The Research Council of Norway

Evaluation of the Humanities in Norway

Report from the Principal Evaluation Committee

Evaluation
Division for Science

The Research Council of Norway

Evaluation of the Humanities in Norway

Principal Report June 2017

Evaluation
Division for Science

The Research Council of Norway
Visiting address: Drammensveien 288
P.O. Box 564
NO-1327 Lysaker
Telephone: +47 22 03 70 00
post@rcn.no
www.rcn.no
The report can be ordered and downloaded at
www.forskningsradet.no/publikasjoner

Graphic design cover: Melkeveien designkontor AS
Photos: Shutterstock

Oslo, juni 2017

ISBN 978-82-12-03614-7 (pdf)

Foreword

The Research Council of Norway (RCN) appointed eight panels to undertake an ambitious and wide-ranging field evaluation of Humanities research in 2015. The panels comprise independent Humanities scholars from a range of European countries. The work was done during the course of 2016 and the first months of 2017. Each panel covered an area within the overall field of humanities. Their reports are published in separate volumes. The panels' evaluations have been synthesised into this overall evaluation of the whole field of humanities in Norway by a principal committee, comprising the chairs of the eight area panels under the leadership of Shearer West.

Technopolis provided logistical and project management support to the entire exercise. Erik Arnold (Technopolis and Royal Institute of Technology, Stockholm) acted as secretary to the main panel. A full list of members and the secretaries to all eight panels is provided in Appendix D to this report.

On behalf of all eight panels, the authors would like to express their gratitude to the many institutions and individual researchers who provided the evaluation with substantial written inputs and who took the time to meet with panellists to discuss their performance and achievements. They are also grateful to RCN for the opportunity to undertake such a wide-ranging and challenging assignment.

Shearer West, University of Sheffield – Chair of principal committee and panel 1

Jasone Cenoz, University of the Basque Country – Chair of panel 2

Kiene Brillenburg-Wurth, University of Utrecht – Chair of panel 3 until 09/2016

Judy Quinn, University of Cambridge – Chair of panel 3 from 10/2016

Anthonya Visser, University of Leiden – Chair of panel 4

Frank Trentmann, Birkbeck College, University of London – Chair of panel 5

Matti Sintonen, University of Helsinki – Chair of panel 6

Kocku von Stuckrad, University of Groningen – Chair of panel 7

Hannu Niemenen, University of Helsinki – Chair of panel 8

Contents

Executive summary

This evaluation of Humanities research in Norway includes 2300 researchers across 36 organisations: nine faculties within universities, five university museums, 18 other higher education institutions, and four research institutes. This principal report summarised the evaluations of eight panel reports covering the full spectrum of humanities disciplines.

The Humanities are well resourced in Norway. There is evidence of some internationally leading work and of interdisciplinarity in a number of areas as well as of a trajectory of improvement over the last decade in terms of publication volume, quality, research productivity, internationalisation, the PhD system and the performance of collaborative research groups. The panels found that there were pockets of excellence in most areas of the Humanities, but that no groups or institutions reached the highest levels of international performance.

Research groups across all areas nonetheless show evidence of high quality, with a number of especially high-performing and internationally competitive groups. Detailed appraisals of research groups that have, or have the potential to achieve, international standing can be found in the individual panel reports. Research groups were significantly more international and original than other parts of the community.

The Humanities account for 16.8% of the national publication output in Norway. While there was a 7.8% increase in publication points for the Humanities in general between 2011 and 2015, there was 22% growth in Aesthetic Studies, 23% in Media Studies and 16% in Nordic and Comparative Literature. Modern and Classical Languages, Literatures and Area Studies show a 10% decline. There are complex reasons for these changes, including a growth in the number of staff in some areas (e.g. Media Studies) and a decline in other areas.

Twenty-six percent of researchers had no publication points at all, which indicates that research cultures are as yet undeveloped in a number of Humanities faculties. Only 35% of these non-publishing research staff are PhD students.

The concentration of Humanities research primarily at four universities (UiO, UiB, UiT and NTNU) has some value in term of critical mass, but leaves a variety of other institutions struggling to compete. The University of Oslo and the University of Bergen together have 43% of the total publication points for the Humanities in Norway. The range of institutions in Norway creates a clear research hierarchy between high-performing research universities, university colleges and small specialist institutions.

With one or two notable exceptions, a strategic approach to Humanities research is lacking at both the institutional and faculty level. There is some recognition that international mobility and international partnerships are valuable, but in only a small number of cases was there evidence of sustained attention being devoted to building international recognition and partnerships. In many cases, this absence of a strategic approach also was accompanied by a lack of attention to the provision of systematic support for early-career researchers and administrative support for academics applying for external research funding.

The gender balance among research staff shows a similar pattern to other EU countries, with a more even proportion of men and women at postdoctoral and early-career level, and a much lower proportion of women at the professorial level. In 2011, 58% of postdocs in the Humanities were female, but that decreased to 48% in 2015, which is a worrying decline. On the other hand, while

only 24% of full professors were female in 2005, this proportion had increased to 33% by 2015. There is still much work to be done to improve the statistics.

There is a large spectrum of research capacity and capability for Humanities among the different institutions evaluated. Many university colleges and smaller specialist institutions are recent entrants to the world of research. These institutions often lack staff who can define and undertake research projects, as this has not previously been an expectation. A particular challenge for the colleges is whether more senior members of staff can make the transition to a new way of working. There is a role for the RCN in helping to build capacity in the system, but there is also an inherent tension between allocating funds purely on the basis of established excellence, and building capacity in weaker parts of the system to enable them to make the transition to an embedded research culture. It is for the Norwegian Government to decide how to distribute funds between excellence and capacity building.

The sources of research funding in Norway include basic funding from the Government, project funding from the RCN and other national and international sources (e.g. the EU), as well as industry and other public sector funding. The Humanities receive the highest proportion of basic funding at 78%, compared to Social Sciences with 75% and Engineering and Technology with only 50%. In recent years, the Humanities have shown strong relative growth in the proportion of RCN funding, currently amounting to 11% of the total R&D budget for the Humanities. RCN funding for the Humanities is primarily focused on the traditional university sector, with the University of Oslo alone receiving 48% of RCN funding in 2014. The majority of RCN funding for the Humanities is delivered through the independent research projects instrument (FRIPRO), and Humanities areas have tended to rely on a limited number of RCN funding schemes – primarily independent projects and Centres of Excellence. More recently, funding for research infrastructure has been increasing in the Humanities. There is as yet very little Humanities involvement in RCN thematic programmes, although efforts to change this are beginning to bear fruit.

In a number of instances, Humanities research focuses on Norwegian issues and contexts. This is reasonable and understandable in some areas such as Norwegian language, literature and history. However, the panels found that, in a number of cases, the focus on Norwegian research did not lead to sufficient emphasis on how topics, questions and problems investigated in Norwegian case studies should be related to larger, comparable international phenomena.

The panels were also asked to assess the interplay between research and teaching and the societal impact of Humanities research.

According to a survey conducted by NIFU, 25–33% of Humanities faculty present their research to PhD students, MA students or BA students ‘to a large extent’, although only 25% of them involved BA students in their research. Less than 40% of those who are members of a research group involve their students ‘to a large extent’, which is a similar proportion to Social Sciences. This pattern makes it less likely that students will engage directly with research projects, although it was difficult to determine the extent to which teaching at institutions was informed by, or even led by, the research focus of the academics.

An analysis of the 165 impact case studies presented to the principal committee as part of the evaluation demonstrates that the Humanities make a strong contribution to society, culture and the economy by engaging with a range of public and private sector organisations. The panels were favourably impressed by the range and depth of the Humanities’ collaboration with other sectors and the emergence of impact evidence based on that collaboration. Impact is strong in some areas

but needs developing in others, and there is a need to articulate the difference between impact and engagement more clearly.

An analysis of the 165 impact cases submitted to HUMEVAL showed that users strongly valued the contribution made by Humanities research. However, the analysis also demonstrated that there is a better match between Norwegian Humanities research and the societal challenges of H2020 than there is a relationship with the priority areas of the Norwegian Long-term plan for research and higher education.

Recommendations

To the institutions

- Both the Norwegian Government and individual institutions need to develop stronger strategies and priorities for Humanities research, recognising the strengths and weaknesses of the system and the limitations in terms of resources
- If university colleges are expected to produce high-quality research, there is a need to recruit more staff with PhDs and provide an appropriate time allocation to enable staff to conduct research of the requisite quality, so that staff are not trapped forever in the lower tier of research performance owing to a limited allocation of research time
- There are too many researchers in Norway with very low or zero publication points. When considering the allocation of limited resources, it is important to recognise that poor performance should not be rewarded
- There is a need for researchers to target more internationally leading journals and peer-reviewed book publications, rather than lower-tier journals
- Nearly all institutions reviewed could improve their international strategies, by considering the potential of inviting international scholars to Norway, publishing in higher-quality international journals, providing staff with opportunities for mobility and for applying for more EU research grants
- Both institutions and the RCN could benefit from considering the lessons to be learned from successful research groups and to share that good practice. Groups could provide more consistent opportunities for early-career researchers to work with senior professors on more focused projects
- Institutions could benefit from paying more attention to succession planning and the generational mix of their staffing profile
- The Government and institutions should work to reverse the worrying decline in the proportion of women postdocs in the Humanities, and to manage the pipeline of talent to continue to improve the proportion of women professors
- If institutions wish to strengthen research in Modern Languages and Literatures, they will need to look at the structure of teaching programmes.

To the Research Council of Norway

- Both institutions and the RCN could benefit from considering the lessons to be learned from successful research groups and to share that good practice. Groups could provide more consistent opportunities for early-career researchers to work with senior professors on more focused projects
- Given the varying profiles of the big universities and university colleges, the panels felt that it was unrealistic to enforce the same policies for all
- The panels were favourably impressed with the range and depth of societal impacts from the Humanities. However, the RCN could work with the Humanities and other fields to help

researchers to understand both the potential for greater societal impact and how to gather evidence of impact

- There is a need for the Government and the RCN to target resources and to incentivise greater collaboration among scholars in different institutions in Norway. This will be a matter for Norwegian priorities, but the panel suggested some potential examples: international graduate schools; trans-disciplinary programmes for digitalisation and its impacts; IT infrastructure for computational approaches, such as in corpus linguistics. Consideration should be given to the advantages of national doctoral training programmes in particular fields where there are small numbers of students at individual institutions

To the Government

- Both the Norwegian Government and individual institutions need to develop stronger strategies and priorities for Humanities research, recognising the strengths and weaknesses of the system and the limitations in terms of resources
- Given the varying profiles of the big universities and university colleges, the panels felt that it was unrealistic to enforce the same policies for all
- The Norwegian Government should consider the value Humanities research can contribute to national priorities when identifying and defining priorities
- The Humanities play a significant role in understanding both minority languages and cultures and engaging with those communities. The Norwegian Government could consider how to capitalise on this more strongly. This is an increasingly central area, both for public policy and civil society, and the Norwegian Government may want to consider supporting research on topics in, for example, Sámi culture or the Arctic region
- The Government and institutions should work to reverse the worrying decline in the proportion of women postdocs in the Humanities, and to manage the pipeline of talent to continue to improve the proportion of women professors
- If Government wishes to enhance skills in Modern Languages and Literatures, the cost of delivering teaching programmes should be recognised
- There is a need for the Government and the RCN to target resources and to incentivise greater collaboration among scholars in different institutions in Norway. This will be a matter for Norwegian priorities, but the panel suggested some potential examples: international graduate schools; trans-disciplinary programmes for digitalisation and its impacts; IT infrastructure for computational approaches, such as in corpus linguistics. Consideration should be given to the advantages of national doctoral training programmes in particular fields where there are small numbers of students at individual institutions

Sammendrag

Evalueringen av humanistisk forskning i Norge inkluderer 2300 forskere fra 36 institusjoner: ni universitetsfakulteter, fem universitetsmuseer, 18 andre høyere utdanningsinstitusjoner og fire forskningsinstitutter. Denne hovedrapporten oppsummerer rapportene fra åtte evalueringspaneler som til sammen dekker hele det humanistiske forskningsfeltet.

Norsk humaniora fremstår som velfinansiert og holder et høyt internasjonalt nivå på flere områder. Noen av de innleverte publikasjonene vurderes som internasjonalt ledende. Panelene har også funnet mange eksempler på tverrfaglig samarbeid. Det har vært en positiv utvikling over de siste 10 år i form av publiseringsvolum, kvalitet, produktivitet, internasjonalisering, utvikling av ph.d.-utdanningen og styrking av kvalitet i forskergruppene. Evalueringen har dokumentert at det finnes lommer av fremragende forskning i de fleste humanistiske fag, men at ingen av gruppene eller institusjonene nådde det høyeste internasjonale nivået.

Likevel finnes det forskergrupper med høy kvalitet i alle evalueringspanelene, og noen av disse fremstår som spesielt fremragende og internasjonalt konkurransedyktige. Detaljerte vurderinger av forskergruppene som er internasjonalt anerkjente, eller har potensial til å bli det, finnes i den enkelte panelrapport. Forskergruppene fremstår som klart mer internasjonale og originale i sin forskning enn andre deler av forskningsmiljøene.

Humanistisk forskning står for 16,8 prosent av den vitenskapelige publiseringen i Norge. Mens det var en økning på 7,8 prosent for humaniora generelt mellom 2011 og 2015, har det vært en større vekst i estetiske studier (22 prosent), mediestudier (23 prosent) og nordisk og komparativ litteratur (16 prosent). Moderne og klassiske språk, litteraturer og områdestudier viser en nedgang på 10 prosent. Det er komplekse grunner til denne utviklingen, blant annet vekst i antallet ansatte i noen områder og nedgang i andre.

26 prosent av forskerne var helt uten publiseringspoeng, noe som kan indikere at forskningskulturen fortsatt ikke er fullt utviklet ved alle institusjoner. Bare en tredel av de ikke-publiserende forskerne er ph.d.-studenter.

Konsentrasjonen av humanistisk forskning ved primært fire universiteter (UiO, UiB, UiT and NTNU) kan ha en verdi i form av å skape kritisk masse, men det gjør det også vanskelig for de resterende institusjonene å vinne fram i konkurransen. Universitetene i Oslo og Bergen står til sammen for 43 prosent av den totale forskningsproduksjonen målt i publiseringspoeng. Det finnes et klart hierarki blant institusjonene i humaniora mellom forskningsintensive universiteter, høgskoler og små spesialiserte institusjoner.

Med ett eller to prisverdige unntak, mangler det en strategisk tilnærming til humanistisk forskning ved institusjonene og ved fakultetene. Institusjonene anerkjenner stort sett betydningen av internasjonal mobilitet og samarbeid, men bare i noen få tilfeller ble det dokumentert en strategisk oppmerksomhet mot betydningen av internasjonal anerkjennelse og partnerskap. I mange tilfeller har institusjonene også for liten oppmerksomhet om betydningen av å støtte tidlig-karriere forskere og støtte til forskere som søker eksterne midler.

Kjønnsbalansen blant vitenskapelig ansatte viser samme mønster som i EU, med større andel kvinner på de lavere karrierenivåene. 58 prosent av postdoktorstipendiatene var kvinner i 2011, men andelen sank til 48 prosent i 2015, noe som er bekymringsfullt. På den andre siden har andelen kvinner blant professorene økt fra 24 prosent i 2005 til 33 prosent i 2015. Det er fortsatt et arbeid å gjøre for å bedre kjønnsbalansen.

Det er store forskjeller i forskningskapasiteten og -evnen ved de evaluerte institusjonene. Mange av høgskolene og de små spesialiserte institusjonene har kort fartstid som forskningsinstitusjoner. Disse institusjonene mangler ofte vitenskapelig ansatte som kan definere og gjennomføre forskningsprosjekter fordi dette ikke tidligere har vært forventet. En spesiell utfordring for disse institusjonene er om flere av deres faste vitenskapelige ansatte kan klare overgangen til nye arbeidsmåter. Forskningsrådet kan spille en rolle ved å bidra til kapasitetsbygging i forskningssystemet, men det er en indre spenning mellom det å dele ut midler til de som allerede er best, og å rette innsatsen mot de svakere delene av forskningssystemet for å gi dem muligheten til å utvikle en forskningskultur. Det må være opp til den norske Regjeringen å bestemme hvordan ressursene skal fordeles mellom fremragende forskning og kapasitetsbygging.

Humanistisk forskning i Norge finansieres hovedsakelig gjennom institusjonenes basisbevilgninger (78 prosent), mens en mindre del kommer fra andre offentlige kilder som Forskningsrådet og EU, eller fra privat sektor. Humaniora har en større andel basisbevilgning enn andre fag som samfunnsvitenskap (75 prosent) og teknologifag (50 prosent). I de senere år har andelen som finansieres fra Forskningsrådet økt og utgjorde 11 prosent av den totale nasjonale innsatsen i 2014. Forskningsrådets finansiering av humaniora går hovedsakelig til den tradisjonelle universitetssektoren. Universitetet i Oslo mottok alene 48 prosent av Forskningsrådets prosjektmidler innenfor humanistisk forskning i 2014. Det meste av midlene fra Forskningsrådet til humanistisk forskning kommer fra Fri prosjektstøtte (FRIPRO) og Sentre for fremragende forskning (SFF). I senere tid har også finansieringen av infrastruktur for humanistisk forskning økt gjennom Forskningsrådet. Det er fortsatt svært få bevilgninger til humanistisk forskning fra de tematiske programmene i Forskningsrådet, selv om arbeidet med å inkludere humanistisk forskning i tematiske programmer har begynt å bære frukter.

Humanistisk forskning er ofte knyttet til norske tema og kontekster, noe som er fornuftig og forståelig når det gjelder forskning på norsk språk, litteratur og historie. Likevel mener panelene det er et potensial for i større grad å stille spørsmål om hvordan tema og problemstillinger som utforskes i den norske konteksten kan relateres til større sammenliknbare internasjonale fenomener.

Evalueringsmandatet har inkludert vurdering av samspill mellom forskning og utdanning, og humanioras samfunnsrelevans mer generelt. I følge en undersøkelse gjennomført av NIFU presenterer 25-33 prosent av forskerne innen humaniora deres egen forskning 'i stor grad' til studentene på ph.d., master og bachelor nivå. Mindre enn 40 prosent av de som var medlem av en forskergruppe involverte studentene i sin egen forskning 'i stor grad', noe som er på samme nivå som i samfunnsvitenskapene. Dette mønsteret gjør det mindre sannsynlig at studentene blir engasjert i forskningsprosjekter, selv om det generelt var vanskelig for panelene å vurdere i hvilken grad undervisningen var basert på eller styrt av på de ansattes forskningsinteresser.

En analyse av 165 eksempler på samfunnsbidrag fra humanistisk forskning (såkalte 'impact cases') som ble presentert for hovedkomiteen, viste at humanistisk forskning gir et vesentlig bidrag til samfunns- og næringsliv gjennom samarbeid med en rekke offentlige og private organisasjoner. Hovedkomiteen var imponert over bredden og dybden i samarbeidet mellom de humanistiske forskningsinstitusjonene og andre samfunnssektorer, og den dokumenterte effekten av samarbeidet.

