HTRQ14

An Evaluation of Research at the Joint Faculties of Humanities and Theology Lund University

EDITED BY MARIANNE THORMÄHLEN

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AT THE JOINT FACULTIES
OF HUMANITIES AND THEOLOGY
LUND UNIVERSITY

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Acknowledgements

This massive volume is the result of a great deal of effort, individual and collective, carried out in a number of different locations from Åbo to Hong Kong. On behalf of the Joint Faculties of Humanities and Theology, I thank our External Research Examiners who tackled the job of evaluating us with judiciousness, acumen and integrity. The fact that every one of them was a pleasure to work with invested the exercise with an element of enjoyment for the people on the ground in Lund, an enjoyment which we had not counted on experiencing when we set out on this laborious undertaking. Special thanks are due to Professors Gustav Björkstrand and Oda Wischmeyer for rising to a late challenge with graciousness and dispatch.

In Lund, representatives of the evaluated research disciplines, as well as Heads of Department and of infrastructural units, gave generously of their time and wisdom without any other reward than the gratitude of their Faculties. The Faculty leadership, headed by 'Super Dean' Professor Lynn Åkesson, set an example of dedication by taking active part in the process from start to finish. The members of the Research Committee, and its stalwart secretary Martin Degrell, have lived with HTRQ14 for over two years. Revisiting the process time and again, they have invested countless hours in reviewing the material with the aim of ensuring that it was helpfully processed and presented. Staff representatives Professors Samuel Byrskog, Jonas Granfeldt and Kristina Jennbert served throughout this period; doctoral-student members came and went, but they all embodied the characteristic ability of Lund HT student representatives to see the big picture and assume joint responsibility for the common good.

HTRQ14 thus rests on a foundation of constructive good will at every level. I hope the outcome of all these endeavours will be felt to be useful for years to come, and not only in Lund.

Marianne Thormählen
Editor, Dean of Research

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Marianne Thormählen is Professor of English Literature and Dean of Research in the Humanities and Theology at Lund University, where she obtained her doctorate in 1979. The author of books and articles on T. S. Eliot and on John Wilmot, 2nd Earl of Rochester, she turned to research on the Brontë sisters in the 1990s. Two monographs, *The Brontës and Religion* and *The Brontës and Education*, appeared in 1999 and 2007 respectively. Cambridge University Press recently issued her edited volume *The Brontës in Context* (2012) in paperback.

Oda Wischmeyer (CTR; special adviser) is Professor Emerita of New Testament Studies at the University of Erlangen, where she was Professor from 1993 to 2009 and Dean of the Faculty of Theology from 2005 to 2007. Her research interests include New Testament hermeneutics, the Pauline letters and early Judaism. From her postgraduate years up to the present, she has taken a special interest in the concept of love. Oda Wischmeyer was a Panel Chair in RQ08, and she is a member of the Scientific Advisory Board of the Joint Faculties of Humanities and Theology in Lund.

Abbreviations

CTR	The Centre for Theology and Religious Studies at Lund
GB	A set of comments on the HTRQ14 exercise, submitted by Professor Gustav Björkstrand in August 2014
ERE	External Research Examiner in the context of HTRQ14
HT	Humanities and Theology
HTRQ14	The entire exercise, begun in 2012 and summarized in the present volume published in September 2014, in the course of which research at the Joint Faculties of Humanities and Theology at Lund University was evaluated
JFHT	The Joint Faculties of Humanities and Theology at Lund University
LU	Lund University
LUCRIS	Lund University Current Research Information System (forthcoming)
LUHL	Lund University Humanities Laboratory
LUX	Not an acronym but the name of the new HT building, the 'sister complex' of SOL
OW	A set of comments, in the form of answers to questions from the RC, submitted by SAB member Professor Oda Wischmeyer in May 2014
RC	The Research Committee of the Joint Faculties of Humanities and Theology at Lund
RQ08	*RQ08 – A Quality Review of Research at Lund University 2007/08*, published in 2008
SAB	The Scientific Advisory Board of the JFHT
SAB 2011	A report on conditions at the JFHT, especially regarding research, by the SAB following a site visit in June 2011
SAB 2014	A set of comments on HTRQ14 materials, submitted by the SAB in March 2014
SE	Self-evaluation by a subject belonging to the JFHT
SOL	Språk- och litteraturcentrum, the Centre for Languages and Literature at Lund

PART I

HTRQ14: A do-it-yourself research-evaluation exercise

Marianne Thormählen

HTRQ14: A do-it-yourself research-evaluation exercise

1. Introduction

In 2008, Lund University (LU) published a hefty volume entitled *RQ08 – A Quality Review of Research at Lund University 2007/08.* A panel-based assessment of research at the entire University, RQ08 was intended to be the first in a succession of research-evaluation exercises every five or six years.[1] Consequently, there was talk of an 'RQ13' or 'RQ14' from the academic year 2010-2011 onwards. Departments and faculties all over LU were preparing to face the new university-wide evaluation when, in the spring of 2012, it was announced that no such exercise would take place. Instead, each individual faculty was instructed to evaluate its own research in whatever way seemed expedient to it. The message was, in somewhat crude terms: 'Go and find out what it is you do, how well you're doing it and how you could do better, and whether you really ought to be doing whatever it is you do – and if the answer to the last question is negative, what you should do about that. You didn't much like being evaluated last time (RQ08), did you; well, now you've got the chance to do things your own way. You have to fund the operation yourselves, and afterwards we want a summary of the results which will help us highlight LU successes in our efforts to generate good will for the University.'

For the Joint Faculties of Humanities and Theology (the JFHT), this development had both drawbacks and advantages. The greatest disadvantage was the loss of an opportunity to gain prestige in relation to other parts of the University. RQ08 had placed the JFHT in third position after the Natural

1 See *RQ08*, pp. 43-4.

Sciences and the Fine Arts, and it was a source of satisfaction for us to find ourselves ahead of such giants as Medicine and Technology. JFHT representatives generally have an unfortunate tendency to defensiveness in relation to other parts of the academy, but RQ08 helped us walk tall in the University. Of course, a poor showing in ‘RQ14’ would have been detrimental to that much-needed self-respect; but we did not expect such an outcome, and HTRQ14 suggests that our confidence was not misplaced.

Another disadvantage was that there would be no financial rewards for good results, as there were post-RQ08. Not only would every faculty have to pay for its own evaluation; there would be no LU prizes for especially successful disciplines. In view of the severely limited economic resources available, the JFHT themselves would be unable to allocate extra resources to particularly distinguished fields of research.

The latter circumstance comprised a favourable aspect, however: in the words of one Head of Department, uttered at a hearing on 7 April 2014, the fact that there was no money involved made it easier to be open about shortcomings. External research examiners (EREs) in HTRQ14 have praised the honesty of the self-evaluations they worked with, and some of that honesty may have been facilitated by the realization that a sincere acknowledgement of problems would not by itself place any activity in peril.

The invitation to design and execute our own research evaluation, rather than being part of an exercise encompassing all LU research, had a far greater advantage, however: it became possible for us to define evaluation parameters suitable for HT research, rather than having to submit to judgment according to criteria derived from other – and very different – research disciplines. In a meeting on 4 June 2012 with the JFHT Research Committee (the RC), the JFHT Heads of Department and other leading representatives of HT research, Professors Sven Strömqvist and Pär Omling – the former *vicerektor* for research at LU and the latter the Vice-Chancellor’s special adviser on research evaluation – emphasized that each faculty should regard the do-it-yourself exercise as an opportunity to evolve a continuous faculty-internal process of systematic quality enhancement. The articulation of aims and the adoption of strategies geared towards achieving them were to be key measures in this context; and while our evaluation would of course incorporate both backward glances (at RQ08, above all) and a definition of the present situation, a crucial task for our evaluation would consist in setting our own research agenda for the future.

The prospect of contributing to shaping the future of research at the JFHT on our own terms, and – as a Theology representative put it – in our own language, energized the participants in the meeting with Professors Strömqvist and Omling, who were pleased (and possibly somewhat surprised) to find their message favourably received. To be sure, it was clear from the start that the economic framework was extremely tight, and that any positive changes in our operations would take time and come at the expense of cuts somewhere else; but the sense that we had been given an opportunity rather than saddled with a top-down-imposed obligation predominated.

That sense has been a great help in the implementation of HTRQ14. As will become evident from the description of the exercise below, HTRQ14 has called for a great deal of time, effort and good will on the part of those who have produced the masses of documentation that formed the basis for assessment. Some grumbling has been audible, but far less than one might have expected, largely owing to the first-rate leadership evinced by those Heads of Department and other persons with special responsibilities for research who were present at the June meeting in 2012. That fact illustrates the importance of face-to-face encounters between leaders at different levels at the inception of an endeavour which impinges on the working lives of a large number of busy people.

2. The aims of HTRQ14

The primary purpose of any evaluation is to find out how good, or bad, the object of evaluation is. Before such an assessment can be performed, the object itself needs defining, and that was not the least important component in the HTRQ14 exercise. The JFHT have been described as 'a horn of plenty' and 'a treasure chest', two images suggesting multifariousness as well as volume. Even the members of the faculty leadership can only have an imperfect grasp of what is going on research-wise at the individual departments. HT scholars spend a lot of time working on their own, without relying on, or leaving traces in, different kinds of research infrastructure other than their precious libraries; it is by their publications that they are known, and those publications may be long in coming. Many of them have scanty local research networks and collaborate, to varying degrees, with researchers far away from Lund. Consequently, the question of what Lund HT research is 'about' is not an easy one to answer.

HTRQ14 offered an excellent opportunity to make an inventory of HT research, an inventory that would derive its data from self-evaluations and be presented (in summary form) in the ERE reports and incorporated in assessments of research quality. No such inventory has been made before. The JFHT research database, http://www.ht.lu.se/en/research/research-database, contains the actual information in extended form (in future, the Lund University Current Research Information System, LUCRIS, is going to provide the same sort of service for the entire University); but anyone who wants that information must make a conscious search for it, and the quality-assessment dimension is not of course present in the database.

One of the reasons for the JFHT leadership's decision to go to the expense of publishing all ERE reports in book form was the desire to supply a textual meeting-place for JFHT scholars. As our Scientific Advisory Board (SAB) has suggested, and some ERE reports imply, an overview of JFHT research occasionally evokes a feeling that potential collaborators are simply unaware of one another. One aim of HTRQ14 is therefore to open our scholars' eyes to the existence of possible research partnerships in the immediate vicinity. The collocation of all HT disciplines in SOL and LUX (the latter, literally across the street from SOL, was inaugurated weeks before the publication of this report) offers unprecedented possibilities in this respect. It is to be hoped that browsing in the book, in print form or online, will help our researchers discover them, the volume serving as a guide to relevant sections of the research database and to the individual webpages of HT scholars.

Defining the content of HT research is hence one aim of HTRQ14, but assessment of its quality forms the core of the exercise. Any decision on the allocation and employment of resources depends on the value of the activity concerned; and of course success or failure is to a great extent a consequence of previous decisions of this kind. In assessing the relative value of the research activities they have scrutinized, EREs have provided bases for future strategic decisions at the faculty level, and this was a central aim of the exercise.

While all those involved in HTRQ14 were encouraged to look to the future, they were also asked to define the present situation and outline future prospects in relation to RQ08. There was concern at the JFHT that the abandonment of 'RQ13/14' could mean that the lessons of five years ago would be forgotten. RQ08 provides useful material for long-term analyses of developments in science and scholarship, both in Sweden and internationally, and it contains wise and indeed eloquent observations on the role of HT scholarship in society. It would be a pity not to use it as a navigation mark when reflecting on twenty-first-century research at Lund University.

The HTRQ14 quality assessments are also going to be instrumental in relation to Lund University as a whole and to the standing of the HT Faculties in the context of the entire university. The LU leadership actively instructed us to inform them of our particular success stories, needing to know what to 'boast about', nationally and internationally, when it comes to the JFHT. Naturally, that sort of information is available locally, the JFHT leadership having a good idea of what counts as leading research among the HT disciplines; but HTRQ14 provides evidence with the kind of credibility that only independent examiners can guarantee.

The obverse is also true: it takes a set of fearless outsiders to spot and define the weaknesses inherent in HT research in Lund. EREs were encouraged to be frank, as long as nothing offensive was said about individual persons (see the guidelines for EREs in the Appendix). Our hope – which they amply fulfilled – was that they would respond to these instructions by pinpointing the factors that prevented HT research in certain quarters from attaining top marks, so that remedies might be found, or at least sought. By laying bare our weaknesses and bringing out our strengths, EREs would also, we hoped, help all JFHT staff perceive what policies and measures are particularly conducive to enhancing the quality of research in the short and long term.

A final aim of the HTRQ14 exercise was to lay the foundations for a successful successor. There is bound to be a 'RQ20' in some form. Research evaluations are not going to go away; if anything, there will be more of them, on all levels. The more care that everyone involved in HTRQ14, not least in its 'aftercare', was/is going to invest in it, the better prepared the JFHT at Lund will be for 'RQ20' – mainly, of course, as a consequence of wise decisions and policies where research is concerned, but also because the HTRQ14 experience will have taught specific lessons about the nature of research evaluation. Setting up and conducting one's own research-evaluation exercise cannot but be an instructive experience in several respects. A heartening thought in this context was that the defects of HTRQ14 (and there were sure to be some) would prevent those mistakes from happening again in the future.

To recapitulate, the aims of the HTRQ14 exercise were:

- to provide an informative overview of the content of HT research in Lund;
- to assess the value of that research, discipline by discipline, from the perspective of independent examiners working in an international context;
- to highlight particularly successful research areas;
- to identify measures and policies conducive to the improvement of research, including the dissemination of research findings;
- to trace developments from RQ08 onwards with an eye on the future of the HT disciplines at Lund and in Sweden;
- to supply the LU leadership with the requested information about special strengths in research pursued at the JFHT;
- to help the JFHT ensure that our strengths are maintained and, so far as possible, developed;
- to identify weaknesses and the circumstances causing them, suggesting how they might be remedied;
- to identify defects, including structural and organizational flaws, in the operations of the JFHT, especially as regards the management of research at departmental and faculty level;
- to provide input for the next research-evaluation exercise, irrespective of when and how it is conducted, ensuring that the JFHT are well equipped for it.

3. The design of HTRQ14

When, towards the end of the spring term of 2012, it was announced that no university-wide research-evaluation exercise in the mould of RQ08 was going to materialize, it was likewise clear that the individual faculties' independent research evaluations would have to be finished and made public by the summer of 2014. The present LU leadership is due to retire at the end of 2014 and obviously wished to leave a tidy ship to the new crew, including a well-formulated agenda for LU research in the future. To be able to do that, they would need the faculties' input at least a couple of months before the end of the year. In addition, the present JFHT leadership will see changes as well; a new Dean of Research will take over in January 2015, and there are likely to be changes on the RC. There will also be a new Dean of Postgraduate Studies. Finally, the move to the LUX complex in the summer of 2014, which involved all the HT disciplines except the Centre for Languages and Literature ('Språk- och litteraturcentrum', abbreviated SOL), would entail a great deal of extra work at all levels, leaving no room for any other additional activity: all local work on the exercise would need to be finished at the time of the move.

The time limit imposed certain constraints on the design of the evaluation. It was clear from the start that the exercise would require assessment by independent research examiners, mostly from abroad. Top academics tend to have their diaries full a long time in advance, and it became apparent that the only time period during which our EREs would be able to do their job for Lund was going to be the summer of 2013. The materials that they would review (more on these below) would have to be submitted to them by 1 June 2013, and it was felt that a fair deadline for their own reports was 1 October.

Not least owing to temporal considerations, it was obvious that site visits to Lund would be impracticable. In this instance, visits would have had to take place after EREs had been able to make an initial review of the materials and before they needed to finalize their reports, which would have meant July and August – the one time of year when HT scholars can be, and usually are, elsewhere, often on research trips. As site visits are costly both in terms of time and money, needing careful preparation to be useful, they were not felt to be an option under the circumstances (on the absence of site visits as a flaw on the part of HTRQ14, see section 10 below).

Temporal factors also affected the decision to employ individual EREs for each subject, or each closely related group of subjects, rather than setting up panels, as was done in RQ08 and as is customary in research evaluations. Panels require physical meetings over several days, both among the panel members themselves and with members of the evaluated institutions. Besides, the process of establishing panels and coordinating their activities would have needed more time than was available in this case.

EREs were proposed by the Departments themselves and contacted, and appointed, through the RC. The potential risk of favouritism, in that there might have been a temptation to nominate persons thought to be especially sympathetic to the Departments and members of their staff, was felt to be insignificant: quite apart from the fact that the JFHT have every reason to rely on the integrity of their Heads of Department, the professionalism of the very senior scholars proposed for the job would be a sufficient safeguard. Besides, any prior knowledge of Lund could only be an asset, especially in view of the fact that site visits could not be arranged.

In order to ensure that instructions to the EREs took account of recent experiences with research evaluation in the world around us, the JFHT commissioned two reports from experts, one (by Professor of German Valéria Molnár) on Continental experiences with various research-evaluation models and the other (by consultant Josie Dixon) on the United Kingdom, the latter comprising both the RAE and its successor, the REF. These reports, delivered during the spring of 2013, were most helpful when it came to determining what EREs should be asked to do. Among other things, the criteria in the guidelines for EREs rely heavily on them.

From the first, the RC felt that an evaluation of JFHT research must pay attention to the work done by our libraries, where librarians possess advanced skills with regard to research support, and by Lund's famous Humanities Laboratory, which provides equipment and advice for researchers in various fields as well as forming a prestigious research unit in its own right. EREs hence include the evaluator of the Humanities Laboratory and the two senior academic librarians from Copenhagen who evaluated the HT libraries.

EREs obviously required information from the individual subjects, all of which were asked to hand in self-evaluations (SEs) according to guidelines set by the RC (see Appendix). Heads of Department were asked to review the SEs as part of their task of supplying statements about the research climate at their respective departments (again, see Appendix for the guidelines for Heads). Thanks to the annual reports on research activities submitted by all HT scholars since 2011,[2] Heads had access to data from various disciplines and were in a position to comment on how scholars felt about their working conditions. All these materials came in during the spring of 2013, and those that were in Swedish were translated into English before being duly dispatched to EREs, along with selected post-2007 publications from each subject, by 1 June 2013. Producing the subjects' reports and the Heads' statements entailed a good deal of extra work for the persons concerned; but as RQ08, among other things, showed, being made to reflect in writing on some of the most important aspects of the life of one's institution was a valuable undertaking in itself, made all the more so by the fact that the resulting text required the acceptance of all affected members of staff.

The SEs, the Heads' statements and the ERE reports constituted the floor and walls of HTRQ14, but a roof was of course required as well: the various materials needed to be reviewed in their entirety, noteworthy circumstances being spotted and analysed, similarities and differences observed and commented on, strengths and weaknesses brought out and fitted into the wider context of HT research

2 These annual reports are provided by way of an electronic questionnaire which all HT researchers fill in and submit, the deadline being 31 January. The LUP database automatically adds all the relevant scholar's publications for the last five years. The reports, available to Heads of Department and to the Dean of Research, form a permanent barometer regarding the current research climate.

in Sweden, opportunities and potentials registered. In addition, the HTRQ14 exercise itself had to be subjected to critical scrutiny. The RC's original plan was for the JFHT Scientific Advisory Board to perform this overarching task in the early months of 2014, but this undertaking proved too comprehensive for its busy members to discharge, and the job of extracting the lessons from the masses of materials was reassigned to the Lund RC and its chair, in consultation with the other members of the JFHT leadership. However, the SAB contributed a set of reflections and recommendations, partly supplementing their report from their 2011 site visit, which has been incorporated in the HTRQ14 documentation.

As it was impossible for the JFHT leadership and its RC to evaluate their own work, above all the design and implementation of the HTRQ14 exercise, this task was taken care of in other ways. The SAB member with the greatest experience of conditions similar to those that prevail in Lund (and Sweden), Professor Oda Wischmeyer, an RQ08 Panel Chair, responded to a large battery of questions, including queries concerning the exercise itself and the work of the JFHT administration. Having served as a complementary ERE for CTR, Professor Wischmeyer had inside knowledge of the exercise from the assessors' point of view as well. Another ERE, Professor Gustav Björkstrand of Åbo Akademi University in Finland – an experienced director and evaluator of research in Scandinavia and, among other things, Main Chair of an international research-evaluation panel in Ireland in 2004-2006 – was asked to state his opinions on the exercise on the basis of a draft of the present text as well as on his experiences as an HTRQ14 ERE. Finally, EREs were invited, a good six months after handing in their reports, to summarize their impressions of the exercise, including the quality of the groundwork and support provided by the JFHT.

The design of the HTRQ14 exercise may be summarized as follows, from bottom to top and in chronological order:

- Proposals from Departments concerning the names of potential external research examiners (EREs), early autumn 2012;
- Appointments of EREs through the RC, autumn 2012;
- Self-evaluations by all research subjects at the JFHT, written by leading subject representatives in consultation with subject colleagues, early spring 2013;
- Selection by subject representatives of post-2007 publications, their number depending on the size of the relevant subject, to be sent to EREs as part of the material for assessment along with self-evaluations and Heads' statements;
- Statements on research activities and working environments by Heads of Department (and by the Heads of the HT Libraries and the Humanities Laboratory respectively), partly on the basis of staff-members' annual research reports, early spring 2013;

- Reports on research-evaluation exercises in Northern Europe by special consultants for use in the drafting of guidelines for EREs, submitted in the spring of 2013;
- ERE reports, deadline 1 October (extensions were granted to two EREs brought in to replace previously appointed colleagues who were unable to fulfil the task);
- Comments by the JFHT SAB, March 2014;
- Professor Wischmeyer's answers to a set of questions arising from HTRQ14, May 2014;
- EREs' replies to a few questions relating to their experiences of HTRQ14, May-June 2014;
- Professor Björkstrand's comments on the HTRQ14 exercise, on the basis of a draft of the present text and on his experiences as an ERE, summer 2014;
- Finalizing of this presentation and copy-editing of ERE reports, summer 2014;
- Printing, September 2014.

4. 'Grim realities'

This section may be skipped by readers familiar with those economic, legal and social conditions which define the space for action of decision-makers at Lund faculties and departments. These conditions also influence the life choices made by academics in Sweden, as well as by academics with a potential interest in moving to Sweden. Some awareness of these 'grim realities' will help readers comprehend certain circumstances that may strike outsiders as odd or even downright blameworthy. In fact, even Lundians of many years' standing may find parts of this section of interest. As Professor Susan Bassnett, then Pro-Vice-Chancellor of the University of Warwick, pointed out seven years ago during a Lund seminar on how to create a strong research environment, far too few academics understand how their workplace is organized, who decides what and how the currents of funding run.

Departments receive most of the funds that come down to the faculties from the University in one way or another (see below on the faculty level). These funds are channelled in two flows: one to the education of students up to bachelor and master level, the other to research and PhD education jointly. These are distinct routes of income and expenditure, so surplus research money cannot be used to cover a shortfall in student-teaching funds, or vice versa. Departments with many professors (most of whom will have been promoted from among a comparatively large body of senior lecturers) do disproportionately well out of faculty research funding: the salary that corresponds to the proportion of time allotted to research for seniors is paid by the JFHT, which also pays an extra allowance, at present 65.5 per cent of the salary sum, to help meet various costs related to research. Departments also receive an extra premium for success in gaining external research grants (40 per cent of the cost of premises is also covered by research+PhD money). Consequently, the best way for a department to increase its research funds is for its scholars to obtain external grants, preferably from financers who contribute to overheads, such as the Swedish Research Council.

