but also important for sustainable language technology applications.

We recommend that the group adopt more machine learning approaches, which are helpful, e.g. for disambiguation tasks. These modern tools integrated into hybrid NLP systems will also give the group even better visibility in the wider language technology community.

4.8 UiTHSL - CASTL-Fish

Overall score: 5
Research production and quality: 5

Organisation, leadership, strategy and resources

The group has only existed formally since 2015, but it grew out of a former Centre of Excellence. For this reason, it is not possible to evaluate CASTL-Fish without taking the former Centre of Excellence into consideration. It has been granted continued support from the Faculty of Humanities at UiT. The CASTL-Fish group is engaged in research in theoretical linguistics, to a large extent within a generative framework. The area of focus is the architecture of human language, in particular the relationships between syntax, semantics and phonology, and the interfaces connecting these areas. For this domain, the group has a strong coherence that is reflected in co-publications. According to the group's self-assessment, it also focuses on empirical areas, such as language acquisition, Nordic dialects and Sámi studies. However, studies related to this were not submitted for evaluation. Not all submitted studies are aimed at advancing theoretical issues, but are rather studies where theory serves as a background to the discussion of empirical phenomena. This balance is regarded as very positive.

The group is led by one member, but, from what can be gathered from the self-assessment, her role is more that of a coordinator than a leader, not least because of the group's 'rectangular' structure, with eight professors being involved. Judging from the research production and other research activities, the group's organisation seems to work very well.

The 'rectangular' structure is motivated by the desire not to be narrowly focused. This is not plausibly argued and it is more likely to be due to historical contingency. In the recent past, external funding was comparatively modest (and mostly of RCN provenance), but the core members had previously been very successful (not least with the RCN-funded Centre of Excellence). It is very positive that UiT funding supports two professor II positions (Oslo, Gothenburg).

Research production and quality

The group produces top research in top publication journals. such as *Lingua*, *Language Sciences*, *Journal of Linguistics*, and *Natural Language and Linguistic Theory,* and with the most prestigious publishers, for instance Oxford University Press and Cambridge University Press. The rate of publication is very high. In addition to publication, members serve on prestigious editorial boards. One of the members has brought a formerly local working paper to Level 1 status. In Norway, the University of Tromsø has the highest proportion of publication points in the field of linguistics (27% of the publication points in the field of linguistics come from the UiT) during the period 2011–2015. This is no doubt partly because, until 2013, the members of this group were affiliated to a Centre of Excellence. In generative grammar, both the group itself and its members are internationally at the top level, but this very strong theory-specificity inevitably goes hand in hand with less cross-theoretical relevance. The self-assessment describes the work as having 'practical, applied and social' relevance, but this is not convincingly argued, and nor is its alleged interdisciplinary dimension. It is also unclear how the group puts questions of 'ideology and methodology at the centre of our field'. Some of the submitted work is quite technical in nature – which is what could be expected from this kind of group. The main body of the theoretical part is lucidly written. An important part of the research activity seems to consist of organising four to five workshops each year.

Recruitment and training

The PhD programme seems to be successful, with a very high number of PhD students and a high number of publications completed since 2010, which are the result of its former Centre of Excellence status. It is unclear to what extent the recruitment of higher level students is international. The staff themselves, however, are very international. Of the eight members who are included in the evaluation, only the oldest one is Norwegian. The fact that this group is very international is seen as positive.

Networking

The group is very well connected with other generative centres and linguists, in part because the staff themselves are very international. It is not clear whether the members have recently spent any length of time abroad or whether the group has welcomed long-term guest scholars.

Impact on teaching

Members are involved in BA and MA training, but it is unclear in what way the particular orientation of the group impacts on the teaching.

Overall assessment

According to the institution's self-assessment, developing more world-leading academic communities was part of a long-term plan for Norwegian Research and Higher Education-, and establishing Centres of Excellence was a means of achieving this. CASTL and its continuation CASTL-Fish show that the idea has worked. In the field of generative syntax, this is a very strong group, publishing coherently and at a very high level of expertise and visibility.

Feedback

The top-heavy personnel structure guarantees top research, but care should be taken to ensure that it does not harm the careers of younger scholars. It will be a challenge to keep up the momentum the group had with the Centre of Excellence.