Bidraget fra humanistisk forskning til samfunnet for øvrig er sterk innenfor noen områder, men kan med fordel utvikles innenfor andre. Videre er det behov for å tydeliggjøre forskjellen på samfunnseffekter (impact) og formidling.

En undersøkelse blant referansepersoner for de innleverte eksemplene på samfunnsbidrag viser at brukerne har en klar og positiv oppfatning av humanioras samfunnsbidrag. Når man ser på hvilke samfunnsutfordringer eksemplene retter seg mot, er det imidlertid et sterkere samsvar mellom norsk humanioras samfunnsbidrag og de tematiske prioriteringene i Horisont 2020 enn med målområdene i den norske Langtidsplanen for forskning og utdanning.

Anbefalinger

Til institusjonene

- Det er behov for at både den norske Regjeringen og hver enkelt institusjon utvikler tydeligere strategier og sterkere prioriteringer for humanistisk forskning, som tar hensyn til styrker og svakheter i forskningssystemet og de tilgjengelige ressurser
- Hvis høgskolene skal produsere forskning av høy kvalitet er det behov for å rekruttere flere ansatte med doktorgrad og tilby tilstrekkelig tid til forskning. Uten tilstrekkelig forskningstid vil høgskolenes ansatte aldri nå høy forskningskvalitet.
- Det er for mange forskere i Norge med svært få eller ingen publiseringspoeng. Når begrensede ressurser skal fordeles er det viktig å sørge for at svake prestasjoner ikke belønnes.
- Norske forskere innen humaniora bør ta sikte på å publisere mer i internasjonalt ledende tidsskrifter og på internasjonalt ledende forlag.
- Nesten alle de evaluerte institusjonene kan forbedre sine internasjonale strategier, for eksempel ved tiltak som å invitere internasjonale gjesteforskere, publisere i internasjonalt ledende tidsskrift, gi støtte til mobilitet for vitenskapelig ansatte og stimulere til flere søknader om EU-midler.
- Både institusjonene og Forskningsrådet bør ta lærdom av vellykkede forskergrupper, og bidra til deling av god praksis. Forskergrupper bør gi mer forutsigbare muligheter for forskere tidlig i karrieren til å arbeide sammen med etablerte forskere.
- Institusjonene bør ha mer oppmerksomhet på bemanningsplaner og generasjonsmessig fordeling i forskerpersonalet.
- Regjeringen og institusjonene bør arbeide for å reversere den bekymringsfulle nedgangen i andel kvinner blant postdoktorstipendiater i humaniora, og styrke karrieremuligheter for kvinner for å bedre kjønnsbalansen blant professorer.
- Hvis institusjonene ønsker å styrke forskning i moderne språk og litteratur (fremmedspråk), vil det være nødvendig å se nærmere på strukturen i utdanningsprogrammene.

Til Forskningsrådet

- Både institusjonene og Forskningsrådet bør ta lærdom av vellykkede forskergrupper, og bidra til deling av god praksis. Forskergrupper bør gi mer forutsigbare muligheter for forskere tidlig i karrieren til å arbeide sammen med etablerte forskere.
- Gitt at de store universitetene og høgskolene har svært ulike profiler, mener panelene at det ikke er realistisk å sette de samme politiske målene for alle.
- Panelene var imponert over bredden og dybden i eksemplene på humanioras samfunnsbidrag (impact cases). Det er likevel ønskelig at Forskningsrådet bidrar til å gi humanister og andre forskere en bedre forståelse av potensialet for samfunnsbidrag og hvordan slike bidrag kan dokumenteres.

- Regjeringen og Forskningsrådet bør målrette forskningsmidlene og stimulere til mer forskningssamarbeid på tvers av institusjonene i Norge. Hva som er de mest aktuelle tiltakene må bestemmes av norske prioriteringer. Panelene har gitt noen eksempler på mulige tiltak: internasjonale mastergrader, tverrfaglige programmer for digitaliseringen og dens følger, digital infrastruktur for humaniora, f.eks. korpuslingvistikk. Fordelene ved en nasjonal organisering av forskerutdanningen bør vurderes spesielt, særlig i fag hvor det er få doktorgradsstudenter ved den enkelte institusjon.

Til Regjeringen

- Det er behov for at både den norske Regjeringen og hver enkelt institusjon utvikler tydeligere strategier og sterkere prioriteringer for humanistisk forskning, som tar hensyn til styrker og svakheter i forskningssystemet og de tilgjengelige ressurser.
- Gitt at de store universitetene og høgskolene har svært ulike profiler, mener panelene at det ikke er realistisk å sette de samme politiske målene for alle.
- Den norske Regjeringen bør vurdere nærmere hvordan humanistisk forskning kan bidra til nasjonalt prioriterte områder, også når disse områdene skal identifiseres og defineres.
- Humanistisk forskning spiller en vesentlig rolle for forståelsen av minoritetsspråk og -kulturer, og for kontakten med minoritetssamfunnene. Regjeringen bør vurdere å dra større nytte av denne kompetansen som blir stadig viktigere, både for offentlig politikk og for sivilsamfunnet. Aktuelle forskningstema kan for eksempel være samisk kultur eller Arktis.
- Regjeringen og institusjonene bør arbeide for å reversere den bekymringsfulle nedgangen i andel kvinner blant postdoktorstipendiater i humaniora, og styrke karrieremuligheter for kvinner for å bedre kjønnsbalansen blant professorer.
- Hvis Regjeringen ønsker å styrke kunnskap i moderne språk og litteratur (fremmedspråk), er det nødvendig å ta hensyn til at dette er kostbare studieprogrammer.
- Regjeringen og Forskningsrådet bør målrette forskningsmidlene og stimulere til mer forskningssamarbeid på tvers av institusjonene i Norge. Hva som er de mest aktuelle tiltakene må bestemmes av norske prioriteringer. Panelene har gitt noen eksempler på mulige tiltak: internasjonale mastergrader, tverrfaglige programmer for digitaliseringen og dens følger, digital infrastruktur for humaniora, f.eks. korpuslingvistikk. Fordelene ved en nasjonal organisering av forskerutdanningen bør vurderes spesielt.

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.[1] 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

[1] A list of field evaluations undertaken since the late 1990s can be found at http://www.forskningsradet.no/en/Subjectspecific_evaluations/1233557971734

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.

The full terms of reference for the evaluation are reproduced in Appendix C

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

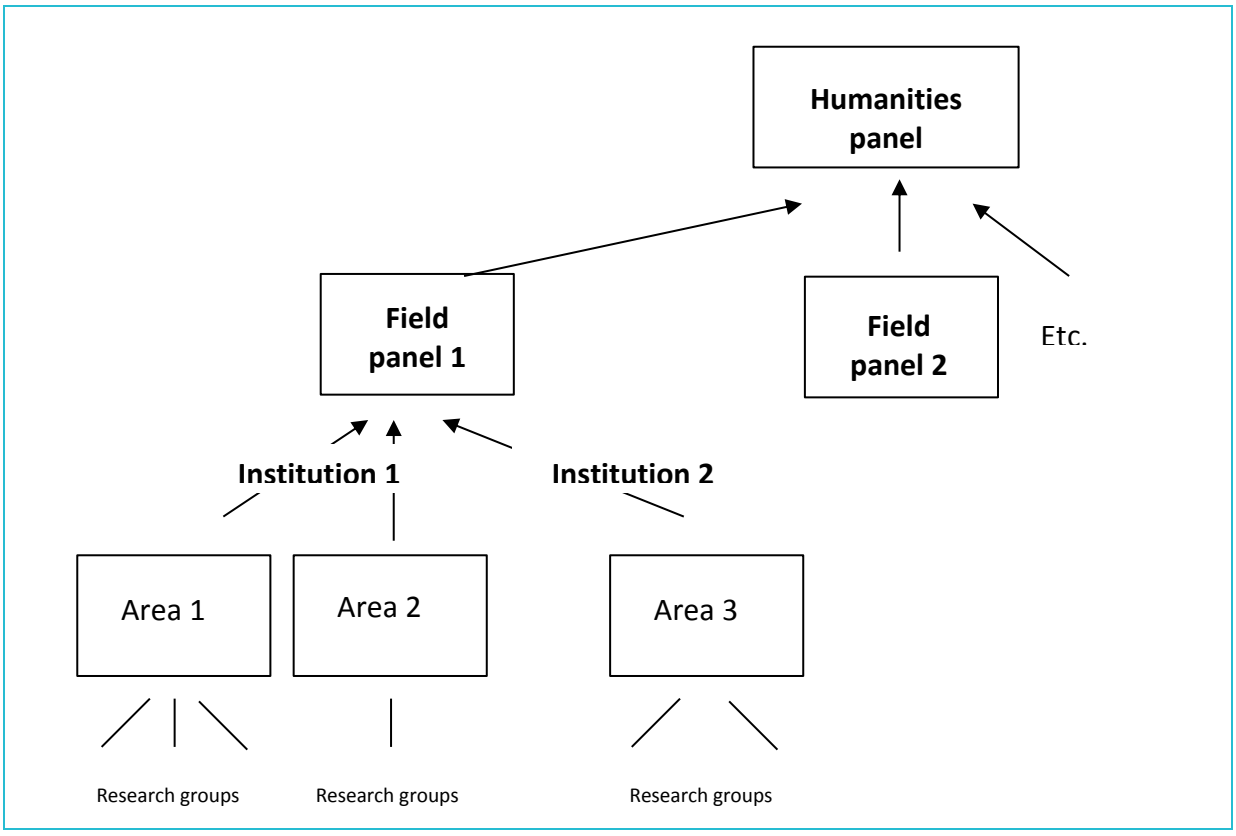
1.3 Methods and Limitations

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'.

Figure 1 Structure of the Evaluation



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'.

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 Appendix E). 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 Faculty of Humanities at 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 (Table 2). A full list of the evaluated research groups is shown in Appendix H.

Table 2 Research-performing organisations participating in the evaluation

	University faculties	**No of Researchers**	**No of Research Groups**
Nordland University	Nordland University	25	2
Norwegian University of Science and Technology	NTNU Faculty of Humanities	304	11.5
University of Bergen	UiB Faculty of Humanities	330	18
University of Bergen	UiB Faculty of Social Sciences	28	2
University of Oslo	UiO Faculty of Humanities	608	18
University of Oslo	UiO Faculty of Theology	41	3
University of Stavanger	UiS Faculty of Arts and Education	33	

	University faculties	No of Researchers	No of Research Groups
The Arctic University of Norway (UiT)	UiT Faculty of Humanities, Social Sciences and Education	212	10.5
University of Agder	University of Agder	81	6
	University museums		
Norwegian University of Science and Technology	NTNU University Museum	16	
University of Bergen	UiB University Museum	20	1
University of Oslo	UiO Museum of Cultural History	32	1
University of Stavanger	UiS Museum of Archaeology	31	
The Arctic University of Norway (UiT)	UiT Tromsø University Museum	17	
	Other Higher Education institutions		
	Ansgar University College and Theological Seminary	10	
	BI Norwegian Business School	12	
	Buskerud and Vestfold University College	5	
	Diakonhjemmet University College	8	1
	Fjellhaug International University College	26	
	Hedmark University College	46	4
	Lillehammer University College	9	1
	NLA University College	59	
	Norwegian Academy of Music	31	
	Norwegian School of Theology	54	3
	Norwegian School of Economics	22	
	Oslo and Akershus University College of Applied Sciences	37	2
	Oslo School of Architecture and Design	11	2
	Sámi University of Applied Sciences	14	
	School of Mission and Theology	25	1
	Telemark University College	32	
	Volda University College	26	1

	Other Higher Education institutions	No of Researchers	No of Research Groups
	Østfold University College	8	2
	Research institutes		
	Norwegian Institute for Defence Studies	15	
	Norwegian Institute for Cultural Heritage Research	58	4
	Peace Research Institute Oslo	12	3
	Uni Research	5	

1.5 Findings of earlier evaluations

This section summarises aspects of the five field evaluations that have been carried out in the Humanities since 2002, focusing on characteristics of the research other than quality, which is addressed (where panels think it relevant) in the respective panel report. All the evaluation panels consisted exclusively of academics from the other Nordic countries. Some common issues that emerged are

- Quality tending more to the 'solid' than the 'outstanding'
- Low levels of co-publication
- Significant parts of the community have low publication productivity
- A tendency to fragmentation in the research community, often within as well as among institutions
- Lack of collective research strategies and, in some cases, limited research leadership
- A strong thematic focus on Norway and national issues – perhaps stronger than is usual in many other countries
- High levels of publication in Norwegian and correspondingly limited contact with international research
- Weaknesses in PhD supervision, sometimes ascribed to a failure to align thesis topics with the research agendas of the supervisors
- Research capacity driven more by student numbers than by research logic in some cases
- High dependence on institutional rather than competitive funding
- A high age profile in some (but not all) areas
- Skewed gender balance

1.5.1 Linguistics

Linguistics in Norway (Norges Forskningsråd, 2002) was politicised in the second half of the nineteenth century, in the period of national identity building that led up to Norway's departure from the Union with Sweden in 1905. Functionalism and Chomsky's generative paradigm influenced Norwegian linguistics from the 1960s, leading to a period of growth in applied linguistics and sociolinguistics, a merging of linguistics and language studies and overlaps with – and increasing use of – technology in research. The evaluation describes Norwegian linguistics in 2002 as a 'small discipline in a small country', and one that was correspondingly fragmented. In earlier times, Norway had a number of internationally well-known linguists, such as Georg Morgenstierne, Alf Sommerfelt,

Hans Vogt, Otto Chr. Dahl and Knut Bergsland, but its international visibility has faded with the decline in importance of descriptive linguistics.

Following a period of growth in the Norwegian universities up to the early 1970s, growth in the teaching of the Humanities and Social Sciences shifted to the regional college sector as Norway deliberately built up higher education and research institutions in the regions. It picked up again in the traditional universities during and after the recession in the early 1990s, when the Government increased university capacity as one of a number labour market measures, but cut it again once the economy picked up. At the same time, it introduced *numeris clausus* rules in 'expensive' subjects, channelling much of the student growth into the Humanities and Social Sciences. In the traditional universities, where academics generally have the right to devote half their time to research, research capacity therefore developed as a function of the recruitment of teachers to teach the increasing number of students. The PhD reform in the 1990s, which introduced the PhD as early-career training, saw a rapid increase in the number of PhDs, not least because it was accompanied by the introduction of PhD fellowships by the universities and research council which, in turn, increased the potential supply of academics. However, as university funding again declined from the late 1990s, there were few career opportunities for new people.

An international panel evaluation of linguistics at five Norwegian university departments in 2002 (Norges Forskningsråd, 2002) reviewed linguistics departments at the universities of Oslo, Bergen, Tromsø and NTNU, as well as NTNU's Institute for Applied Language Science, covering a total of 38 researchers. Many sub-disciplines were represented by at best one or two researchers, some of whom were international leaders, and some of whom were weak. Areas that had some critical mass tended to extend across more than one university. They were: grammar research (where the quality was spotty within the universities and where many of the best Norwegian researchers worked at research institutes not covered by the evaluation); phonetics (good, if fragmented); computational linguistics and language technology (good); and applied linguistics (a few strong areas, but overly focused on national research questions). The evaluation recommended

- Increased collaboration among research groups in different organisations
- Better integration and cooperation among colleagues within individual universities
- More deliberate publication strategies
- Increased efforts to secure external funding
- Better disciplinary leadership
- A deliberate effort to tackle an age structure where many were approaching retirement and there were few younger researchers who could take over the reins

1.5.2 Education

Educational research (pedagogy) at selected universities was evaluated by an international panel in 2004 (Norges Forskningsråd, 2004). The evaluation covered 139 researchers in 11 different research groups.

Historically, while there had been various, mostly private, small teaching teacher training institutions in Norway since 1826, the state took over responsibility and ran a number of regional teacher training colleges from the early 1900s. Educational research was first properly established at the Norwegian Teacher Training College (Norges lærerhøgskole) in Trondheim in 1922, with a single professor in education (Norges Forskningsråd, 2004). Educational research started at UiO in 1938, then gradually spread to other universities as they were established. In 1968, the Trondheim college was merged into the newly created University of Trondheim. Growth and consolidation in the

regional teacher training and other colleges accelerated in the 1970s. The national college reform in 1994 gave them the right to do research as well as teach, so research in the colleges (some of which subsequently became universities) grew from that point on.

The 2004 field evaluation of educational research was therefore able to review work at four universities and five colleges (including Stavanger, which subsequently became a university). Over 80% of the researchers evaluated were aged 50 or more, with 41% of those in the universities and 27% in colleges being in the 60–71 age group. Total publication productivity had not changed over the previous ten years. Quality varied a great deal between institutions in a system that covered a large number of sub-disciplines. Research leadership was often weak, sometimes being undertaken by administrators rather than research personnel. Where it did exist, strategic planning of research was in many cases not evident in what individual researchers did. The panel felt that there were too few researchers compared with the large number of teachers, and regretted the focus on applied research and studies as opposed to basic research, as well as the comparative importance of research programmes, which it argued led to conformist, instrumental research. It argued that the RCN's practice of promoting international networking was likely to impoverish individual Norwegian research milieux and proposed that more bottom-up research should be funded.

1.5.3 History

History was evaluated in 2008 (Norges Forskingsråd, 2008b). The international panel looked at research by twelve groups – eight at universities, three at colleges and one at the National Archive (Riksarkivet). Norwegian universities established internal institutes for historical research between 1953 and 1980. The expansion of teacher training and regional colleges from the early 1970s led to the formation of about ten research groups in history in that sector, three of which were considered in this evaluation. The average age of historians in Norway in 2003 was 47, compared with an average of 48 for the Humanities overall. Some 36% of historians were aged 50 or more, and 14% were over 60.

The panel found that Norwegian historians were very productive in publication terms, tending, as a function of the role of historical studies in nation-building, to engage more in national debate than their counterparts in many other countries. While half the authors together produced three-quarters of the publications, this skew is smaller than typically seen elsewhere. A minority of the work was published in scientific journals, and the panel felt that more of this work should be submitted to international rather than Norwegian or Nordic journals. Performance-based funding meant that researchers would have to redirect their publications to channels for which the system gives credit. Research groups mostly did not appear to have strategies, and research leadership was often weak, while theoretical reflection appeared to largely take place at the level of individual projects, rather than at a higher and more collective level. Some cited the need for teaching to be research-based as the reason why there should not be a collective strategy. The result was that, while there are points of quality and concentration centred on particular successful professors, the work of the community as a whole was unfocused and fragmented in addition to being overly national in scope. The tendency of academic staff to see PhD students as imposing a teaching burden rather than providing opportunities to strengthen their own research was a factor that further encouraged fragmentation.

Some 75% of the research was funded through universities' institutional funding, with the balance coming from the RCN's bottom-up and thematic programmes, as well as from contract research. While the funding balance was good overall, the panel nonetheless felt that the thematic programmes, and especially the contract research, detracted from the academic freedom of the researchers, distracting them from adopting a more theoretical perspective and even affecting the

results they produced (for example, in the case of contract research about local history, presenting history from the 'victor's perspective'). There was a need to address the very skewed gender distribution in the community, which was 70% male.