Faculties receive one money-bag for research and PhD education from the University. The JFHT reserve a substantial amount for doctoral positions and a small sum for strategic measures such as research terms. The rest goes out to the departments as described above.

Consequently, any research-promoting measure – say, a significant increase in the number of promoted professors – must be paid for by a decrease somewhere else, for instance in the number of doctoral students. Similarly, research terms are now paid for by postdoc positions falling vacant and not being re-appointed (both kinds of expenditure belonging at the faculty level).

A special drain on faculty resources, and one that is always difficult to calculate, is co-funding of external grants. Faculties must keep some money in reserve for this purpose; and big external grants from financers that do not fund overheads (such as the ERC) may be Pyrrhic victories, swallowing up funds set aside for quality- and/or visibility-enhancing measures.

Universities receive funding, for education and for research, from the Swedish government. Most of it is channelled to the faculties, but the LU leadership reserves funds for its own strategic purposes. In view of the needs those funds could meet all over the University, they are very limited indeed, and inter-faculty competition for allocations from them is fierce. At this time, the immense cost of co-financing the MAX IV laboratory and the ESS plant leaves the LU leadership with very little opportunity to lend extra financial support to faculty-based research activities.

Finally, a succession of Swedish *governments* of different colours have directed a large proportion of the tax money available for research into designated large-scale operations, mostly in the fields of Medicine, Technology and Natural Science. The Humanities and Theology have been short-changed in this context, and even where HT scholars have managed to conquer Principal Investigator (PI) positions in such operations, they have mostly had to do the actual research work within the framework of their ordinary HT-faculty-financed research time. The only possibility of radically improving the economic situation of Humanities and Theology scholarship, thereby increasing the space for curiosity-driven basic research, consists in persuading national governments to increase the funding paid directly to universities, and by them to faculties, at least partly at the expense of these large-scale operations.

Among those constraints that limit the scope for action on the part of academic decision-makers is labour legislation, including, at the local level in Lund, long-term contracts which, in practice, make the transfer of faculty funding from a researcher with a poor publication record to a high performer impossible. Another aspect of Swedish labour law with significant effects on daily life in the academy is that as a general rule, a temporary employment, especially if it is a deputy position, becomes permanent after two years. Researchers on three-year contracts with an external financer thus formally become permanent employees when two of the three years have elapsed. They must consequently be given notice owing to 'shortage of resources' well before the term of contract expires, a cumbersome and depressing procedure for all concerned. A not inconsiderable number of senior lectureships are held by persons who were originally hired as deputies, but were found to be such valuable employees that their deputyships were silently and deliberately extended beyond the two-year boundary so as to make them permanent members of staff.

The salaries of Swedish academics in the Humanities and Theology are low in an international comparison, a circumstance which affects international recruitment. An even more significant obstacle to such recruitment, however, is the fact that a family of more than two persons in Sweden normally needs a permanent second income. Lund University is legally barred from organizing a job for an accompanying partner, and the Swedish labour market is not easy to get into for an outsider. The JFHT have known highly qualified international applicants for chairs to withdraw when these realities became clear to them.

These circumstances were either unknown or unfamiliar to most of the EREs, whose recommendations to increase the number of staff, doctoral students and so on in various disciplines are, broadly speaking, unrealistic. Even so, EREs were expressly invited to provide ideal scenarios as means of inspiration: *some* change is always possible, at least in the long term; and if nobody shows the way, impulses for change have no direction and hence no momentum.

5. The relationship between research and teaching

Another reality which has its grim aspects but belongs under a different heading is that a subject that struggles to attract students is a subject with serious problems, even if it boasts brilliant scholarship. The reason is that part of an HT scholar's salary – 75-80 % in the case of a senior lecturer, just over half for a professor – normally comes out of the funding for education. As students come with price tags, such funding decreases when their number goes down, especially if they are slow to finish (low outputs are penalized financially). Small subjects – a phenomenon discussed in subsection 6.2 below – may find that they cannot afford a professor for that reason. Big subjects with many (mostly promoted) professors have a different problem: they are apt to find that the budget for education is under strain owing to higher professorial salaries; tuition simply costs more when given by highly qualified staff. The cheapest teachers for department managements are doctoral students.

An anomaly identified by HTRQ14 EREs belongs in this context: regular staff, especially senior lecturers, try to reduce what is ominously referred to as their ‘teaching load’ so that they can do more research – and full-time researchers on contracts with external financers want to do at least a little teaching, because they need the experience as well as the stimulus that teaching affords.[3] The imbalance has to do with the legal and contractual regulations that obtain in respect of different staff categories, and such things are hard to change; but awareness of the problem is at least a start.

One reason why full-time researchers look out for opportunities to add to their teaching portfolios is that all senior academic posts in Sweden call for well-documented teaching ability, and that the coveted senior lectureships are only advertised whenever the relevant department needs a teacher. By Swedish law, pedagogical qualifications count as much as scholarly ones when an academic vacancy is to be filled, not only for lecturers but for professors as well. In practice, a strong research record is often what helps a candidate for a senior post get beyond the first screening round; but once on the shortlist, he or she might be defeated by a competitor with a less impressive scholarly record but with greater pedagogical qualifications. It should also be pointed out that the JFHT usually throw a wide net when advertising a position, rather than narrowing the talent potential by calling for a particular research speciality. This is a deliberate policy and not likely to change in the near future. Consequently, recruitment does not normally offer any opportunity for the JFHT to strengthen a particular research orientation.

In any evaluation of research, it is natural for scholarly activities to occupy centre stage; but it must never be forgotten that the first duty of a full-scale seat of learning such as Lund is to educate the young on the basis of the best available knowledge. The link between research and teaching is the *raison d’être* of a university. Not only is it a matter for concern, noted by EREs, that first-cycle teaching generally affords little space for the teacher’s research expertise; teachers who have no time for research stagnate intellectually, and sooner or later the quality of their teaching suffers as a result.

6. Lessons from HTRQ14: First, the bad news

Reading the wealth of material generated by the HTRQ14 exercise is by turns an exhilarating and a dispiriting experience. As preceding sections raised problematic issues, it is as well to start with a review of the difficulties brought up by writers, subject representatives and Heads of Department as well as EREs. They are discussed below under the following headings: ‘No time for research’, ‘The smallness of subjects’, ‘Problems with external funding’, ‘Too few doctoral students’, ‘Too many Lundians’, ‘Collaboration: missed opportunities’ and

3 The Swedish word for ‘teaching load’, *undervisningsbörda*, carries a negative charge in the last element (‘börda’ meaning ‘burden’) which grates on dedicated academics who love working with students. In relation to their research responsibilities, however, the semantic properties of the word are inescapably real.

'Organizational issues'. Each of these subsections begins with an outline of the problem(s) and then discusses possible remedies.

6.1 No time for research

By far the biggest problem for HT research in Lund, according to all contributors to HTRQ14, is the lack of time for research. Theoretically, senior lecturers should be able to devote one full working day a week to research and professors two. In practice, this is an impossibility for the great majority of HT staff. Apart from tuition itself, meetings, administrative chores, contacts with students and all the other everyday duties associated with teaching erode research time, especially for lecturers for whom the possibility to find unbroken time for research in term-time is very limited indeed. The SAB has called their predicament 'intolerable' (SAB 2014), and so it is: being required to do something and being denied a reasonable chance to do it breeds deep and constant frustration.[4]

This frustration is compounded by the fact that the academic year in Sweden runs, in practice, from late August to late June, without breaks for Christmas and Easter except for the few days that are public holidays, if that (for instance, Boxing Day often finds graduate-essay supervisors back at their desks, preparing for 'ventilation seminars' in early or mid January). As a result, only the two summer months remain for research, and some of that time is badly needed for rest and recuperation. Having to spend precious days trying to get back to where you left off adds to the frustration.

The system of dividing an academic's time into percentages which translate into certain quotas of working hours may look strange to outsiders, not least academics from other countries; but it does offer a chance to impose limits on one's undertakings, and both staff and departmental leaders are aware of this. Heads of Department at the JFHT are used to hearing the question 'How many hours do I get for that?' when asking a colleague to perform a certain extra task. There are good reasons for evaluating this system in the not too distant future. As Professor Björkstrand says (in GB):

> The scrupulous breakdown [into percentages and hours] of the work expected from each employee is problematic … All successful research is characterized by passion – both in the sense of suffering and in the sense of intense endeavour in respect of which the counting of hours is neither possible nor desirable. The same problems exist in a number of professions, with similar consequences in terms of outcome and quality.[5]

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4 The ERE report for the Department of Archaeology and Ancient History talks of pressures that 'seem on the verge of unbearable' and quotes the SE of Archaeology which says that 'each individual researcher needs to crucify themselves in order to be read, to be seen'.

5 Excerpts from GB, which is in Swedish, are my translations.

But whatever its drawbacks, the system does enable Heads, during their regular annual interviews with individual employees, to point out that the research resource is there, at least on paper, and that it might be possible to scale down other undertakings in order to safeguard it – though of course no academic leader wants to tell a hard-working colleague to reduce his or her pedagogical ambitions.

There are several reasons why research work tends to come last in an academic's day-to-day prioritizations. There is no need to enumerate those reasons; every academic knows them and the sense of urgency that characterizes them. A circumstance that is perhaps less obvious is the matter of self-confidence. It is a vicious circle: the less people manage to achieve in the line of scholarly work, the less they believe in their fundamental ability to make valid contributions to research. Lack of self-confidence saps energy, preventing one from making the best use of what little time there is. By contrast, the satisfaction engendered by successful teaching is immediate and powerful. Psychological factors undoubtedly play a part here and should be acknowledged. As Professor Wischmeyer, SAB member and one of the EREs for CTR, points out, 'psychology is a necessary instrument for improving research, because research itself is a rather hard and often less than satisfying job'.

On that note, JFHT leaders at different levels, not least the faculty level, could do more to celebrate such research successes as our colleagues do manage to achieve. In addition, we could be more emphatic about the crucial role of research in relation to teaching. Even if research projects do not feed directly into the content of staff-members' classroom work, the intellectual stimulation that comes from forcing the mind to function at maximum intensity and concentration for a limited period of time makes one a better teacher. Encouraging staff to view their research work in that light could counteract the feeling that some of them have that disappearing for a short period to write a paper amounts to some sort of self-indulgence. LU does not want to see staff divided into an 'A' (researchers) and a 'B' (teachers) team, as often seen abroad, and has said so, repeatedly and firmly.

Motivational issues aside, it should be possible to introduce concrete measures aimed at ring-fencing research time to help staff keep their research at least ticking over in term-time, to borrow an expression from SAB 2011. The Faculties' attempt to introduce a 'reading week', free from classes and meetings, once a term came to naught as a couple of departments did not want to go along with it. However, maybe the others could go ahead without them, although it must be acknowledged that a week is far too short and one week a term far too little (Professor Björkstrand makes that point in GB, stating that some Finnish universities have divided the academic year into three or four periods in order to give scholars a chance to do research uninterrupted for one entire period). The English unit at the Centre for Languages and Literature made the experiment a few years ago, with mixed results: the students (who might have been thought to be against the idea) were delighted to have a week to catch up with their reading, away from Lund if they felt like it; but some staff-members found that it had not after all been possible to concentrate exclusively on research. Still, one attempt in one subject is hardly conclusive.

There are two obvious answers to this most pressing problem. One is more faculty funding for research, so that research components in staff duties could be increased to the levels found at comparable universities. The 50 % research commonly assigned to lecturers in Copenhagen seems Utopian in comparison with conditions at the JFHT in Lund, where the research-allocation model allots 20 % to senior lecturers without *docentkompetens*, 25 % to those with this level of competence and 40 % to professors. OW states 25 % as the minimum for academic teaching staff. Such an increase in funding would of course have to be instituted above the faculty level.

The other answer is more external funding, and here both Departments and Faculties practise a number of policies geared to helping staff obtain it, including time freed from other commitments in order to work on applications and the availability of expert assistance in strengthening them. These policies have been in place for a few years, but so far they have not been seen to result in a general rise in the level of external research funding at the JFHT.

6.2 The smallness of subjects

That the academic staff of the JFHT have too little time for research was a particularly unsurprising HTRQ14 finding. Nor did the second most striking negative finding from the exercise come as a surprise. The vulnerability of a number of HT subjects owing to their smallness has been painfully obvious for years. Some Departments contain academic subjects whose total number of regular senior staff is one or two persons. It goes without saying that such subjects live dangerously, especially if they have few students (see section 5 above). In the austere financial climate that followed the uncharacteristically 'good' (partly because of money saved during a moratorium on the admission of doctoral students) years around 2010, the retirement or loss of an employee who as it were incorporates an entire subject cannot but invite thoughts of closing it down. Naturally, the people who struggle heroically to keep their subject's end up are aware of this constant menace.

ERE reports characterize the research done in some of these subjects as 'satisfactory', adhering to the definition of that grade in their guidelines ('respectable scholarly work of a nature and standard, and at a level of recognition, commensurate with the level of attainment and the working conditions of the person/persons practising it even if there is scant evidence of scholarly impact'). But as one ERE pointed out in a response to the post-HTRQ14 set of questions, the word 'satisfactory' is anomalous in the sense that nobody can find such a situation for a subject satisfying. The apparent solution would be taking on more staff; but as was pointed out above, such an investment depends on whether the subject can be expected to attract enough students to 'support' another teacher over a long period of time.[6]

In the context of research, the greatest disadvantage of belonging to a subject represented by one or two scholars is, of course, isolation. Trying to motivate oneself to do research work without encouragement and support from local people who understand one's field can be hard, especially for comparatively young scholars who do not yet have an extensive international network to rely on. Many of them break their isolation by joining local seminars and interest groups which bring scholars from related disciplines together, a development fostered by departmental leaderships.[7] The forming of large departments that accommodate a number of subjects has been a boon for the very small disciplines: the leaderships of such departments are usually able to make profitably large subjects compensate for the losses caused by small ones.

One could of course ask whether such tiny subject units are at all viable, and whether they had not better be scrapped. The answer to that question is supplied by Professor Wischmeyer:

> Humanities faculties are no industrial concerns whose sole rationale is efficiency and who keep outsourcing not-so-lucrative divisions. The small subjects are storehouses of knowledge which … may become necessary at any time, quite apart from their intrinsic value. [Professor Wischmeyer mentions the sudden demand in Germany for scholars of the Tataric language and culture as a result of the Crimean situation.] Here we are not primarily talking about cutting-edge research at the international forefront, but about the maintenance of knowledge at a high level and the corresponding teaching and 'third-task' activities.[8]

6 For economic reasons, the total number of students allotted to the JFHT each year is limited, and allotting a larger number of students to one subject means cutting down somewhere else. That fact should be borne in mind when discussing the relative attractiveness of subjects and its impact on staffing.

7 Where such initiatives cross departmental borders, the JFHT may help by funding expenses, for instance travel costs arising from guest seminars.

8 Email to me of 13 March 2014 (my translation from the German language). 'Third-task activities' is a direct translation of a Swedish term for what is usually referred to as 'outreach' in the UK.

In the same email message, Professor Wischmeyer states that the prerequisite of successful research in the so-called small subjects is a chair/a full professorship, as long as the holder is the right person for the job.

Sweden is a small country with regard to population, and it is natural to think that the best solution to the small-subject problem complex would be to assign responsibility for a particular subject to a particular Swedish university and let people who want to study it go there and do so, enabling the other universities to close it down. That solution would not work in the long term, however. No university can commit itself to keeping a subject afloat under all and any circumstances. Besides, Swedes are not very mobile at any age. For instance, if a prospective student of a small European language who lives in or near Lund and wishes to study there finds that Lund does not offer that particular language, the chances are that he or she will study something that Lund does offer instead.

The JFHT cannot support very small subjects by hiring staff that these subjects cannot carry. But one thing the Faculty leadership can do is to show its commitment to them by maintaining their current professorships and, in a few cases, by appointing professors where there had been none before. As part of the changing situation caused by the cancelling of the legal right to become promoted to a professorship, if one is deemed sufficiently qualified, the present JFHT leadership wishes to do both these things. If the leadership's plans are approved by the Faculty Board, this support action for the smaller subjects will take place at the expense of withheld promotion for a number of senior lecturers, especially in subjects which already have several professors. This will in that case be a regrettable consequence for individual persons who are held in high esteem in the JFHT, and it may result both in the loss of these excellent people to other universities and in a reduction in the number of top-class applicants for senior lectureships. But a perusal of the SEs of and ERE reports on the struggling small subjects confronts the reader with a different kind of pain, a pain that arises from adverse conditions afflicting activities of enduring importance to Lund University. The current JFHT leadership assigns priority to the assuaging of that pain by ensuring that these activities are headed by representatives of the most senior staff category in the academy – professors whose scholarly attainments may offset the smallness of their subjects by conferring international prestige on them, thereby raising their profile in and outside the University.[9]

When speaking about the smallness of subjects, it should be observed that every HT subject at Lund is small in comparison with European universities of comparable size and standing. For instance, major foreign languages at SOL are represented by half a dozen staff-members or less, and even one of the biggest HT subjects, History, only employs about a dozen senior scholars on a permanent

9 With regard to the promotion of senior lecturers to professors, it should be observed that LU is currently working on a scheme which will, if put into operation, affect all Faculties in due course. In that case, any policies evolved by current Faculty leaderships may need to be shelved or revised.

basis. Past evaluations of postgraduate studies undertaken at the national level have criticized the smallness of the research environments in which doctoral students are trained. If the research component in the staff's duties were to be increased to a European average, it would be possible to hire more staff and expand those environments.

6.3 Problems with external funding

To representatives of other faculties, notably Medicine and Technology, the JFHT, along with the Social Sciences, seem unduly favoured when it comes to faculty funding for research: the former often tell the latter that their own staff, professors especially, have to cover the cost of their positions out of external grants, the implication being that the JFHT ought to be able to do the same. The standard reply is that there is much more money in Medicine and Technology than in the Humanities and Theology, and that even startlingly successful HT faculties could not begin to emulate them – there simply are not enough external funds in our subjects.

While that is perfectly true, HTRQ14 highlights a sensitive issue: some HT research subjects are not quite as successful in obtaining such external funds as are after all available as they might be. Of course, competition is tough – far tougher than for other Faculties – with an overall national success rate of about ten per cent from the major financers, the Swedish Research Council and the Bank of Sweden Tercentenary Foundation. It stands to reason that many very good applications fail, sometimes after making it to the last round. But that is not the whole story.

As all levels of HTRQ14 documentation demonstrate, one reason for the comparatively (considering the high quality of its research) modest showing of the JFHT in Lund in this regard is that not enough scholars apply for external funding, and not enough of those who do submit competitive applications. As was pointed out in 6.1 above, efforts are made both at departmental and faculty level to encourage staff to apply for external grants, but the outcome of these measures is meagre to date.

Some disciplines are far better at gaining external funding than others. At the Department of Arts and Cultural Sciences, where an interdisciplinary departmental seminar vets applications, some subjects do very well indeed. For instance, Ethnology, which only has half a dozen permanent members of staff, maintains a lively and varied research environment partly thanks to attracting as much external funding as History, a discipline with twice their number of regular staff-members.[10] Another shining example is Linguistics at SOL, a subject with

10 Naturally, this strong element of external funding makes these subjects vulnerable: if that level cannot be maintained, the subject rapidly goes downhill. The worst- and best-case scenarios that conclude the SE of the History of Ideas and Sciences, where the level of external funding and the recruitment of doctoral students are decisive factors, linger in the memory.

few students whose scholars are entirely dependent on external funding and brilliant at securing it. Indeed, the ERE report speaks of this subject as having been 'phenomenally successful in obtaining external funding for their research' since RQ08 [67]. Conversely, the Swedish/Scandinavian Languages unit, as its SE frankly acknowledges and as the ERE report stresses, has less external funding than one would expect given the high quality of its research.

The ERE report for literature and film studies at SOL picks up hints from SEs that staff in the literary disciplines are simply too hard-pressed by their teaching duties to find time to draft cutting-edge research-funding applications. As a representative of one of these disciplines, I am in a position to confirm that view, which also applies to a number of other subjects across the JFHT. Where student numbers are high, such jobs as marking and grading become particularly onerous. A successful application for an external research grant requires the applicant to be able to step back temporarily from quotidian labours to focus on framing a research question which makes jaded reviewers sit up, simultaneously ensuring that the application contains satisfying evidence of expertise in the field. The everyday realities of these staff-members' lives are not conducive to such efforts, and both Departmental and Faculty leaderships need to give even more thought to how their conditions could be improved.

An entirely different problematic aspect of external funding is discussed a great deal these days, in Sweden as in many other countries: the co-funding of research grants that come without (sufficient) compensation for overheads. As was pointed out in section 4 above, this is a kind of expenditure that is hard to predict and hence to budget for. Consequently, some Departments have adopted a policy according to which Heads back applications submitted by regular employees, in respect of whom external grants are nearly always good news, but may refuse to do so if success would oblige them to assume long-term responsibility for new staff and/or bear the costs of overheads for non-permanent employees. This policy has caused understandable bitterness in some quarters, but it is equally understandably viewed as a necessity by Departments whose economic situation is already strained.

Until recently, there was a limited possibility of receiving part of the required co-funding for a prestigious external grant from the central LU administration. That door has now been closed, though, and with one minor exception (the Wallenberg Academy Fellowships for young scholars), faculties and departments are on their own.

It does not seem possible to set up a consistent policy in this respect; what a potential institutional backer-cum-co-financer decides to do must be determined by the circumstances in the individual case. According to OW, an ERC grant application should always be backed: these exclusive grants confer tremendous prestige on the departments and faculties that receive them, and since they are so exclusive, there is little danger that there will ever be 'too many' of them in one faculty. Indeed, a Dean of Research should put pressure on leading scholars to apply for them. Experience shows that such attempts are not always welcome, however: contacted to this end two years ago, an illustrious HT scholar declined, saying that he had no desire to lead a research group – all he wanted was time to write his own books. This is a reminder that not every brilliant scientist fits the common notion of the project-leading star researcher.

The whole issue of external funding raises two matters of principle mentioned by Heads in the HTRQ14 context. The Head of the Department of History is particularly explicit with regard to one of them: there is a danger that taking on a researcher on the basis of a contract with an external financer results in a permanent employment, perhaps at the expense of a regular recruitment process. Heads also occasionally mention their fears of one day finding themselves in the situation where they are obliged to dismiss a regular staff-member previously recruited in open competition because he/she is subsequently trumped by an externally funded researcher with a stronger legal claim to remain (see section 4 above on temporary employments becoming permanent after two years). In both those cases (I have not yet heard of a case where the second has in fact materialized, but it has exercised minds for quite some time) an external actor, a research council or a private research foundation, will have exercised decisive influence on the composition of a department's staff.

The other concern has been a live issue for as long as there has been external funding: the freedom of research treasured by scholars in disciplines where basic, curiosity-driven research is the main *raison d'être* is compromised when they are forced to do research on what they can get funding for, rather than following their own instincts as to what constitutes essential scholarship. The Head's statement for the Department of Arts and Cultural Sciences supplies an example. Here, the increasing orientation in project applications towards present-day concerns rather than historical matters is seen as being due to scholars' perception of current trends among funding bodies. This development is held up as an unfavourable effect of greater dependence on external funds. Different scholars have different views on and experiences of this dimension of external funding, and this is not the place for a review; suffice it to say that the issue looks likely to remain live for the foreseeable future.