4.9 UiA - Historical Sociolinguistics

Overall score: 4
Research production and quality: 4

Organisation, leadership, strategy and resources

The Historical Sociolinguistics Research Group comprises 11 active researchers distributed across two departments. Although the group has no obvious leadership, its outputs are sufficiently cohesive for it to be regarded as a group. The group's work is not particularly consistent with the faculty's stated plan for work to have societal relevance: this is an ambition, and does not realistically apply to the work considered here. The university wishes to see greater participation in EU initiatives such as Horizon 2020, but it has not been successful so far. External research funding is not high, but the group (and other linguistic researchers) are about to gain access to a new linguistic laboratory, including an eye-tracking facility. This is unlikely to be particularly relevant to the Historical Sociolinguistics group, however, although there are applications in neighbouring areas of (socio) linguistics. The faculty does have a system in place for research grant mentoring, where applicants can draw on the experience of others. The SWOT analysis submitted by the faculty suggests that smaller grants, such as those applied for in the humanities, are harder to come by than larger ones.

Research production and quality

The group has produced good work over several years, and some members are quite widely cited. The panel observed that a majority of the group produces high-quality research of an international standard. The discipline is international, with one academic being a founding member of the very successful Historical Sociolinguistics Network. Much of the research is based on Norway and, with some exceptions, care is taken to place it in an international context through reference to non-Norwegian literature where relevant. Productivity varies across the group; some members have produced world-leading research, some a very large number of refereed journal articles (25 in 10 years), while others have produced little original output. Many group members have been involved in the Historical Sociolinguistics Network as organisers and teachers at the annual summer schools (35–40 doctoral students have participated each year since it started in 2006). Agder University hosts the summer school at its study centre on Lesbos in alternate years. The research group is not interdisciplinary, with the exception that a good deal of its work is historical in nature. That said, there does not seem to be any collaboration with professional historians.

Recruitment and training

The group is top-heavy, with nine full professors. No specific strategies for recruitment are mentioned, nor for staff training. This appears to be at the institutional level. With a high student/staff ratio, teaching hours are high for staff, with the result that staff spend most of their time teaching during term time. This situation is similar at other new universities. There is also no mention of specific training for doctoral candidates and postdocs, though doctoral programmes are available in a number of subjects, including linguistics. We assume that training is taken care of at the programme level. Several members of the research group are active internationally, accepting invitations as guest speakers, reviewing grant proposals etc. Time can be allocated for some staff to prepare plans for national and international collaboration. Although there is no mention of specific research leave/sabbatical arrangements, this suggests that good conditions exist for encouraging national and international mobility.

Networking

Several of the members have international collaborators, as witnessed by the Historical Sociolinguistics Network in particular. Collaborations outside this network exist as well, and there have been joint publications outside Agder, though they are not especially common.

Impact on teaching

A good deal of the work produced by the group will be of interest to students on a number of the faculty's programmes. This is mentioned in the group self-assessment, but not elaborated upon.

Overall assessment

This is a successful group of active scholars, some of them leaders in their field nationally and internationally. It has been able to expand over the years. However, it is more a collection of individuals who do not collaborate with each other. Instead, they have collaborations outside Norway, or they are (in a few cases) lone scholars. This particular subject area does not generally require large resources, so research grants are not frequent. The exception to this is the growing area of corpus linguistics, although the particular people submitted for this assessment do not use these techniques. In disciplinary terms, this is perhaps a drawback for the future.

Feedback

Our comments suggest that the group actually has few characteristics of a 'group': people are either outward-looking, or else they are lone scholars working on their own projects. There is nothing intrinsically wrong with this, but the university is keen to get more research funding and to internationalise by obtaining EU funding. Research seminars appear to be absent, and the group would benefit from them. The university makes grants available for workshops and other forms of networking. Some members make use of these, and it may be that more people should be encouraged to do so. The presence of doctoral researchers and postdocs is critical for a real research environment. Group members should be encouraged to apply for funding for such positions, perhaps in a neighbouring discipline, and perhaps with people they would not normally work with.