1.5.4 Philosophy and the History of Ideas

These fields were evaluated in 2010 (Norges Forskningsråd, 2010). The panel covered 197 researchers across four institutions in Philosophy and one in the History of Ideas. Norway has a large population of philosophers because of the requirement that all university students must take an introductory course in philosophy, which means that many academics in the field have little time for research. However, only 10% of the jobs in the groups evaluated were at the recruitment level and there were few career opportunities in university philosophy. The average age of researchers was 48, close to that for all researchers. Only a quarter of researchers were female. Research was 81% funded by institutional income, while the RCN accounted for 15%.

Research groups tended to be small, yet the demands of teaching required each to have a broad skills profile. There was little research collaboration within Norway or with people abroad, and mobility among Norwegian institutions was low. On average, the fields produced one 'article equivalent' per researcher/year. While the overall quality was good, little of the work was in English and even less appeared in high impact-factor journals or recognised international books. The evaluation questioned the consistency and quality of PhD supervision and underlined the need for PhD students to spend periods abroad.

1.5.5 Nordic languages and literature

These fields were evaluated in seven institutions by an international panel in 2005 (Norges Forskningsråd, 2005). The panel noted that there was a conflict between focusing on traditional topics, often associated with Nordic and national identity, and venturing into areas of greater international interest. In language studies, a number of the newer internationally interesting areas were not present in Norway. While there were several very high-quality Nordic-language journals in the field, the panel felt that insufficient effort was put into international publication and that, when outputs were produced in English, the standard of language was poor, indicating that little effort had been expended. Research milieux tended to be fragmented and most researchers worked alone, even though some groups had started to form in order to do collaborative work across institutions. PhD students were generally not integrated into the work of their supervisors, and academics put too little effort into obtaining the external funding that would allow them to use PhD students and postdocs to realise their research intentions. There was little consistency in PhD training, and there was a need to establish graduate schools to improve and unify PhD education. Despite the high proportion of women students in the field, the gender balance among academics was heavily male, partly reflecting the high proportion of people over the age of 60 in academic positions. A generational shift was imminent, but it was not clear how well institutions were prepared for it.

1.6 State Funding of Research at Norwegian Universities and Institutes

This evaluation primarily addresses research at universities, but also to a limited extent research in institutes. This section describes state funding of both categories of research.

1.6.1 University funding

State universities in Norway obtain some 32% of their funding from external, competitive sources and 68% from institutional funding (Sivertsen, 2016). As Table 3 indicates, institutional funding is primarily provided as 'core' or 'block' funding (69.6%). A quarter (24.6%) funds educational performance while the rest (5.8%) funds research performance. The educational performance funding is driven by the number of students universities enrol and graduate – they get 60% of the incentive upon enrolment and the balance upon graduation. The absolute size of the educational 'pot' varies, depending on the number of students enrolling and graduating, based on different tariffs for six categories of degree. Hence, the percentages indicated here vary a little from year to year. The performance-driven research 'pot' is a fixed amount, set in the national budget each year. The pot is divided into the four parts shown. The money for PhD completion, Framework Programme (FP) and RCN funding is allocated according to each institution's proportion of the indicator achieved. Thus, if the University of Bergen graduates 20% of the PhDs one year, it gets 20% of the money. The same logic applies to the Framework Programme and RCN funding categories.

Table 3 State funding of universities in Norway, 2013

Funding categories				**% of total institutional funding**
Total state research funding	*100%*			
External competitive funding	32%			
Institutional funding	68%	*100%*		100%
Core funding		69.6%		69.6%
Educational performance		24.6%	*100%*	24.6%
Enrolments			60%	14.8%
Graduations			40%	9.8%
Research Performance		5.8%	*100%*	5.8%
PhDs completed[2]			30%	1.7%
Framework Programme income			18%	1.0%
RCN income*			22%	1.3%
Publications			30%	1.7%

(Hegelandsutvalget, 2015) *Plus regional research funds (negligible)

[2] The government changed the calculation of the research pot from 2017 by taking the money for PhD completions out of the fixed amount. This part of the institutions' budgets is now based on a fixed rate per candidate.

Publication performance is calculated by assigning 'points' to different categories of publications. Norway maintains a national Research Information System (CRIStin) to register researchers' publication outputs. It covers all outputs, not just those listed in the commercial bibliometric databases. The Norwegian Association of Higher Education Institutions (Universitets- og høgskolerådet) classifies not only international, but also national and Nordic journals, into two 'Levels', where Level 2 contains the 20% most prestigious ones, based on expert opinion. Table 4 shows how many points are allocated for various types of publication recognised as being 'scientific'. The total pot of money for publications is divided by the total number of points achieved in the year to calculate a money value per point. Each institution's total points are then multiplied by this value to calculate the publication-based funding of the universities.

Table 4 How publication points are calculated

Publication categories	Level 1	Level 2
Scientific articles in journals or book series using peer review and having an ISBN number	1	3
Scientific articles in anthologies using peer review and having an ISSN number	0.7	*1*
Books and PhD theses published by academic publishers using peer review and having an ISBN number	5	8

1.6.2 Research institute funding

Norwegian research institutes are very applied by international standards and receive a low proportion of their income as institutional funding (Kunnskapsdepartementet, 2013) (Norges forskningsråd, 2016a). The sector contains both research and technology organisations (RTOs) that support industrial innovation and institutes that function as government laboratories, though many of them in fact no longer function as such. Overall, the sector gets 11.4% of its income from institutional funding. The RCN divides the institutes into four 'competition arenas' within which they are evaluated and within each of which a performance-based research funding (PRFS) system governs a small proportion of the institutional funding. Table 5 shows institutional funding as a proportion of total income for each of these 'competition arenas' and the proportion of that institutional funding that is governed by the PRFS.

Table 5 Institutional funding of Norwegian research institutes, 2015

Institute Arenas	Institutional funding as a % of income	Proportion of institutional funding governed by the PRFS
Technical-Industrial Institutes	7.1%	10%
Social Science Institutes	12.5%	10%
Environmental Institutes	13.4%	5%
Primary Industry Institutes	15%	2.5%

The PRFS has four components.

- Income from commissioned work (45%)
- International income (20%)
- Number of PhDs awarded to people working at least 50% of their time at the institute (5%)
- Scientific publications (30%)

The scientific publication share is calculated using the same process and points system as for the universities. For the other categories, an institute is rewarded for its share of the national total on a *pro rata* basis.

1.6.3 Effects of the funding system

The effects of specific funding systems are rarely evaluated. The proportion of universities' total income provided in the form of institutional funding is high by international standards, so that overall competitive pressure for research funding is not as intense as in other countries. Given that Humanities research is generally low-cost, it may be especially sheltered from competition in this respect. In fact, according to the NIFU R&D statistics database, 78% of research income for the Humanities came from institutional funding in 2013. (No specific reference in the RCN's account of Humanities research funding.) No non-university Humanities institutes are provided with core funding by the state. The Humanities work done in the institute sector is normally done at institutes that focus on the Social Sciences. All Norwegian institutes that receive state core funding via the RCN receive a very small proportion of their turnover in that way. Even the much-neglected Swedish sector is now better funded than the Norwegian one, with core funding exceeding 15% of turnover. The major research institutes in NW Europe (TNO, VTT, Fraunhofer etc.) tend to receive about one third of their income as core funding. However, it should be noted that most of the available institute comparators are technical institute networks, which also do a small amount of social science research. In any case, the effect of low core funding is to keep the proportion of the institutes' activities in basic or applied research low, with the bulk of the activities comprising various kinds of studies for the government sector and closer-to-market work for industry (Arnold, Barker, & Slipersæter, 2010).

2 Evaluation of the Humanities in Norway: Systemic Strengths and Weaknesses

The field classification for Humanities in Norway comprises 24 disciplines or areas. Humanities research takes place at one large university (Oslo), three medium-sized universities (Bergen, Tromsø, and NTNU in Trondheim) and a number of university colleges and small specialist institutions, many of which are, or have been, teacher training colleges. In the 2000s, the number of universities in Norway increased from four to eight, with Agder, Nordland, Stavanger and NBMU being added (the last a specialist agriculture and environment institution that did not participate in HUMEVAL), but their funding base more closely resembles that of regional state university colleges than of the established universities). The Norwegian Government has plans to reduce the number of higher education institutions. Consequently, a number of university colleges are merging with established universities. Most of these former colleges support Humanities disciplines.

All panels therefore noted that research was undertaken in an institutional landscape that is in flux. The promotion of regional networks and the merger of teaching colleges with more research-oriented universities mean that entirely new institutional structures are being created in many places, with new faculties and departments. In the best cases, such institutional transformations are being used to promote new spaces for research groups and to consolidate research activities, including along interdisciplinary lines. In others, however, the restructuring has been so complex or recent that the resultant administrative work has impeded research or left researchers without a clear orientation. These reforms will no doubt take time to work themselves out, and many researchers will find their place within them. Nonetheless, the panels noted that institutional reforms on this scale – however well-intentioned – do have an impact on the time and energy devoted to research.

The Humanities do not have strong presence in the research institute sector, with the exception of the NIKU institute (cultural heritage) and PRIO (Peace Research Institute Oslo). Research is also conducted at university museums. There was some evidence that practice-led research is being conducted in some areas (e.g. Music, Media Studies), but this was not considered part of the review. HUMEVAL's eight panels assessed Humanities research at nine faculties within universities, five university museums, 18 other higher education institutions, and four research institutes.

2.1 General comments about strengths, weaknesses and areas for further improvement

The Humanities are well resourced in Norway, and there is evidence of some internationally leading work and interdisciplinarity in a number of areas, as well as of a trajectory of improvement over the last decade in terms of publication volume, quality, research productivity, internationalisation, the PhD system and the performance of collaborative research groups. The focus on research groups in the evaluation somewhat disguised the exceptional performance of some individuals recognised by the panels in their evaluation of published work.

The concentration of Humanities research primarily at four universities (UiO, UiB, UiT and NTNU) has some value in term of critical mass, but leaves a variety of other institutions struggling to compete.

With one or two notable exceptions, a strategic approach to Humanities research was lacking at both the institutional and faculty level. While a number of the areas assessed could point to written strategies, the lack of a strategic approach to research manifested itself at all levels. A number of the institutions that the panel evaluated did not have clear publication plans that focused on quality journals and publishers. There was some recognition that international mobility and international partnerships were valuable, but in only a small number of cases was there evidence of sustained attention being devoted to building international recognition and partnerships. In many cases, this absence of a strategic approach also revealed a lack of attention to the provision of systematic support for early-career researchers and administrative support for academics applying for external research funding. There was heavy reliance on the government block grant and little evidence of attempts to diversify income sources (e.g. through more EU grants). In relation to research, diversification not only reduces financial risk, but also enables individuals and groups to pursue more international, collaborative and larger-scale research projects. There was evidence in otherwise strong universities of complacency and isolationism affecting both research performance and career development.

2.2 Publication performance

Publication performance for Humanities disciplines can be assessed using NIFU data representing 13,000 scholarly publications in the Humanities between 2011 and 2015 (NIFU 2016:14). The Humanities account for 16.8% of the national publication output in Norway. This trend analysis reveals an increase of 7.8% in the overall number of publication points during the period, although this varies by discipline.

On average, Humanities researchers have more publication points than those from other fields; however, their share of Level 2 points is only average (23%), suggesting a potential for improvement in terms of research publication quality.

In some areas, publication strategies do not appear to be targeted. The strongest subjects in terms of Level 2 points demonstrate a proliferation of journal articles and articles in English. Monographs make up only 4% of the publication output of the Humanities, with 56% of publications in scholarly journals and 40% in book chapters; 26% of researchers had no publication points at all, which indicates that research cultures are as yet undeveloped in a number of Humanities faculties. Only 35% of these non-publishing research staff are PhD students (although this varies significantly by area), so this statistic is not explained by a shorter publishing record among early-career researchers.

In general, 56% of publications are in English, 37% are in Norwegian and 7% in other languages. Unsurprisingly perhaps, Nordic and Comparative Literature have the lowest proportion of publications in English, with only 27% in that language. Sámi is used as a language of scholarly communication in 0.3% of the publications. This is equivalent to the share of publication points produced by the researchers classified under the area Sámi and Finnish in this evaluation. Although the picture is slowly changing, co-authorship is relatively uncommon in Humanities disciplines around the world, and it is equally uncommon in Norway. The NIFU data indicate that only 7% of articles had a co-author from another Norwegian institution, but, notably, 14% had an international co-author (although the data here are confined to 2015). The panels noted that there is very little collaboration among scholars from different Norwegian institutions, and this is reinforced by this co-authorship publication pattern.

There is evidence that these publication patterns vary by age group. In general, academic staff under the age of 40 publish more in journals than their older colleagues, and 66% of their publications are in languages other than Norwegian.

2.3 Research strategy

The panels felt that there was a lack of a clear national and institutional strategy for the Humanities in Norway. Most Humanities research is concentrated at a small number of well-funded universities, which appears to be for historical rather than strategic reasons. The University of Oslo and the University of Bergen together have 43% of the total publication points for the Humanities in Norway. The range of institutions in Norway creates a clear research hierarchy between high-performing research universities, university colleges and small specialist institutions.

This manifests itself in terms of funding and the share of research time allocated to research-active staff. The NIFU report on research organisation and external engagement (NIFU 2016:36) indicates that the average proportion of time allocated for research in higher education institutions is highest in Humanities and Natural Sciences, both of which focus most strongly on investigator-led research. At the four oldest universities, only 15% of staff have less than 35% of their time allocated for research, while 45% have more than half of their time devoted to research. At the four newer universities, 47% of personnel have less than 35% of their time allocated for research. In smaller institutions, researchers are constrained by imperatives to deliver the teaching syllabus and some of them allocate as little as 10% of staff time for research.

Some subject areas, such as Media Studies, are spread too thinly within the system and therefore cannot demonstrate sufficient excellence across the board. Other subjects, such as Modern Literature, include large numbers of staff recruited for their teaching skills rather than for their research output. Sufficient resources are not available to fund an internationally recognised research culture in all institutions, so the question for the Government is how funding could be made more targeted to promote excellence and potential for excellence. Given that Norway has a relatively small population, it would be preferable if resources were carefully targeted, based on quality, potential and the need for focus, and if national collaboration were incentivised, so that 'pockets of excellence' in less well-funded institutions could flourish.

With some notable exceptions, such as the University of Oslo and NTNU, there was a general lack of a strategic approach and a sense of complacency in many institutions. There was evidence of some research excellence on the part of both individuals and research groups, but it was rare to see an institution taking a strategic approach to striking an appropriate balance between these research methods. Few institutions demonstrated a targeted approach to diversifying their research income beyond block grant funding and very specific RCN funding calls.

The panels observed that very few institutional self-assessment statements demonstrated a strategic focus on staff: they paid little attention to talent development, succession planning, recruitment and support for early-career researchers.

There are several strong, internationally leading research groups across the majority of areas, however. Some institutions presented groups that were loose research networks based on broad themes, but they were rarely coherent in the same way.

The composition of research groups can be skewed and demographically monolithic. For example, some groups are led by a single researcher, while others are top heavy with senior researchers and lack a generational balance. Good practice can be evidenced at, for example, NTNU, which sets aside

budgetary funds to address the need to ensure a balance between senior and early-career researchers, but many other institutions do not try to manage these changing staff profiles. There seems to be little willingness to address the uneven age spectrum by creating research teams that work collaboratively on a regular basis, tackling a focused set of projects.

2.4 Internationalisation

According to the NIFU report on research organisation and external engagement in Norway (NIFU 2016:36), Humanities researchers are more internationally oriented than the average in other fields in terms of developing partnerships, co-authorship and internationalisation of their processes for recruiting academic staff. The level of international focus varies from institution to institution, however.

In a number of instances, Humanities research focuses on Norwegian issues and contexts, which is reasonable and understandable, for example when dealing with Norwegian language, literature and history. However, the panels found that, in a number of cases, the focus on Norwegian research did not lead to sufficient emphasis on how topics, questions and problems investigated in Norwegian case studies should be related to larger, comparable international phenomena. At its best, research on Norwegian issues was of high quality and had a strong impact; at worst, the research could appear parochial.

Most of the panels felt that, although Humanities researchers are becoming more internationally focused, more attention could be given to international collaboration, with better mobility of researchers both into and out of Norway. Some institutions provided funds for staff to spend time abroad during sabbaticals, for example, but there was little evidence of institutions providing fellowships or opportunities for researchers from other countries to visit and spend time working with their own staff. Some universities have a policy of targeting an international market when they recruit research staff, and the ratio of national to international staff is shifting at some of the more research-intensive universities.

2.5 Capability and capacity

There is a large spectrum of research capacity and capability for Humanities among the different institutions evaluated. Many university colleges and smaller specialist institutions are recent entrants to the world of research. These institutions often lack staff who can define and undertake research projects, as this has not previously been an expectation. A particular challenge for the colleges is whether more senior members of staff can make the transition to a new way of working. There is a role for the RCN in helping to build capacity in the system, but there is also an inherent tension between allocating funds purely on the basis of established excellence, and building capacity in weaker parts of the system to enable them to make the transition to an embedded research culture. It is for the Norwegian Government to decide how to distribute funds between excellence and capacity building.

One consideration here is the question of whether previously teaching-focused institutions should be incentivised to improve their research culture. In many other national systems, there is a clear distinction between research-focused and teaching-focused institutions. There is a need to clarify what is actually required in Norway and how funding for research should be prioritised. At present, the system makes potentially unreasonable research demands on colleges, and, if these demands are to be met, it will have implications for funding allocations. It is also worth noting that a greater

concentration of research funding could have a more negative impact on some geographical regions than on others.

For historical reasons, some institutions have large numbers of research staff without a doctoral degree. For example, university colleges were previously devoted entirely to teaching and did not require doctoral level staff, while some areas, such as Media Studies, employ a significant number of practitioners rather than academic staff. However, there is evidence of improvement in the quantity of staff holding PhDs: in 2005, only 34% of Humanities researchers had a PhD, while this proportion had increased to 50% in 2015. It is necessary continually to improve these statistics in order to build capacity and, in particular, to consider how to increase the number of staff with PhDs in the former university colleges.

Institutions vary greatly in the amount of support they provide for their researchers when seeking grants. The traditional universities have central resources and traditions for this, while smaller or newer universities or colleges may give their researchers little help. This also has consequences for those without a history of gaining grants.

2.6 Staff: gender and demographic balance

At 25%, the share of full professors in the Humanities is high compared to other fields in Norway. In 2015, nearly half of staff were either full or associate professors. In the Humanities, full professors were also among the oldest in Norway: 62% were 55 years old or older in 2015, and the average age of professors has risen significantly in the last 10 years.