6.4 Too few doctoral students

All HTRQ14 materials, from SEs to ERE reports, are agreed on one point: a subject without doctoral students is doomed to stagnation, perhaps even ultimate demise, as a research discipline. The reason why this statement heads a sub-section in the 'bad news' part is that the JFHT have far too few of them, and that that fact stares every reader of HTRQ14 materials in the face. After a moratorium for a couple of years in the mid-noughties, a moratorium which especially afflicted certain Humanities disciplines (and is remembered as a near-death experience by many HT representatives), recruitment of doctoral students began again, breathing new life into research environments all over the JFHT. When the current JFHT leadership began its term of office, in 2009, the annual number of faculty-funded new recruits to postgraduate programmes across the two Faculties was about 25. When LU decided that doctoral students should be employees rather than grant recipients from their first day (out of four years; in the JFHT, the salaried employment used to begin with the second year), the number went down to 20: this was a costly reform, albeit approved for reasons of principle by most, if not all, members of the JFHT leadership. It is to be hoped that the number of annual faculty-funded doctoral recruits will be raised to 25 again in consequence of better times, but even then it will be dangerously low in view of the fact that the number of disciplines with doctoral programmes in the JFHT is about 50.[11]

EREs express their dismay at the small number of postgraduates in HT seminar rooms. For instance, the ERE report on the Department of Arts and Cultural Sciences picks up the observation in the SE of the History of Ideas and Sciences that no other history-of-ideas department in Sweden has fewer than six doctoral students and some have 10, whereas Lund has to make do with three. Similarly, the ERE report on literature and film at SOL echoes the English Literature SE's lament that a number of first-class Literature-Culture-Media masters who specialized in English have to look elsewhere for doctoral positions, and ERE reports on CTR voice serious concern about the dearth of doctoral students in that Department.

History with its *forskarskola* (an ambitious and comprehensive programme of postgraduate education with special funding) and Philosophy, whose economic situation is good enough to enable it to fund the occasional doctoral student out of Departmental savings, are in a better situation. But even these Departments cannot be sure that the good times will last forever.

The reasons why doctoral students are vital to a research environment are self-evident to anyone who ever supervised a research student from his or her first uncertain steps through to the defence of a thesis to which the candidate devoted some of the hardest work he/she would ever do, growing in scholarly stature and experience along the way. Besides, it must not be forgotten that doctoral dissertations form a sizeable portion of HT research, occasional theses becoming international standard works over the years.

Foreign visitors to Lund work-in-progress seminars often express admiration for and envy of our seminar culture (at least when it is amiable and constructive, as it should be, rather than adversarial). Even senior lecturers without supervisorships normally take part – without being 'given hours' – because seminar participation constitutes high-level research training for them as well,

11 For reasons of principle, the JFHT have consistently resisted the admission of doctoral students whose funding does not entail full social benefits. In addition to the fully faculty-funded doctoral students, the JFHT practise a policy of co-funding externally funded doctoral students by taking over the costs of their final year.

and because forming part of an environment that breeds tomorrow's leaders of one's discipline is an inspiring experience.

An additional reason for the importance of doctoral students is that senior lecturers need the experience of supervising postgraduates. It used to be difficult to become a professor unless one had supervised at least one doctoral student through to the doctorate, and lacking this experience – as many do, owing to the smaller number of doctoral students this century – remains a professional drawback. This is not of course the most important disadvantage to an undersized doctoral programme, but it is a factor that should be mentioned in the 'bad news' context.

Finally, it might be pointed out that those who do gain access to doctoral programmes in Lund, and in Sweden generally, are usually far better off than their counterparts in other countries – until they have their doctorates and find how little value Swedish society places on them. Professor Wischmeyer makes the point in memorable terms: the situation of Swedish doctoral students, with four years of full-time salaried employment with all social benefits, is 'disproportionately comfortable' in comparison with the plight of postdocs in this country. Another foreign observer, Professor Björkstrand, has seen, and indeed handled, the consequences of Swedish educational politics in respect of postgraduate study within his own academic framework in Finland. GB states:

> I have always been surprised at the rigid policy in Sweden according to which only salaried doctoral students are desired – students who are not supplemented by postgraduates working towards doctorates while holding down jobs, supported by modest grants. When I returned to the University after my years in politics, I found myself with a number of new doctoral students from Sweden who joined the research programme in homiletics which I launched. They participated in seminars alongside their jobs, small scholarships enabling them to spend short periods doing full-time work on their dissertations. Generally speaking, they finished their dissertations as quickly as those with salaried positions, probably because their motivation was so much greater – gratitude at having been given the opportunity, and the joy of being able to continue their studies despite having been rejected in their home country because of the shortage of places. If you want to have a creative research environment of sufficient proportions, you simply cannot afford to deprive yourself of this possibility.

6.5 Too many Lundians

A review of the academic origins of senior Lund scholars shows that a large proportion of them received their academic education and much, if not all, of their academic experience at Lund University.[12] Naturally enough, this is not identified as a problem in SEs and Heads' statements, which were to a large extent written by Lundians; but the occasional ERE report observes the phenomenon in a critical spirit, and the SAB is adamant, in both SAB 2011 and SAB 2014, that the prevailing 'endogamous' culture must cease. Indeed, SAB member Professor Wischmeyer is of the opinion (expressed in OW) that a 'politics of appointing first-class professors from abroad' is the most important measure of all when it comes to improving research at the JFHT. It stands to reason that the advent of a world-leading scholar at an HT department would entail great benefits, as long as he or she would swiftly assume a Lund identity and integrate local colleagues in his/her work.

The recruitment of international star researchers is widely regarded as a measure conducive to the improvement of research in Sweden. Among other things, the Swedish Research Council is currently implementing a scheme along these lines. The JFHT were recently involved in a joint attempt (with the Social Sciences Faculty) to recruit such a researcher, a neurolinguist vital to the HuMeNS group, but without success.

Because of circumstances described above in section 4, the JFHT cannot hope to attract high-profile scholars from abroad to advertised regular positions. Although all senior posts are advertised internationally, and sometimes attract a considerable number of foreign applicants, these tend to be at a comparatively early stage in their careers, and the best-qualified among them often do not find the terms offered by Lund (and Sweden) competitive. Other LU faculties report similar experiences with regular recruitment.

Consequently, the recruitment of 'first-class professors from abroad' would have to be implemented through a different kind of procedure involving the LU administration at the highest level ('summoning' by the Vice-Chancellor). Such a procedure has been in place for a couple of years; the JFHT are a beneficiary in that it was that procedure which gave us Professor Marianne Gullberg, Director of the Humanities Laboratory.[13] There is reason for the overarching LU Research Committee to keep discussing this option.

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12 External assessors of Swedish research frequently criticize the extent to which Swedish universities employ their own people. In an investigation undertaken in January 2013, it transpired that 88 % of senior staff at the Department of History in Lund held doctorates from the same University, to be compared with 74 % in Uppsala. At LU as a whole, 70 % of professors and 81 % of senior lecturers were Lund doctors (the corresponding figures for Uppsala being 64 and 75 % respectively; it is noteworthy that the renowned Karolinska Institutet had almost exactly the same figures as Uppsala). See Arthur Bienenstock, Sylvia Schwaag Serger, Mats Benner and Arne Lidgard, *Utbildning, forskning, samverkan: Vad kan svenska universitet lära av Stanford och Berkeley?* (Stockholm: SNS, 2014). Another way of measuring 'endogamy' is to look at where a newly recruited member of staff comes from; after all, one's doctoral degree might have been followed by many years of employment elsewhere.

13 It has to be acknowledged, however, that Professor Gullberg holds her doctorate from Lund.

Of course, Lund 'endogamy' can be counteracted by recruiting researchers from other Swedish, and Scandinavian, universities. This happens; but owing to the low mobility of Swedish scholars – some of the reasons for which are explained in section 4 – a large proportion of applicants for senior posts at the JFHT are normally people from Lund. Academic appointments procedures in Sweden operate within a strict legal framework which counteracts discrimination of any kind. Consequently, the qualifications of outsiders must not be downplayed in attempts to secure the employment of 'a safe pair of hands'; but nor may a local applicant be disadvantaged owing to a desire for 'new blood'.

One way of injecting fresh perspectives into JFHT research is to employ foreign researchers on a temporary basis, as guest lecturers and professors. Two HT disciplines have succeeded in bringing distinguished international women scholars to Lund as holders of the prestigious national Kerstin Hesselgren visiting professorship. The local Hedda Andersson visiting professorship has also entailed benefits for HT research. The JFHT might consider allocating special faculty funds to help disciplines implement similar short-term appointments for international researchers. If that could be done in cooperation with other faculties, the presence of an eminent foreign scholar would be sure to encourage long-term collaboration across faculty boundaries as well as immediate stimulation for an individual discipline.

Exchanges with academics from other countries are an under-utilized possibility, despite the efforts of the JFHT International Office. Where they have taken place, experiences have been varied, and there is no doubt that different academic cultures and cumbersome administration pose obstacles.[14] Even so, the presence of a visitor from abroad in an academic environment is almost always an asset to both students and staff.

In other words, more might be done at the faculty level to counteract the unfortunate aspects of the low academic mobility in Sweden by means of temporary measures which need not impose great strains on faculty funds.

6.6 Collaboration: missed opportunities

A concern with collaboration, especially across disciplinary boundaries, is a thorough-going feature in the HTRQ14 documentation, and it is usually voiced in negative terms: writers – mostly EREs, but the SAB has expressed similar concerns both in 2011 and 2014 – have observed what seem to them to be opportunities for pooling research resources and working together, but that has not happened, or not happened to a satisfactory extent.

This is a serious problem, both in itself and in that cross-disciplinary

14 My own subject, English, has memories of temporary teachers from English-speaking countries who gave excellent tuition but found the teaching load intolerable, in two cases leaving Lund before the examination period was concluded and dropping the resulting problems in the laps of distraught Directors of Studies.

collaboration is one of the main tenets of LU and features in the University's Strategic Plan. In view of the smallness of subjects and the low numbers of doctoral students, overlooking possibilities of extending research environments would be negligent to say the least. Three questions arise at this point: Is the picture of missed opportunities an accurate one? If so, what are the underlying causes, and what can be done about it?

To begin with, there is undeniably some truth in the allegation that there are missed connections in HT research, and it is part of the usefulness of an evaluation exercise like HTRQ14 that it pinpoints such weaknesses. With a bird's eye view, it is easy to see that fragments float about which might be made to form sizeable wholes and wonder why that does not seem to happen more often. Given that there is interest in Modernism in both Comparative/Swedish and English Literature, for instance, why are there no signs of co-operation along those lines, as the ERE for literature and film at SOL suggests? And if Archaeology's SE regrets the absence of big integrated projects, how might archaeologists go about putting such projects together, drawing on the expertise of persons in other disciplines?

Of course, superficial kinships might coexist with profound differences which place the seemingly similar research interests too far apart for natural collaboration (Swedish and English Modernism are, for instance, very different things). But it is intriguing to imagine a seminar or workshop where representatives of such research interests explain to each other, face to face, what it is about the superficially related matter that fascinates them. HTRQ14 could serve as material for such an exercise, which could lead anywhere – including the insight that actually there was more in the way of potential collaboration there than the people concerned had realized.

At the same time, it must be stressed that HT scholars are in fact collaborating with researchers from other disciplines, including disciplines at other faculties, all the time. Staff at the Departments of Philosophy, Arts and Cultural Sciences and Archaeology and Ancient History are pursuing joint investigations with colleagues from virtually all LU faculties as well as with one another, and linguists at SOL are working on the human brain with neurologists, psychologists and natural scientists (the HuMeNS groups). In fact, it would be difficult to find a single HT discipline that did not conduct some sort of collaborative research together with another subject or subjects. It is time to bring this dimension of HT research into the open and build on it.

There never was a better time for such endeavours than the first years after the move to LUX. Collocation engenders collaboration as a matter of course, and collaboration can take many forms, including five minutes at a coffee table where explaining one's research project to an interested colleague from another part of the building sets off ideas that might yield startling results a couple of years down the road.

6.7 Organizational issues

Collaboration is in one sense a matter of organization, and some ERE reports, as well as comments by the SAB, raise the question whether some activities might be differently organized. Two Departments particularly are the objects of critical ERE remarks on organization, CTR and the Department of Archaeology and Ancient History, and for good reasons. Organizational matters are being discussed at both these Departments, the ERE and SAB reports providing valuable insights from the outside. The JFHT leadership is informed of these discussions and able to weigh in. Still, any organizational changes in a department must of course be firmly anchored among its own people: the last thing the new LUX Departments want while settling into their new home is being lectured to about how they might reorganize themselves.

In respect of the JFHT themselves, the SAB (SAB 2014) points out that the shape of the Joint Faculties is a little odd, in the sense that they include the 'hard science' of LUCS (Cognitive Science) but not some Social Sciences that are much closer to the Humanities. Another observation is that research disciplines which seem to belong together are in different departments – the most striking example mentioned by the SAB is that Arabic is in one department and Islamic Studies in another whereas the Centre for Middle Eastern Studies is not part of the JFHT at all. For people familiar with the historical background and the everyday realities of the respective workplaces, this state of things is not unnatural; but it may well seem puzzling to an outsider, and some readjustment may be made in the years ahead. Now, however, is not the time: SOL is about to carry out a major internal restructuring operation, and for all other Departments the removal dust must settle before any organizational changes can be implemented.

In any case, one might wonder how great the impact of organizational change would be on research done by staff whose working duties and resources would be the same, irrespective of which HT unit they belong to, and who inhabit the same campus – but that is a different question.

7. Lessons from HTRQ14: Strong points

The preceding review of negative findings from the HTRQ14 provided much food for thought. It had its positive aspects in that some of the problems raised in it are problems that JFHT Departments and Faculties may be able to do something about, and in some cases have already started to try to remedy. The strong points of HT research in Lund as identified by the HTRQ14 exercise are summarized in this section, first with regard to research management and infrastructure and then with regard to individual disciplines. Whenever a strong point comes with a 'shadow' in the form of a possible threat or threats to the enduring success of the relevant component, this aspect is pointed out as a reminder that resting on one's laurels is not an option where research is concerned.

7.1 General aspects

In the matter of research administration and leadership at the faculty and university levels, the HTRQ14 exercise suggests that the restructuring of the JFHT undertaken by the JFHT leadership of the mid to late noughties has been favourable for research. In the years before the current leadership took over (January 2009), its predecessor – especially the 'Super Dean' at the time, Professor Jan Svensson – invested much thought and effort in this reorganization. One consequence of the new order is that from 2009 onwards, a trimmed Research Committee led by a specially appointed Dean of Research has had chief responsibility for policies and practices relating to HT research.[15] Previously, the Research Committee, a bigger and more unwieldy body, was chaired by the 'Super Dean' in addition to all his other pressing duties. The reorganization has ensured that research has a constant spokesperson in the JFHT leadership, which has made for a more consistent focus on these issues.

Asked how she, as a former RQ08 Panel Chair, judged the current situation of JFHT research as a whole in the relation to the situation five or six years ago, Professor Wischmeyer (in OW) gave the following encouraging reply:

> My impression is that the whole situation has improved. Researchers, Heads of Department and the Research Committee are aware of the situation of the JFHT as a whole, [and] proposals of RQ08 have been implemented. What I observe is an ongoing process of improvement.

Another favourable statement about the general situation was submitted by the Head of SOL, Professor Anders Ohlsson. It begins with comments on research management at the JFHT, the substance of which is borne out by other HTRQ14 materials: Professor Ohlsson speaks about the *professionalization* (italicized in his statement) that has characterized HT research in general since the time of RQ08. According to him, RQ08 in itself created greater awareness on a number of points. The present JFHT leadership then gave these points added emphasis, among other things by introducing systematic monitoring of research activities in the form of the annual individual research reports mentioned above (see the second note in section 3).[16] In comparison with the situation six years ago, HT scholars are (still in Professor Ohlsson's words) more conscious of the

15 The RC only has seven members, four senior researchers (the chair included) and three doctoral students. This has meant that some departments have not been represented on the RC, but no complaints have been heard on this score.

16 Most of the preparatory work on this system was done by the pre-2009 JFHT RC led by the then 'Super Dean', Professor Svensson.

necessity of follow-ups and continual scrutiny as regards their research work, of the importance of contacts in the international research community, and of the need to work systematically on research communication, including web-based information about themselves and their publications.

Comments from EREs and from SAB member Dr Linda Bree of Cambridge University Press, who submitted a separate statement on publishing in relation to the JFHT, confirm the opinion held by the JFHT leadership that the HT investment in a professionalization of local book publishing has begun to pay dividends. The JFHT are home to about 40 different series of scholarly books, mostly monographs (see http://www.ht.lu.se/books). Thanks to the efforts of administrative staff with special expertise in the field of publishing and book production, to the availability of first-class IT expertise at the exceptionally ably run IT division at the JFHT and to the existence of a competent and co-operative university printing unit, new books in these series are now professionally designed, printed, marketed and sold, and they are commonly available both in print and online (open access) from the day of publication. The JFHT are currently considering possibilities of expanding these operations either by means of a new university press, a project which has run into obstacles of a legal character,[17] or through cooperation with an international publisher.

Both Dr Bree and Professor Wischmeyer have asserted that the academic book, as a monograph or an edited volume, will remain a vital form of HT research communication for the foreseeable future, however turbulent the world of contemporary book publishing. Indeed, the edited volume may be strengthening its position in the international HT research community. Professor Wischmeyer makes the following point (in OW):

> Everybody notices the increasing part of book chapters in comparison with articles in journals. Often we read the argument that journals are [of a] higher standard because they are peer-reviewed. This is obviously wrong, because good book series are peer-reviewed as well, and in addition to that can bring forward new themes and make much [greater contributions] to research than single papers in journals.

In a culture where the article in a high-ranking international peer-reviewed periodical is held up as the most desirable form of publishing research, this is a salutary reminder that the Humanities and Theology operate under different conditions from, say, Mathematics or Ophthalmology.

Even so, a strong article in a leading journal may be a decisive event in an HT researcher's academic life, generating global interest in his/her research

17 At the time of writing, the major impediment is LU's legal status as an authority which must not conduct operations that could be seen to compete with business enterprises, such as trade publishers. Our wish to enhance the reputation of the press by including excellent work by scholars who are not employed by the University also conflicts with that legal status.

and whetting the appetite of an international scholarly audience for his/her forthcoming work, irrespective of the form in which it is published. In addition, the experience of getting a short, vigorously argued piece of scholarly writing past the obstacles posed by merciless peer-reviewers for a leading journal is a valuable learning process (not to say a character-building exercise) for anyone. For that reason, the JFHT have organized a number of expert-led workshops on article publishing in English and are glad to see higher numbers of such articles, even in disciplines where English-language articles do not normally feature in a scholar's list of publications.

The professionalization of book publishing at the JFHT is one result of the post-2009 RC's operations. Another is the establishment of 'research terms', a move noted with approval in several ERE reports. Successful applicants for these periods of leave for research have had to convince the RC that six months away from their ordinary duties would enable them to finish research which had already come a long way. However much the JFHT would have wished to extend the possibility of periods of full-time research for the development of new, externally funded projects, such a rationale seemed unadvisable: not only would a just selection of research-term recipients along such lines be harder for the RC to make and the prospects of a good outcome uncertain, it seemed fairer to extend this opportunity to scholars who had already made good use of research funds at their disposal and only needed a chance to wrap it all up and publish.

Originally, research terms were equally open to senior lecturers and professors; recently, following an evaluation, it was decided that professors usually have better possibilities to arrange their other duties so that they can have unbroken periods of time for research, and that lecturers should be prioritized for that reason.[18]

The 'shadow' of this strong point is that this precious opportunity can only be given to a small number of staff and that the institution of the regularly recurring sabbatical, a matter of course elsewhere in the world, is an unattainable ideal to senior Swedish HT scholars. On the national level, a measure has recently been introduced to improve the situation for some of them at least, the sabbaticals scheme of the Bank of Sweden Tercentenary Foundation, which was partly inspired by the Lund JFHT research terms.[19]

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18 Professors who are able to demonstrate that they lack these possibilities can still apply. It should be added that research terms ceased temporarily during the period when Heads wrote their statements for HTRQ14, which explains why some ERE reports state that they are no longer available. The present JFHT leadership is trying to make sure that the JFHT research budget will be able to sustain the scheme in the years ahead.

19 See http://www.rj.se/For-forskare/RJ-sabbatical/

7.2 Infrastructural advantages

The Humanities Laboratory was the pride of the JFHT even at the time of RQ08, but the ERE report on the Laboratory gives that pride additional impetus as well as a more concrete base. Besides commenting on the top-class research of its Director, Professor Marianne Gullberg, the report demonstrates the versatility and originality of the research performed at the Laboratory, irrespective of whether it serves as a supporting facility for researchers domiciled at various departments or runs projects under its own steam.

The ERE for the Humanities Laboratory commends the combination of quantitative empirical methodologies and well-established theories that characterizes Lab research. In a number of distinct research fields, including language acquisition, multilingualism and 'virtual reality' in Archaeology, the Laboratory develops insights into the functions of perception, cognition and emotion, the triad which looks set to dominate HT research in the future. The second Laboratory at LUX will extend the range of possible experimental work, especially in the area of robotics and of sound in a wide sense. The Humanities Laboratory houses the most prestigious externally funded projects of the HT Faculties, an ERC Starting Grant and a Wallenberg Scholarship, both in Linguistics.

If this success story has a 'shadow', it is that the very success of this unit has led to such an explosive growth that its organization must be rethought – such a process is under way – and that the costs of equipment and so on are an increasing burden on the JFHT budget. There is no point in having a mediocre Humanities Laboratory; it is state-of-the-art or it is nothing. Finally, the possibilities offered by the facility are still insufficiently well known among HT researchers.

Another component in the JFHT research infrastructure which is not as well known as it deserves to be is the aggregation of research-supporting skills and services available through the HT Libraries. The relevant ERE report presents a unit with a high level of ambition and enthusiasm when it comes to services far beyond the traditional (and of course still crucial) task of providing scholars with reading matter.

Among other things, HT librarians are able to assist in the choice of publishing venue on the basis of expert knowledge of academic journals and publishers. They are knowledgeable about 'open access', an aspect of research dissemination whose importance is growing all the time. In addition, they know how to assess, and enhance, the impact of a scholar's work on the basis of bibliometric considerations. There are good reasons for a sceptical attitude to bibliometrics – an attitude encouraged by SAB members Linda Bree and Oda Wischmeyer who point out that unlike their Scandinavian counterparts, HT scholars in Germany as well as in the UK and the US are under little or no pressure to consider bibliometric factors when deciding where to publish their research – but it would be short-sighted to ignore this approach to research-quality measurement. The expertise of the HT Libraries' staff and their continual contact with the central administration of LU libraries constitute a great asset, both with regard to research dissemination and in the context of the archiving of research data, an area of growing significance.

The 'shadow' of this successful segment of the HT research infrastructure is that it has proved difficult to open HT scholars' eyes to the range and relevance of the expert knowledge that HT librarians possess. For instance, workshops on essential aspects of research dissemination should be much better attended than they are.

Finally, it is a matter of regret that the JFHT IT unit was not subjected to evaluation within the HTRQ14 framework, and future exercises of this kind should include a review of this innovative division which is the envy of other LU Faculties. It is thanks to the IT unit that the JFHT boasts a research database which has provided inspiration for university-wide work on a research-information system (a LUCRIS), and that the annual electronic reports on research activities by HT staff-members form a smoothly-operating system. Similarly, the professionalization of the HT book series would not have been possible without the continual involvement of a dedicated IT-unit employee with special skills. The IT unit is keen to extend its range of services to HT research, and the RC is currently working on ways in which this desire can be implemented for the benefit of all concerned.