4.10 UiA - Multimodality and Learning

Overall score: 3
Research production and quality: 3

Organisation, leadership, strategy

The Multimodality and Learning research group consists of six scholars in this faculty who work together on issues concerning how to strengthen communication and learning in teacher education. All of them are experienced teacher educators, five for the subject Norwegian and one for Spanish. The research group is presented through the research project running from 2012–2014, funded by the RCN and the University of Agder, Digital literacy and the use of digital resources in Teacher Education (2012–2014).

The group works closely together and has published articles in national and international journals. The self-assessment says very little about how the group is organised or led (except that it is characterised by extensive cooperation between its members).

Research funding for the group has so far been limited to funding from the institution and from other private Norwegian sources. However, the funding was not sufficient to hire PhD students or postdocs. The researchers in this group have used research time that comes with their positions as tenured staff to work on joint research projects. A previous project (MULL 2007-2010) was funded by RCN.

Research production and quality

The focus of the research is on multimodal texts in digital media and how they differ from traditional printed texts. The group has investigated digital text competence through discourse and classroom studies. The target groups for their study are researchers, student teachers and librarians.

It is not clear from the submitted documents who in the research group specialises in what. One researcher who was awarded a PhD in 2012 has worked on multimodal constraints in Microsoft Word. In a well-executed case study, the researcher investigated the technical options in different versions of Word for producing linguistic tree images. Others have investigated how students undertaking teacher training collaborate through digital media.

The methodology is traditional, which means it is based on text analysis, observation and focus group interviews. Modern empirical methods (e.g. videos of student interactions, eye tracking, and tools for corpus linguistics) are not used.

The amount of publications by the group in the evaluation period 2011–2015 is limited, but it has clearly increased compared to the preceding five-year period. We assume that this is also due to the conversion from university college to university in 2007, which the panel presumed entails more encouragement for research and publications for lecturers and professors.

The quality of the publications varies from very good to problematic. We appreciate the efforts to investigate and discuss technology in the context of linguistic theories (in particular social semiotics). Most of the publication channels are clearly national, and only few reach an international audience.

Recruitment and training

Only one member of the group has been active in supervising PhD students who have completed degrees during the evaluation period (2006–2015). She reports on three completed degrees as main supervisor and three as co-supervisor. It is unclear whether these PhDs were awarded at Agder or somewhere else, and what these students have worked on.

It is surprising that none of the other professors in the group report any PhD work completed under their supervision.

Networking

The group highlights its close internal collaboration and points to a fruitful national cooperation with the monitoring group for the teacher education reform programme. It has also established international collaborations with colleagues in England, Denmark and Sweden. Two members of the London group have been guest researchers at Agder.

Impact on teaching

The research performed by this group has implications for and an impact on teaching in Norwegian schools. New findings in educational research will influence teacher students and help them to adapt to new media uses in the classroom.

The researchers in this group are involved in training teachers from the preschool level to upper secondary level. Teaching involves on-campus and distance learning courses.

On the other hand, we were not able to determine whether the group's research has any impact on their teaching at the university.

Overall assessment

We regard it as very positive that the research group on Multimodality and Learning works closely together, given the limited research funding that has been available to them. They play an important role in national initiatives in teacher education. They have already started collaborations within Scandinavia and with a partner group in England. The number of publications and their quality should improve in the next years.

Feedback

We recommend that the group rethink its methodologies for its research and explore modern tools and methods, not least in order to improve their chances of obtaining more research funding. The research topic (digital media in teacher education) is well chosen for many years to come and constitutes a good basis for innovative research. In addition, we encourage the group to strengthen its international ties and to collaborate closely with leading researchers in Norway and abroad.

4.11 HiHM - Norwegian as a Second Language: Teaching and Learning

Overall score: 3
Research production and quality: 3

Organisation, leadership, strategy and resources

The group was established in 2015 on the basis of an earlier cooperation between its members. It has seven members: two professors, four associate professors and one PhD student. Three of the members have recently defended their PhD theses. It is clear who the group leader is, although it is not entirely clear from the self-assessment how leadership is exercised or how the group members interact.