The gender balance among research staff shows a similar pattern to other EU countries, with a more even proportion of men and women at postdoctoral and early-career level, and a much lower proportion of women at the professorial level. In 2011, 58% of postdocs in the Humanities were female, but that decreased to 48% in 2015, which is a worrying decline. On the other hand, while only 24% of full professors were female in 2005, this proportion had increased to 33% in 2015, although there is still much work to be done to improve this statistic.

In terms of publication output, 39% of publications in the Humanities were by women and 61% by men (with the national average being 64% male). Here again, greater attention needs to be paid to improving this balance, despite the marginally more favourable statistics for the Humanities seen in relation to the performance of other fields in Norway.

2.7 Strengths and weaknesses of research areas

The panels found that there were pockets of excellence in most areas of the Humanities, but not the highest levels of international performance across a range of institutions or groups in any of them.

While there was a 7.8% increase in publication points for the Humanities in general between 2011 and 2015, there was 22% growth in Aesthetic Studies, 23% in Media Studies and 16% in Nordic and Comparative Literature. Modern and Classical Languages, Literatures and Area Studies show a 10% decline. There are complex reasons for these changes, including, for example, a growth in the volume of staff in some areas (e.g. Media Studies) and a decline in other areas.

NIFU data from 2011–15 demonstrate that Archaeology, History and Cultural Studies have 22% of the total publication points, followed by Theology and Religion with 16%.

There is a diversity of publication cultures in different areas. For example, Nordic Languages and Linguistics publishes 60% of its work in journals, 56% of which is in English, but these proportions vary significantly from one area to another.

Small specialist institutions in Music and small training-orientated institutions focusing on denominational education in Theology have not yet developed a research culture.

Nordic Languages and Linguistics perform exceptionally well in comparison to the other areas, and this area has benefited particularly from the RCN Centres of Excellence scheme. Linguistics scholars have an especially strong international profile. Although good work was identified in Norwegian as a second language, Sámi and Finnish, these fields had a more national reach.

In contrast, Nordic and Comparative Literature was a smaller area, as its subject matter overlaps significantly with Modern and Classical Languages, Literatures and Area Studies. While the profile of this area was extremely varied across Norway in terms of size of unit and quality of output, areas of research strength include Nordic literary studies and old Norse.

Modern and Classical Languages, Literatures and Area Studies cover a broad range of disciplines, from Classics to Asian Area Studies. English had the largest volume of research output for this panel, with 34% of the publication points, but it appears to be a subject that serves many purposes..

In History, Archaeology and Cultural Studies, the panel's overall assessments tended towards the mid-point, with university museums generally performing well. The panel saw much solid but rarely original or international-level work. The best examples of History research were on specific themes, such as the history of childhood, migration and material resources. There is a tendency towards national or Scandinavian case studies, which are rarely linked, however, to more general substantive or conceptual debates or methods found internationally. As in other panels, there was a sense of risk aversion regarding both the content and the journals to which research was submitted.

Philosophy has some unique features, as a result of all university students having to study Philosophy. A consequence of this is that a significant proportion of Norwegian academic philosophers do not have a PhD. National areas of research strength include philosophy of mind, philosophy of language, ethics, epistemology and history of philosophy.

Media Studies crosses the boundaries between Humanities and Social Sciences, but the pockets of excellence in this area are limited. Media Studies as a research area has seen rapid expansion, as shown, for example, in the number of academic positions and publications. However, this seems to have generated an imbalance between academic quantity and quality of research. Some exciting new fields of research are developing, especially concerning digitisation and media innovations.

The highest shares of full professors in 2015 were in Theology and Religion (29%) and Literature (36%). The highest proportions of women were in Languages and Literature, Film and Theatre, and the lowest in Philosophy and Music – the former have more than 50% women and the latter 30% and 33%, respectively. In History, Archaeology and Cultural Studies, and in Theology and Religion, more than 70% of researchers have a doctorate. In Music and Film, the corresponding figures are only 22% and 35%, respectively.

Research groups across all areas show evidence of high quality, with a number of especially high-performing and world-leading groups, such as Four Ms in Oslo (Aesthetic Studies), Castl-Fish at UiTHSL and MultiLing at UIOHF (Nordic Languages and Literatures); Political, Social and Ideological Change in the Middle East at UIOHF (Modern and Classical Languages, Literatures and Area Studies); VIS Centre for Viking-Age Studies, Centre of Excellence; Homo sapiens at UiBHF and Children and

Conceptions of Childhood in History at UiOHF (History, Archaeology and Cultural Studies); and Indigenous Religions at the Arctic University of Norway (Theology and Religion). Detailed appraisals of research groups that have, or have the potential to achieve, international standing can be found in the individual panel reports. Research groups were significantly more international and original than other parts of the community.

2.8 Interplay between research and teaching

Evidence of the interplay between research and teaching in the Humanities was presented in NIFU 2013, which surveyed academic staff about this relationship. This report demonstrated that the relationship between research and teaching varies with institutional type, due to the different balances among BA, MA and PhD students. According to the report, 25–33% of Humanities teachers presented their research to PhD students, MA students or BA students 'to a large extent', although only 25% of teachers involved BA students in their research.

The role of research groups in training PhD and MA students also varied. At the older universities, slightly more than 50% of permanent academic staff in the Humanities are members of a formal research group, whereas this figure is 80% in Natural Sciences and 70% in Social Sciences. This is partly explained by a strong tendency to individual scholarship in Humanities areas, with 57% of Humanities scholars conducting their research 'to a large degree' alone, while only 15% do so in Medicine. Less than 40% of those who are members of a research group involve their students 'to a large extent', which is a similar proportion to Social Sciences. This pattern makes it less likely that students will necessarily engage directly with research projects, although it was difficult to determine the extent to which teaching at institutions was informed by, or even led by, the research focus of the teachers.

2.9 Societal impact

An analysis of the 165 impact case studies presented to the panel as part of the HUMEVAL assessment demonstrates that the Humanities make a strong contribution to society, culture and the economy by engaging with a range of public and private sector organisations. The panels were favourably impressed with the range and depth of Humanities collaborations with other sectors and the emergence of impact evidence based on that collaboration. Impact is strong in some areas but needs developing in others, and there is a need to articulate the difference between impact and engagement more thoroughly.

All panels were pleased to see the effort made by many institutions to document their impact through impact case studies. At the same time, they noted considerable confusion about the meaning of impact and the criteria for assessing it. Impact case studies ranged from what might be described as public communication and engagement all the way to a more narrowly defined impact that documented the change effected through research. Given the addition of this new exercise to research evaluations, impact case studies sometimes presented intentions or prospective plans rather than documenting past experiences. Institutions should be encouraged to devise plans and structures that will enable them to collect evidence of the impact of research long after the initial research had been conducted. Generally, the panels felt that Norway could develop more sophisticated tools for gathering and articulating evidence of impact and that the RCN could play a strong role in harnessing existing resources by using the extensive case study evidence from the 2014 UK Research Excellence Framework (REF).

Extensive examples of impact in these HUMEVAL case studies included: commercialisation of open source software; engagement with policymakers, especially in the education area; engagement with festivals, theatres, museums; policy influence on mental health guidelines (e.g. music therapy); influencing curatorial museum practices; engagement with the music industry and other cultural industries; influencing language teaching in schools; engagement with debates about Sámi human rights and language; advising government on EU policies; engaging with global challenges in the Arctic region; influencing Sámi culture and policy. Knowledge exchange partners include several government departments, theatres, museums (mainly national) and organisations such as NATO. International impact was less prevalent overall than national impact.

This evidence backed up an external engagement survey carried out by NIFU in 2013, which demonstrated that 48.1% of academic staff in Humanities disciplines had spent more than one year of their career in full-time non-academic work. While the percentages were naturally highest in Engineering (62%), the proportion of Humanities academics with experience outside academia is high in relation to comparable international institutions.

Perhaps as a result, the NIFU report also demonstrated strong engagement among Humanities researchers with external users. Only 7% of those surveyed had not been involved in any external engagement activities in the last three years. For the Humanities, the most common means of engagement were participation at meetings with users and the general public, publication of popular science articles and invitations to give presentations to the public. Not surprisingly, commercialisation, licensing and patenting were the least common forms of engagement. All fields largely focused on dissemination, training, research collaboration and commercialisation, whereas the Humanities focused more on dissemination than commercialisation, with public sector collaboration being the most common form.

While there was evidence of good engagement and impact, most institutions lacked an impact strategy. Exceptions included the Peace Research Institute Oslo (PRIO), whose primary mission is societally relevant research. Impact also had a wider spread among different types of institutions than the traditional indicators of research excellence (e.g. Level 2 publications), with some university colleges showing particularly strong regional impact.

The preliminary analysis of the 165 impact cases submitted to HUMEVAL showed that users strongly valued the contribution made by Humanities research. However, the analysis also demonstrated that there is a stronger match between Norwegian Humanities research and the societal challenges of H2020 than there is a relationship with the priority areas defined by the Norwegian Government.

2.10 Resources

The sources of research funding in Norway include basic funding from the Government, project funding from the RCN and other national and international sources (e.g. the EU), as well as industry and other public sector funding. The Humanities receive the highest proportion of basic funding at 78%, compared to Social Sciences with 75% and Engineering and Technology with only 50%. However, these shares are not unusual in other European countries. The Humanities get the second lowest proportion of funding (after Agricultural Sciences) from the RCN, which provides only 11% of the total R&D budget for the Humanities. RCN funding for the Humanities is primarily focused on the traditional university sector, with the University of Oslo alone receiving 48% of RCN funding in 2014. In recent years, the Humanities have shown strong relative growth in the proportion of RCN funding.

The majority of RCN funding for the Humanities is primarily delivered through the independent research projects instrument (FRIPRO), and Humanities areas have tended to rely on a limited number of RCN funding schemes – primarily independent projects and Centres of Excellence. More recently, funding for research infrastructure has been increasing in the Humanities. There is as yet very little Humanities involvement in RCN thematic programmes, although efforts to change this are beginning to bear fruit. The RCN funds Centres of Excellence at Oslo: MultiLing (Linguistics) and Centre for the Study of Mind in Nature (Philosophy), and these and other RCN-funded research groups and Centres of Excellence have tended to be highly rated by the HUMEVAL panels.

2.11 Institutional performance

As regards the totality of the institutions submitting self-assessments to this evaluation, it was striking that the research performance of the five university museums was very good or excellent. The UiO museum was excellent on almost every dimension, while the others were less well organised, had fewer resources, experienced more difficulties with recruitment and career development, and were not as well networked, although their performance on these dimensions was never less than good.

The organisational dimension tends to be stronger in the older institutions, although a few small ones were also strong. Unsurprisingly, the older universities and some other institutions in central areas were better resourced than others, and there was a corresponding trend for the smaller and more regional institutions to be less well resourced. The pattern was similar in relation to recruitment, career development and networking.

Research production and quality were very good or excellent in the university museums, UNI Research (Rokkan), PRIO, UiOHF and MF, while they were problematic at FIH and NLA.

The following comments relate to institutions assessed by three or more panels.

UiOHF at the University of Oslo submitted self-assessments to all eight panels, and the faculty is considerably bigger than the Humanities areas at other institutions, as reflected in the funding statistics, which show the clear dominance of UiO. The university did not disappoint, with very good to excellent organisation, leadership and strategy across the areas assessed and generous levels of resource provision. Recruitment, training and networking were also good to excellent, as would be expected of the major institution in Norway. Similarly, resource production and quality varied from very good to excellent.

UiBHF at the University of Bergen submitted self-assessments to all eight panels. Organisation, leadership and strategy ranged from fair to very good. Resource provision was good to very good, but seemed a little disappointing given the age and size of the university. Research production was good to very good and very occasionally excellent, but in the aggregate a little disappointing considering the university's size and status. Recruitment and training were generally good and occasionally very good, but lagged some distance behind the best institutions and areas evaluated. Many, but not all, of the areas were well networked. More than one panel noted a sense of complacency at Bergen, which is reflected in overall levels of performance, which tend to be good and sometimes very good, but rarely excellent. There is scope for the university to review performance with a view to matching it to the opportunities provided by the strength of the university as a whole.

NTNUHF in Trondheim submitted self-assessments to all eight panels in this evaluation. All but one were very strong. Organisation, leadership and strategy were very good in most cases, and excellent

in one, and the level of resource provision was generally very good. Performance in recruitment and training varied from fair to very good, while in networking it ranged from good to one excellent case. Research performance and quality were solid – generally either good or very good. There seem to be opportunities to build on the university's strengths and to use the university's good leadership and resources to raise the performance level of a few areas and to seek strategies that will lift the quality of the output and lead to the development of some peaks of excellence.

UiTSL at the Arctic University of Norway submitted to seven out of eight panels. Organisation, leadership and strategy ranged from good to excellent and the level of resource provision was good or very good – above the level of the smaller universities, but still some way behind the leaders in Oslo. Recruitment and career development ranged from fair to very good, but networking was generally good to excellent. Research production and quality were fairly evenly split, ranging from fair through good to very good. Given the quality of the organisation and leadership, there appear to be realistic opportunities to raise the level of performance in some of these areas.

UiA in Agder submitted self-assessments to six of the eight evaluation panels, a positive and surprisingly large number given that the university is of recent date and not large compared with the older universities. Organisation, leadership and strategy varied considerably among the areas assessed, from fair to very good, while resource provision was fair to good, probably reflecting the university's size and regional location. Recruitment, training and networking were generally fair to good. Networking was good in two areas, fair in two more and poor in the remaining two. With one disappointing exception, research production and quality were good or very good. As in other cases, there are opportunities here to raise the performance level.

UiSHF at the comparatively new University of Stavanger submitted to four panels. Organisation, leadership and strategy were mostly fair and in one case good. Resource provision was mostly good, but recruitment and training varied widely between poor and very good, suggesting scope for a university-wide effort to improve. Networking was good but, like the other assessment variables, somewhat behind the level of the leading institutions. Research production and quality were uniformly good. The overall pattern is similar to that in a number of regional and new universities, reflecting, on the one hand, their resource situation and location, but leaving scope for improvement, on the other.

HiHm is a regional university of applied science centred in Hedmark. Its size and location are reflected in its fair to good level of resource provision. Organisation and leadership were very good in some areas but only fair in others. Recruitment and career development were good but – as with resource provision – considerably behind the levels seen among the longer-established universities. Research production and quality were fairly uniformly good, but again trail considerably behind the levels at the leading universities. While one area was well networked, the other four were less so, probably again reflecting the university's scale and resources. Overall, improved organisation and leadership could help to raise the level of performance of the various areas.

HiT in Telemark had a similar performance pattern to some other regional universities, with fair to good levels of resource provision, recruitment and career development. Organisation and leadership were very good in one area, but rather weaker in others. Networking was good in one area but poorer in others. Research production and quality were generally fair to good in the areas assessed, though one research group stood out as being very good. The diversity of performance presents an opportunity to improve practice in the weaker areas.

NLA is a very small, private college spread across three locations. Its performance was seen as poor to fair by all three panels that assessed its organisation, resources, research production and quality,

recruitment, training and networking. These levels of performance are problematic and should be unacceptable in a research and higher education system.

2.12 Recommendations

To the institutions

- Both the Norwegian Government and individual institutions need to develop stronger strategies and priorities for Humanities research, recognising the strengths and weaknesses of the system and the limitations in terms of resources
- If university colleges are expected to produce high-quality research, there is a need to recruit more staff with PhDs and provide an appropriate time allocation to enable staff to conduct research of the requisite quality, so that staff are not trapped forever in the lower tier of research performance owing to a limited allocation of research time
- There are too many researchers in Norway with very low or zero publication points. When considering the allocation of limited resources, it is important to recognise that poor performance should not be rewarded
- There is a need for researchers to target more internationally leading journals and peer-reviewed book publications, rather than lower-tier journals
- Nearly all institutions reviewed could improve their international strategies, by considering the potential of inviting international scholars to Norway, publishing in higher-quality international journals, providing staff with opportunities for mobility and for applying for more EU research grants
- Both institutions and the RCN could benefit from considering the lessons to be learned from successful research groups and to share that good practice. Groups could provide more consistent opportunities for early-career researchers to work with senior professors on more focused projects
- Institutions could benefit from paying more attention to succession planning and the generational mix of their staffing profile
- The Government and institutions should work to reverse the worrying decline in the proportion of women postdocs in the Humanities, and to manage the pipeline of talent to continue to improve the proportion of women professors
- If institutions wish to strengthen research in Modern Languages and Literatures, they will need to look at the structure of teaching programmes

To the Research Council of Norway

- Both institutions and the RCN could benefit from considering the lessons to be learned from successful research groups and to share that good practice. Groups could provide more consistent opportunities for early-career researchers to work with senior professors on more focused projects
- Given the varying profiles of the big universities and university colleges, the panels felt that it was unrealistic to enforce the same policies for all
- The panels were favourably impressed with the range and depth of societal impacts from the Humanities. However, the RCN could work with the Humanities and other fields to help researchers to understand both the potential for greater societal impact and how to gather evidence of impact

- There is a need for the Government and the RCN to target resources and to incentivise greater collaboration among scholars in different institutions in Norway. This will be a matter for Norwegian priorities, but the panel suggested some potential examples: international graduate schools; trans-disciplinary programmes for digitalisation and its impacts; IT infrastructure for computational approaches, such as in corpus linguistics. Consideration should be given to the advantages of national doctoral training programmes in particular fields where there are small numbers of students at individual institutions

To the Government

- Both the Norwegian Government and individual institutions need to develop stronger strategies and priorities for Humanities research, recognising the strengths and weaknesses of the system and the limitations in terms of resources
- Given the varying profiles of the big universities and university colleges, the panels felt that it was unrealistic to enforce the same policies for all
- The Norwegian Government should consider the value Humanities research can contribute to national priorities when identifying and defining priorities
- The Humanities play a significant role in understanding both minority languages and cultures and engaging with those communities. The Norwegian Government could consider how to capitalise on this more strongly. This is an increasingly central area, both for public policy and civil society, and the Norwegian Government my want to consider supporting research on topics in, for example, Sámi culture or the Arctic region
- The Government and institutions should work to reverse the worrying decline in the proportion of women postdocs in the Humanities, and to manage the pipeline of talent to continue to improve the proportion of women professors
- If Government wishes to enhance skills in Modern Languages and Literatures, the cost of delivering teaching programmes should be recognised
- There is a need for the Government and the RCN to target resources and to incentivise greater collaboration among scholars in different institutions in Norway. This will be a matter for Norwegian priorities, but the panel suggested some potential examples: international graduate schools; trans-disciplinary programmes for digitalisation and its impacts; IT infrastructure for computational approaches, such as in corpus linguistics. Consideration should be given to the advantages of national doctoral training programmes in particular fields where there are small numbers of students at individual institutions

3 Works Cited

Aagaard, K., Bloch, C., & Schneider, J. (2015). Impacts of performance-based research funding systems: The case of the Norwegian Publication Indicator. *Research Evaluation, 24*, 106-117.

Aksnes, D., & Gunnes, H. (2016). *Evaluation of research in the hmanities in Norway: Publication and research personnel. Statistics and analyses Report 2016:14.* Oslo: NIFU.