7.3 Areas of excellence

On the basis of the HTRQ14 materials, especially the ERE reports, the following HT research areas have emerged as evincing especially high quality (in the order of the ERE reports):

Church History and Patristic Studies, named as the 'most outstanding field' of CTR in RQ08, is still at the international frontline in the research fields where the subject is engaged. Ground-breaking research on major issues appears from world-leading publishing houses, and scholarship of the highest calibre is invested in creating research databases of enduring value to researchers all over the world. The subject has been successful in attracting external funding and balances national and international research fields in an exemplary manner. It should, as one ERE proposes, join Philosophy on the LU website as a particularly strong field of HT research in Lund.

History of Religions produces fundamental and innovative research published in high-ranking journals and by leading international publishers. Despite the small number of permanent posts, the coverage of subject areas is impressively wide, including world-leading research on medieval Hinduism, Buddhism and Jainism and investigations of such features of modern life as 'life-coaching' and mindfulness. The balance between national and international research is excellent, and the research milieu accommodates doctoral students from smaller disciplines. Output is high, including many theses.

Though the highest mark was withheld owing to the lack of doctoral dissertations, a lack due to historical factors that is in the process of being remedied, and of a current major project involving many scholars, New Testament Studies should be mentioned as a discipline which produces comprehensive research on core issues in the discipline from leading international publishers and journals and has attracted considerable external funding over the years.

Linguistics is the most impressive research discipline at the Centre for Languages and Literature. The subject counts the Wallenberg Scholar Marianne Gullberg, the holder of the ERC Starting Grant Niclas Burenhult and the driving force behind the HuMeNS group Merle Horne among its staff, and it forms part of the basis for the Linnaeus environment ‘Thinking in Time’. It has a number of comparatively young researchers whose scholarly work is of a high standard and well known internationally, and it is remarkably successful at obtaining external funding. Several staff-members and doctoral students came to Linguistics at Lund from abroad, and the subject attracts distinguished foreign guest researchers. Publications are of a high international standard and appear in leading periodicals and from major publishers.

Comparative and Swedish Literature has, as the relevant ERE report points out, come a long way since RQ08, which was critical of what assessors saw as too great a dominance of specifically Swedish concerns. The verdict earned in 2008 was ‘Good’, whereas HTRQ14 raises it by two steps up to ‘Excellent’. This is a striking development, as the ERE herself points out. She accounts for it by referring to the eminent leadership exercised in the subject and the increased quantity and quality of its research over the past five years. Collaborative projects such as FOLIO, highlighted in the ERE report; the creation of the Centre for Scandinavian Studies; and a greater diversity of research fields, including crime fiction and the figure of the celebrity author, have helped to expand the research environment and have yielded publications of a high standard.

Film Studies has also climbed up since RQ08, from ‘Very good’ to ‘Excellent’. The ERE comparison with RQ08 presents a discipline which has branched out while developing a sustainable ‘sociologicizing’ focus; seen two new professors promoted and important external funding obtained; and made projects which were in their early stages at the time of RQ08 yield rich results. The discipline has established a very good balance between national and international dimensions, both with regard to topics and in respect of publishing strategies. The overall quality of Film Studies research is high, contributing to the Lund unit’s having, in the words of the ERE, ‘stepped forward as a leading actor in film studies’ in this country.

Literature in English, Spanish, Latin and French was characterized as ‘Excellent’ in RQ08, and the ERE retains this grade on the basis of the quality of the publications from these subjects. There is no reason to quarrel with this judgment; but it should be pointed out that it relies to an overwhelming extent on the work of the four professors, three of whom are either retired or will shortly be retiring while the fourth recently turned sixty. Below the professorial level, senior lecturers with a heavy teaching load are struggling to find time to do research. The JFHT need to monitor the situation in these subjects carefully in order not to lose the distinction of producing scholarly work on literature in foreign languages which ranks in the forefront of research wherever the relevant topics are studied.

Chinese is a small, not to say tiny, subject, with two full-time senior scholars one of whom also does much-appreciated work for LU's educational-development unit. At the time of HTRQ14, this scholar was on maternity leave and the subject rested on one man's shoulders: Professor Michael Schoenhals, a world-leading authority on the modern political history of China who is referred to without explanatory comments even in non-academic weeklies of the *Economist* and *Newsweek* type. As Professor Schoenhals also recently turned sixty, it is necessary to think ahead to what the situation will be after his retirement, an issue raised in the ERE report. That report also suggests ways in which Chinese at Lund could build on its strengths and assume a leading role in Chinese studies in Sweden – a small field at present, but one with huge growth potential.

East and Central European Studies has, according to the ERE, continued to develop and improve after the very favourable assessment that the subject received in RQ08. Both the SE and the ERE report present a picture of a dynamic research environment led by a scholar, Professor Barbara Törnquist-Plewa, who possesses both energy and vision. The international element is very much in evidence, with plenty of international conferences and visiting scholars. Publications are characteristically articles in peer-reviewed international journals or books from reputable international publishers. Unlike Chinese, and unlike literature in foreign languages, this is a subject whose future is not threatened by the anticipated retirement of its leading scholar.

History was highly praised in RQ08 as a 'very strong research environment', and it is clear from HTRQ14 that that designation remains apt. With its 11 professors, the Department receives a significant proportion of faculty funding; but it also hosts a number of younger scholars whose externally funded projects contribute to the creation of a vibrant and wide-ranging research environment. Output is impressive; the ERE for History mentions 800 publications from 2008 to 2012, among them 30 monographs. While the emphasis has traditionally been on the history of Sweden, there is now a considerable variety, including non-European history and research on Russia, and publications in English are more frequent. The Department runs a successful *forskarskola*, a programme for postgraduate education which trains a large number of young Swedish historians.

Philosophy was the sole HT Department to be awarded the grade

'Outstanding' in RQ08, and it is clear from the HTRQ14 materials that it still is.[20] All three subjects, Practical Philosophy, Theoretical Philosophy and Cognitive Science, produce research at the highest international level, published in leading journals and by prestigious presses. The proportion of external funding is high, as is output across the board; topics studied by researchers are of great current interest; the element of international collaboration is in evidence everywhere; and staff-members collaborate with researchers at most, if not all, faculties at LU.

RQ08 raised the question of whether the JFHT are the proper 'home' of this Department, given its interdisciplinary nature, and HTRQ14 materials continue to discuss it. The anger caused by the Department's enforced move to the new LUX building has fuelled separatist sentiment. It is to be hoped that the fears of undesired assimilation will soon be seen to be unfounded, and that the advantages of premises with plenty of study places for students, laboratory facilities specially designed for Cognitive Science, healthy air and access for wheelchair users will become apparent.

The subjects listed above were all graded 'Excellent' in HTRQ14, and consequently there is independent testimony to their quality. But HT research in Lund contains much that may well be called excellent although the respective subject was not awarded that grade. The reports in Part II show that disciplines with lower grades produce eminent scholarly work by individual researchers known and respected all over the world. In addition, the 'Very Good' category contains admirably dynamic research environments which may serve as good examples even to subjects with a higher grade.

8. Other issues arising from HTRQ14

Some of the issues that arise from HTRQ14 are best discussed outside a praise-and-blame framework, although they may have surfaced in the context of frustrated (HT staff) and/or critical (ERE/SAB) remarks. They are addressed below under headings that are partly borrowed from LU and JFHT strategic documents: 'Internationalization', 'Visibility and societal impact' and 'Interdisciplinarity'. A final sub-section raises the difficult question of what academic leaders might justifiably tell employees to do under the heading 'Obligations and liberties'.

20 HTRQ14 follows the grading scale adopted in the research-evaluation exercises of comparable European countries where the highest grade is 'Excellent' (5). If there had been a higher grade, 'Outstanding' (6), the HTRQ14 materials suggest that Philosophy would have obtained it, probably sharing that distinction with Church History/Patristic Studies and Linguistics incorporating the work of Humanities Laboratory Director Marianne Gullberg.

8.1 Internationalization in context

Nobody who has been working at Lund University for the last couple of years can have missed that internationalization is a major aim of this seat of learning; both the LU Strategic Plan and the plans of the Faculties hold it up as an urgent desideratum. What is actually meant by 'internationalization' is much less clear, and answers to that question vary according to whom one asks. Naturally, the recruitment of international researchers to posts at LU and getting research published in journals, and by publishers, with a global reputation form part of internationalization. But the concept also covers staff and student mobility in both directions, participation in international organizations (not least, in the case of LU, LERU and Universitas 21), involvement in big international research projects and the hosting of, and attendance at, international conferences.

As a preceding section (4) stated, the Swedes are not a naturally circumambulatory nation. At seminars on internationalization conducted by the JFHT, the frustration of officials whose job it is to get Lundians off to other countries for some time has been palpable. This applies to both students and staff. Even members of the category for whom a stint at a foreign university would be especially valuable, recent PhDs, are hard to shift for any length of time. The most obvious explanation is domestic circumstances: it is unreasonable to expect a scholar with a young family to leave them in Sweden for more than a few weeks at a time; even older children need both parents at hand to handle the storms of adolescence and teens; and even if a spouse or partner were willing and able to take a leave of absence to accompany the scholar abroad, the temporary loss of his or her income would be crippling, if not fatal, for the family finances (see section 4 above). But other factors also counteract the international mobility of people who live in Sweden, notably – especially for anyone who would wish to be abroad for more than a year – the danger of dropping out of those societal security schemes (health and unemployment insurance, daycare for preschoolers and so on) on which the vast majority of residents in this country are entirely dependent.

Any changes that might make temporary migration easier are matters for the government and supranational bodies; but LU could do more to help its staff spend time abroad, perhaps by way of grants obtained through donations. A spell at a university in another country can be a life-defining experience for an academic at any age, and his/her home institution stands to benefit from it, too.

Hosting foreign academic visitors is another essential way of bringing new life into a department's research, and commendable efforts in that line are made by HT scholars; but here the lack of the kind of supporting staff that German professors have – above all that magical personage, the *Lehrstuhlsekretärin*, mentioned in OW – is a major drawback. Lund academic hosts usually have to handle a large portion of the administrative work that a foreign visitor entails themselves, in practice paying for the visit out of the time set apart for their research. Obviously, their Departments might help by increasing their research 'hours' temporarily by way of compensation; but ever since the JFHT were obliged to cut the percentage paid to Departments in addition to the salary sum referable to research (from 110 % five years ago to 65.5 % at present; see section 4), Departments have had less money for such purposes: there is, quite simply, less oil to keep wheels turning smoothly. An additional problem is that sufficient funding for a guest is by no means guaranteed; applications are usually only processed a short time before the projected visit, whereas such visits usually need to be planned a long time in advance.

The above-mentioned percentage reduction has also had some impact on the ability of HT academics to go abroad to do research and/or to attend conferences. Some HTRQ14 materials raise concern about the difficulty of planning ahead for such trips when one has no way of knowing whether funding for them will be forthcoming. This is obviously a highly unsatisfactory situation with negative effects on HT research. A scholar who has an abstract accepted at a prestigious international conference should be able to rely on his/her university to provide the funds enabling him/her to go there as a matter of course. In practice, however, JFHT scholars often end up paying some of the cost of such trips out of their own pockets.

To sum up, the cost of internationalization, however interpreted, is too often a concealed erosion of that already scarce resource, staff time for research. In future, the JFHT and their Departments need to think of ways in which that cost can be neutralized. At the very least, it should be openly acknowledged at all levels in the University that internationalization, however defined, comes at a price.

8.2 Visibility and societal impact

A preceding subsection has outlined ongoing efforts to raise the visibility of Lund HT research in the international domain by means of professionalizing scholarly publishing (see 7.1). However, HTRQ14 materials make it clear that these efforts have not yet had full effect. The ERE report for the Department of Archaeology and Ancient History, while full of recognition for the quality of the research done at the Department and making due reservations for the bluntness of bibliometric instruments, points out that other Scandinavian archaeologists have much higher 'cited by' figures on Google Scholar and Scopus than most of their Lund counterparts. A sentence from the report explains why this ERE was unable to award the grade 'excellent' to research at this Department, although his admiration for much of its scholarly work is apparent throughout: 'Even taking the various problems in the figures into account, many of the citation figures are too low for the Department, Joint Faculties and University to be able to claim a global impact' [177].[21]

21 The instructions for EREs (see Appendix) state that for the highest grade, 'Excellent' (5), to be awarded, the relevant research would have to be known and respected wherever the subject was studied.

Other ERE reports, notably the one on languages and linguistics at SOL, observe that HT scholars in some fields have done research that deserves a wider audience. Books should be translated, and researchers ought to publish articles in English in peer-reviewed international journals to a greater extent than they do.

As is clear from earlier sections, the JFHT are committed to helping their researchers achieve higher global visibility – among other things, the JFHT research budget contains a sum for the language-editing of articles in English – but other measures should also be contemplated. One possibility might be to give HT scholars with high international profiles tutorial responsibility for helping less experienced colleagues to raise their game, both in the field of publication and at conferences. A good deal of unpaid work along these lines is already going on; but a systematic approach entailing the setting of targets, payment (in 'hours') to the tutor and regular follow-ups might achieve more tangible results.

Another resource which could be better utilized is the expertise of members of the HT administrative staff. The comparative neglect of HT librarians' skills has been mentioned (see subsection 7.2 above), and there is no doubt that they would enable HT researchers to increase their citations if given a chance to do so. Another staff category is in a similar predicament. Both at faculty and department level, the JFHT employs press officers (*kommunikatörer*) of whose able pens, enthusiasm and ingenuity individual HT researchers are insufficiently aware. Similarly, our eminent IT unit has a great talent potential that is not being used to the full when it comes to making Lund HT research more visible, locally, nationally and internationally. The extent to which these employees are able to reach out to scholars is limited: it is incumbent on those who have a tale to tell to contact the professional tellers and enlist their aid. That this does not happen as a matter of course is mainly due – again – to lack of time. But while it might seem like one more chore, the aggregated effect of a general and sustained commitment to supplying our media experts with interesting information from HT research would be considerable.[22]

Working systematically on letting the outside world know what happens at the JFHT in Lund would increase our visibility in the context of 'third-task activity', that is, communicating our research findings and expertise to the surrounding society. HTRQ14 materials from all quarters contain plenty of praise for the ability of HT staff to reach out to the public outside the academy, for instance in articles and interviews in the popular press, radio and television appearances and lectures in local libraries, schools and parish centres. There is a problem here, however, and that is that Swedish governments demand such efforts from academic staff without paying them for it. True, a good-sized article in a broadsheet will usually entail a respectable fee; but a television appearance

22 Even now, the local university newsletter *Lunds universitet meddelar* (*LUM*) gives much scope to the JFHT, including articles written by JFHT *kommunikatörer*.

may take days out of a scholar's research time while work accumulates on the desk at home and the television company pays for the trip to the studio (and any overnight accommodation) but nothing else. No wonder some of the leading HT scholars have decided that third-task efforts must be rewarded in some way – if only in the form of explicit recognition from the LU leadership to their Department and Faculty – before they will sacrifice precious research hours for such activities. Departments and Faculties need to think of ways in which staff can be encouraged to do (even) more outreach work and be compensated for it. This is all the more desirable as research in the Humanities and Theology, and in the Social Sciences with which the HT disciplines are joined together in various contexts (such as the EU Horizon 2020), is constantly 'relevant' to society, at all levels and in every way.

The University, as well as the Ministry of Education and Research in Stockholm, also wishes to see more collaboration between the academy and business and/or public bodies, from local administrations to multinational business companies. This is the sphere usually referred to as the 'third stream' in the UK, entailing financial commitments on both sides and usually an element of innovation. A good example from the JFHT is the cooperation between the Department of Arts and Cultural Sciences and the regional health and transport organization, 'Region Skåne'. LU runs costly operations whose job it is to facilitate such collaboration, and one such unit, LUIS,[23] has signalled a desire to work together with the JFHT.

Naturally enough, Swedish is the language in which most such cooperative schemes are enacted, and HTRQ14 reports are emphatic in their recommendations that the necessary internationalization of publishing should not happen at the expense of communicating with Swedish society, in a wide sense, in the national language. It would be fatal to the legitimacy of the Humanities and Theology in the eyes of Swedish taxpayers, who foot the bill for virtually all HT activities, if they fail to explain what they are doing and why it is important in a manner which these financers understand. It is a challenge to JFHT research to communicate its findings locally and nationally in Swedish while gaining more ground in international research contexts by way of the English language; but it helps to realize that these aims are by no means contradictory.

An embarrassing flaw in JFHT visibility revealed during the HTRQ14 exercise is that not all web-borne information on HT research is available in English. Efforts were made to extend and update it in the first few years after RQ08, which was rightly scathing about the state of the information available online (this was a weakness seen all over the University). Among other things, the JFHT provided extra resources for the translation of individual researchers' webpages, and Heads of Department pushed through ambitious extensions of subject presentations. But more must obviously be done in this regard, and

23 The Lund University Innovation Systems.

quickly. At the very least, all Departments must have websites with English translations before the end of the current academic year.

Some ERE reports also highlight the problem of neglected websites/webpages which make the current state of a project, or of an individual scholar's research, difficult to assess. Keeping online information updated is an essential task, and both Faculties and Departments need to ensure that this happens.

8.3 Interdisciplinarity

Lund University in the twenty-first century is a university dedicated to interdisciplinary research. Even earlier LU leaderships and strategic plans have been adamant that the best opportunities for ground-breaking research are found in border regions between disciplines and faculties; and there is wide consensus all over the academy, in Sweden and abroad, that scholars must venture beyond the comfort zone that is the core of their respective discipline in order to be truly innovative. Providers of external funding at home and abroad are exponents of the same ideology. The HTRQ14 EREs and the JFHT SAB uphold it, too, in various ways and in no uncertain terms. Regardless of what an individual HT scholar might feel about this insistence on looking outside one's own well-established intradisciplinary field, the message is clear: resistance is futile.

In view of this emphatic consensus, it might seem surprising that interdisciplinarity has any discontents at all. Part of the closet resistance may simply be due to classic academic dragging of feet in the face of change, especially when changes are felt to be imposed from above. Such mulishness is bolstered by the perception that quite a lot of research work that is characterized as interdisciplinary is not in fact very good: too often the individual contributions are shallow and/or insufficiently integrated, scholars from different disciplines working alongside one another rather than together. Some of the resistance is due to the difficulty of getting truly interdisciplinary research effectively published and communicated. Publishers and journals tend to adhere to traditional fields, whereas new interdisciplinary periodicals and book series struggle to gain wide regular readerships; and a major publication in a recognized field of research usually confers more prestige on a researcher in the HT domain than participation in interdisciplinary work. In addition, HT components in big joint research projects across faculty boundaries are not always taken seriously by representatives of the other disciplines; there is a sense that a Humanities or Theology strand is an optional extra, rather than an organic and essential part of the entire undertaking. The HuMeNS group is an example of the opposite: Linguistics formed a vital part of the long-term investigation of language and the human brain from the very beginning, and a withdrawal of this discipline from the project would cause it to collapse immediately. That is the sort of interdisciplinary research that HT scholars should be part of.

The challenge is to formulate urgent questions which cannot be answered without access to the enormous funds of knowledge and the wide range of skills that HT scholars possess, and possess uniquely.[24] It is a challenge to which the Humanities and Theology must rise in order to have a share in the biggest research grants (both in Sweden and abroad), and in order to be seen to be indispensable to the solution of the major problems of our time. The HT disciplines need both the money and the recognition, and we need them now.

As OW points out, the last 70 years have seen a shift in prestige from the classic HT disciplines, such as Ancient History and Philosophy, first to the Social Sciences and then, over the last 20 years, to Technology and Medicine.[25] Such shifts occur all the time; and if the HT subjects wish to use that dynamics for their benefit, they should join the battle for public attention and punch where they feel their weight should be. For instance, active participation in EU's Horizon 2020, on all levels (including that of reviewer/referee), is urgently required.[26] Scholars who primarily regard themselves as custodians and developers of great traditions, and for whom erudition is the very core of their academic identity, should be encouraged to bring their learning to joint undertakings in the service of the public good.

The word 'encouraged' in the last sentence was chosen deliberately. The HTRQ14 materials, above all SEs and the Heads' statements, confirm the JFHT leadership's view that it would be inadvisable for Heads and Deans to try to steer research to certain areas. When subjects are so small that the replacing, or loss, of a single senior staff-member can alter the focus of a subject's research radically from one year to the next, it makes no sense to prescribe what that subject should be doing on a long-term basis. A psychological factor operates here, too. In order to get any research done at all in the harsh climate described above, scholars need the impetus of personal interest. What Faculties and Departments can do, however, is to engage in endeavours to make their staff aware of the opportunities open to those who are prepared to take their personal interests into new domains.

A major impediment to such endeavours is, again, lack of time. Just like the framing of a strong research-funding application, thinking outside the disciplinary box requires time to reflect and the mental energy to be intrigued by a problem outside one's comfort zone. If LU and Sweden want their HT scholars to take their expertise with them and join colleagues from other fields in pursuit of shared insights, they need to put their money where their mouths are

24 HTRQ14 materials pertaining to CTR mention the intriguing example of the single young Old Testament scholar whose expert knowledge of the preservation of ancient written materials was required, and paid for, by the Swedish authority charged with the storing of nuclear waste.

25 Professor Wischmeyer speaks about Germany, but the corresponding shifts are observable in Sweden.

26 LU's membership of LERU, which is doing sterling work to advance the Humanities and Social Sciences in Europe, is an important advantage in this context.

and increase the percentage of research in these scholars' employment. It is called 'comfort zone' for a reason.

8.4 Obligations and liberties

The previous subsection raised the question of what academic leaders can reasonably demand from their staff – people who are, after all, their colleagues – in terms of compliance with departmental and faculty aims. HTRQ14 has shown that much of what has been perceived as inadequate in the context of HT research could be at least partly remedied *in situ* with the aid of already existing resources. The question is how to persuade HT employees to make use of them.

The SAB has repeatedly proposed that the JFHT create a high-profile annual lecture to be given by a famous public figure, thereby raising the prestige of the HT Faculties in and outside the University. OW suggests public seminars with international star researchers. The first proposal has not been taken up owing to the difficulty of justifying the massive outlay of resources it would entail in a situation where budgets are under heavy strain at all levels. The second would be costly, too, but possible to consider in view of the direct stimulus to research that such arrangements might entail. There is, however, another factor that makes the JFHT leadership hesitant, namely the worry that HT staff simply would not show up. These fears are realistic: well-advertised public lectures by distinguished foreign scholars are usually poorly attended.

The same applies to arrangements informing staff and postgraduate students about applying for external research funding, getting published by respectable international journals and book publishers, raising one's citation levels and getting a job after the doctorate. These are matters of urgent importance, and the staff and student categories involved have everything to gain from making use of the support provided on the ground in Lund. But the fact is that only a small proportion of them do.

It might be worth while to conduct an inquiry into the reasons for this no-show pattern. When directly challenged, absentees usually blame pressures of work, and how great those pressures can be is amply demonstrated by HTRQ14. Some will say that they did not know about the relevant event, or that they could not attend for family reasons (public lectures are often scheduled in the late afternoon, in order to enable as many as possible to come to them).[27] But these are just anecdotal points.

The crucial issue is of course what to do about the problem. Making attendance at workshops and seminars aimed at increasing the research abilities of staff compulsory is not an option: applying coercion is not leadership. On the other

27 Departments usually have electronic newsletters, and every week sees a new issue of the HT Bulletin which contains all information on upcoming events appealingly presented (with frequent reminders).

hand, ‘competence development’ is a professional obligation. One possibility might be to prescribe a certain level of attendance, asking staff-members to fill in the research-promoting arrangements they attended in their annual electronic research report and taking it from there.