The group is strongly focused on Norwegian as a second language, work that corresponds closely to one of the institution's focus areas explicitly mentioned in its self-assessment. Much of the research is closely related to teacher education and to the practice of teaching Norwegian as a second language. Language testing is another important area.

The goals of the research group are explicitly formulated in the self-assessment as scientific goals, thematic goals, dissemination goals, quality goals, achievement goals and visibility goals. It is also explained how these goals are to be achieved. The emphasis that the group puts on collaboration is in tune with the institution's strategic aim of actively engaging in 'international collaboration, cross-faculty collaboration and collaboration with non-academic partners'. The collaboration among many of the members is explicit, and the international links with Zambia and Namibia (albeit focused on just two senior group members) have been fruitful for both the Norwegian and African parties.

'Norwegian as a Second Language: Teaching and Learning' is listed as a scientific priority for the institution.

The group is part of a larger scholarly community at HiHm, and it takes part in the interdisciplinary seminars at HiHm revolving around education and diversity.

It is not explicitly stated how research groups are supported in general at the university, or what their role is in the system.

The external funding is about one third of the total funding and it seems to be well allocated.

Research production and quality

Members of the research group are expected to publish at least one article per year outside Norway. The goal is that studies should have good quality and be visible. However, articles are mostly published in Norway, half of them in Norwegian, explicitly aimed at Norwegian teachers, and the aims do not seem to be achieved in all cases. It is positive that the majority of the submitted papers are co-authored and, judging from the CVs, this seems to be common practice.

The quality of the research production is good. Some of the submitted production consist of reports from case studies or action studies in school or preschool settings. Such studies will perhaps not revolutionise the research field, but they are carefully done and will certainly contribute to the development of good teaching practices in Norwegian schools.

Some of the submitted work has a more general scope. The article 'Evaluation of texts in tests – where is the dog buried' touches on a more general problem in assessing texts, and what role L1 language and text culture plays for L2 learners.

Recruitment and training

In 2016 the group had only one PhD student, but work is in progress to apply for external funding, including for PhD studentships. The work will also involve including MA students in research activities.

Networking

The group seems to be active in networking cooperating with scholars in Oslo, Helsinki, Gothenburg, Iceland, Canada (Toronto), and Scotland (Strathclyde). It also cooperates with MultiLing at Oslo University. Furthermore, the group is active networking through European Early Childhood Education Research Association (building a special interest group in Multilingual Childhood) and have collaborative partners in Germany, Zambia and Namibia. The group leader holds a part-time professorship at Karlstad University, and another member holds a part time professorship in Oslo. One member, not listed for evaluation, holds a position at UiOHF. Articles and book chapters are co-authored with members outside the group. All this contributes to giving the group high visibility.

Impact on teaching

The impact of research on teaching in the group is strong; all group members teach topics related to their specialities.

When it comes to teaching, it could also be mentioned that the group is involved in preschool, primary school secondary school teaching and professional development courses due to the contacts that the research activities give rise to.The members of the group perform well, but it is somewhat unclear to what extent this is really a research group. The self-assessment document says a great deal about networks in Norway, the other Nordic countries and internationally, but fairly little about

how the group works as a group, and what kind of dynamics result from this. The publication profile is good, both from a quantitative and a qualitative point of view.

The work of the research group is of great societal importance.

Feedback

The panel recommends that the group make their goals more explicit, for example how the group could collaborate to benefit more from possible group dynamics.

The objectives of the group are eloquently formulated, and that is good. The relevance of the research that this group does is clear. The work done by this research group is of obvious relevance to society and demonstrates how Humanities can contribute strongly to societal impact. However, it is important in this situation that the research group does not lose track of the question of quality of research. Research overviews and case studies are fine, and the submitted publications are good or very good, but the group might consider focusing more on topics of interest to an international audience.