Arnold, E., Barker, K., & Slipersæter, S. (2010). *Research Institutes in the ERA.* Brussels: European Commission.

Benner, M. (2015). *Norsk forskning – mot höjda ambitioner og ökad effektivitet. Rapport til Produktivitetskommisjonen.* Lund: Lunds Universitet.

Bloch, C., & Schneider, J. (2016). Performance-based funding models and researcher behavior: An analysis of the influence of the Norwegian Publication Indicator at the individual level. *Research Evaluation, 25*(3).

DAMWAD. (2012). *Evaluering av basisfinsnsieringen til norske forskningsinstitutter som omfattes av rettningslinjene for basisfinansiering,.* Oslo: DAMWAD.

Guldbrandsen, M. (2016). *The humanities in Norway: research, research organisation and external engagement Report 2016:36.* Oslo: NIFU.

Gunnes, H. (2016). *Beregning av FoU-andeler ved institusjoner som deltar i humaniora-evalueringen' [R&D intensity at HEIs and FTE in Humanities by institutions] Note to RCN.* Oslo: NIFU.

Hatlem, S., Melby, K., & Arnold, E. (2017). *Områdegjennomgang av Norges forskningsråd.* Oslo: Kunnskapsdepartementet.

Hegelandsutvalget. (2015). *Finansiering for kvalitet, mangfold og samspill. Nytt finansieringssystem for universiteter og høyskoler. Forslag fra ekspertgruppe oppnevnt av Kunnskapsdepartementet 8. april 2014.* Oslo: Kunnskapsdepartementet.

Kunnskapsdepartementet. (2013). *Retningslinjer for statlig basisfinansiering av forskningsinstitutter.* Oslo: Konnskapsdepartementet.

Kunnskapsdepartementet. (2014). *Meld. St. 7 (2014-2015) Langtidsplan for forskning og høyere utdanning 2015–2024.* Oslo: Kunnskapsdepartementet.

Kunnskapsdepartementet. (2017). *Humaniora i Norge. <eld. St. 25 (2016-2017).* Oslo: Kunnskapsdepartementet.

Kyvik, S. (2015). *The relationship between reseach and teaching in the humanities Working Paper 2015:21.* Oslo: NIFU.

Kyvik, S., & Vabø, A. (2015). Forskergrupper – hvilken betydning har de for forskings- og utdanningsvirksomheten? In N. Frølich, *Hva skjer i universitet og høyskoler? Perspektiver fra vitenskapelige ansatte og studenter* (pp. 94-107). Oslo: Universitetsforlaget.

NOKUT. (2016). *2015 Student Satisfaction Average Scores per Institution (note to the evaluation panels).* Oslo: NOKUT.

Norges Forskningsråd. (2002). *Norsk linvistikk En evaluering av forskningen ved fem universitetsinstitutter.* Oslo: Norges Forskningsråd.

Norges Forskningsråd. (2004). *Pedagogisk forskning En evaluering av forskningen ved utvalgte universiteter og høgskoler.* Oslo: Norges Forskningsråd.

Norges Forskningsråd. (2005). *Nordic languages and literature An evaluation of research conducted at the universities and selected university colleges in Norway.* Oslo: Norges Forskningsråd.

Norges Forskningsråd. (2008a). *Humanistisk forskning: Nasjonal strategi.* Oslo: Norges Forskningsråd.

Norges Forskingsråd. (2008b). *Evaluering av norsk historiefaglig forskning. Bortenfor nasjonen i tid og rom: fortidens makt og fremtidens muligheter i norsk historieforskning.* Oslo: Norges Forskingsråd.

Norges Forskningsråd. (2009). *Rettsvitenskapelig forskning i Norge. En evaluering.* Oslo: Norges Forskningsråd.

Norges Forskningsråd. (2010). *Philosophy and history of ideas in Norway. Evaluation of research 2004–2008.* Oslo: Norges Forskningsråd.

Norges forskningsråd. (2016a). *Årsrapport Instituttsektoren 2015.* Oslo: Norges Forskningsråd.

Norges Forskingsråd. (2016b). *The Research council of Norway's follow up of the Humanities research strategy 2008-2016 (note to the panel).* Oslo: Norges Forskingsråd.

Norges Forskingsråd. (2016c). *Det norske forsknings- og innovasjonssystemet – statistikk og indikatorer.* Oslo: Norges Forskningsråd.

Norges Forskningsråd. (2016d). *Humanities research in Norway 2010-2014: Funding streams and funding instruments (note to the panel).* Oslo: Norges Forskningråd.

Norges Forskningsråd. (2016). Humanities research in Norway 2010 - 2014: Funding streams and funding instruments. Report submitted to the principal committee for the Research Council's evaluation of the humanities (HUMEVAL).

Sivertsen, G. (2016e). Publication-Based Funding: The Norwegian Model. In M. Ochsner, S. E. Hug, & H. D. Daniel, *Research Assessment in the Humanities. Towards Criteria and Procedures* (pp. 79-90). Zürich: Springer Open.

Appendix A – Background: the Humanities in Norway

Humanities scholars comprise some 7% of the research community in Norway. The RCN published a strategy for funding the Humanities in 2008 and the Government has issued a White Paper on the Humanities in 2017. Key points are summarised here. They are followed by some statistics about funding for Humanities research in Norway and some bibliometric data about the Humanities.

A.1 National strategy for the humanities

In 2006, in response to a wider political debate, the Ministry of Education and Research asked the RCN to draw up a national strategy for the Humanities (Norges Forskningsråd, 2008a). The strategy noted the high degree of fragmentation in the field and proposed a number of measures aimed at improving performance.

- The budgets for basic allocations to the Humanities, both directly to the institutions and through the RCN, should be increased
- A larger share of the total funding for Humanities research should be channelled through the RCN
- Funding of infrastructure for Humanities research must be included in the planned national enhancement of research infrastructure
- The Humanities research areas and the RCN must strengthen their dialogue on the division of roles and tasks

Since then, the RCN has largely addressed these issues in its mainstream funding activities, rather than using measures specifically targeting the Humanities. The amount of 'bottom-up' funding provided by the RCN increased after 2010 as a result of an agreement with the universities, a change that is likely to have provided particular opportunities for Humanities researchers who can rarely propose work that is relevant to the RCN's thematic programmes. The RCN's Humanities funding rose from NOK 1.1 billion in 2007 to NOK 1.5 billion in 2015, remaining at about 4% of the RCN's funding over the period (Norges Forskingsråd, 2016b).

A.2 Research in the 2017 White Paper on the Humanities

In a White Paper published in early 2017, (Kunnskapsdepartementet, 2017), the Government stressed the importance of the Humanities for understanding identity, values, religion, culture, ethics and language in the context of climate change, migration and rapid technological change. It pointed to the importance of literacy, history and knowledge of international relations to a well-informed democracy and argued that too little use is made of the Humanities in the multidisciplinary approaches that need to be taken to complex societal problems.

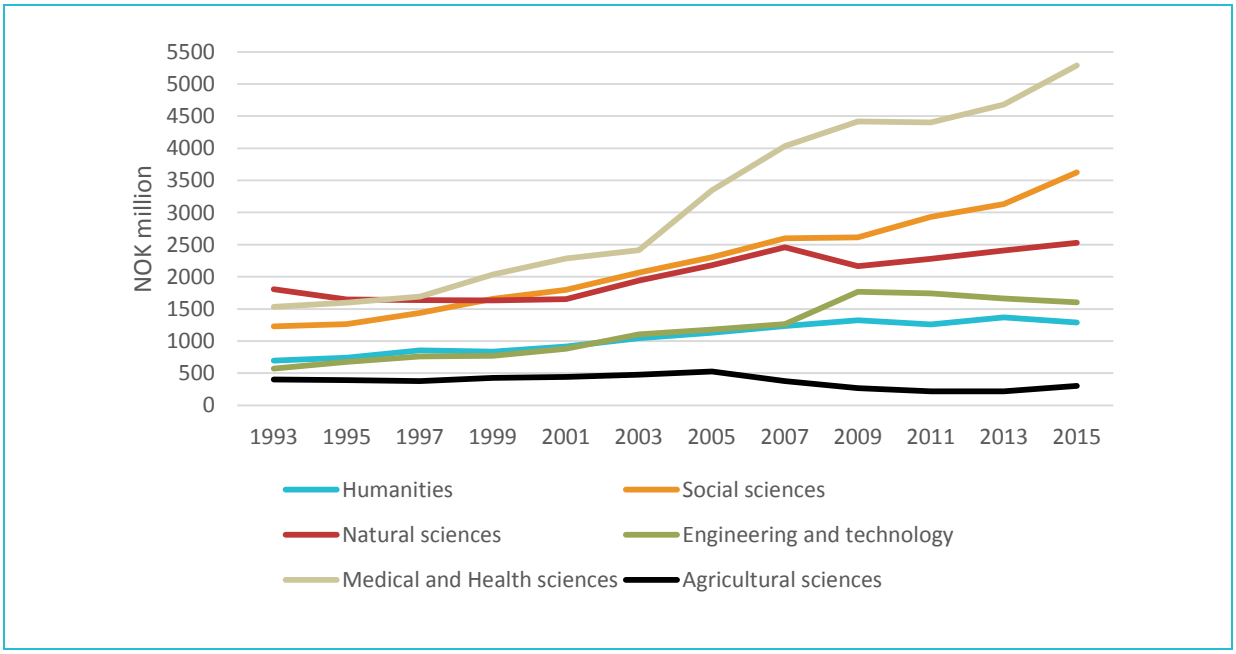
The White Paper argued that the humanities in Norway, in common with other disciplines, involve too little research at the international frontier, are not organised in accordance with best practice, are insufficiently networked with global research, and that the researchers themselves are not mobile enough. While all disciplines have unique characteristics, it can be argued that, if Norwegian research lags behind the global level, then the Humanities lag behind the rest of Norwegian research. The White Paper emphasises the need for research-performing organisations to be autonomous, but argues that this implies a reciprocal responsibility for the researchers to identify and respond to

society's needs. The organisations need to take responsibility for research management and career development. Research funding instruments need to reflect the particular characteristics of Humanities research and broader research programmes should be shaped in ways that enable the Humanities to participate. More research funding should be challenge-driven. The Government also signalled its intent to look at funding arrangements for small fields (having noted that, in Denmark, certain small fields represented at only one place in the university system receive additional funding).

A.3 Humanities research funding in Norway

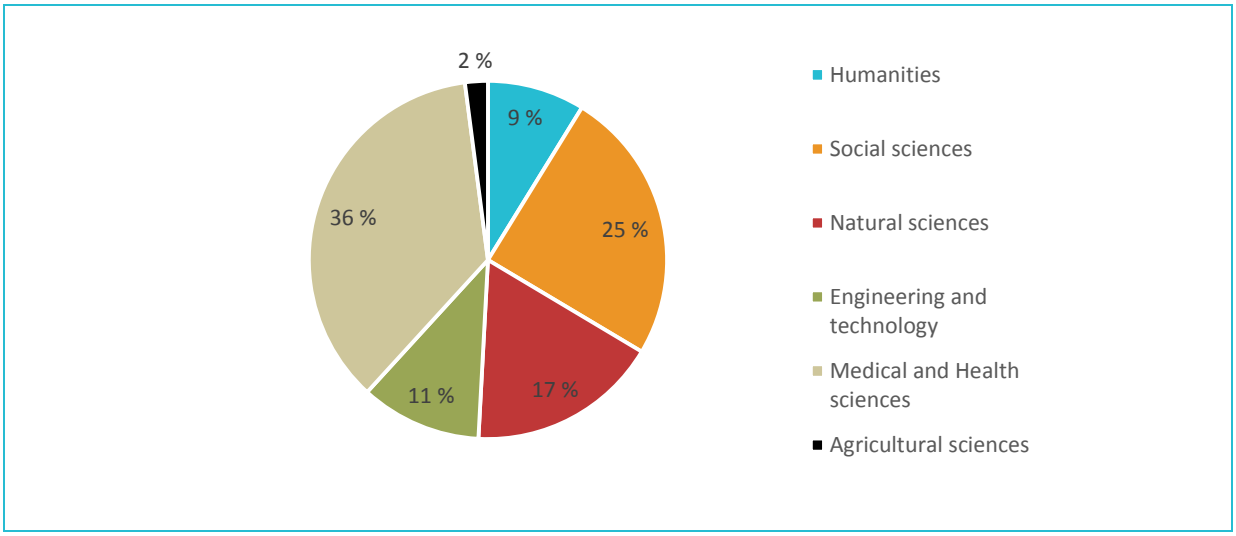
Figure 2 shows total higher education expenditure on R&D (HERD) in Norway, i.e. not only RCN funding but also core funding and other funding of university research, for the period since the RCN was established. It shows a trebling in medical and health sciences as well as a substantial growth in the Social Sciences, while Humanities has expanded by some 85%. In 2015, Humanities accounted for 9% of HERD (Figure 3).

Figure 2 Total Higher Education Expenditure on R&D in Norway by field, 1993-2045 (NOK millions, constant 2010 prices)



Source: NIFU Statistics Database, accessed 10/3/17

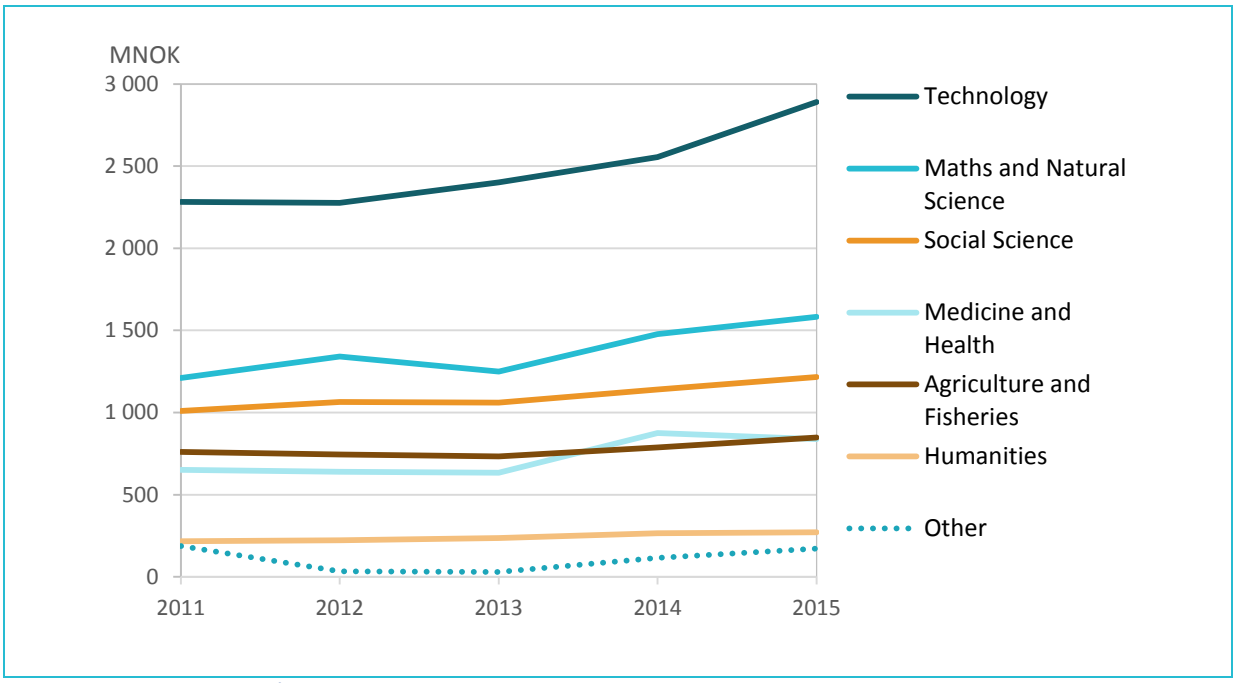
Figure 3 Total HERD by field, 2015



Source: NIFU Statistics Database, accessed 10/3/17

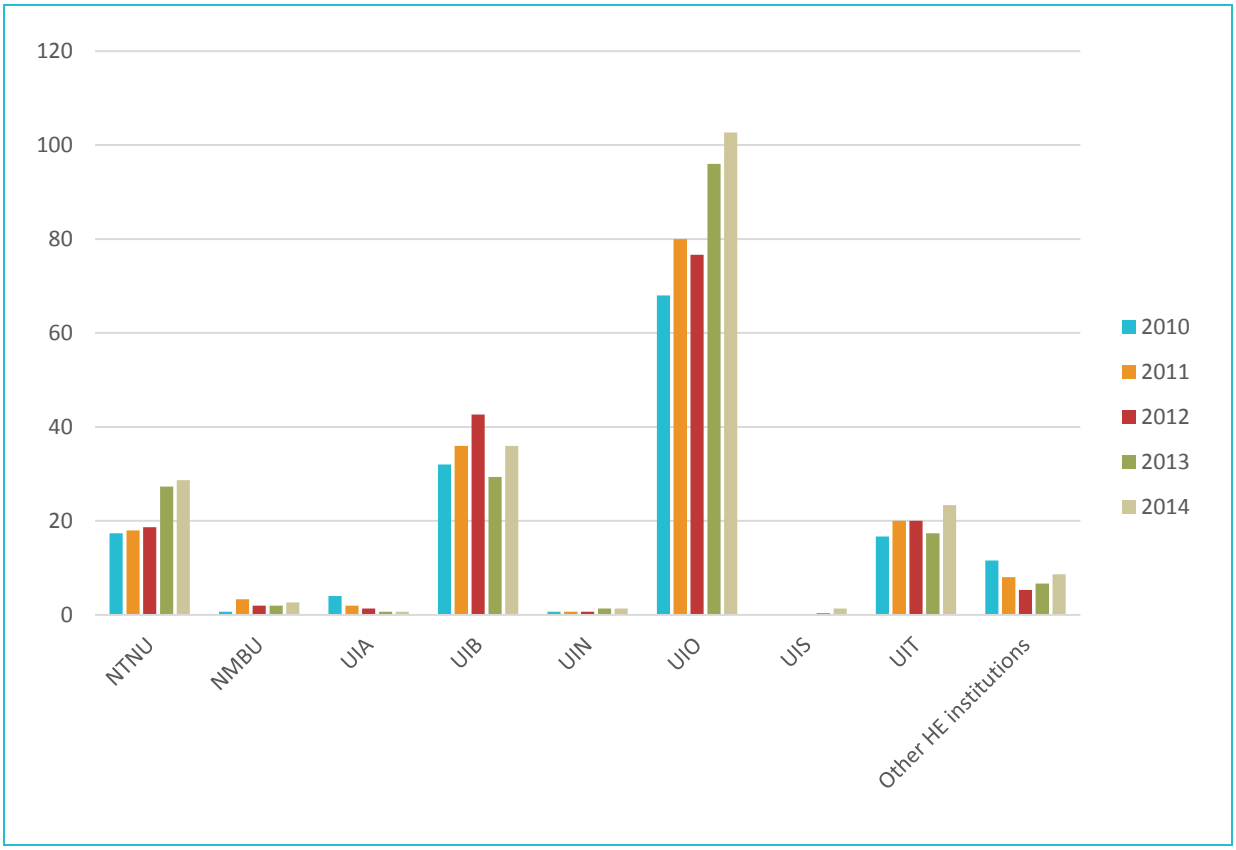
Since external funding as a share of HERD is low in the Humanities, so is the Humanities' share of the RCN's overall funding: some 4% in 2015 (Figure 4). UiO takes the lion's share, followed by the three other big universities (Figure 5).