This is one of the issues that must be addressed during the ‘aftercare’ of HTRQ14, in a spirit of openness and recognition of the many and excellent skills that HT employees possess, not least among the technological and administrative staff categories.

9. What happens now? An agenda for the time after HTRQ14

As was pointed out above, HTRQ14 has been a costly exercise in terms of the time given to it by hard-pressed JFHT academics at different levels. If they are to feel that their efforts served a purpose, the exercise must lead to positive, and tangible, consequences. This section presents a battery of suggestions for the ‘aftercare’ of HTRQ14, grouped under headings borrowed from LU’s current Strategic Plan and derived from preceding sections.

First of all, however, here is a proposal for consideration by the Faculty Board: Towards the end of the new (from 2015 onward) JFHT leadership’s term of office, for instance in the early autumn of 2017, the JFHT might arrange a conference that would form a follow-up of HTRQ14. The HTRQ14 EREs would be asked to take part, as would other external advisers involved in HTRQ14. They would be invited to reflect on their experiences with the HTRQ14 exercise as well as to review subsequent developments. The latter job would be made possible by new self-evaluations and Heads’ statements (perhaps on a somewhat less ambitious scale than the ones that provided the basis for HTRQ14) and by satisfactorily presented, updated and translated online information. The conference would run for two or three days and contain both plenary sessions and parallel workshops. It would be a goal to work towards for the people on the ground in Lund, and it would give EREs an opportunity to see results from their endeavours and – belatedly – meet some of the people whose activities they scrutinized so carefully. In addition, such a conference would prepare the JFHT for the ‘RQ20’ exercise which will probably have begun to take shape at that point.

Professor Björkstrand, while agreeing that this could be a useful arrangement, proposes that an internal follow-up of some kind might be undertaken when the HTRQ14 volume is out and while its findings, for good and bad, are still fresh in people’s minds. The spring of 2015, when the new RC has started working, might be a suitable point in time for such a follow-up.

The following measures might be adopted in consequence of HTRQ14:

9.1 Cross-boundary collaboration

- Existing and recently concluded schemes of collaboration between disciplines, both within the JFHT and between JFHT subjects and disciplines at other faculties, are summarily presented on a particular HT webpage, serving as a constant source of inspiration.
- Departments arrange workshops where individual subjects and/or scholars identify dialogue partners in other HT Departments on the basis of HTRQ14.
- As soon as LUCRIS is operational, similar workshops are arranged with the aim of locating possible research partners in other faculties.
- In the course of 2015, a tenure-track research position (*biträdande lektorat*) with an interdisciplinary orientation is created, along the lines of the recruitment of a research fellow – now a permanent Senior Lecturer – in Digital Archaeology a couple of years ago.[28]
- Special attention is paid to the publishing of interdisciplinary work in the context of the planned extension of book publishing (see subsection 7.1).

9.2 Internationalization

- The possibility of inviting visiting professors and lecturers on a larger scale is investigated.
- A mutual-support and benchmarking scheme with a comparable European university is launched.[29]
- The JFHT conduct dialogues with the LU leadership about the possible ‘summoning’ of leading international researchers to chairs in HT subjects.
- The JFHT utilize their representation on the LU Research Committee to monitor developments as regards the Swedish Research Council top-researcher recruitment scheme, taking active part in recruitment proposals whenever possible.
- The JFHT pursue opportunities to join forces with other faculties and universities in Sweden in attempts to persuade the Swedish government to facilitate periods of residence abroad for researchers (see 8.1 above).

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28 The ERE report for Archaeology praises the ‘imaginative appointment, of value and reinvigorating for the Department as a whole’ of Dr Nicolò Dell’Unto – an appointment that also entailed a welcome element of internationalization. There is reason to build on this fortunate experience.

29 At the beginning of the HTRQ14 exercise, the possibility of a regular benchmarking operation with the University of Leiden, another LERU university with which Lund has a number of affinities, was mentioned, and there was interest in such a scheme in Leiden, too. Unfortunately temporal constraints made the operation impracticable at that point, but future collaboration of some sort between Leiden and Lund is an attractive prospect.

- Steps are taken to guarantee the availability of funds for prestigious conference participation, as well as for visits by high-profile foreign researchers which need to be planned a long time in advance (see 8.1).[30]
- Staff-members are compensated in some form for hosting extended visits by foreign scholars, especially when the host is a lecturer rather than a professor.
- The JFHT continue to develop their ongoing book-publishing activities, paying special attention to the desirability of helping excellent HT research in Swedish into the international domain.
- All information about HT research on JFHT websites is available in English by the end of the academic year 2014-2015.

9.3 Quality enhancement

- As a first priority, efforts to ensure unbroken time for research in term-time for all employees whose posts include research continue.
- In this respect as in others, the new 'Humtank' initiative is brought into attempts to persuade the Swedish Department of Education to increase faculty funding for HT research.[31]
- The availability of local expertise on external research funding (among others the LU Research Service) and research communication (among others the HT librarians and the JFHT IT unit) is made visible to all researchers, for instance within the framework of subject meetings where all members of staff are expected to attend.
- A 'Horizon 2020 group' with representatives from most or all Departments is created with the job of monitoring developments in Brussels, informing colleagues and reporting to the JFHT RC.
- The effects of existing measures aimed at helping HT scholars gain external funding, on departmental and faculty levels, are evaluated and further measures considered.

30 Special funds have been set aside to enable doctoral students to invite foreign researchers themselves, hosting the visits of luminaries delighted to have been chosen and looked after by students. A similar scheme might be set up for regular staff.

31 'Humtank' is a recently created think-tank where young Humanities scholars from all over Sweden work together to raise the profile of the Humanities subjects in the academy. In the course of a visit to the Ministry of Education and Research, Humtank representatives identified a lack of active lobbying at government level on the part of HT faculties. The organization seems well placed to remedy that lack and fully deserving of the resources invested in it by the JFHT, as well as by other Swedish Humanities faculties.

- Efforts are made to ensure that the LU leadership, including the Board of the University, is informed of the great gains that may be secured in HT research with very little extra money.[32]

9.4 Leader, teacher and employee excellence

- The link between good research and good teaching is emphasized, and staff-members are encouraged to view scholarly work as a duty to their students.
- Schemes are launched to ensure that staff-members – especially younger lecturers – who are exceptionally able teachers and/or administrators are not distanced from research in consequence of these abilities.
- Attempts to introduce an element of teaching in the posts of full-time postdoctoral researchers continue.[33]
- Special care is devoted to the recruitment of professors in small subjects with the aim of ensuring that such posts are filled quickly whenever a vacancy arises.[34]
- In recruitment processes, the greatest possible (in view of the regulations in national legislation) attention is given to leadership skills, especially in respect of the most senior posts.
- The possibility of a mentoring scheme of the kind outlined in subsection 8.2 above is looked into.
- Researchers are encouraged to make greater use of existing channels of research information, including the JFHT press officers and IT unit, and urged to keep websites and webpages updated.
- The no-show problem (see 8.4 above) is tackled in a constructive spirit, with the aim of ensuring that those top-class research-promoting arrangements that take place at the JFHT really benefit those for whom they are intended.

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32 A recent compilation of research priorities, delivered to the LU planning unit on its request, shows that the additional annual investment of SEK 20 million (approx. 2.3 million euros) in the HT Faculties would raise the number of doctoral students back to 25; enable the JFHT to recruit two younger scholars with an interdisciplinary orientation on tenure-track research posts (as outlined in the last item of 9.1 above); launch a scheme to give extra research time to exceptionally able younger lecturers who might otherwise be 'locked into' teaching and administration; appoint new senior scholars in subjects in great need of research reinforcements at a high level; secure long-term funding for the year-to-year running of the promising Centre for Scandinavian Studies; raise the budget allocation to the Humanities Laboratory to guarantee continued investment in state-of-the-art equipment; and ensure that the historical archives of the JFHT become available to more scholars and are better able to function as a dynamic force in HT research.

33 Such attempts have been made in the form of suggestions to union representatives that a form of junior fellowship might be created where a teaching component would be included. These suggestions have been rejected, the relevant union not wishing to assist in the creation of any non-permanent type of position.

34 HTRQ14 has demonstrated how dangerous the long-term absence of a research leader is for any subject, and small subjects are especially vulnerable.

- HT employees are encouraged to learn how their institutions work in order to evolve realistic expectations and an understanding of academic decision-making and authority.[35]
- Research achievements are celebrated to an even greater extent than they are at present.[36]
- The third-task problem complex (see 8.2) is thoroughly investigated and suitable measures adopted.[37]
- The aim of increasing interaction with society is pursued, among other things in collaboration with LUIS (see 8.2).

In respect of this list of possible measures, Professor Björkstrand warns that some might find it too extensive: 'there is a risk that the compilation will be seen to be so comprehensive that persons in positions of responsibility do not know where to start and which measures they hold particular responsibility for' (GB). The risk might be circumvented, he suggests, by assigning priorities among the proposed measures and/or by grouping them, so that it is immediately clear who is in charge of which activity. Such a structuring might then form part of the basis for a follow-up conference in 2017.

35 OW (my translation from German): 'Researchers usually do not understand the institution at which they do their research, often experiencing it as an adversary who obstructs their research work. The truth is that it is the university that makes their research possible; but the university also has hundreds of other scholars to support.' That this applies across the board, even among senior employees, is implied by the following 'weakness' stated in the SWOT section of the Linguistics SE, an SE that was rightly praised as exemplary by the ERE for languages: 'Lack of insight into/control over how SOL-central and HT-research funds are used'.

36 The HT Bulletin reports on prizes, awards and so on, and new books by JFHT scholars are displayed at their departments and in relevant libraries. Researchers who gain external grants are officially congratulated and present their projects at an annual 'Grand Project Slam'. There is room for additional celebratory measures, however. The JFHT could, for instance, create some awards of their own, perhaps with the aid of donations.

37 In this connection there is reason to mention the annual showcase of HT research, the Humanities and Theology Open Days ('HT-dagarna'). This is a handsome case of 'third-task' idealism in the course of which a number of HT scholars, from doctoral students to professors, adapt their scholarship to an annual theme. Audiences are extremely varied, from secondary-school pupils to senior citizens. The HT Days are very popular; in 2014 there was standing-room only for much of the time. Some lectures are subsequently shown on a national educational television channel. Another major effort that should be mentioned is the participation of the JFHT in the huge annual Gothenburg Book Fair, where HT scholars and administrators from Lund create good will for the entire University by means of clever, effective and well-attended presentations.

10. Concluding remarks

This final section is concerned with the HTRQ14 exercise itself, viewed on the verge of its conclusion and with a glance ahead at the putative 'RQ20'.

As the introduction pointed out, the lack of a comparative context was a disadvantage with HTRQ14 in that there are no grounds for arguing that HT research in Lund is doing better or worse than any comparable operation, in Lund, in Sweden or abroad. That is not to say that comparative dimensions did not play a part, though. Above all, of course, RQ08 supplied a basis for comparisons between the situation six years ago and the present; but it was also notable that EREs pointed to good examples from other HT departments in the Nordic countries when suggesting where improvements could be made.

Comparisons with the situation at the time of RQ08 tend to show decreasing quantities: while some subjects go against the trend by displaying healthy growth, many have fewer researchers today, and nearly all evince a drop – occasionally a drastic one – in the number of doctoral students. Indeed, some subjects no longer run their own postgraduate education, and others have not recruited a new doctoral student for years. Here comparable Swedish universities unhampered by having to pay for Big Science plants like MAX IV and ESS seem, by and large, to be doing better; we shall know more about that when the projected national evaluation of postgraduate education entrusted to the Swedish Research Council presents its results in a few years. At this time, it is enough to conclude that no further reductions in the number of doctoral students can be contemplated, and that a rise in that number must be high on the agenda for the next JFHT leadership.

With regard to quality, however, the picture is a brighter one. All HTRQ14 materials indicate a professionalization of research. Both the individual scholars and their leaders at departmental and faculty level are aware of the professional obligation of HT researchers to conduct research at a qualitative level that matches their potential, develop their scholarly competence by keeping abreast of global developments in their disciplines, engage in national and international research networks and communicate their research through appropriate channels. Where their performance falls short of these requirements, it is not because researchers are not aware of them or unable to discharge them: the main culprit is lack of time.

The professionalization of research is likely to be a reason for the equanimity with which subject representatives and Heads of Department discharged their duties in connection with HTRQ14. Anyone who remembered RQ08 might have expected complaints; but today's HT staff appear to be aware that continual evaluations are a natural part of the modern academy, and that people who are paid to do a thing must be prepared to account for the way the money was spent.

The entire HTRQ14 procedure took place in a climate of constructive cooperation. Contacts between Lund and EREs were pleasant, and the time plan agreed with them held up. When asked what they thought about the guidelines supplied by the RC, EREs expressed unqualified approval. Even so, it is interesting to observe how different their reports are despite this extensive and detailed set of instructions. Asked whether she regarded these differences as a defect on the part of HTRQ14, Professor Wischmeyer replied that she found all reports valuable, and that the fact that individual EREs had worked in dissimilar ways did not detract from the usefulness of their efforts.[38] Like all EREs who commented on their relations with Lund, she stated that communications during the process functioned very well. Professor Björkstrand seconds that opinion in the concluding paragraph of GB:

> [I]n my capacity of assessor, I wish to state that co-operation with the persons in charge of the evaluation, both at the faculty level and at CTR, went smoothly in all respects. Information about the design of the exercise was good, questions were swiftly answered, the scale of assessment was well chosen, and even sensitive questions could be dealt with in a frank and unprejudiced manner. It was thus a demanding but rewarding process to take part in.

With hindsight, it would have been advisable to have arranged for the SAB to visit Lund in early 2014, though an attempt at direct communication was made by way of an Adobe Connect conference to coincide with the RC meeting in January; unfortunately technology was not on our side. A day or two of discussions about the remit of the SAB at that point would have clarified the situation regarding the 'roof' of HTRQ14 and prevented the delay caused by the change of plans in that respect (see section 3 above; publication of this volume was originally scheduled for June 2014). However, the change did not derail the exercise, mainly thanks to the extra efforts of Professors Wischmeyer and Björkstrand.

Generally speaking, the lack of site visits turned out to be a drawback, and here is a lesson to be learnt for the future: the best technology in the world (even when it works) cannot replace personal encounters. This is worth bearing in mind at a time when virtual meetings are taking over, not least in evaluation contexts.[39] Such meetings entail focused discussion during a limited period of time, but they say little or nothing about the academic environment and about the ways in which the people in it communicate with one another. Besides, more essential information may be gained over a cup of coffee during a break than in a long formal meeting. True, an element of personal acquaintance may – as one ERE pointed out – affect an assessor's judgment to some extent, and this ERE

38 OW: 'The variety is due to the individual research profiles of the EREs. I don't think that there should be more conformity among the reports. The reports did not fall below standards.'

39 Recent nation-wide evaluations of Bachelor and Master education used Adobe Connect instead of site visits, and similar arrangements are anticipated for the imminent evaluation of postgraduate studies in Sweden.

was glad not to have had to travel to Lund, having found the job quite time-consuming enough as it was. But his was a minority view.

While there is no hard evidence either way, my impression is that it was a good idea to send actual publications to EREs by snail-mail, rather than direct EREs to electronically published matter. Especially EREs who had several disciplines to report on seemed to find publications easier to scrutinize when they came in packages of printed matter and could be handled as convenient, without requiring a computer and a screen. And then, of course, some of the finest HT research is only available in printed form.

Before 'RQ20', all information on HT websites must be clear, complete, updated and available in English. Also, Departments must be ready to provide lists of all staff, complete with their functions, percentages of employment and percentages of research. In some cases EREs had to spend time trying to put together the relevant data themselves, which was unnecessarily time-consuming as well as frustrating for them.[40] In addition, Professor Björkstrand observes that HTRQ14 should have been preceded by a summary presentation, comprising the entire JFHT, of external grants from the major providers throughout the evaluation period (GB: 'Such a compilation would have made it possible to discern how well the JFHT have been doing [in this respect] in relation to other comparable Swedish universities'). A summary of that kind should certainly form part of preparations before 'RQ2020'.

A member of the RC drew attention to an imbalance in HTRQ14 which should be prevented in the next research evaluation: while RQ08 painted big pictures and said little about single subjects, HTRQ14 is subject-orientated to an extent which sometimes obscures the existence of more comprehensive milieus. This is a natural consequence of the guidelines to EREs, with their emphasis on the evaluation of individual disciplines; but 'RQ20' should bring out research environments in which scholars from different subjects address the same questions together. It is possible that some of the criticism from EREs as regards insufficient collaboration between subjects is due to their having been asked to focus too much on individual disciplines. If so, that is a flaw for which the RC must take responsibility.

HTRQ14 may well turn out to be a one-off; the trend in Sweden at this time seems to be in the direction of nation-wide, peer-review-based research evaluations. Conducting our own evaluation has been an immensely instructive experience for those of us who work with HT research in Lund, and both OW and GB assert that HTRQ14 demonstrates the great value of an exercise of this kind. The absence of evaluation criteria that would not work in a Humanities and Theology context has been a boon in itself, and we were able to ask for assessments that would be of concrete assistance to us in our endeavour to keep

40 However, those who took their troubles to Heads of Department were satisfied with the help they received.

enhancing the quality of research at the JFHT. HTRQ14 has helped us work out an agenda for continued efforts to ensure that HT scholars are able to do their very best with the resources available to them. In addition, it has suggested how those resources could be more efficiently utilized and inspired a purposeful determination to augment them. It has identified the objects in the 'treasure chest' and ensured that anyone who looks at them can understand their character and their worth. Above all, the exercise has shown how admirably hundreds of HT scholars at all levels cope with their various difficulties and produce research which is a credit to their university, their faculty and their department as well as to themselves.

PART II

Reports by External Research Examiners

Gustav Björkstrand

An evaluation of Theology and Religious Studies

(Old Testament Studies, New Testament Studies, Church History, Global Christianity, Systematic Theology, Ethics, Practical Theology, Theology of Religions)

The Centre for Theology and Religious Studies (CTR) currently has 14 research subjects, i.e. subjects that are included in the specification of a research position. The external evaluation is conducted by two persons, supplemented by a member of the Humanities and Theology Scientific Advisory Board who has written a report on CTR as a whole. My responsibility has focused on the following subjects: Old Testament Studies, New Testament Studies, Church History, Global Christianity (*missionsvetenskap med ekumenik*), Systematic Theology, Ethics, Practical Theology and Theology of Religions. All these subjects, with the exception of Ethics, are supervised by one or two professors. Theology of Religions falls under Global Christianity, as it is not currently a postgraduate-education subject in its own right. In terms of third-cycle studies, Ethics has been grouped with Philosophy of Religion.

It is somewhat problematic to clearly define the limits between the various subjects and how they relate to each another, something that is also mentioned in the report from the Head of Department. The administrative picture is further complicated by the fact that the Department has four subject councils (history of religions/religious behavioural science, biblical studies, church and mission studies and studies in faith and worldviews). These have been established to meet the needs of the first and second-cycle programmes, but may become involved in third-cycle matters from time to time. There may be cause for CTR to review the administration, in order to clarify the organisation of third-cycle studies and research for researchers and prospective third-cycle students, not least those from other countries.

The guidelines for external evaluators specify that the subjects are to be evaluated separately, which is the starting-point of this evaluation; however, special consideration in this case is given to that inter-subject cooperation which crosses over traditional subject and faculty boundaries.

The research situation in relation to earlier evaluations

In the last evaluation, RQ08, it was noted that it was being conducted at a difficult time for the Centre, owing to the transition to the Bologna system, the reorganisation from an older, leading faculty to a centre, and an unstable financial situation. The situation has not improved for CTR as a whole during the period now in question, 2008–2013. This can be seen, for example, in the rapid changes in the personnel structure. Whilst RQ08 estimated that each subject had at least one professor, and that the total number of professors was 15, there are now 11 professors. Several subjects are now supervised by senior lecturers, one of whom is currently being assessed for promotion to professor. It is only natural that this rather dramatic reduction in the number of professors is reflected in the research activities, since senior lecturers have less of an obligation to conduct research. It is evidently less than satisfactory that, because of the strained financial situation, it is unclear what will happen to a professorship or research position when someone retires or moves, although CTR has set a good example in committing itself to a long-term plan for its staff requirements over a period of three years.

Extent of the research

In the period 2002–2007, research contributions amounted to 17 books (3 per year on average), 53 original articles in refereed journals (8.8 per year), 125 published book chapters (approximately 21 per year) and 26 edited volumes (4.3 per year). The number of doctoral theses was 66 (11 per year). The total number of academic publications was 228 (38 per year). On average, each professor and researcher published approximately one article or book chapter per year, and one book per ten years. According to the RQ08 evaluation, these numbers were satisfactory, but less than impressive.

The corresponding numbers for the period 2008–2013 (considering that the data for the latter part of 2013 are not yet available) for the whole of CTR are as follows, according to LUP. The number of books now amounts to 39 (6.5 per year), which is more than double the number in RQ08. The number of published book chapters is 275 (46 per year), which is also more than double. The number of articles amounts to 250; however, this also includes articles that belong within what is referred to as the University's 'third task' (*tredje uppgiften*), the communication of research to the world outside academe, for instance in popular lectures and the media. The increased focus on articles, in contrast to chapters in books, which was recommended in RQ08 has been realised. The edited volumes amount to 50, which is also more than twice as many. The number of doctoral theses, on the other hand, has been reduced by half, compared to the last period, i.e., to 32 (a little more than 5 per year). The explanation for this in many ways remarkable increase during the period in question can probably be found in a more deliberate focus on publication, as well as in the fact that researchers now report their endeavours more systematically. The conclusion is that there has been a great increase in the volume of research, which must be considered impressive, even if the output of retired professors and senior lecturers is now to some extent included in the figures. Doctors who have left the University but who are not connected to any other university have been given the opportunity to report their publications to Lund University.

The language of the publications

When it comes to the language used in the publications, it was found in RQ08 that around half of the articles and chapters were written in English or German. 11 out of 17 books were written in Swedish, which the evaluators considered to be too large a proportion. Publication practices have also changed in this respect. Out of 39 books, 16 were written in languages other than Swedish, primarily in English. Books in other languages have mostly been published by internationally respected publishers (Cambridge, Harvard, Oxford, Brill, de Gruyter, Ashgate, etc.) and in international academic journals. Out of the doctoral theses, half were published in Swedish and half in other languages. With very few exceptions, they have been published by publishers related to Lund University. For the articles, the conclusion still is that half of them have been written in Swedish and half in another language, primarily English. However, there is a clear tendency in the period 2008–2010 to publish more in Swedish, while more works have been published in English in 2011–2013. The corresponding tendency is even clearer when it comes to published book chapters. During the period 2011–2013, 69 % of book chapters were published in English or a language other than Swedish. It is clear that academic publication is generally shifting from Swedish to English, which results in a significantly higher international impact. However, there are clear differences between subjects, as will become obvious when the subjects are evaluated separately.

Publication strategies

Doctoral theses are generally published in the University's own publication series, which makes the process quicker than the alternative of using a major international publisher. On the other hand, this means that the theses do not reach the international research community to a sufficiently high degree. There is cause to give particular consideration to the publication strategy in respect of those theses that are of international interest.