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6 List of abbreviations used in the reports

Abbreviation	Meaning
AcqVA	Acquisition, Variation and Attrition (NTNUHF/UiTHSL research group)
AHO	Oslo School of Architecture and Design
ATH	Ansgar University College and Theological Seminary
BI	BI Norwegian Business School
BVH	Buskerud and Vestfold University College
CASTL-Fish	Center for Advanced Study in Theoretical Linguistics — Formal Investigations into Structure and Hierarchy (UiTHSL research group)
CLARIN	Common Language Resources and Technology Infrastructure (European Research Infrastructure for Language Resources and Technology)
COST	European Cooperation in Science and Technology
CRIStin	Current Research Information System in Norway
DHS	Diakonhjemmet University College
FIH	Fjellhaug International University College
FP	EU Framework Programme
FRIPRO	RCN's 'bottom-up' funding instrument for investigator-initiated research
HEI	Higher Education Institutions
HERD	Higher Education Expenditure on R&D
HiHm	Hedmark University College
HiL	Lillehammer University College
HiØ	Østfold University College
HiOA	Oslo and Akershus University College of Applied Sciences

HiT /TUC	Telemark University College
HUMEVAL	This evaluation of the Humanities in Norway
HVO	Volda University College
IFS	Norwegian Institute for Defence Studies
ISP-FIDE	RCN call for proposals as a follow up of the evaluation of Philosophy and History of Ideas in Norway (2010)
ISP-HIST	RCN call for proposals as a follow up of the evaluation of Research in History (2008)
LAIDUA	Language and Identity Encounters in the Urban Arctic (UiTHSL)
LALP	Language Acquisition and Language Processing Lab (NTNUHF research group)
LaMoRe	Language Models and Resources (UiBHF research group)
LAVA	Language Acquisition, Variation & Attrition (UiTHSL research group)
LCIS	Linguistic Complexity in the Individual and Society (NTNUHF)
LUNA	Faculty of Education and Natural Sciences (HiHm)
MF	Norwegian School of Theology
MHS	School of Mission and Theology
MULL	RCN-supported research project at UiA (Multimodalitet, leseopplæring og læremidler)
MultiLing	Center for Multilingualism in Society across the Lifespan (UiOHF centre of excellence)
NHH	Norwegian School of Economics
NIFU	Nordic Institute for Studies in Innovation, Research and Education
NIKU	Norwegian Institute for Cultural Heritage Research
NLA	NLA University College
NMH	Norwegian Academy of Music
NOA-D	Norwegian as a Second Language Teaching and learning' (HiHm research group)

NOKUT	The Norwegian Agency for Quality Assurance in Education
NTNU	Norwegian University of Science and Technology
NTNUHF	Norwegian University of Science and Technology Faculty of humanities
NTNUMuseum	Norwegian University of Science and Technology University Museum
PRIO	Peace Research Institute, Oslo
RCN	Research Council of Norway
REF	UK Research Excellence Framework (a system for performance-based research funding)
SDÁ	Sámi-language scientific journal Sámi dieđalaš áigečála
SH/SAMAS	Sámi University of Applied Sciences
UHR	Norwegian Association of Higher Education Institutions
UiA	University of Agder
UiB	University of Bergen
UiBHF	University of Bergen Faculty of Humanities
UiBMuseum	University of Bergen University Museum
UiBSV	University of Bergen Faculty of Social Sciences
UiN	Nordland University
UiO	University of Oslo
UiOHF	University of Oslo Faculty of Humanities
UiOMuseum/KHM	University of Oslo Museum of Cultural History
UiOTF	University of Oslo Faculty of Theology
UiS	University of Stavanger
UiSMuseum	University of Stavanger Museum of Archaeology
UiT	The Arctic University of Norway

UiTHSL	The Arctic University of Norway, Faculty of Humanities, Social Sciences and Education
UiTmuseum	The Arctic University of Norway University Museum
UNI	UNI Research (In the case of this evaluation specifically the UNI Research Rokkan Centre)
USN	University of Southeast Norway (merger of Buskerud and Vestfold University College (HBV) and Telemark University College (TUC) from 2016)
WINHEC	World Indigenous Nations University
WoS	Thomson-Reuters Web of Science

7 List of panel members

Chair	Cenoz	Jasone	University of the Basque Country
Secretary	van der Worp	Karin	University of the Basque Country
	Blokland	Rogier	University of Uppsala
	Josefsson	Gunnlög	University of Lund
	Kerswill	Paul	University of York
	van der Auwera	Johan	University of Antwerp
	Volk	Martin	University of Zurich
	Woll	Bencie	University College London