Figure 4 RCN funding by field, 2011–15, NOK millions



Source: (Norges Forskingsråd, 2016c)

Figure 5 RCN humanities funding of the HE sector by beneficiary institution, 2010–2014, NOK millions



Source: (Norges Forskningsråd, 2016d)

A.4 Output and quality seen through a bibliometric lens

Table 6 gives two views of the role of Humanities in the production of scientific articles in a selection of countries that tend to do well in bibliometric comparisons and with which Norway traditionally compares itself. The Web of Science (WoS) suggests that, in 2014, publications in Humanities and Law comprised 2.4% of Norway's publications in the journals it indexes. This is a high proportion in international comparison. (The UK is an outlier not only among the countries shown, but also more widely.) These articles were highly cited compared with the world average, and more highly than those from the other countries shown. Scimago (which uses the Scopus database) has significantly wider coverage of both journals and publication channels than the WoS, so it covers Humanities publications to a greater extent. This is reflected in the higher percentages shown in Table 6 for the Arts and Humanities. These numbers suggest that, in international comparison, Norway puts a fairly high level of research effort into the Humanities and that the quality of the publications produced is good overall – even though it should be noted that some of the differences in production may result from Humanities researchers' different national propensities to publish in indexed journals.

Table 6 Scientific publication in Humanities as a proportion of national output, selected countries

Countries	Percentage of arts and humanities publications of national output, 1996–2015	Publications in humanities and law as a percentage of total scientific publications, 2014	Relative citation index for publications in humanities and law, 2010–13*
	Scimago (Scopus)	Web of Science	
Norway	3.6%	2.4%	191

Countries	Percentage of arts and humanities publications of national output, 1996–2015	Publications in humanities and law as a percentage of total scientific publications, 2014	Relative citation index for publications in humanities and law, 2010–13*
Sweden	2.7%	1.7%	163
Denmark	3.0%	1.6%	180
Finland	3.0%	1.9%	169
Netherlands	4.1%	2.2%	183
Switzerland	2.4%	1.8%	188
UK	5.4%	4.2%	132
USA	4.1%	2.9%	149

*Citation window 2010–2014. World average = 100

Source: Second column, Scimago;[3] third and fourth columns, Web of Science, cited from the RCN statistics databank[4]

CRIStin has a substantially better coverage of Humanities publications in Norway, but cannot be compared with anything else. The WoS only captures 11% of the Humanities publications registered in CRIStin, while Scopus covers 30%. This compares with 78% and 84%, respectively, for the Natural Sciences (Sivertsen, 2016). CRIStin data for 2011–15 show 17% growth in the volume of Humanities publications registered in the database, as well as 8% growth in the number of publication points obtained (Table 7).

Table 7 Total numbers of publications and publication points in the Humanities, 2011–15

	2011	2012	2013	2014	2015	Total
Number of publications	2443	2607	2651	2925	2866	13492
Number of publication points	3223	3259	3347	3601	3474	16904
Share of publication points of total (all fields, national total)	16.7%	15.9%	16.7%	17.7%	17.0%	16.8%

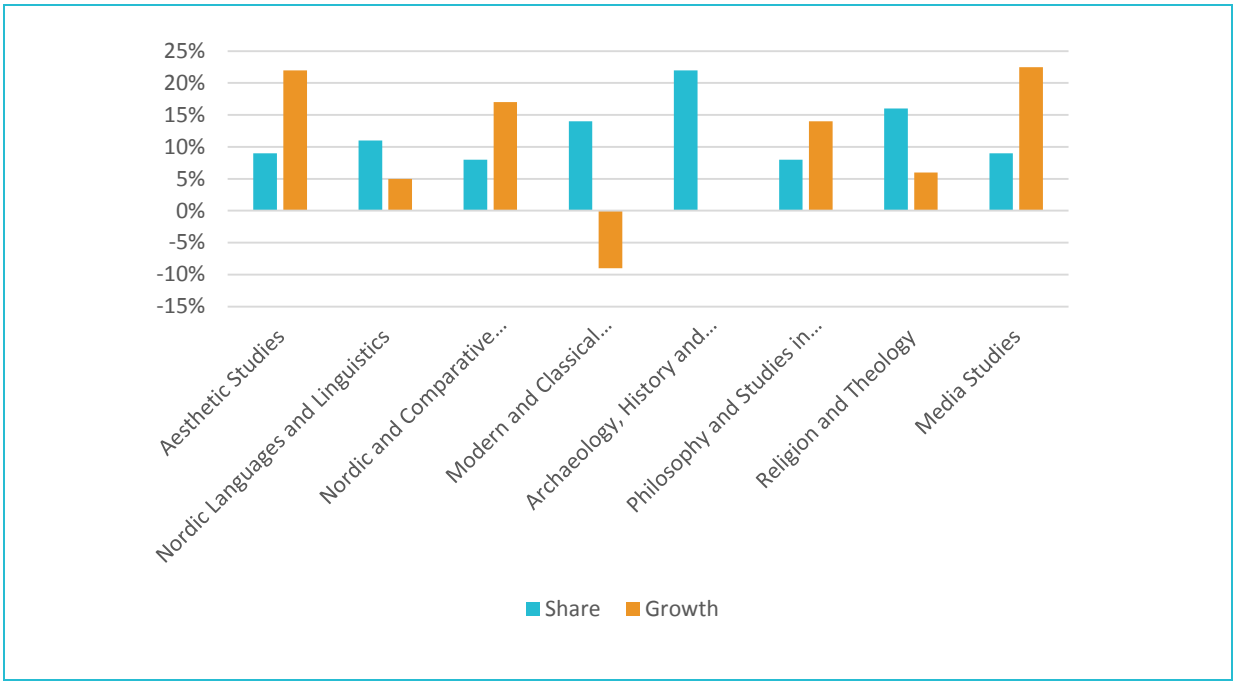
Source: (Aksnes & Gunnes, 2016)

Figure 6 shows the share of and the rate of growth in publication points between 2011–15 for each of the fields considered in this evaluation and suggests that a process of restructuring is taking place. The largest fields are Archaeology, History and Cultural Studies, but the publication output is barely growing. The second-largest field – Religion and Theology – is growing moderately, while the third-largest – Modern and Classical Languages, Literatures and Area Studies – is in decline. The growth areas are Aesthetic and Media Studies.

[3] http://www.scimagojr.com accessed 8/3/17

[4] http://www.forskningsradet.no/prognett-indikatorrapporten/Tabellsett_2016/1254021688842 accessed 8/3/17

Figure 6 Share and percentage change in publication points by panel, 2011–15



Source: Re-charted from (Aksnes & Gunnes, 2016)

In most fields, the four older universities dominate the output, (as they do for scientific publication more generally) (Table 8). The presence of specialised music, performing arts and theological institutions reduces the share of the big universities in Aesthetic Studies and Religion and Theology. Some of the fields the big universities dominate are growing quite quickly, but they also dominate the two stagnating fields of Archaeology, History and Cultural Studies, and Modern and Classical Languages, Literatures and Area Studies, so that they are most exposed to the costs and difficulties of managing relative decline.

Table 8 Distribution of publication points by field and institution/sector, 2011–15

	UiO	UiB	NTNU	UiT	Total four older universities	Other HE	Institutes	No of points
Aesthetic Studies	19%	12%	19%	1%	51%	44%	5%	1608
Nordic Languages and Linguistics	28%	10%	11%	18%	67%	32%	1%	1893
Nordic and Comparative Literature	33%	17%	9%	12%	71%	29%	1%	1324
Modern and Classical Languages, Literatures and Area Studies	39%	18%	8%	12%	77%	18%	6%	2309
Archaeology, History and Cultural Studies	32%	15%	12%	10%	69%	22%	10%	3768
Philosophy and Studies in Science and Technology	29%	20%	19%	7%	75%	19%	5%	1379
Religion and Theology	18%	10%	5%	6%	39%	59%	2%	2784
Media Studies	26%	23%	9%	4%	62%	32%	5%	1599
Total Humanities	28%	15%	11%	9%	63%	33%	5%	17146

Source: (Aksnes & Gunnes, 2016)

Some 56% of Norwegian humanities publications are written in English and 37% in Norwegian, with the remaining 7% being in other languages (Aksnes & Gunnes, 2016).[5] Younger authors are more likely than older ones to publish in English. Unsurprisingly, Nordic and Comparative Literature is the outlier, with only 27% in English. Nonetheless, the research appears to be rather insular: on average, only 7% of publications have international co-authors, with Nordic and Comparative Literature again scoring lowest at 3% and Philosophy and Studies in Science and Technology highest at 10%. On average, 32% of the publications are written by authors aged over 55, with Religion and Theology having the highest proportion at 42% and Media Studies the lowest at 22%. As in other subjects, male authors produce more publications than female ones, with men producing 61% of the publications overall. The discrepancy is greatest in Religion and Theology (74% male) and least in Aesthetic Studies, which is the only field in which the balance is 50/50.

Table 9 shows that publication productivity is highly variable in the Norwegian Humanities (as it is everywhere). This table covers a shorter period than the previous ones but it makes it clear that – not unreasonably –research productivity is lower in the organisations that, currently or historically, have primarily been teaching institutions.

Table 9 Academic staff in the Humanities by number of publication points 2011–13

No of publication points	4 older universities	New universities	University colleges	Overall	No of staff
0	27%	39%	47%	34%	236
<1	11%	10%	15%	12%	82
1-1.9	17%	13%	19%	17%	114
2-3.9	19%	10%	9%	15%	104
4-6.9	15%	17%	7%	13%	87
7+	12%	12%	3%	9%	65
Total	100%	100%	100%	100%	688

Source: (Kyvik, The relationship between reseach and teaching in the humanities Working Paper 2015:21, 2015)

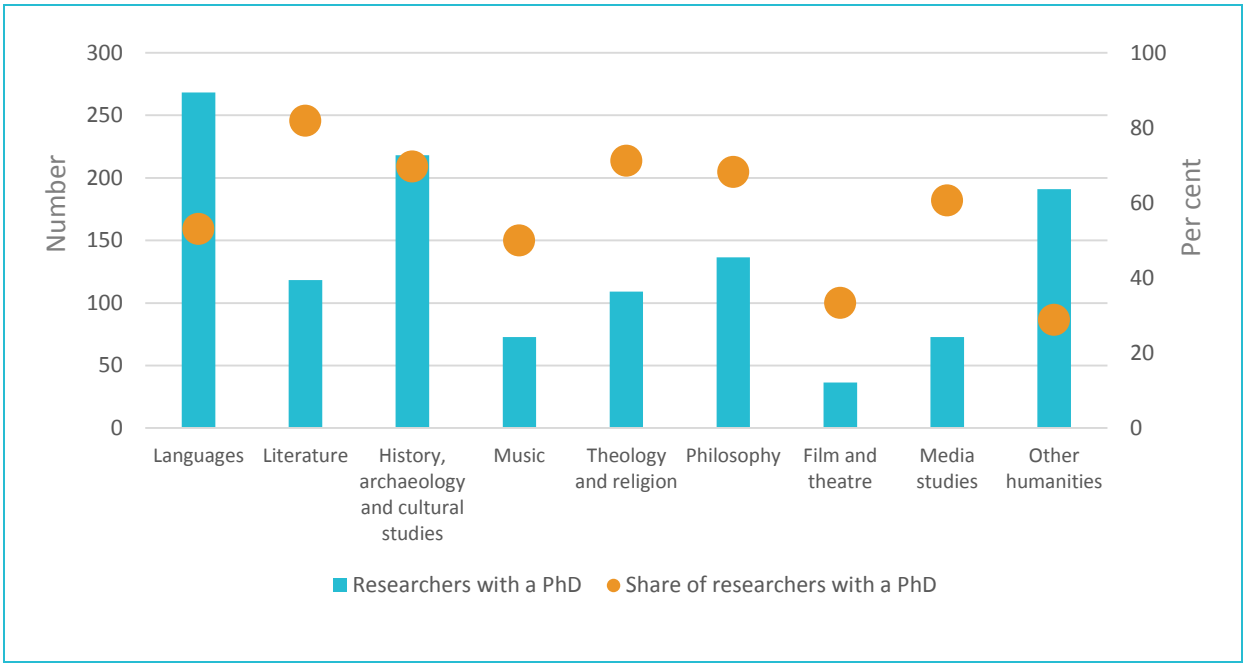
A.5 People

The average age at which PhDs graduate in the Humanities in Norway is 44, which is high considering that the country adopted the Bologna principles in 2008 and that the old tradition of doing a PhD in mid-career rather than early career has supposedly died out. This may at least partly be influenced by the need for established teachers outside the big universities to upgrade their skills by acquiring a PhD. While the structure of Humanities in Norway appears fragmented in many respects, there have nonetheless been institutional mergers and intra-institutional restructuring to try to reduce this.

In 2015, almost three-quarters (73%) of Humanities researchers were tenured, compared with 41% for the Natural Sciences, and as many as 24% of them were professors. The gender balance at different stages of Humanities scholars' careers is very similar to that in the rest of research in Norway: at the candidate stage, 60% are women, while at the professorial level only a third are. However, within the Humanities, the share of women has been inching up at all levels except the postdoc level, at least since 2005. The share of PhD holders is often high (Figure 7), but is low in Music and Media Studies.

[5] The information in this and the next paragraph all comes from this source.

Figure 7 Share of research personnel holding a PhD, 2015 (excluding research fellows)



Source : NIFU Register of Research Personnel, cited from (Aksnes & Gunnes, 2016)

The data are old, from 2001, but indicate a pattern where only 15% of Humanities PhDs were taken on subjects related to the research interests of the supervisors (Kyvik, 2015). This contrasts with a figure of 46% for Norway overall and 63% in the Natural Sciences. A more recent survey (2013) suggests that teaching in the Humanities is more research-based at bachelor's and master's level than at PhD level, with students being more frequently exposed to results from their teachers' research.

Humanities researchers in Norway are less likely to work in formal research groups than their counterparts in other disciplines. In the four older universities, slightly more than 50% of Humanities researchers are formally members of a research group, compared with 70% in Social Sciences and 80% in Natural Sciences, Health and Technology. In practice, only 23% of the Humanities researchers who are formally group members conduct their research 'to a large extent' within the group, while 57% do their research 'to a large extent alone'. Less than 40% of Humanities group members involve PhD students in their projects, the same proportion as in the Social Sciences. The corresponding number is 60% in Medicine and Health and 80% in the Natural Sciences and Technology. Correspondingly, less than 20% of group members in Humanities and Social Sciences involve master's students in their research, compared with 25% in Medicine and Health and 40% in Natural Sciences and Technology (Kyvik & Vabø, 2015).

While the averages in Table 10 are very similar, they conceal considerable variation. In the four oldest universities, only 15% of staff members have less than 35% of their time allocated to research. In the new universities, 47% of the staff have less than 35%. These averages conceal variations, but it is noteworthy that only 23% of the researchers have more than 50% of their time allocated to research, so that – unlike in some other fields – research is fairly consistently mixed with teaching. (Guldbrandsen, 2016)

Table 10 Average share of working time per field of science

Field	Humanities	Social Science	Natural Science	Technology	Medicine and	Total

					Health	
Share of time for research	39.5%	37.0%	41.0%	38.5%	36.3%	38.0%

Source: (Guldbrandsen, 2016)

Consistent with the low degree of use of research groups, there is a tendency for Norwegian Humanities scholars to want to work alone. Some 65% of them indicated that they to a great extent did their research alone (compared with 44% in the Social Sciences and 26-28% in the Medical, Natural and Technical Sciences). Sixteen percent said they worked in a formal research group but only 4% collaborated 'to a great extent' with colleagues in their department outside that group. Their involvement in cross-disciplinary, national and international networks was minimal. Only one-fifth of them saw external board members in their department as useful sources of knowledge. It is argued that this individualism gives the Humanities an advantage in the performance-based funding system, which divides the points awarded for a publication by the number of authors involved (Guldbrandsen, 2016).[6]

Guldbrandsen's 2016 survey found that over half of Norwegian Humanities scholars had received no external funding in the previous five years.

[6] From 2017, the Government has changed the calculation of multi-authored papers to accommodate the criticism: the points awarded for a publication are now derived by the square root of the number of authors involved.

Appendix B – Abbreviations used in this report

Abbreviation	Meaning
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
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
HE	Higher Education
HEI	Higher Education Institutions
HERD	Higher Education Expenditure on R&D
HiHm	Hedmark University College
HiL	Lillehammer University College
HiOA	Oslo and Akershus University College of Applied Sciences
HiT	Telemark University College
HiØ	Østfold University College
HVO	Volda University College
HUMEVAL	This evaluation of the Humanities in Norway
IFS	Norwegian Institute for Defence Studies
MF	Norwegian School of Theology
MHS	School of Mission and Theology
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
NMBU	Norwegian University of Life Sciences
NMH	Norwegian Academy of Music
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)
SH/SAMAS	Sámi University of Applied Sciences
TNO	Nederlandse Organisatie voor toegepast-natuurwetenschappelijk onderzoek
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	University of Oslo Museum of Cultural History
UiOTF	University of Oslo Faculty of Theology
UiS	University of Stavanger
UiSHF	University of Stavanger Faculty of Arts and Education
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)
VTT	VTT Technical Research Centre of Finland
WoS	Thomson-Reuters Web of Science

Appendix C – Terms of Reference in Full

Evaluation of research in the Humanities in Norway 2015

Terms of reference

The Research Council of Norway has been charged by the Ministry of Education and Research with the responsibility for performing subject-specific evaluations. The Division for Science has decided to evaluate research activities in the humanities in Norwegian universities, university colleges and relevant research institutes.

The objective of the evaluation

The objective of the evaluation is to review the overall state-of-the-art of research in the humanities in Norway, focusing primarily on the situation in universities, university colleges and other relevant research institutions. The evaluation will also take into consideration the interplay of research and teaching at the higher education institutions and the societal impact of the research performed. The conclusions of the evaluation will provide greater knowledge about the present state of humanities research, and form the basis for recommendations on the future development of research within the various fields of the humanities in Norway.

For the institutions evaluated, the evaluation is expected to provide insight, advice and recommendations that can be used to enhance their own research standards. For the Research Council, the evaluation will help to expand the knowledge base used to develop funding instruments and provide input on research policy to the Norwegian Government.

The evaluation is expected to:

- Review the scientific quality of the research 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 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 necessary competence in areas of national importance in the 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.

Organisation and methods

The evaluation will be carried out by an international evaluation committee consisting of eight panels. Each panel will carry out the evaluation in its field of expertise.