There is a great variation between subjects, in terms of publication strategy, in the subjects that I have evaluated. In the exegetic subjects, publications are mainly in English in respected journals and publication series. Within Church History, publication is in English or German when it concerns the Middle Ages and international, more contemporary subjects, whilst Swedish is the preferred language when it comes to Swedish and Nordic Church History. This subject has not established a special language strategy for its publication activities. The division is natural, although it is important to make Church History research on the Nordic countries known to a wider, more international audience, too. Within Global Christianity, English is the predominant language both when it comes to monographs and articles while the book chapters are mainly written in Swedish and Finnish, depending on the topic and on the researchers' previous activity. Within Systematic Theology, publication in Swedish outweighs that in English, even though one English-language monograph has also been circulated in other languages. Both monographs in Theology of Religions were published in Swedish, which is somewhat surprising considering the stationing in Jerusalem and the nature of the subject. On the other hand, the majority of articles have been written in English and published by prominent publishers. The researchers in Practical Theology mainly publish in Swedish when it comes to the one doctoral thesis, the results of the Dalby project and the articles. The exception is the project of translating the Revelations of St. Birgitta into English. A clearly formulated publication strategy for all of CTR could, in the future, guide researchers within the various subjects so that they are able to decide which language and publication forum is preferable, as far as subject and contents are concerned. The production of new knowledge should of course reach all those who would benefit from the results.

Cross-disciplinary activities

Emphasis is put on cross-disciplinary activities as a central objective in the strategic plans of the university as well as of the Joint Faculties of Humanities and Theology. All the subjects within CTR have extensive cooperation with corresponding subjects in other Nordic countries, in the form of joint research seminars, conferences and supervisory assignments. This kind of cooperation can be developed further, not least with regard to smaller subjects with limited resources. Several third-cycle subjects have formal agreements regarding graduate schools with other universities, as well as with Nordic universities outside Sweden. Cross-disciplinary seminars are financed partly through special CTR funding and partly through donations.

When it comes to cross-disciplinary cooperation with other subjects, including subjects belonging to other faculties, the exegetic subjects collaborate with Linguistics, Comparative and Swedish Literature, Legal History and History. The subject Church History collaborates with History, Comparative and Swedish Literature and Legal History. History of Religions and Islamic Studies are in contact with Philosophy of Religion, Old and New Testament Studies and Church History. Global Christianity and Theology of Religions require cooperation with History of Religions and Islamic Studies, but also with Social Sciences. Ethics has close relationships with, among others, Philosophy, Medical Ethics, Research Ethics and Gender Studies.

The general impression when evaluating these connections is that it is more a matter of an expression of will than a matter of actual cooperation. There ought to be great opportunities to develop cross-faculty cooperation, not only on an individual level but also in the form of joint projects through which it would be possible to seek answers to questions and problems of a cross-disciplinary nature. This is often a precondition for receiving a sizeable amount of external funding. Expertise in Theology/Religious Studies may be required in the most unexpected contexts, as is shown by the example from Old Testament Studies, where a researcher was contracted by the Swedish Nuclear Fuel and Waste Management Co. to write articles about how texts can be preserved over millennia.

External funding

CTR has taken a number of measures to be awarded a greater amount of external research funding. The availability of possible research grants for CTR has been inventoried, an extensive list has been drawn up, strategies have been developed for applying for external funding for major projects and lecturers have been offered a special quota of working hours for the writing of applications. In this strained economy, measures of this kind are essential.

CTR currently has two professorships that are financed entirely through external funding – Global Christianity and Theology of Religions. Major project financing has been received for Church History from Riksbankens Jubileumsfond (the Bank of Sweden Tercentenary Foundation) for a seven-year research project on ‘Early Monasticism and Classical Paideia’. Church History also has another externally financed, long-term research project on the Chapter of Lund. Within New Testament Studies, two researchers have been granted two-year funding from the Swedish Research Council for their projects. Global Christianity has received external funding from the Swedish Research Council for its project on healing, prosperity theology and ritual action in African Pentecostal Churches. Several subjects, Theology of Religions among them, have received external funding for conferences and seminars. On the other hand, Old Testament Studies, Systematic Theology, Ethics and Practical Theology do not report any particular external funding, which is clearly unsatisfactory. Considering CTR's strained financial situation, it ought to be a matter of urgency to more actively apply for external funding for major cross-disciplinary projects, even though this has to be done in the light of increasingly tough competition. One example of such cross-disciplinary activity is provided by the Faculty of Theology at the University of Helsinki, which was awarded two out of three Centres of Excellence within Humanities, Social Sciences and Theology by the Academy of Finland for the coming years. The explanation for this was, in addition to the quality of the applications, that they were cross-disciplinary in a surprisingly extensive manner ('Changes in Sacred Texts and Traditions' and 'Reason and Religious Recognition').

Public thesis defences

When it comes to the average age of the persons defending a doctoral thesis, it was found to be too high in the RQ08 evaluation (44.5). The number of persons defending a doctoral thesis in the period 2008–2013 was 32, which is nearly half the number for the previous period. The average age in this period was somewhat higher, at 47, but this high number was mainly due to 5 persons being between 63 and 70 years old. The number of doctors between the ages of 30–40 was 22, i.e., 2/3. The youngest doctor was 30 years old at the time of the viva. There is still cause to pay attention to the age of graduating doctoral students, so that the transition into a research career can happen sooner and so that doctoral theses are completed in a shorter period of time. Out of the theses, 17 were written in Swedish and 15 in English; this should be compared to the corresponding numbers for RQ08, where the number of theses in Swedish was 21 out of 66. The increasing internationalisation of publication in general is not in evidence when it comes to doctoral theses.

The public defences were distributed over all the CTR subjects with the following ranking:

History of Religions	9
Church History	5
History of Religions specialising in Islamic Studies	3
Sociology of Religion	3
Philosophy of Religion	2
Global Christianity	2

Ethics	2
Systematic Theology, Psychology of Religion, Migration Studies, Practical Theology, Islamic Studies, Old Testament Studies	1

Out of all the subjects, New Testament Studies was the only one in which no-one defended a doctoral thesis. The subject that produced the most doctoral theses was History of Religions, which is even more emphasised if one also considers the number of theses with a focus on Islamic Studies. The largest negative change can be seen within the exegetic subjects, which decreased by as many as 10 theses, and Practical Theology, which saw a reduction by 7. Systematic Theology has also registered a clear reduction (from 5 to 1). Church History produces as many doctors as in the previous period (5). It is important to carry out an in-depth analysis of why this reduction in the number of theses was so great.

Gender distribution

It is clear that the more advanced the position at CTR, the higher the proportion of men to women. Among the professors, nine are men and two are women, which means that the percentage of women professors is 18 %. Among the other researchers within the subjects I evaluated there are 14 men and 4 women (22 %). Among the doctoral students who have obtained PhDs, for all of CTR over this period, there were 18 men and 14 women (44 %), which is more than in RQ08 (33 %). The development is going in the right direction towards greater gender equality among research staff; but it is too slow, and continued measures are consequently needed.

Potential and future prospects

Most subjects within Theology and Religious Studies have already reached a strong international position within their respective fields. It is however evident that the deficiencies in basic funding are a serious problem for future development. If professorships cannot be filled promptly after becoming vacant, in open international competition, then even the prominent subjects risk stagnation and recession. Appointing 50 % or 75 % lecturers or research positions is no solution in the long run, as the outcome is often that the best applicants do not accept the position because of the low salary. Investments to develop larger and more competitive cross-disciplinary projects must continue, both in terms of funding of the activities and in order to create visibility for those activities in the academic community. The future of CTR also depends on higher-education policy and political decisions at a national level. The fact that Theology/Religious Studies have been approved as a subject at a large number of universities and higher-education institutions cannot but negatively affect the quality and scope of research and third-cycle studies at the country's leading theological faculties in Uppsala and Lund.

The relationship between research and teaching

According to the Head of Department, it is difficult for professors and lecturers to safeguard the research time that is included in their positions, owing to administrative assignments. It would be important to allocate resources for substitutes for those who take on such assignments, so that the subject does not suffer. In particular, lecturers lack continuous research time because of their extensive teaching responsibilities. The possibility that was previously available to professors to apply for a research semester has now been removed and, according to the Head of Department, it is not financially possible to reinstate it. When it comes to those researchers who are able to conduct full-time research, they should be allowed to maintain some contact with teaching and be afforded opportunities for pedagogical training. Pedagogical ability is important in relation to 'third-task' activities as well. Teaching assignments could, in addition, unburden the lecturers and allow them more time to conduct their own research. Generally speaking there is cause, as in RQ08, to ask whether the researchers' teaching responsibility is still too great, which without doubt has negative consequences for their research. The students should be able to acquire necessary knowledge on their own, via literature and online, to a greater extent.

Social impact

In his self-evaluation, the Head of Department correctly points out that it is not always possible to expect any immediate research results in the form of visible social effects where Theology and Religious Studies are concerned. However, this does not mean that the important task of disseminating information to society (the 'third task') can be neglected.

It is evident that attention is paid within all subjects to third-task activities; by participating in conferences and meetings, by publishing popular-science articles in newspapers and magazines and by taking part in radio and television shows. The significant increase in the number of articles produced within CTR is tangible proof of this. However, there is a great difference between the different subjects. For the senior lecturer in Ethics, 25 % of her working hours have been set aside for third-task activities, which is important in view of society's current interest in ethical matters. In consideration of future evaluations, it is important to ask the subjects to account for their contributions to the third-task activities of the University in a more concrete way. Some subjects do this but others settle for more general statements, from which it is not possible to discern the scope and nature of these endeavours.

Evaluation of the subjects

When the work of evaluation of Theology and Religious Studies was subdivided, the undersigned was given responsibility for the subjects Old Testament Studies, New Testament Studies, Church History, Systematic Theology, Ethics, Practical Theology, Global Christianity and Theology of Religions.

Old Testament Studies (OTS)

In RQ08, the biblical exegetic subjects were evaluated as 'very good/excellent', and it was noted that these published in highly ranked journals. Since two professors have left OTS and the current professor is also Dean of Postgraduate Studies at the faculty level, the research situation has changed drastically. In addition to the professor with an allocated research time of less than 20 %, the subject has a lecturer doing 20 % research and a researcher whose position includes 50 % research. The subject has two doctoral students. In 2013, the subject only has time allocated to research of a total of 85 % up until September, and 35 % thereafter. The fact that a previously successful subject now has such radically reduced research opportunities does not only affect the current situation but will also have future consequences, in particular if there is poor regeneration. During the period 2008–2013, the subject produced one doctoral thesis in the University publication series and at least three articles in other respected series. The subject has a close cooperation with the corresponding departments in Copenhagen and Uppsala, and it actively participates in the international network OTSEM, which includes 16 different departments in Northern Europe, including Göttingen and Oxford. The subject has four research projects listed at CTR on the conceptualisations of God in the Book of Hosea and the Book of Psalms; on Leviticus and its purity laws; and on Indo-European people in the world of the Old Testament. The research quality is still at a high level (*very good*, 4) but the quantity is modest (*good*, 3) as a result of the small resources. If there is no increase in the subject's resources, there is a risk that the activities will stagnate further.

New Testament Studies (NTS)

New Testament Studies has the following resources: one professor (100 %), one senior lecturer (75 %), one researcher with a permanent position (100 %), one researcher with a temporary position (100 %), and between 2008 and 2010 there was also a post-doctoral position. The number of doctoral students is seven, and in addition there are four part-time doctoral students. The subject has been given a significant amount of additional funding from the Swedish Research Council and Riksbankens Jubileumsfond. The publication activity has been very high, with more than 10 books, most of which have been published by leading international publishers, along with some sixty articles published or accepted almost exclusively in prominent international journals. In addition, there has been a large number of reviews. Since the 1960s, the researchers in this subject have stood out with their research on the development of tradition from Jesus to the gospels, and their focus on the role of eye witnesses and the importance of social and collective memory for the process has earned them international recognition. Another central area of research is Paul and the Pauline Letters, which illustrates Paul's Jewish identity and problematises anachronistic Christian interpretations of his writings. A third research area concerns the historical figure of Jesus and the influence of Stoicism on the early Christian movement. The international focus, with publications being mainly in English, the active participation in international conferences, the significant amount of external funding and the extensive third-cycle programme indicate a very active and dynamic research environment. However, it is a problem that not a single doctor has been produced during this period, a fact that must be viewed against the background of the complicated resource situation at the start of the period. The number of active doctoral students has since increased, and is expected to yield tangible results in 2014. The research must however be deemed to be *very good* (4) in terms of both quality and scope.

Church History

In the RQ08 evaluation, Church History was considered to be the 'most outstanding field' within CTR. The subject is currently represented by two professors, one researcher employed through funding from RQ08, three researchers, one project employee and a few fixed-term researchers employed within a seven-year project funded by Riksbankens Jubileumsfond, 'Early Monasticism and Classical Paideia', which was initiated in 2009. The subject has six doctoral students, five of whom have full-time employment and one of whom works part-time. Within this subject, there is also an externally financed research programme on the Chapter of Lund, and the department participates in the Nordic master's programme 'Religious Roots of Europe'. One professor has been in charge of volume 3, *Piety and Modernity*, of the publication *Dynamics of Religious Reform in Northern Europe 1780-1920*, a project headed by Lampeter/Utrecht (Leuven University Press). Nordisk Forskarutbildningsakademi (NorFA) and the Nordic Council of Ministers have granted external funding for Nordic cooperation.

Over the period, five doctoral students have defended their theses. The research activities and publishing have been lively and of a high quality, as can be seen, for example, in the biography on Queen Victoria, which was awarded a prize by the Swedish Academy. *Kyrkohistorisk Årsskrift*, the Swedish Church History yearbook, is edited in Lund. The research spans the whole Church History subject area, with prominent research environments in respect of the early history of the Church, the Middle Ages and Swedish and European Church History in modern times. Among the ten or more publications edited by the representatives of this subject is the title *Early Monasticism and Classical Paideia*, published by Brill, which includes several articles by the researchers in this subject. The extensive publishing has focused more on chapters in books than on articles. A strikingly large number of articles and chapters have been published in English and German journals (*Reallexikon für Antike und Christentum, Oxford Handbook of Late Antiquity and Studia Patristica*), and by highly respected publishers (Cambridge, Oxford, Leuven, Brill, de Gruyter, LIT). Research within the subject Church History is still at a very high level internationally, and must therefore still be considered *excellent* (5).

Systematic Theology

The staff situation within Systematic Theology has changed drastically since the last evaluation. While in 2007 the subject had two professors and one senior lecturer, one of the professors left Lund in 2008 and the other has reduced his working hours by 50 %. The senior lecturer retired in 2011, and the subject now has a substituting lecturer working 50 %. There are five doctoral students with employment of at least 50 %, four of whom are expected to complete their doctoral degrees within a little over a year's time. The subject is not currently receiving any external funding. Doctoral students and researching teaching staff alike participate in international conferences and conduct exchanges with corresponding departments in Göteborg and Uppsala. There are currently no joint research projects under way. Publishing activities are mainly focused on monographs and articles. During this period, the subject has produced two doctoral theses, in Swedish and English respectively, and three monographs. Two of the latter are in Swedish and one in English (2010), *A Theology of Love*, published by T&T Clark in London/New York; it has also been published in at least four other languages, including Chinese. Out of the ten or more published articles, most were written in Swedish and published primarily in the Catholic journal *Signum*. The exceptions are two articles, 'The New Catholic Feminism' (published in Leuven) and 'Sola Scriptura in Theorie und Praxis' in the edited publication *Hermeneutica Sacra*. The publication frequency has been falling and is well below the CTR average. In consideration of the strong position that Systematic Theology previously held at Lund University, the present situation is worrying. It is therefore urgent that the planned professorship be appointed in this subject in 2014. The research quality is deemed to be *good* (3).

Ethics

The RQ08 evaluation noted that the subject had published 2 doctoral theses as well as 17 articles and book chapters, most in English, in prominent journals or by respected publishers. There was a high level of publication activity with an international focus. The evaluation introduced plans to develop the subject by cooperating with the Faculty of Medicine and the Department of Philosophy, and the question was raised of whether it would be possible to create an Ethics department at the University. However, developments went in a completely different direction. The employment situation has been significantly weakened during the period. The professor retired in 2010, one of the two senior lecturers left in 2010 and the senior research fellow (100 %) was given a permanent post as senior lecturer in 2011, but has been on sick leave part of the time. The subject currently has no professor, but one senior lecturer working 75 % and one working 50 %. The subject was deprived of its right to conduct third-cycle studies in 2012 and is now part of the merged third-cycle subject Philosophy of Religion and Ethics. The hope for Ethics is that once the two senior lecturers have qualified as *docenter* (approximately corresponding to 'associate professors'), it will be possible to restore the subject as a third-cycle subject. The subject is continually in contact with Ethics researchers in the other Nordic countries. Out of the original five doctoral students, two have defended their theses, in 2009 and 2012 respectively, and two more are expected to do so in 2013, while the fifth has left the postgraduate programme. In relation to the worsened research situation, publishing as represented by the monographs, articles and book chapters mentioned in the self-evaluation has been remarkably active. Only some of these publications have been registered in LUP. Most are on subjects relating to food, health, sexuality and gender. As stated in the self-evaluation, it is clear that this new situation has led to a tentative search for a clearer identity. The quality and scope of the research can be described as *good* (3), bearing in mind the external factors, but it is clear that this subject could have reached a significantly higher level if the staff resourcing had been better. This ought to be a matter of urgency, considering the ethical challenges of our times and the great opportunities for cross-disciplinary cooperation with other academic fields that this subject has to offer.

Global Christianity

The development within the subject Global Christianity over this period has quickly gone from a few lecture courses in 2009 to a dynamic and rapidly growing subject, with one professor, five doctoral students and two part-time post-doctoral researchers. In the RQ08 evaluation, it was noted only that the subject had produced a total number of 3 articles and published chapters. Since the subject acquired a professor in 2009, it has received external funding from

NOS-HS for the workshop project 'Interpreting African Christianity' and from the Swedish Research Council for the project 'Seeking Totality in an Enchanted World: Faith Healing, Ritual and Prosperity Theology in African Pentecostal Churches'. This funding has made it possible to recruit two doctoral students and two part-time post-doctoral researchers. The subject has become a centre for the Nordic Institute for Missiological and Ecumenical Research (NIME) and for the International Association for Mission Studies (IAMS), and it participates in Societas Oecumenica, the European Society for Ecumenical Research. The international focus is also seen in its participation in international conferences and guest lectures in, amongst other places, China, Tanzania, South Africa, Great Britain and Finland. The subject has produced two doctoral theses (in 2008 and 2010) and some ten articles, eight of which were published in English, in journals published by Brill, Blackwell and the American Academy of Religion. Most of the articles were published in Swedish missiology journals. The cooperation that was initiated with the subject Theology of Religions, which has a professor stationed in Jerusalem, offers great opportunities to widen the scope of the subject's research to include the Abrahamic religions of the Middle East. There are some interesting potential opportunities to cooperate with, e.g., History of Religions, the exegetic subjects, Sociology of Religion and Islamic Studies, as well as certain subjects within the Social Sciences, to create a wide-range research project at a high level, with great international impact in this currently very relevant field. The subject of Global Christianity has already achieved *very good* (4) quality in its research, and in view of the short and intense build-up period, its quantitative output can be characterised as *good* (3).

Theology of Religions

The current professor in this subject was stationed in Jerusalem in 2009, and has since then had all his activities located there. The subject cooperates with Global Christianity to form the third-cycle subject 'World Christianity and Interreligious Relations'. The professorship is funded by the Church of Sweden and the Lund Mission Society. As Theology of Religions is not a third-cycle subject, the doctoral students supervised by this professor defend their public theses within other subjects. He is currently the principal supervisor for one doctoral student in the subject of Human Rights Studies and assistant supervisor of two other doctoral students, in Systematic Theology and Global Christianity respectively. There are plans to link one doctoral student to this subject for third-cycle studies, and to apply for funding for a post-doctoral position. The current professor has participated in two international research projects: *Christ Jesus and the Jewish People Today* and *Promise, Land and Hope: Jews and Christians Seeking Understanding to Enable Constructive Dialogue about Israeli-Palestinian Issues.* The first project has resulted in an anthology published by Eerdmans in 2011, which has also been published in Italian. The second project is financed by

American and European departments, and by the Catholic University in Leuven and Lund University. The research activities have resulted in two monographs, both published in Swedish by Swedish publishers, in the editing of three volumes and in thirteen articles, three of which were in Swedish and the others in English, in publications from, e.g., de Gruyter, Vandenhoeck & Ruprecht and Eerdmans. The professor has participated in and also lectured actively at 32 conferences in the United States, in various European countries and in Israel. The 2011 conference in Lund resulted in the anthology *Religious Stereotyping and Interreligious Relations*, which will be published in the autumn of 2013 by Palgrave Macmillan. The publication activity is above the CTR average (*very good*, 4). The quality of research is clearly rising, but can at present be deemed *good* (3). Closer cooperation with Global Christianity, History of Religions, Old and New Testament Studies and with representatives of disciplines outside CTR, within the framework of a large joint project, could give this subject a stronger position and more employees, and could also contribute to raising the quality of research.

Practical Theology

In RQ08, it was found that Practical Theology had produced three articles and book chapters, which was less than the CTR average, while the number of doctoral theses was impressive (8). Practical Theology now has one professor (100 %) and one active doctoral student. Within the subject there are currently three research projects: the publication of the Revelations of St Birgitta in English, an investigation of the worshipping assembly and the major cross-disciplinary project 'Locus Celebris – the Church, Monastery and Manor of Dalby'. This latter project has resulted in an impressive volume, published by the Centre for the Study of Denmark in 2012, with the professor as the editor and author of two chapters. The subject has produced one doctoral thesis, one book and seven published chapters, in addition to the two that have already been mentioned, with a clear emphasis on medieval monasteries and worship. Only two of the chapters were written in English. Some ten or more articles have been published within this subject. Most of them are of a more popular nature, written in Swedish and linked to the Dalby project; however, among them can also be found articles on the Orthodox church published in English in international forums. The Practical Theology journal *Svenskt gudstjänstliv* is published in Lund. The professor is the principal supervisor of four doctoral students, only one of whom has a thesis in this subject. No external funding has been obtained for the subject, although there may have been such opportunities. In the self-evaluation, it is noted that research is not focused on the core areas of contemporary Practical Theology, nor on church life within the Church of Sweden which should, according to the evaluation, constitute the main research field of the subject. The primary ambition for the future was stated to be the continued development of the medieval research at the University. No investments in research on the present time and in the core areas of the subject are planned. The research activity is below the CTR average; it focuses on issues that are peripheral from the perspective of contemporary Practical Theology; it has no external funding and only one doctoral student. Although the quality of the research on medieval monasteries and worship is *good* (3), the overall impression of the research quality and quantity does not quite measure up to that level. In the light of this, the subject's situation is worrying and requires a reorientation towards the core areas of Practical Theology and contemporary religious life. This is also a precondition for recruiting new students and researchers to the subject.

Final considerations

Just as in the previous evaluation, it is clear that CTR has areas of research characterised by an excellent or very high international quality, in terms of the research carried out at the Department. This applies to Church History, New Testament Studies and probably also to History of Religions, even though this subject has not been part of my evaluation. One of the subjects that are clearly on the rise is Global Christianity which could, along with Theology of Religions which is stationed in Jerusalem, form a new centre of excellence if, together with other related subjects, they were able to create a research project on the acute and internationally important religious problems in the Middle East. At the same time, it is evident that there are greater variations with regard to quality and quantity of research today than in the previous evaluation. Subjects where development has clearly stagnated include Systematic Theology, Ethics and Practical Theology. To a large extent, this is due to the fact that these subjects now have a clearly reduced research capacity owing to changes in the employment structure and an increased administrative workload.