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

The panels will base their evaluations on self-assessments provided by the research institutions and a bibliometric analysis, as well as on interviews and presentations given in meetings with the involved faculties/departments or independent research institutes. The self-assessments from the institutions will include factual information about the organisation, its resources and strategic plans, national and international research collaboration as well as teaching and dissemination activities.

For a selected number of *research groups* the institutions will also provide CVs and publication lists for the group's members, a description of the scientific objectives and organisation of the group as well as a digital copy in full text of one scientific article or book chapter for each group member affiliated with a Norwegian research organisation. These scientific publications will be assessed by specially appointed individual experts that will provide input to the panel's evaluation of the research groups. Each research group also has the option of submitting a case study of the societal impact of research performed by the group.

The Research Council will provide data on its funding of humanities research and supplementary information on the societal impact of the humanities in Norway.

The panels are requested to present their findings in written reports. Preliminary reports will be sent to the institutions included in the evaluation in order to check the accuracy of the factual information. The evaluation committee's final reports will be submitted to the Board of the Division for Science for final approval.

The principal evaluation committee will consist of the chairs of each panel.

Tasks of the evaluation panels

The panels are requested to:

- Evaluate research activities with respect to scientific quality, national and international collaboration. The evaluation is to 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 required.

Aspects to be addressed in the panel reports:

The following mandatory aspects must be addressed. The panels are free to include other questions/aspects they consider valuable to the evaluation.

1. National level

- Strengths and weaknesses of Norwegian humanities research in an international context;
- Research cooperation nationally and internationally;
- General resource situation regarding funding and infrastructure;
- Training, recruitment, gender balance and mobility;
- Cooperation with other sectors of society (e.g. private and public sector), and the societal impact and function of the fields of research in society.

2. Institutional level

- Organisation, research leadership and strategy, including follow up of recommendations given in previous evaluations;
- Resource situation, such as funding, staffing, infrastructure and the balance between resources and research activities;
- Facilitation of scientific quality, e.g. publication strategies, focus areas of research, national and international research collaboration;
- Training, mobility and career path, e.g. policies for recruitment, mobility, career paths as well as gender and age balance in academic positions;
- Research collaboration, such as facilitation of collaboration and networking activities at the national and international level, including interdisciplinary and multidisciplinary research activities;
- The interplay between research and teaching activities.

3. Research groups

- Organisation, general description of members, and when applicable, use of research infrastructure;
- Research activities, scientific quality and production;
- Training, mobility and career path of junior researchers;
- Research collaboration and networking activities at the national and international level, including interdisciplinary and multidisciplinary research activities;
- Impact of research on society, value added to professional practice, and recognition by industry or the public sector.

The quality of the research groups should be assessed according to the five following categories:

Excellent

Research at the international research front: undertaking original research of international interest, publishing in internationally leading journals[7]. High productivity.

Very good

[7] For publications on national subjects, journals based in Norway or in the Nordic countries may be considered to be among the internationally leading journals provided that they have an international distribution. Book publications by international publishers may also be taken into consideration in the assessment of research groups.

Research with a high degree of originality, but that nonetheless falls short of the highest standards of excellence. A publication profile with a high degree of publications in internationally leading journals. High productivity and very relevant to international research within its sub-field.

Good

Research of good international standard, with publications in internationally and nationally recognised journals. Research of relevance both to national and international research development.

Fair

Research that does not quite attain good international standard, international publication profile is modest. Mainly national publications. Limited contribution to research.

Weak

Research of insufficient quality and weak publication profile: few international publications. No original research and little research of relevance to national problems.

Tasks of the principal evaluation committee

The committee is requested to compile a summary report based on the findings, assessments and recommendations of the panels. This report should offer an overall assessment of the state of the research evaluated. The report should also offer a set of overall recommendations concerning the future development of this research.

The committee is requested to:

- Summarise the overall scientific quality and relevance of the research in the humanities. Identify which research areas have a particularly strong scientific position in Norway and in a national and international context, and which are particularly weak.
- Summarise general assessments related to structural issues.
- Summarise how the research institutions have followed up previous evaluations.
- Any other important aspects of research in the humanities that ought to be given special consideration at the national or international level

The committee's conclusions should lead to a set of recommendations for the future development of research in the humanities in Norway, directed towards the research institutions, the Research Council and the Ministry of Education and Research.

Appendix D – Panel Members and Secretaries

Role	Surname	Name	Organisation
Principal Committee			
Chair	West	Shearer	University of Sheffield
Secretary	Arnold	Erik	Technopolis Group and Royal Institute of Technology, Stockholm
	Cenoz	Jasone	University of the Basque Country
To 09/2016	Brillenburg-Wurth	Kiene	University of Utrecht
From 10/2016	Quinn	Judy	University of Cambridge
	Visser	Anthonya	University of Leiden
	Trentmann	Frank	Birkbeck, University of London
	Sintonen	Matti	University of Helsinki
	von Stuckrad	Kocku	University of Groningen
	Nieminen	Hannu	University of Helsinki
Panel 1 Aesthetic Studies			
Chair	West	Shearer	University of Sheffield
Secretary	Lang	Anna	HEFCE
	Eerola	Tuomas	University of Durham
	Heile	Bjorn	University of Glasgow
	Hoogland	Rikard	University of Stockholm
	Liljefors	Max	University of Lund
	Lindmayr-Brandl	Andrea	University of Salzburg
Panel 2 Nordic Languages and Linguistics			
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

Panel 3 Nordic and Comparative Literature			
Chair from 10/2016	Quinn	Judy	University of Cambridge
Chair to 09/2016	Brillenburg-Wurth	Kiene	University of Utrecht
Secretary	van de Ven	Inge	University of Leiden
	Bøggild	Jacob	University of Southern Denmark
	Hutchinson	Ben	University of Kent
	Rosendahl Thomsen	Mads	University of Aarhus
	Schiedermair	Joachim	University of Greifswald
Panel 4 Modern and Classical Languages, Literatures and Area Studies			
Chair	Visser	Anthonya	University of Leiden
Secretary	Melin	Göran	Technopolis/Faugert &Co
	Anderson	Linda	University of Newcastle
	McEnery	Tony	University of Lancaster
	Nølke	Henning	University of Aarhus
	Schmidt	Ulrich	University of St. Gallen
	Schneider	Irene	University of Göttingen
	Skovgaard-Petersen	Karen	Society for Danish Language and Literature
	Stockman	Norman	University of Aberdeen
Panel 5 Archaeology and History			
Chair	Trentmann	Frank	Birkbeck College, University of London
Secretary	Johansson de Chateau	Lena	Technopolis/Faugert &Co
	Bauerkämper	Arnd	Free University of Berlin
	Berger	Stefan	Ruhr-University, Bochum
	Birkedal Bruun	Mette	University of Copenhagen
	Ekström	Anders	University of Uppsala
	Hamerow	Helena	University of Oxford
	Harrison	Rodney	University College London
	Stig Sørensen	Marie L.	University of Cambridge
Panel 6 Philosophy and Studies in Science and Technology			
Chair	Sintonen	Matti	University of Helsinki
Secretary	Talvinen	Krister	University of Helsinki

	Bensaude-Vincent	Bernadette	Panthéon-Sorbonne University (Paris 1)
	Hattiangadi	Anandi	University of Stockholm
	Keil	Geert	Humboldt University of Berlin
	Rip	Arie	University of Twente
	Räikkä	Juha	University of Turku
Panel 7 Religion and Theology			
Chair	von Stuckrad	Kocku	University of Groningen
Secretary	Fridholm	Tobias	Technopolis/Faugert &Co
	Jensen	Tim	University of Southern Denmark
	Richter	Cornelia	University of Bonn
	Ryrie	Alec	University of Durham
	Schlieter	Jens	University of Bern
	Schmidt	Bettina	University of Wales Trinity St David
	van Wolde	Ellen	University of Radboud
Panel 8 Media Studies			
Chair	Nieminen	Hannu	University of Helsinki
Secretary	Ojala	Markus	University of Helsinki
	Bruhn Jensen	Klaus	University of Copenhagen
	Bruzzi	Stella	University of Warwick
To 08/2016	Pauwels	Caroline	Vrije Universiteit Brussel
From 09/2016	Picone	Ike	Vrije Universiteit Brussel
	Phillips	Angela	Goldsmiths College, University of London
	Quandt	Thorsten	University of Münster

Appendix E – RCN follow up of the Humanities research strategy 2008-2016

Introduction

In 2008, the Research Council of Norway forwarded a national strategy for research within the humanities to the Ministry of Education and Research. The strategy contained four areas of priority to strengthen humanities research in Norway:

- Collaborative and networking measures
- Research training and recruitment
- Application of humanities research and increasing awareness of the relevance of the humanities to society
- Funding

The following report is a brief survey of the contributions from the Research Council on these four areas since 2008.

1. Collaborative and networking measures

- The RCN research program SAMKUL (*Samfunnsutviklingens kulturelle forutsetninger*, the Cultural Conditions Underlying Social Change) has funded national and internationally oriented research networks in the period from 2011 onwards. One call for proposals was targeted at "radical interdisciplinarity", i.e. research within humanities and social sciences in collaboration with for example medicine, technology or natural sciences. 36 networks have been funded through SAMKUL with a total amount of 7.5 million NOK.
- SAMKUL is also involved in cooperation and calls for proposals with other funding schemes in the RCN. One of the purposes behind this collaboration has been to mobilize researchers within the humanities to engage more broadly with other research targeting societal challenges. In 2016, SAMKUL has taken part in and partly financed calls on climate change (KLIMAFORSK), urban development (BYFORSK) and migration/multicultural issues (VAM).
- In line with the RCN policy to mobilize researchers within the humanities into new research fields, the Department for humanities and social sciences is involved in several in-house activities with other parts of the RCN. One aim is to develop further cooperation between different funding schemes. In addition, the department is surveying the funding of humanities research through updated portfolio reports. Research on societal challenges often demands interdisciplinary collaboration, and the RCN, the research institutions and the government share an understanding that there is unused potential within the humanities to contribute in this context and further develop into new areas of societal importance.
- SAMKUL is financially involved in the JPI Digital heritage, the NORFACE-call T2S (Transaction to sustainability) and calls in NORDFORSK, all aimed at promoting international research collaboration.
- RCN is a member of the Humanities in the European Research Area (HERA) network funding pan-European collaborative research projects with Norwegian partners.

2. Research training and recruitment

- The RCN is funding PhD-students and postdoctoral fellows within most of its major funding schemes. In 2014, the RCN funded 21 % of all PhD-students and 42 % of all postdocs in Norway (all disciplines/institutions).
- For the humanities, the most important funding schemes for PhD/postdocs are within the Centers of Excellence, the Independent projects for humanities and social sciences (FRIHUMSAM) and SAMKUL. The number of PhD/postdoc positions funded through projects within humanities, has been relatively stable in the period from 2008 to 2014: About 50 FTEs yearly in each of the two categories (PhD/postdoc).
- In 2014, a new application type was introduced within the funding scheme for Independent projects: The FRIPRO mobility grant. This is a three-year grant on postdoc-level and requires that the candidate will spend two years at a research institution abroad and the last year at a Norwegian institution. Within humanities and social sciences, 12 such fellowships have been funded in the period 2014-16.
- Another new application type introduced within the funding scheme for Independent projects in 2013 aimed at early career researchers: The Young Research Talents. Within humanities and social sciences a total of 49 projects have been funded in the period from 2014 to 2017. These projects normally have a budget of 6-8 million NOK over 4 years.
- From 2017, the RCN will implement a new policy for recruitment for all areas of research and all funding schemes. This policy will grant all postdocs an extra year of funding provided that the candidate spends this year abroad. One purpose behind this aspect of the recruitment policy is to encourage young researchers to develop international networks.
- The RCN has developed new funding schemes for PhDs including "Industrial PhDs" and "Public sector PhDs". These funding schemes target employees within industry and public sector who will enhance their competence and do research on fields within their line of work. These PhD-programs are conducted in cooperation with research institutions. The Public sector PhD has up to now funded 11 candidates in cultural institutions, many of them within humanities, such as museum employees. .

3. Application of humanities research and increasing awareness of the relevance to society

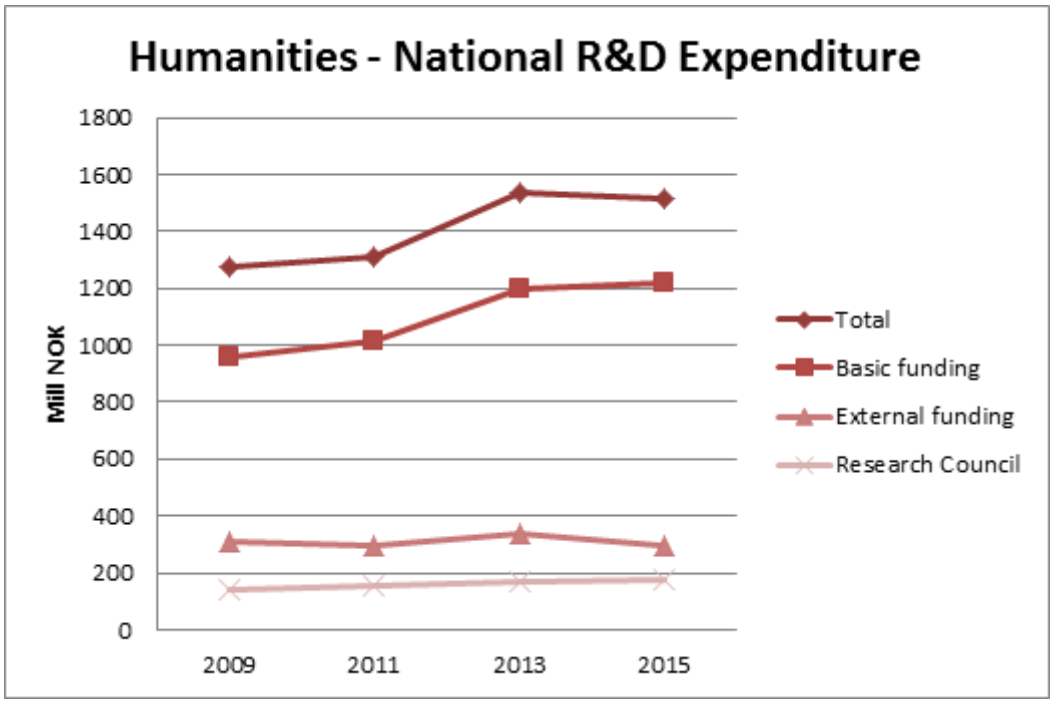
- The SAMKUL-program was established in 2011 to generate new knowledge about the cultural dimension of challenges facing society today. The research is focused on interpretation, understanding and exposition of the cultural premise for the shaping of society and of social development. This research is relevant for different areas of political concern, such as the development of a multicultural society, the role of religion in society, economic development, climate change and environmental challenges, food safety and development within media and the public sphere.
- Every year SAMKUL arranges a conference on relevant issues directed towards a broader audience as well as seminars for researchers. The underlying premise for the conferences is to enhance public awareness of how humanities research is relevant to addressing societal challenges.
- KULMEDIA is a research program on digitalization and its effect on cultural life and media (see below). KULMEDIA arranges similar conferences to SAMKUL, aimed at different stakeholders and the public.

- The introduction of impact-cases as an element in the ongoing evaluation of the humanities could be seen as a way of fostering awareness of the societal relevance of humanities research, both within and beyond the participating institutions.
- The RCN is the chief source of advice on research policy for the Norwegian Government and this also encompasses humanities research. One important issue for the RCN is to point to the need for humanities research in order to address societal and cultural changes. Such advice is channeled through dialogue meetings, budget proposals and input to policy documents such as the upcoming white paper on humanities research (March 2017) and the forthcoming revision of the Long-Term Plan for Research and Higher Education.
- Several of the measures aimed at promoting collaboration and networking mentioned above also encourage societal applications of humanities research.

4. Funding

- National R&D expenditure to humanities research within universities and university colleges has increased from 1.1 billion NOK in 2007 to 1.5 billion NOK in 2015. The RCN's part of the total funding to the humanities has remained at 11% to 12 % of the total expenditures in the period from 2009 to 2015.
- In 2014, the funding to humanities research amounted to 4 % of the total funding from the RCN to the research institutions. This has been a relatively stable figure in the period 2010-2014.
- The main sources of funding to humanities research from the RCN are found within the funding schemes for Independent projects (basic research), Centers of Excellence and SAMKUL. Financial support to humanities research from other funding schemes in the RCN is comparatively low.
- There has been a substantial increase in the overall budget to Independent projects over the last years, and that also reflects on the funding to the humanities. Research projects within the humanities at the universities received an increase in funding from 60 million NOK in 2010 to 90 million NOK in 2013, followed by a small decline to 81 million NOK in 2014.
- The funding to Centers of Excellence within the humanities in the universities has enjoyed a steady increase from 22 million NOK in 2010 to 39 million NOK in 2014. Four CoE within the humanities have so far been funded by the RCN, encompassing the subjects of philosophy, history, linguistics and language research.
- The SAMKUL-program on cultural dimension of challenges facing society today (see above) was established in 2011. Nearly 400 million NOK has been allotted to the first program-period for SAMKUL (2011-2020) Thus far in the program, SAMKUL has funded 29 researcher projects (normally with a budget of 7-10 million NOK over 4 years). These are primarily projects within the humanities and some social sciences, many of which are of an interdisciplinary character. In addition, SAMKUL has funded several minor projects on networking, dissemination from the projects, personal postdocs and a PhD-student not connected to the larger research projects. SAMKUL has recently been established as a program without a definite program-period, and will continue to run beyond 2020.
- KULMEDIA is a policy-oriented research program that seeks to generate new knowledge about the connections between the role of cultural life and the media in society and the economic and technological framework underlying this. This program has a total budget of approx. 80 million NOK for the program-period running from 2014 to2018. The research funded by the project is within both social sciences and humanities.

- Earlier evaluations of different disciplines within the humanities have been followed up by a special funding scheme: Research Institution-Based Strategic Projects (ISP). These have been designed to target areas of research in need of development. From 2008, 21 such ISP-projects have been funded with a total amount of 40.4 million NOK, primarily within history, philosophy, literary studies and linguistics.
- 9 projects for infrastructure within humanities research have been funded over the last few years, notably in linguistics/language research, music technology, history and philosophy with a total investment of 86 million NOK.



Appendix F – Interplay of research and education: Responses to the national student survey

Memo produced by the Norwegian Agency for Quality Assurance in Education (NOKUT)

The purpose of this brief memo is to give the panels some additional data from the national student survey. In the data below we have combined all relevant study programs for HUMEVAL. By aggregating data up to the institution level we can include more student responses than when we present it on the study program level. The first table gives the answer distribution and average score for the following two questions:
How satisfied are you with your own learning outcomes so far, concerning:

- Knowledge of scientific work methods and research
- Own experience with research and development work

Students answer on a 5-point scale where 1 is very dissatisfied and 5 is very satisfied. We have divided all the institutions into three categories:

- Traditional universities (University of Oslo, University of Bergen, University of Tromsø and the Norwegian university of science and technology)
- New universities (University of Stavanger, University of Agder and Nord University)
- University colleges (all others).

Satisfaction with knowledge of scientific work methods and research	Old universities		New universities		University colleges	
	BA students	MA students	BA students	MA students	BA students	MA students
Very dissatisfied	5,6	3,6	4,7	2,6	5,1	2,5
Dissatisfied	17,9	12,2	18,8	12,0	17,2	7,1
Neither/nor	35,3	31,5	40,0	28,9	40,2	27,0
Satisfied	30,8	36,4	31,4	40,6	29,8	38,4
Very satisfied	10,5	16,4	5,1	16,0	7,2	25,1
Mean score (1=very dissatisfied, 5= very satisified)	3,2	3,5	3,1	3,6	3,2	3,8
Number of respondents	683	1290	720	468	5581	1472

At the BA level we see very small variations between the different types of institutions. It varies from 3.1 for new universities to 3.2 for the other institution types. At the MA level the variation is a bit larger, but also small. From 3.5 for old universities to 3.8 for university colleges.

Satisfaction with own experience with research and development work	Old universities		New universities		University colleges	
	BA students	MA students	BA students	MA students	BA students	MA students
Very dissatisfied	12,3	5,3	9,3	4,8	8,4	3,8
Dissatisfied	26,4	15,7	28,2	15,9	21,7	10,7
Neither/nor	34,6	34,1	34,8	33,6	38,9	31,5
Satisfied	20	33	22,5	33,6	24,1	35,8
Very satisfied	6,7	12	5,2	12	7	19,3
Mean score (1=very dissatisfied, 5= very satisified)	2,8	3,3	2,9	3,3	3	3,6
Number of respondents	610	1238	670	434	5541	1418

Students' satisfaction with their own research experience is lower than their satisfaction with knowledge of research methods. As with the question above, the variation is fairly small between the different institution types.

How should the panels evaluate these scores, and what does it say about the quality of the interplay between research and teaching? Average scores could be interpreted at an absolute level by taking the definition of each grade as the reference. As such, average scores under 3 indicates that the students are more dissatisfied than satisfied, whereas average scores over 3 indicates that the students are more satisfied than dissatisfied. However, we would encourage the panels to consider each programs' score relative to the institution type and institution as well.

To further help the panels, we also provide average scores for each of the main institutions participating in HUMEVAL.

Institution	*BA/MA*	**Satisfaction with knowledge of scientific work methods and research**	**Satisfaction with own experience with research and development work**	**Number of respondents**
UiO	BA	3,3	2,8	240
	MA	3,5	3,3	459
UiB	BA	3,1	2,7	130
	MA	3,6	3,4	136
UiT	BA	3,2	3,1	186
	MA	3,4	3,2	240
NTNU	BA	3,3	2,8	95
	MA	3,6	3,4	367
UiS	BA	3,1	2,8	279
	MA	3,5	3,3	170
UiA	BA	3,2	3	312
	MA	3,5	3,2	198
UiN	BA	3	2,8	129
	MA	3,8	3,7	100

Institution cont'd	*BA/MA*	**Satisfaction with knowledge of scientific work methods and research**	**Satisfaction with own experience with research and development work**	**Number of respondents**
Norwegian academy of music	BA	na	na	0
	MA	3,4	3,2	14
The Oslo School of Architecure and Design	BA	na	na	0
	MA	3,3	3,4	87
Norwegian School of Economis	BA	3,4	2,9	129
	MA	3,8	3,4	207
Diakonhjemmet University College	BA	3,4	3,3	97
	MA	3,9	3,6	42
Norwegian School of Theology	BA	3,7	3,6	14
	MA	3,9	3,5	62
School of mission and theology	BA	3,8	3,2	6
	MA	3,8	3,9	20
NLA University College	BA	3,3	3,2	129
	MA	3,8	3,4	12
Volda University college	BA	3,3	3,1	270
	MA	3,6	3,4	21
Østfold University college	BA	3,2	3	283
	MA	3,9	3,9	41
Oslo og Akershus university college	BA	3,2	3,0	809
	MA	3,7	3,7	171
Hedmark university college	BA	3,3	3	239
	MA	3,6	3,5	36
Lillehammer University college	BA	3,2	2,8	217
	MA	3,8	3,6	40
Ansgar School of Theology and Mission	BA	3,8	3,6	17
	MA	na	na	0
Fjellhaug international college	BA	3,4	3,2	24
	MA	na	na	0

Appendix G – Template for Self-assessments

Institutional self-assessment

Maximum 12 pages (not including attachments)

Guidelines for the self-assessments to be carried out at the research institutions at two levels:

1. **The research institution**
2. Areas of research corresponding to the evaluation panels

In this evaluation the term 'research institution' may refer to either an independent research institute or the faculty-level of a higher education institution. The research institution is responsible for the self-assessment at both level 1 and 2.

Some of the items are only relevant for higher education institutions. The independent research institutes taking part in the evaluation may opt out of items related to teaching activities.

Submitting the self-assessments

The self-assessment, including all attachments, should be submitted as a pdf-document by e-mail to humeval@forskningsradet.no no later than Friday 18 March 2016

Please send one self-evaluation per panel using the following name format in the title field of the e-mail: HUMEVAL self-assessment panel [number] [name of institution]

Format of the pdf-document for each panel

Documents should use Times New Roman 12-points font size and be structured as follows:

I. Front page with the name of the institution, panel number and panel name
II. List of contents
    - Use the chapter titles indicated in the outline on p. 2-4 of these guidelines
III. Self-assessment institution (level 1)
    - Fact sheet including organisational map and list of funding sources (level 1)
    - Form X: Overview of research groups and study programmes per panel
IV. Areas of research (level 2)
    - Form Y: Additional publications submitted to the panel (level 2)
    - List of publications attached in pdf-format (if relevant)
V. The societal impact of the research – case studies related to the panel
    - List of cases studies attached in separate pdf-documents
    - The names of the case study documents should be in the following format: HUMEVAL[panel][institution]case[number or short name]
    ◦

Institutions/faculties that have researchers assigned to more than one panel must make a separate pdf-document for each panel. The self-assessment for the institution (level 1) should be included in the document for each panel.

The Research Institution (indicative number of pages)

Organisation & strategy (3 pages)

a. Describe how the institution is organised (refer to organisational map in the **fact sheet**).
If relevant, include ongoing reorganisation and planned changes, and the reason for these changes.

b. Describe briefly the governing structure of the institution, focusing on the delegation of responsibilities for research, teaching and knowledge exchange within the organisation.
c. Present briefly the institution's strategic aims for the next 5-10 years. Include current prioritised areas, scientific goals and policies for future prioritisations.
d. Describe the efforts made by the institution to facilitate international research collaboration, collaboration across faculty divisions, and any collaboration with non-academic partners (private, public or 'third' sector).
e. For those who have been evaluated by the RCN within the last 10 years: Describe how the evaluations have been followed up at the institution.
f. Identify the most relevant research policy documents and strategies at the national and international level and indicate the responses of the institution to these policies and strategies. Examples of such strategies are the Norwegian Long-Term Plan for Research and Higher Education and the European framework programme for Research and Innovation, Horizon 2020.
g. Give a **SWOT analysis** (Strengths, Weaknesses, Opportunities and Threats) of the institution using the enclosed template.

Resources & infrastructure (1 page)

a. Give an overview of the resources of the institution by filling in the enclosed **fact sheet**.
b. Describe major research infrastructures (such as databases, archives, laboratories and scientific collections) maintained at the institution, and investments made in the last 5-10 years. Explain the role of research infrastructure in fostering world class research at the institution, and indicate the most important upgrades or new equipment needs, including sources of funding. Refer to Norway's national strategy for research infrastructure 2012-2017 where relevant.

Gender balance, mobility and career paths (1 page)

a. Describe briefly the institution's policy for gender equality, and how this is followed up.
b. Describe the institutions policy for mobility and career paths. Include to what extent researchers are recruited from other institutions in Norway and internationally, PhD-students and postdocs spend time at research institutions abroad, and PhD-students are offered information about career opportunities in other sectors of the job market.
c. Comment on the institution's implementation of The European Charter and Code for Researchers (if relevant).

Interplay of research and teaching (1page)

a. Indicate the linkages between the research areas defined by the panels of the evaluation and the study programmes offered by the institution. Use **Form X** to indicate the most relevant study programmes per panel (based on the teaching activities of the researchers to be evaluated by the panel). If a study programme links to research within more than one panel, the programme may be listed in one or more of the relevant panels.
b. Describe the opportunities for students to engage in research at different levels.
c. Indicate the main challenges for optimizing the interplay of teaching and research at the institution and the measures taken to meet these challenges.

Area of research (one self-assessment per panel)

The evaluated institutions should produce one self-assessment for each area of research as defined by the evaluation panels. The description of areas of research should refer to the academic fields defined by the National Academic Councils (nasjonale fagråd) under the National Faculty meeting for the Humanities (see enclosed list for reference).

Staffing strategy and staff development (2 pages)

a. Describe the institution's plans for recruitment within the research area, including recruitment of PhD-students and postdoctoral fellows during the past five years (2011-2015). Include to what extent researchers are recruited from other institutions in Norway and internationally.
b. Indicate the normal distribution of time between research, teaching and other activities for all academic positions and highlight any mechanisms for strategic redistribution of tasks between staff.
c. Describe the institutions policy for research leave/sabbatical leave for tenured staff.

Scientific quality (3 pages)

The description of research activities within the area should refer to the academic fields defined by the National Academic Councils (Nasjonale fagråd) under the National Faculty meeting for the Humanities. The institutions may choose to give a more specific description of disciplines within the academic fields of the National Academic Councils or describe scientific activities that go beyond the scope of the individual National Academic Councils.

a. Give a brief overview of the research activities within the area of the evaluation panel.
b. List the research groups that are submitted to the panel from your institution (use **Form X**).
c. Indicate the institutions scientific priorities within the area with special emphasis on fields where researchers at the institution have made substantial contributions to the international research community over the last 5-10 years.
d. Indicate the institution's strategy for developing the area, including strategies for scientific publications, knowledge exchange, and the role of external funding.
e. Optional: To support claims of excellence within the area, the institution may submit a limited number of scientific publications (use **Form Y**). The number of publications is limited to one publication per 20 researchers taking part in the evaluation (in addition to the publications submitted by the research groups). See Form Y for more specific guidelines.

Societal relevance

a. Use the attached template for case studies to give examples of how research produced at the institution within this area has had an impact on society at large.
b. The research underpinning the reported impact cases must wholly, or in part, have been undertaken by researchers affiliated to the submitting institution. The contribution from these researchers to the reported impact should be significant. Both the research and the impact should have been produced within the last 10 – 15 years, counting from 2015. Priority should be given to more recent examples.
c. Special circumstances may allow for extending the given time interval when necessary to explain longer research traditions relevant to the reported impact. In such cases, great importance should be attached to documenting tangible impacts within the time frame provided. In all cases, the research underpinning the impact should be of a high international standing.
d. Each institution is invited to submit **one case per evaluation panel**, provided that it has fulfilled the requirement of presenting at least five researchers for evaluation by that panel. If desired, the institution may submit further cases for evaluation, limited upwards to **one case per ten researchers in one panel**.

Other information

a. **For institutions involved in artistic research**: Give a brief outline of the artistic research activities of the institution and indicate how these activities are connected to academic research within the area, if relevant.

b. Include any other information that you consider relevant for this evaluation, which is not covered in the previous sections.

Attachments

- Fact sheet, including organisational map and list of funding sources
- SWOT analysis
- Form X: Overview of research groups and study programmes per panel
- Form Y: Additional publications submitted to the panel
- Template for case studies: The societal impact of the research
- List of National Academic Councils (nasjonale fagråd) – in Norwegian

Research group self-assessment

Please fill in this template. Maximum 4 pages per group

1.1. Organisation, leadership, strategy and resources

- Give a brief outline of the establishment and the development of the research group.
- Describe the scientific goals of the research group and explain how the research is organised.
- Describe the strategy for scientific publication and knowledge exchange, including cooperation with non-academic partners.
- Explain how the group is contributing to the strategic goals of the host institution.
- To what extent does the research group incorporate external funding as a factor in its strategic planning?
- Comment briefly on the support from the host institution for the development and running of externally funded projects (if relevant).
- To what extent does the host institution assist the research group in providing relevant research infrastructure such as databases, scientific collections or experimental facilities?

1.2. Research activities

- Describe the research activities and the research profile of the group. Include a description of interdisciplinary activities if relevant.
- Describe how the research group has contributed to the development of the state of the art within its field. Examples of contributions may include (but are not limited to) theoretical and methodological developments, new empirical findings, interdisciplinary developments, production of datasets and scientific editions.

1.3. Research collaboration

- Describe how the research group engages in research collaboration. The dimensions of collaboration may include national/international cooperation, cooperation across faculty divisions, and cooperation with partners outside of academia (in the public sector, private businesses or NGOs).

1.4. Recruitment and training

- Describe how PhD-students and postdoctoral fellows are recruited to the research group. Further describe the international dimensions of the recruitment processes, and the extent to which PhD students and postdoctoral fellows participate in international exchange programmes (including time spent at research institutions abroad).
- To what extent do PhD-students take part in research collaboration with partners outside of academia?

- What support does the research group offer to promote the research careers of PhD-students and postdoctoral fellows? Examples may include (but are not limited to) efforts to extend the scientific networks of the PhD students and postdoctoral fellows supporting their participation in international conferences, offering project management training, or including them in the research group management.

1.5. Contributions to teaching (if relevant)

- Indicate the share of the tenured staff's time that is dedicated to teaching activities (including supervision). Distinguish between bachelor, master and PhD-level.
- To what extent is the research of the group relevant for the study programmes at the host institution? Fill in the table below and add a comment if necessary

	Not relevant	Relevant	Highly relevant	Comments
BA-level				
MA-level				
PhD-level				

1.6. Other information

- Include any further information that you consider relevant for this evaluation.

Appendix H – Groups Evaluated

Table 11 Detailed List of Research Groups Evaluated, by Panel

Organisation	Panel	Area
AHO	1	Architecture and the Humanities
HiHm	1	Music Education and Cultural studies
NTNUHF	1	Arts-based Research
NTNUHF	1	Prima Musica – Pre-Nineteenth Century Music Research Group
UiBHF	1	Visual culture
UiOHF	1	fourMS
HiHm	2	Norwegian as a Second Language Teaching and Learning
NTNUHF	2	Language Acquisition and Language Processing (LALP) Lab
NTNUHF/NTNUFLT	2	The Interdisciplinary Writing Research Group
NTNUHF/UiTHSL	2	Acquisition, Variation and Attrition (AcqVA)
UiA	2	Historical sociolinguistics
UiA	2	Multimodality and learning
UiBHF	2	LaMoRe
UiOHF	2	MultiLing Core group
UiOHF	2	Syntax and Semantics
UiTHSL	2	CASTL-Fish
UiTHSL	2	Giellatekno
HiHm	3	Scandinavian Poetry
UiBHF	3	Rhetoric
UiOHF	3	Nordic Literary Studies in Flux
HiHm	4	Corpus Linguistics group
HiØ	4	Literature and Narrativity
HiØ	4	Text-in-Context
NTNUHF	4	ACT Antiquity and the Classical Tradition
NTNUHF	4	Enlightenment News
PRIO	4	Regions and Powers
UiA	4	Early Modern and Modern Research

UiBHF	**4**	Borders
UiBHF	**4**	Conditions
UiBHF	**4**	LINGCLIM
UiBHF	**4**	Literature
UiOHF	**4**	China Airborne
UiOHF	**4**	Historical Linguistics
UiOHF	**4**	Political, Social and Ideological Change in the Middle East
UiOHF	**4**	Traveling Texts
UiTHSL	**4**	CLEAR
UiTHSL	**4**	Russian Space
HVO	**5**	Cultural Encounters
KHM	**5**	Centre for Viking-Age Studies (ViS)
NIKU	**5**	Krigsminner
NIKU	**5**	City-SIS
NIKU	**5**	Cultural Heritage Politics
NIKU	**5**	Building-Context-Transformation
NTNUHF	**5**	The Fate of Nations (FATNAT), Natural Resources and Historical Development in the Global Economy
UiA	**5**	Religion and World-views in Social Context
UiBHF	**5**	Health
UiBHF	**5**	Homo sapiens
UiBHF	**5**	Medieval
UiBHF	**5**	Middle East and African
UiBHF	**5**	Transnational History
UiBMuseum	**5**	Universitetsmuseet
UiN	**5**	Historie
UiOHF	**5**	Archaeology (ARK)
UiOHF	**5**	Children and Conceptions of Childhood in History
UiOHF	**5**	Kunnskapshistorie begreper og materiell kultur
UiOHF	**5**	Systems of Knowledge in the Nordic Middle Ages (SKiN)
UiTHSL	**5**	CNN

UiTHSL	**5**	NordFront
UiTHSL	**5**	SARG
NTNUHF	**6**	Applied Ethics
NTNUHF	**6**	Centre for Technology and Society (CTS)
NTNUHF	**6**	Consciousness, Cognition and Reality
NTNUHF	**6**	Research group on the ethos of technology - RESET
PRIO	**6**	Humanitarianism
PRIO	**6**	Law, Ethics and Religion
UiBHF	**6**	Ethics
UiBHF	**6**	Interdisciplinary
UiBHF	**6**	Wittgenstein
UiN	**6**	Den praktiske kunnskapens teori
UiOHF	**6**	Conceptual engineering
UiOHF	**6**	Society of Ancient Philosophy
UiOHF	**6**	Centre for the Study of Mind in Nature
UiTHSL	**6**	Etikkgruppa
UiTHSL	**6**	PDJ
DHS	**7**	Psychology of Religion
MF	**7**	LETRA
MF	**7**	RELPSYK
MF	**7**	Tracing the Jerusalem Code
MHS	**7**	Religion, Culture and Globalization
UiA	**7**	Aestheticizing religion RESEP
UiA	**7**	Ethics and Society
UiBHF	**7**	Religions of Late Antiquity
UiBHF	**7**	South Asian Religions
UiOTF	**7**	Interpreting practices. Contemporary theology and lived religion
UiOTF	**7**	Protestantism
UiOTF	**7**	The New Testament and Early Christianity
UiTHSL	**7**	INREL

AHO	**8**	Digital Humanities
HiL	**8**	Film- og fjernsynsvitenskap
HiOASAM	**8**	Individual Exposure in Journalism
HiOASAM	**8**	Journalism, Globalization and Climate Change
NTNUHF	**8**	Media Acts
UiBHF	**8**	Digital Culture
UiBSV	**8**	Journalism studies
UiBSV	**8**	Rhetoric and aesthetics
UiOHF	**8**	Media Aesthetics
UiOHF	**8**	Media Innovation CeRMI
UiOHF	**8**	POLKOM

The Research Council of Norway
Visiting address: Drammensveien 288
P.O. Box 564
NO–1327 Lysaker

Telephone: +47 22 03 70 00
post@rcn.no
www.rcn.no

Publisher:

www.rcn.no

June 2017
ISBN 978-82-12-03614-7 (pdf)

Design: Melkeveien Designkontor AS
Photos: Shutterstock