But there are other, structural issues that need to be solved. Because of the strained financial situation, it is common for professorships or senior lecturer positions not to be re-appointed when they become vacant owing to retirement or transfers to other positions. This cannot but have negative consequences for the quality and quantity of research. As no improvement is expected with regard to the basic funding of CTR research activities, it will be important for the departmental and faculty leadership to come up with a strategy regarding which positions must be filled under all and any circumstances. The subjects that are characterised by an excellent or very high quality of research should be given an opportunity to maintain their position in the light of increasingly demanding international competition. This means that professorships within these subjects should be advertised for international competition as they become vacant, and not be left unfilled or compensated through the upgrading of other positions.

Only then can quality and competitiveness be preserved. At the same time, this means that other subjects will be given a lower priority, so that responsibility for them is mostly connected with first and second-cycle studies. In reality, this is already the case, even if it seems to be happening without a conscious decision having been made. The fact that such a lowered priority does not necessarily have to be permanent is proven by the rapid developments within Global Christianity.

A more conscious effort towards finding external funding through the planning of major interdisciplinary projects with other faculties seems necessary, both in consideration of CTR's position within the academic community and in terms of future funding for third-cycle education. CTR has good reason to carefully analyse the reasons behind the drastically reduced number of doctoral theses over the period in question, and thereafter to take the necessary measures to turn this trend around.

Among the most positive traits of the development in 2008–2013 has been the significantly increased effort to publish research results in the form of books, chapters, articles and edited publications. These have, to an increasing degree, been published in prominent academic series and journals. The results have also been presented at a large number of symposiums and conferences, which has made Lund research in Theology and Religious Studies internationally visible.

Over a longer time perspective, the challenge for CTR will be to turn around the negative trend in respect of the number of professors and researchers. This requires a more stable basic funding for these subjects from the University; a conscious investment in subjects potentially able to receive external funding and in the third-cycle programmes, so that doctoral students can obtain their degrees at a much younger age; as well as an increased sense of commitment to those subjects that are currently in deep trouble, so that they can regain their former strength. Even if the strained finances put limits on what can be achieved, success also depends on all the enthusiasm, ability to cooperate and willingness to make hard decisions that CTR can muster. This evaluation shows that CTR is aware of the problems and challenges, and has actively committed itself to adopting the necessary measures.

Ingvild Sælid Gilhus

Evaluation report on the Centre for Theology and Religious Studies

(History of Religions, Islamic Studies, Jewish Studies, Philosophy of Religion, Psychology of Religion, Sociology of Religion)

Evaluation

In the evaluation each discipline will be treated separately. The evaluation is based on the strategies of Lund University and the Faculties of Humanities and Theology (2013–17), on the self-evaluations of the Centre for Theology and Religious Studies, CTR (submitted by the Head of Department and the six research disciplines), on representative scholarly publications and on available on-line information (via www.ht.lu.se). I will concentrate on the time after RQ08, but will sometimes go further back in time, especially in relation to scholarly output and impact. RQ08 will be consulted in order to perceive changes during the last few years. The disciplines are presented in alphabetical order. General observations and recommendations are placed at the end of this evaluation.

The overarching goals of Lund University and the Faculties of Humanities and Theology are, according to the strategic plans, collaborations across boundaries within the university and outside it; developing high quality in research; internationalisation; and developing leadership. The most important of these goals is quality. The present evaluation emphasises quality development and internationalisation.

History of Religions

The research areas of the two professors are, respectively, medieval philosophical traditions in Hinduism, Buddhism and Jainism in a comparative perspective and Indian art; and ritual practices and performances, including spiritual therapy and coaching as well as theory formation in relation to fieldwork among indigenous people. Their research approaches are respectively philological, text-oriented, and anthropological, including theory and methods in Ritual Studies. The research areas are strong with very good prospects.

In addition to the two permanent positions (100% and 75 %), there have been three fixed-term positions with research on mysticism, relations between Jews, Muslims and Christians in the Middle Ages; and on Sikhs and classical and contemporary Hinduism. One of the researchers works 50 % and is employed in Jewish Studies as well (Roos). Another researcher (Geels) is active in Psychology of Religion as well. All these engagements will have ended in 2013. The discipline also has one affiliated researcher.

There are several examples of fruitful cooperation between members of staff. The variety of the research topics is in line with the global and comparative character of History of Religions.

The topics of the four doctoral candidates are religion and politics in Sri Lanka; religion and environmental issues; the concept of freedom in three religious movements in the USA; and Mindfulness.

Time allocated to research is 87.5 % in 2013, but it seems to have been 287. 5 % the year before, because of the fixed-term research positions. The research time of the doctoral candidates was probably 400 %. The amount of research done by the two professors and the three researchers – who have, as already said, now either retired or left for positions elsewhere – is impressive in relation to the time set aside for research.

There is and has been a high level of external funding and an active policy in the discipline to write research applications. In some of the applications, several of the members of staff participate, which is very positive.

There is a research seminar with participants from other disciplines in CTR. Two of the three persons who are responsible for this seminar belong to History of Religions. There seems to be very good cooperation between the researchers and the doctoral candidates, and there are some joint projects. Furthermore, there is active cooperation between History of Religions at Lund University and several universities outside Sweden when it comes to guest lectures and conferences.

The researchers include their specific expertise in their teaching.

As far as I can see, the two professors are around sixty years old. This means that there will be a generation shift within 5–10 years. The recommendation is that these positions are maintained and advertised when they become vacant. There is further a well-founded wish for a new research fellow once this position becomes vacant.

According to the self-evaluation of History of Religions, it has not been possible to apply the RQ08 recommendation to combine research in Islamic Studies and Indic Studies because of the financial situation. However, a combination of these fields is now part of a new research application.

The output of publications is impressive. In the main the publications are in English, but there are also publications in Swedish. The publishing categories include monographs, edited books, peer-reviewed articles in journals and book chapters. There are several publications in high-ranked journals and publishing houses.[1] The publishing strategies of the discipline are successful. The two professors are internationally highly esteemed, and the three researchers who have just left are scholars with a very good reputation as well. One of them is responsible for the international network Sikhs-in-Europe, which includes 70 doctoral students from 20 countries. All the researchers are, according to a citation index, quoted by other scholars.

In the period 2008–2012, eight doctoral candidates have defended their theses, which is very good. Four of the theses are written in Swedish, four in English. Third-task activities are actively pursued, and some of the researchers are especially active.

Conclusion

History of Religions was regarded as one of the most successful research disciplines at CTR in RQ08. During the last five years there has been a considerable output of publications of high quality and on an international level, an active environment for doctoral candidates, eight theses, a dynamic attitude in relation to applying for external funding and lively cooperation with scholars and researchers in Sweden and abroad. The researchers clearly operate in an international environment.
Excellent (5).

1 Three publications were attached from this discipline: Anne-Christine Hornborg's book *Coaching och lekmannaterapi: En modern väckelse?* Dialogos, 2012 (248) is a pioneering work on spiritual coaching and therapy, built on her own fieldwork in Sweden. Olle Qvarnström's article 'Samkhya as Portrayed by Bhaviveka and Haribhadrasuri: Early Buddhist and Jain Criticism of Samkhya Epistemology and the Theory of Reflection', *Indian Philosophy* 40 (2012): 395–409, is a research article on an international level about the Buddhist criticism of Samkhya epistemology. Olle Qvarnström and Jason Birch, 'Universalist and Missionary Jainism: Jain Yoga of the Terapanthi Tradition', in D.G. White (ed.), *Yoga in Practice*, Princeton University Press, 2012, 365–82, is a learned article about Jain Yoga as a phenomenon in principle open for everyone and tailored to a modern audience in the West. All three publications represent fundamental and innovative research.

Islamic Studies

Islamic Studies at Lund University has existed for 25 years and is unique in Sweden. There are at present two permanent positions (100 % + 50 %). Their research areas are contemporary Islam in Sweden and Scandinavia and Muslim texts from the past. The researchers apply anthropological and sociological theory and rhetorical analysis. They seem to complement each other and to collaborate in a fruitful way. The doctoral candidates have in the main written their theses about contemporary Islam in Sweden and Europe. The research areas are successful and with very good prospects.

The time allocated to research varies from year to year. In 2013, there is 35 % allocated to research for the permanent positions, and in addition there is one doctoral candidate who has 100 % time allocated for research. In 2012, the percentage for researchers with a doctoral degree was 207.5 %. The volume of publications is very good, seen in relation to the time set aside for research.

The scholars in this field have, by and large, been successful in obtaining external funding. The discipline has at present received a three-month grant to write a large research application. Over the last few years, Islamic Studies in Lund has consisted of a mixture of scholars in permanent positions, part-time scholars, doctoral candidates and 'hangers-on', who together give the impression of a flourishing research environment. Only one doctoral student has been granted a scholarship (external funding) since 2009, which raises concern.

A successful research seminar, which is shared by several disciplines at CTR, seems to give much space to Islamic Studies. One of the three leaders of the seminar is a scholar in Islamic Studies (the other two are from History of Religions), and there are collaborations across these disciplines. There is also a Centre for Middle Eastern Studies at Lund University, which is an extra resource and supplementary context for those working in Islamic Studies. Excursions to Muslim countries take place regularly.

The researchers use their research expertise in their teaching.

There has been a generation shift in Islamic Studies in the period from RQ08 to today. The two permanent researchers were hired in 2010 and 2013 respectively and are probably relatively young. In addition to the 1.5 positions in the discipline at present, there is a wish, but no definite plans, for a third researcher/lecturer with expertise in Shia or Sunni Islam, and with language skills in other languages than Arabic, for instance Turkish and Persian. This position will be a good supplement to the present staff. The proposal from the discipline to strengthen the combination of an anthropological approach, migration perspectives and text perspectives seems to be a good idea as well.

One thing which was explicitly recommended in RQ08 but has never been implemented is closer cooperation between Indic Studies and Islamic Studies. The reason for this is that there has been a generation shift in Islamic Studies, and the recommendations of RQ08 were not made known to the present staff.

In the RQ08 evaluation, the publishing activity was said to be slightly below average. This situation has now changed. The volume of research published in this field is satisfactory and seems to be on a rising curve.

There is a fair number of publications in English, both in journals and as chapters in books published by international publishers. There are also several publications in Swedish, which is to be expected, since the theme of these publications is in many cases Islam in Sweden. All the same, my advice is to have as an ambition to publish even more in English, because it is important to make Swedish research known and discussed internationally.

Most of the publications are articles and chapters in books, but there are also a monograph and edited books. One of the edited books includes contributions from several of the researchers in Islamic Studies in Lund. This type of publications is, among other things, positive for esprit de corps and for making and maintaining a research environment.

My impression of the two publications that I have read[2] is that they include successful use of theory and innovative approaches. The consulting of a citation index shows that scholars have quoted several of the publications from this discipline.

Four doctoral candidates have defended their theses since 2009, and one will do so this year. Two of the theses are in English, two in Swedish.

As for societal impact, there are public lectures and articles in the newspapers, which means that 'third-task' activities are taken seriously.

Conclusion

The output from Islamic Studies has increased considerably in relation to the last evaluation (RQ08). Islamic Studies has active scholars with a very good research output, an international reputation and success in obtaining external funding. Several doctoral candidates have recently defended their theses, but for the time being, the discipline has only one doctoral candidate. Based on the assembled assessment, I find the discipline *Very Good (4)*.

2 Philip Halldén, 'Perelman Interpreted in the Shadow of al-Hurayfish', in J.E. Kjeldsen and J. Grue (eds), *Scandinavian Studies in Rhetoric* (Rhetorica Scandinavia 1997–2010), Retorikforlaget, 2012, 267–288; in this article, 'New Rhetorics' is used to discuss a collection of medieval Muslim sermons and the merits of this type of approach. Both the analysis of the texts and the critique of Perelman are successful. Jonas Otterbeck, 'Ritualization among young adult Muslims in Malmö and Copenhagen', in N. Jeldtoft and J.S. Nielsen (eds), *Methods and Contexts in the Study of Muslim Minorities*, London: Routledge, 2012, 59–76, is inspired by the perspectives of Catherine Bell and focuses on not-so-devout young Scandinavian Muslims. This is an interesting article which includes fruitful theoretical perspectives and an innovative use of cartoons.

Jewish Studies

Research in this discipline is mainly on modern Judaism and modern Jewish identities, including Jewish identity and popular culture. Its profile is unique in Scandinavia. In this context, it might be mentioned that Lund University has a national responsibility for the minority language Yiddish, which is taught at the Centre for Languages and Literature.

To a certain degree, the profile in Jewish studies and Islamic Studies is on contemporary matters and on the native country, which is fine, and not unusual today. It perhaps also signals that there is not enough time and resources to do fieldwork, learn languages and study the past. This is, as far as I know, an international concern in relation to these disciplines

There is one professor at 50 % (retired in 2011), one senior lecturer (100 % from spring 2012), two fixed-term positions (ending in August 2013 and December 2013), one doctoral student (public defence of thesis in October 2013) and one researcher who had external funding (ended 2011). Research was externally funded in the first part of the period, but there seems not to be any external funding at present.

The extent of time allocated for research seems to be 200 % in 2012 (this includes two two-year positions which together allow 175 % time for research). The doctoral student had 100 % time for research. Doctoral students and researchers attend the research seminar in History of Religions, with whose doctoral programme Jewish Studies in Lund is affiliated. Researchers in Jewish Studies collaborate with scholars at other universities.

The self-evaluation points to the high quality of the courses in Jewish Studies and stresses that research is integrated in these courses, which is very good.

It seems that a generation shift is coming up, since, as far as I can see, only one person will be left in Jewish Studies in 2014.

It is made clear in the self-evaluation that quality in teaching has been a main ambition in Jewish Studies and that there has been little time for research. There is, however, a more optimistic view on the future of research in the discipline and a hope that some of the plans and projects will be fruitful during the next few years. One expectation is that there will be publications from the fixed-term research positions.

As far as I can see, there have been relatively few publications in recent years. Some of the publications seem to belong to the category of popular science and count as contributions to third-task activities. Most of the publications are in Swedish and are directed at a Scandinavian audience. However, the retired professor (retired in 2011) and one of the externally funded researchers have several publications in English.

The publications are mainly in the form of articles and chapters in books. Some of these publications are in well-regarded international journals and books from internationally respected publishing houses. Some of these publications are quoted, according to a citation index.

As for the societal impact, there are several articles in newspapers and also blogs, popular lectures and interviews in the press. The discipline is very active in this area.

Conclusion

When Jewish Studies was evaluated in RQ08, the output was slightly above average in relation to the other disciplines at CTR. At present the researchers in this field seem to have published less than they did previously. There has been external funding. The ambitions in the discipline seem to have been more geared towards teaching and the promotion of Jewish Studies to the general public. Both tasks are important, and they are very well carried out in Lund. All the same, the low output of scholarly publications is a reason for concern; but it is also worth noticing that there is an optimistic expectation of improvement in the years to come.
Good (3).

Philosophy of Religion

There are two permanent positions in Philosophy of Religion (100% + 100%). The profile of the discipline is one of multiplicity in respect of themes, theories and approaches. There are, for the time being, six doctoral candidates with funding and three without.

It seems that the time allocated for research is 125 % per year for people in permanent positions. The output of research is very good in relation to the time allocated. The six doctoral students together probably have 600 % research time.

There is external funding from the Swedish Research Council and *Riksbankens Jubileumsfond* (the Bank of Sweden Tercentenary Foundation).

A successful research seminar takes place 10–12 times in the semester, with 6–15 participants. There is a joint graduate school with the University of Uppsala. Two of the doctoral candidates have assistant supervisors from abroad, and faculty examiners are sometimes from abroad as well.

There is more international engagement at present than at the time of RQ08. In addition, there is continuity in the international engagement because there is still active cooperation with the Institut Catholique in Paris, as there was in 2008. An anthology in English is one successful result of this cooperation (Fridlund et al. 2009). The researchers in Philosophy of Religion are sometimes invited to give guest lectures abroad.

The professor has contributed to the initiation of an introductory book in Philosophy of Religion (*Religionsfilosofisk introduktion – existens och samhälle*, 2010). Staff research is included in the teaching in the discipline.

The professor will retire in 2015. There is good reason to recommend that the position be maintained.

According to RQ08, Philosophy of Religion was slightly above average in publications. There is a fair number of publications from this discipline, and the output is at present very satisfactory. There have been two public defences of theses since RQ08 (2011 and 2012). Both these theses are written in English. The doctoral candidates have been awarded prizes for their theses, which also reflects favourably on the discipline.

Since 2008, the researchers have published one book in English and edited several books (one in English), as well as publishing articles and book chapters. Some of the book chapters and articles are in English and in high-ranking international journals and books, but most of them are still in Swedish. My impression is that there are more English (and some French) publications than there were when the discipline was last evaluated (RQ08), but that most of the research is, as mentioned, still published in Swedish. It is not obvious that the themes and problems in this type of research are better off in Swedish than they would have been in English.

One book is attached from this field.[3] My impression of this book is that the contributions are engaging and well written and with clearly formulated theoretical perspectives. The anthology, as well as the regularly held research seminars mentioned above, reflects a young and vibrant environment in the Philosophy of Religion at Lund University.

According to a citation index, other scholars quote the researchers in the Philosophy of Religion.

The volume of third-task activities is not so easy to assess, but there is no reason to think that this obligation is not taken seriously.

Conclusion

Philosophy of Religion is an active research discipline with several doctoral candidates. There are international collaborations, and in relation to RQ08 there are more international publications than in 2008. The majority of the publications are still in Swedish. There is and has been external funding, and some of the theses have received prizes.
Very Good (4).

3 T. Svensson, E. Cejvan, C. Stenqvist (eds), *Tillvarons utmaningar: Religionsfilosofiska studier i erfarenhet, tro och mening*, Artos 2012 (286 pages). In this book, eleven contributors, most of them doctoral students at Lund University, have written about various topics in the Philosophy of Religion. The book contains three parts: religious experience; religious beliefs; and meanings and method.

Psychology of Religion

The research areas reflect a great variety: mysticism and spirituality in the world religions; conversion experiences in autobiographies; religion in relation to social attitudes; experience of music in relation to identity; and religion and conflict.

The researchers in the discipline include one professor (50–25 %), who retired this year, one senior lecturer (100 %), who will retire next year, and two doctoral candidates (2012 and 2013). The professor has part of his position in History of Religions. As there is no doctoral programme in Psychology of Religion, the latter is formally affiliated with History of Religions.

Time allocated to research seems at present to be a mere 38.5 %. There has been external funding, but there is none at present. The researchers participate in international networks. There is interaction between education and research. No doctoral student has started since 2009, but two doctoral candidates have recently defended their theses. One thesis is about religion and migration in relation to Bosnian refugees in Sweden, one is a historical study of grief. One is written in English, the other in Swedish.

Since one scholar retired this year, and the other scholar in the field will retire next year, there is obviously a generation shift going on in the Psychology of Religion. According to the Head of Department, a senior lecturer in the subject will be appointed in 2014.

There is a close connection between research and the education of students.

In recent years the two researchers have, among other things, been co-editors of two books and written two monographs, as well as published several articles and chapters in books. The discipline has many publications, and several of them are published internationally in English. In relation to how little time is allocated to research, the output is impressive. A citation survey indicates that other researchers have quoted several of the publications from Psychology of Religion. The researchers participate in international networks of scholars.

Third-task activities are very well taken care of.

Conclusion

In relation to RQ08, the researchers in Psychology of Religion still publish a lot. There are several international publications and international collaborations. Two doctoral candidates have defended their theses. There has been external funding. There is a generation shift, but there are plans to fill one position in 2014.
Very good (4).

Sociology of Religion

There is one young researcher in a 50 % position with some research time allocated. Her special fields are religion and migration, and processes of secularisation. There was a research fellow (2004–2011). There is also a retired professor (from Migration Studies). The publications of the professor and the research fellow are part of this evaluation. The discipline has no external funding for the time being. There is cooperation with the universities in Södertörn and Uppsala, as well as with three universities abroad. There is a link between research and teaching.

According to RQ08, the volume of publications was below average. However, in 2008–2012, the researchers/lecturers published on average at least 1.5 articles per year, which is good. The publications include articles, chapters in books and books. All the publications by the researcher in the 50 % position are in Swedish.[4] Though there are English publications written by the former professor and by the former research fellow, international ambitions in this field should be higher. Some of the older articles in the Sociology of Religion are quoted by other scholars, according to a citation index.

Since 2008, three doctoral candidates have defended their theses (one in 2009, two in 2012). There are several Master's students at present, which is promising for the future. Two of the theses focus on Scandinavian themes, one on Africa; two were written in English, one in Swedish. At present, there is no doctoral student in the discipline.

'Third-task' activities are implemented by means of lectures, articles in newspapers and interviews, which is very good.

Conclusion

In relation to RQ08, when the number of publications in Sociology of Religion was below average, there has been an improvement. The output with regard to doctoral candidates is fine, but there is no doctoral student at present. There is no external funding. There is cooperation with universities in Sweden and abroad, but ambitions and international impetus in this discipline seem not to be high. However, in relation to the meagre resources at her disposal, the part-time senior lecturer does well. She should get the opportunity to qualify for a readership. As it is, the discipline can only have doctoral students because of cooperation with other disciplines at CTR.
Good (3).

4 Magdalena Nordin, 'Leder ungdomars religiösa engagemang till ökad delaktighet och hälsa?' *Svensk Teologisk Kvartalskrift* 88 (2012), 110–120, is a small study of young people in the Church of Sweden in Simrishamn (4 people + one leader).

General observations

The most critical factor for the researchers at CTR, Lund University – and in Sweden in general – seems to be time allocated for research. This is a structural problem connected with the financial circumstances of Swedish universities. When so little time is allocated to research, success in research depends on young scholars' using their leisure-time to write their articles and books. This may be hard, especially for young people with children. For one thing, they will have a difficult start to their careers; for another, Swedish universities will not get the amount of innovative and dynamic ideas and in-depth research from young people that they could and should have.

- Undergraduate education determines the amount of time allocated for research to a high degree.
- There is little time for research compared to time allocated to teaching.
- Too little time for research means few possibilities to work in depth, do fieldwork and immerse oneself in language studies and do research on the past.
- In some of the disciplines at CTR there is at present, or will soon be, only one researcher, who generally has very little time allocated to research.
- Affiliated researchers get no salary, but can use some of the facilities of CTR and in return 'give' their publications to LU, which also means that the universities get research almost without paying for it.
- The dependence on external funding makes the staffing situation unstable and makes it difficult to plan ahead.
- In several of the disciplines there is a strong drive to get external grants and to write applications.
- In some disciplines there are at present very few or no doctoral students.
- Owing to the lack of sufficient supervisor resources, certain disciplines (Jewish Studies, Psychology of Religion) are no longer able to run doctoral programmes of their own.
- Approximately half of the theses are in English and half of them are in Swedish.
- There is, or will soon be, a generation shift in several disciplines.
- There are collaborations across disciplines in relation to research seminars at CTR.
- There are collaborations with other universities in Sweden, for instance in relation to graduate schools.
- There are collaborations with universities abroad, especially in relation to networks of scholars and conferences.
- Almost none, or very few, of the researchers who have permanent positions come from countries other than Sweden.

- There is a tendency to publish chapters in books rather than publishing monographs and articles in journals. This is in line with a general tendency in the Humanities at present.
- The application of RQ08 seems not to have been optimal.
- The collaboration between researchers in Islamic Studies and Indic Studies, which was suggested in RQ08, has only been attempted to a small degree.
- Some researchers seem to have been employed in two disciplines (for instance Geels and Roos), which probably contributes to making connections between the disciplines.
- All disciplines seem to link research and teaching, but it is difficult to say to what degree lectures are based on research, focus on research processes, engage students in discussions on research or invite students to do research.

Recommendations:

- Allocate more time to research.
- Conduct a full discussion of the working conditions of senior lecturers with regard to research, teaching, administration and third-task activities.
- Discuss mechanisms for creating uninterrupted periods of time for research. The problem should be lifted from the individual scholar to the departmental level.
- Create better opportunities for people to do field work.
- Create better opportunities for people to study languages, for instance Yiddish, Turkish and Persian.
- Publish more in English (and other world languages) than is done at present.
- Be more ambitious when it comes to publishing in high-ranking international journals and with internationally recognised publishers.
- Have an ambition to get more doctoral students to write their theses in English.
- Advertise research/teaching positions internationally (if this is not done already).

Oda Wischmeyer

External Examiner's report on the Centre for Theology and Religious Studies as a whole

Preliminary remarks

Before I start my evaluation, I want to express my respect for and my appreciation of the research that is carried out at the Joint Faculties of Humanities and Theology (the JFHT) and especially at the Centre for Theology and Religious Studies (CTR). The research units of the JFHT and of CTR cover a broad and diverse range of compelling topics. The number of researchers working on the individual subjects is relatively small, and research positions are fragmented and precarious. Under these difficult circumstances, the university administration should recognize and reward the research done in the JFHT and CTR. On the LU homepage one can find a list of research excellence areas. As far as the Arts and the JFHT are concerned, music education and philosophy are already listed. From my point of view, *Patristic Studies/Church History* at CTR should also be included in this list.

My second comment addresses the support I received from the administrative staff of the JFHT Dean of Research and from the Head of the Department of CTR. I am very grateful for this close cooperation. My impression is that the report of the Head of Department not only touches on every important issue at CTR. It also shows in what a meticulous way the Board of the Department addresses its concerns about CTR research. Unfortunately, the report of the Head of Department also explains how limited the opportunities are to improve the Department by its own efforts.

My third comment concerns the guidelines for the HTRQ14 assessment process by the Dean of Research of the JFHT. I found these guidelines very helpful, and the order of my investigation is mainly based on this document.

Fourth: I appreciate the self-evaluations written by the researchers of the different subjects at CTR. I know from my own experience how complicated and sometimes embarrassing such an enterprise is. Therefore, I want to express my gratitude to the researchers who have contributed to the self-evaluation and have commented on their research situation in such a precise and honest manner.

Assessment of research at CTR in the context of the HTRQ14 evaluation exercise

Before addressing the topics that the ERE guidelines propose, I want to report on experiences of accessing information about the JFHT via LU websites, because an assessment from abroad receives its first impressions from these channels.

Information gained from websites

I am writing from my perspective as a user of the LU websites with German as a first and English as a second language. The homepage of LU runs under the headline of 'One of Sweden's strongest research universities' and aims at attracting students by impressive rating data and by the popular, though slightly meaningless, catchwords 'excellence' and 'innovation', with 'international' relations and 'global' aspects. When it comes to the 'faculties and departments', the reader learns about 'facts and figures' and may read the Strategic Plan for 2013/2017. The links to master programmes and research do not work. This has to be fixed. On the 'education' site, the reader finds the crucial information on the subjects of JFHT. Trying 'research', I had two different experiences. The text on 'research' with its so to speak classical diction is impressive. However, this is followed by a simple list of hundreds of projects that are listed alphabetically. This is puzzling and time-consuming. The same is true of the list of research projects on the CTR site. This presentation does not make much sense, although the site provides valuable data if you combine each item with the name of the researcher. The website of 'Aktuella Forskningsprojekt' suffers from the same problems.

My proposal: (1) To organize the projects according to (a) the JFHT departments, (b) the subjects of the departments, and (2) to indicate cross-disciplinary projects. This kind of order would help the reader understand where the key areas of research are situated. (3) There are other sites with information on doctoral students, research seminars, research projects and so on. The sites of the PhD students vary with regard to the kind of information they provide. All lists, in particular the list of PhD students, must be improved, updated and combined with the sites of the senior researchers.

Five of the websites of the JFHT departments are in Swedish and English, four in Swedish only – unfortunately also the website of CTR.

My proposal: Since Swedish is understood only in the Nordic research community, all websites, including that of CTR, should be translated into English as soon as possible. Not only the main homepages, but each single website should be fully (to the reader's disappointment, many sites are only partly translated into English) presented in Swedish and in English.

To sum up: The websites give the impression that the JFHT have a clear structure and a high degree of self-organizing power. The whole complex institution seems to be aware of its diversity as well as of its togetherness relating to the contents of teaching and research. However, it is sometimes very difficult to find the relevant information.

The content of research

The content of research depends on two parameters:

(1) *Educational* (first- and second-cycle) *subjects*: Religious Studies, Ethics, Islamology, Jewish Studies, Migration, Ethnicity and Religion, Behavioural Sciences of Religion, Philosophy of Religion, History of Religions, Theology (see the comment of the self-evaluation of the Head of the Department: the holder of the lectureship in theology has a research-profile in Ethics), Exegesis of the Old Testament, Exegesis of the New Testament, Church History, *missionsvetenskap och ekumenik* (literally 'Missiology and Ecumenics', referred to in the remainder of this report as 'Global Christianity', in accordance with a wish expressed by CTR), Practical Theology, Systematic Theology.

(2) *Research subjects* (according to the CTR website, and according to a letter from the Head of Department where he lists 14 research subjects): History of Religions (including Islamic Studies and Jewish Studies), Religious Studies (divided into Psychology of Religion and Sociology of Religion), Old Testament Studies, New Testament Studies, Church History (including Patristic Studies), Practical Theology, Global Christianity, Theology of Religions, Systematic Theology, Philosophy of Religion, Ethics.

These two approaches take account of different study systems and can work in a positive way. The 'educational' approach may help master students rather early in their academic career to find a topic for a PhD thesis in one of their study subjects. The 'research' approach provides a chance for students who have already taken their final exams to apply for a PhD grant, or be asked by their professors whether they would like to write a dissertation in one of his or her favourite fields. Nevertheless, the differences between the two lists are in my view confusing and indicate that the relationship between research areas and teaching subjects needs to be clarified. The differences are also commented on by the Head of Department.

Moreover, the website 'Utbildning. Religionsvetenskap och teologi' presents four distinct units of CTR: Religious Studies; Biblical Studies; Studies in Church History and Mission; Studies in Systematic Theology, Ethics and Philosophy of Religion. This classification seems to be problematic for a variety of reasons: (i) There are three categories for Theology, but only one for Religious Studies (RS). RS should, however, be divided into two units: History of Religions ('Religionsgeschichte') and Religious Studies ('Religionswissenschaft'). (ii) The field of 'Theology' as a whole is classified in the usual way (following the German rather than the British or US classifications). (iii) 'Ethics' and 'Philosophy of Religion' are part of the theological units – a mapping that is not self-evident. (iv) Finally, the subject of 'Theology of Religions' is not mentioned in these lists, though this subject could serve as bridge between 'Religious Studies' and 'Ethics and Philosophy of Religion'. The Head of Department comments on the problem that 'Theology of Religions' does not have a doctoral programme of its own. It is also without any clear affiliation within the framework of the four units of CTR. I will come back to this particular problem later on.

My recommendation: (1) to have a conference (not only a meeting; see below) under the Head of the Department together with all persons involved *ex officio* in teaching and research on restructuring both the educational and the research subjects, in order to create a coherent system and to update the definition of the research fields; (2) to write brief descriptions of the subjects and of their position in the whole of CTR and JFHT, including cross-boundary relations, and put the commented list on the internet.

Despite these ambiguities, the three *main areas of research* within CTR are clearly defined: *Patristic Studies/Church History* (in order to clarify the single research subjects for this assessment, I would like to mark a difference between Patristic Studies as a subject in its own right and Church History, in agreement with recent developments, especially in the strong US Patristic Studies research) and *Biblical Studies* in the field of Theology, as well as *Islamic Studies* in the field of Religious Studies. These are the strongest areas with the highest level of international reputation.

In terms of national and international scholarly impact, the 'Early Monasticism and Classical Paideia' project (EMCP, directed by Prof. S. Rubenson) is currently the most important and outstanding research project of the Department. Prof. Rubenson has created a centre of gravity within the very international and highly competitive field of Patristic Studies (compare e.g. the significantly smaller size of area 1 of the Courant Forschungszentrum Bildung und Religion: 'Pietas und Paideia' at the University of Göttingen, Chair of Patristics). The EMCP is a well-established long-term research project of the highest international rank.

If one combines the research effort in EMCP with the two big Sweden-focused projects of Prof. A. Jarlert on the Priest Biographies of the Gothenburg Diocese and the History of the Chapter and Cathedral Council of Lund, the strength of Church History research in Lund is striking. Prof. Rubenson and Prof. Jarlert and their research teams work with all aspects of historical methodology and historical enquiry (e.g. preserving, reading and transcribing ancient manuscripts especially in the ancient Syriac, Greek, Coptic, and Arabic languages, textual criticism etc.; text-based reconstruction of core themes of medieval Swedish history; historical biographies). Patristic Studies/Church History at LU attains the highest research quality, and I wish to emphasize that fact. I am convinced that the projects will continue to be successful in the next couple of decades. I wonder whether in the decades to come cross-disciplinary endeavours can be made by EMCP towards the historical branch of Islamology (bringing together the discussions of how we might reconstruct the roots of Islam in comparison with Syriac Christianity and Ancient Judaism, and of the origin/sources of the sayings of Mohammed and the earliest parts of the Quran in comparison with the Apophteghmata Patrum and their literary environment).

Islamic Studies and the research projects under the direction of Prof. Vähäkangas could fit nicely into this research context. They, too, work with textual and historical methods respectively. At the same time, they broaden the context by introducing dimensions from cultural studies and by looking at contemporary developments.

The *Islamic Studies* benefit from at least four persons who devote their research to this subject (three persons only part-time), but suffer from the absence of a full professorship. The establishing of a professorship would stabilize the subject and provide real chances for LU to create a better environment for historical and contemporary studies on Islam. This would also enable CTR to generate a shared research framework and to establish cooperation between CTR and MECW 1 (see the MECW website) at LU (studies of contemporary Islam) as well as between CTR and EMCP (historical perspectives on Islam; see above). This could make a notable research impact in a field which is very important to the whole of LU. I consider Islamic Studies a particularly promising field if it is possible to create a strong partnership with MECW and EMCP. In addition, the professorship for Theology of Religions could provide an ideal research partnership for Islamic Studies in Jerusalem and Palestine. The Professor for Arabic Studies who belongs to the Centre for Languages and Literature (SOL) is a participant in the EMCP research group and has an impact on this prestigious project.

My recommendation: The research field could probably also benefit from a fresh attempt on the part of CTR to strengthen Jewish Studies within the field of Religious Studies. Jewish Studies lost their professorship two years ago. Four researchers (*forskare*) will leave CTR this year. At the end of 2013 there will be only one single senior lecturer (*lektor*) in Jewish Studies in the area of Religious Studies. I cannot imagine how this development can serve any useful purpose in this field of research. Given that the Near East is one of the most important regions from a European perspective, and that research in the combined fields of Islam, Judaism, and Oriental Christianity is crucial in this context, the research policy of LU should provide a long-term position in Jewish Studies which fits into the field I have described.

Prof. Vähäkangas does innovative research on *mission in the sense of Global Christianity*. This subject is becoming increasingly important in a globalized world, and CTR is lucky to have a professor who is able to build a research area around this main focus. This subject is one of the most promising at CTR, especially because of the professor's close connection to Makumira University/ Tanzania. A study term at MU may serve as a point of departure for innovative PhD projects by Lund master students (according to my experience from my own university, which has similar contacts).

To sum up: Patristic Studies and Church History at LU will remain an international first-rate centre of research together with the smaller, but in a methodological sense equally high-standard projects in Biblical Studies. Global Christianity and Islamic Studies are very promising.

The extent of research

The extent of research is clearly closely connected to the areas of 'excellence' and to 'very good' research. The main prerequisite for achieving a considerable extent of research is the existence of a professorship in the subject in question. A professor is able not only to devote reasonable time to research (about 40 %), but to establish a long-time perspective for a subject, to create a research milieu, to constitute and maintain research groups, and to build long-time international connections. Though temporary researchers (*forskare*) will spend most of their time doing research, they cannot guarantee stable research conditions and create long-time perspectives. But it is also true that only professors and *forskare* together have the opportunity to be successful in establishing research groups etc.

In accordance with what was said above, the research extent of the professors of Patristic Studies/ Church History (CH) is on the highest level. The members of the research group of EMCP also publish on a high level. What one also has to take into consideration is that especially *forskare*, who work with ancient and medieval texts within such highly ambitious projects as EMPC and the CH projects, cannot merely publish; first of all, they have to do a huge amount of collecting, reading, translating, and in some cases editing manuscripts. That is the most time-consuming job of the whole enterprise, but it is not 'visible' outside the research milieu. The outcome in terms of published results is only the 'tip of the iceberg'.

There is no point in documenting the extent of research done by each *forskare* at CTR. In what follows, I hence focus on the professors, restricting myself to offering occasional remarks regarding members of the *forskare* category.

(1) Theology: The extent of research in *Biblical Studies* is on a very high international level. One focus that is internationally recognized is the topic of orality in Early Christianity (associated with the name of the Professor of

New Testament Studies; see below). The research extent of the Professor of *Practical Theology* is mainly referable to topics from medieval Sweden and is supported by ALMA. The Professor of *Global Christianity* publishes widely and in an international context (in Finnish, Swedish and English). The Professor of *Theology of Religions* publishes in a wide range of different fields (in Swedish and English), from New Testament Studies to topics from 'Theology of Abrahamitic Religions'. The Professor of *Systematic Theology* publishes (mainly in Swedish) on topics that are related to the Catholic Church (partly in Catholic theological journals). The Professor of *Philosophy of Religion* publishes widely on religious and philosophical mysticism (in Swedish). The associated *forskare* also publishes widely, especially in the field of 'Linguistics and Theology' (in English). The (only) *forskare* in *Ethics* seems to have published her dissertation (2005) only, but there are plenty of articles on different cutting-edge ethical topics submitted by PhD students.

(2) Religious Studies: The Professor of *History of Religions* publishes widely in different religious-cultural milieus and in the promising fields of ritual studies and cultural anthropology. The research done by the Professor of *History of Religions/Indic Religions* focuses on India, especially Jainism, supported by a part-time *forskare* who publishes on topics related to Hinduism. The Professor em. of *Psychology of Religion* has published a great deal on mysticism. I have already commented on the numerous and important publications of the persons who work in the field of Islamic Studies. As I have already pointed out, the research situation in Jewish Studies corresponds to the overall situation of the subject, which is currently rather weak. There is at present no professor of *Religious Studies* (Religionswissenschaft), and no *forskare* is active in this field – needless to say, the present state of the subject is a disaster for research (the research of the Emeritus Professor touches on crucial issues in contemporary Sociology of Religion).

In total, the extent of research performed at CTR primarily depends on the strength of the professorships and ranges from excellent to poor (in a few subjects). However, most subjects produce research of a thoroughly satisfying extent.

External funding

The individual JFHT departments benefit from external funding in different ways and to different degrees. Above all, Cultural Sciences, the Centre for Language and Literature, and Philosophy have obtained extensive and prestigious funding from national and European institutions. Other departments benefit from different types of private Swedish funds and sponsors. Compared to these varying conditions in the JFHT departments, the situation as regards external funding at CTR is fairly good. As expected, the projects of the two Professors of Patristic Studies/Church History receive funding from the Bank of Sweden Tercentenary Fund (*Riksbankens Jubileumsfond*) and from private foundations. The *forskare* in the subject of New Testament Studies has received funding from the Swedish

Research Council, and the Professor of Global Christianity receives substantial funding from the same source. Several *forskare* receive funding from different institutions, especially for dissertation projects. The Head of Department comments on external funding in an open and realistic way, stressing that even the strong research fields at CTR are excessively dependent on external funding. That means precarious prospects, in particular for long-term projects.

Comparing the situation of CTR to faculties and departments of theology elsewhere, for instance in Germany, the situation as regards external funding is currently very good/good.

Research environment

As one learns from the self-evaluation provided by the Head of the Department, there are certain ambiguities concerning the research subjects (see above). One major ambiguity concerns the professorship in 'Theology of Religions'. The position of Prof. Svartvik, who holds an endowed professorship at LU with its main office in Jerusalem, is not yet clear in terms of his engagement at CTR. The Head of Department has put it clearly that this construction may form a special opportunity, but it has not yet been dealt with in a satisfactory manner.

The organization of research subjects is always a highly delicate matter, because a lot of traditional 'rights' and issues of prestige are connected with defining and redefining research disciplines. My experience suggests that it is for the Head of Department to find a solution that is appreciated by the affected researchers. An intelligent solution will stimulate CTR research in its entirety.

My recommendation: (1) To have a conference under the Head of the Department with the Professor of Theology of Religions, the researchers in the fields of Islamic Studies and Jewish Studies, and the professors and *forskare* in Philosophy of Religion and Ethics in order to clarify individual and shared competences, (2) to discuss a joint research project, probably best together with Islamic and Jewish Studies. This would be an experience that could bring researchers from related fields together, as pointed out above.

Classes at the PhD level and work-in-progress seminars of a very good research standard, partly with international participation and/or cross-disciplinary sessions, are offered in different research areas, especially in Patristics/Church History/Global Christianity, in Old Testament Studies, in New Testament Studies, and in Systematic Theology. Undoubtedly these seminars strongly improve the research environment of CTR.

Professors and researchers at CTR participate in national and international research networks. Some professors hold leading positions in national or international research organizations. Conference attendance is good. Researchers in the research-intensive subjects are also used to organizing conferences in Lund.

The conditions as regards research infrastructure seem to be satisfactory. Complaints that are listed in the Head of Department's statement address the burden of paperwork for applications, bureaucracy, and administrative tasks (partly also the teaching load; see below), as well as the uncertain employment conditions of researchers, but they do not include deficiencies in the research infrastructure itself. As far as one can see from the self-evaluation documents, the internal research environment in CTR is very good, but the researchers *really suffer* from a '*constant threat, the threat of all courses and programmes being withdrawn if not enough students are forthcoming, the threat that courses one has meticulously prepared will be withdrawn, the threat that staff will be given notice. Which threat becomes reality, and why, is not always possible to know. It is well known that the economy is bad at CTR; the fact that there is a large amount of agency capital at Lund University is also known. Why there is no financial logic that relates these matters to each other is on the other hand unknown among staff…*' (quoted from the self-evaluation of Islamic Studies). The University Board and the Advisory Board would be well advised to read and discuss this statement (if possible in context: I have only quoted a few sentences) most carefully. Here one can hear the voice of researchers who struggle to achieve the best research in their subject, but feel that there is no real backing either from the JFHT (but from CTR) or from LU. My experience tells me that this quotation expresses exactly the psychological situation of many of the small disciplines within the JFHT (not only at LU, but also at my own university and elsewhere), and that this voice is not sufficiently heard by university boards in general (probably also at LU). Research is severely hampered by the situation of ongoing pressure from the Faculty and from LU, concerning the number of students etc. Researchers would appreciate psychological backing from LU in the form of recognition for their research, rather than being at the receiving end of allegations to the effect that their subjects are not as big, or as successful, as expected. I am quite aware of the fact that I am inserting a psychological element into the assessment. But psychology is a necessary instrument for improving research, because research itself is a rather hard and often less than satisfying job.

Relationship between research and teaching

The statement of the Head of Department is very clear on this point: CTR professors find it crucial to their success that they work in both areas mentioned in the heading, teaching and doing research at the same time. However, they complain that they do not have enough *continuous* periods of research time, and also that there are difficulties with spending a research term abroad (problems with finding substitutes to take on their administrative duties etc.) and with receiving sabbaticals in the first place. Researchers also find it difficult to defend their research time. On the other hand, researchers with 100% research time would prefer to teach to a certain extent, so as to be part of the department and able to stay in contact with the students.

Recommendation: I know from my own experience that a limited lectureship of e.g. 2 hours a week (1 course) is very important for understanding the whole academic business. Especially younger full-time researchers will benefit from the teaching experience. If possible, *forskare* should be given this opportunity once a year.

As to senior lecturers, many experiences (e.g. in German Law faculties) illustrate that teaching without 'own' research soon turns into an obstacle for bright young students. They are often taught outdated contents and trained in outdated methods. This is no general verdict over senior lecturers, but an appeal to LU to give their senior lecturers the opportunity to do some research of their own as well. The impact on research of the element of teaching *and* vice versa is evident for every person with sufficient academic experience.

Generational balance and plans for future staffing

Generational balance is especially important concerning the professorships of the main subjects. Over the last few years, the Professors of History of Religions, Jewish Studies, and Religious Studies (Migration Studies: a crucial field in current political and theological discussions!) retired. (In addition: the Professor of Islamic Studies switched to a different institution.) The retirements may give CTR the opportunity to recruit younger promising professors, but unfortunately they could also be used by the LU administration as a starting-point for reducing the research positions at CTR. Currently, CTR has a good balance of senior and younger faculty. In his report, the Head of Department is quite aware of the long-term perspectives of CTR. He is already looking forward to changes in the next three years and is determined to recruit professors of Systematic Theology and Philosophy of Religion. He also mentions an interesting point, an initiative geared towards associated researchers.

Recommendation: (1) I would like to stress the importance of this initiative. In the fields of Humanities and Theology, we have many persons who did their PhD and afterwards switched to academic positions outside the university. Involving these persons in CTR would amount to building a bridge between the university and institutions outside the university, and CTR would benefit from the experiences of this group of persons. (2) I am unhappy about the discontinuation of the professorship of Migration issues. This subject is a particularly promising field. Current discussions on religion in general should be part of the research efforts of CTR.

Potential and outlook

The future of CTR primarily depends on the strengths of the individual subjects of Theology and Religious Studies. As stated earlier, Patristic Studies/Church History has the highest potential concerning research and will, as far as I can see, improve its position further. I do not need to repeat what I have said above on Biblical Studies and Global Christianity. I would propose the fostering and strengthening of the field made up of the closely connected subjects Islamic Studies, Jewish Studies, Theology of Religion, and Global Christianity (for Migration Studies, see above). I do not think that the potential research resources with regard to languages, places and field studies, knowledge of texts and theories, and familiarity with major debates have yet been brought together in a way that may create a major research project, carried out by researchers from all mentioned research units. But I am sure that CTR possesses the required potential and feel that it should make a major effort to create an excellent project in this field. Otherwise, the individual research subjects will remain in their fragmented and weak situations.

Comment: From my current experience in Eastern Turkey/Tur Abdin I know how many persons come to European countries, and especially to Germany and the Scandinavian countries, whose faith is Christian Assyrian and who have knowledge not only of Syriac, but also of the old Syriac Christian texts. Among these persons there are students of Theology who aim at a monastic career, if possible in Turkey. If CTR/EMCP/Islamic Studies/Migration Studies were able to recruit such students and researchers, they would bring in contributions to their own subjects and at the same time improve the situation of these migrants.

Output

CTR research output is related to the quality of the research units. The output of the Professors of Patristics/Church History and New Testament Studies is on the highest international level. The output in Global Christianity, in Theology of Religions, and in Islamic Studies is also very good. The other professors publish to the usual extent. The research output of the *forskare* depends on their individual situation and cannot be reviewed in general. To sum up: The output of research at CTR reflects the research conditions of the different groups of researchers.

Language issues

Personally, I would argue that the first language of Swedish researchers in Humanities and Theology is and should remain *Swedish*. Although it is one of the smaller European languages, Swedish is one of the three Scandinavian Old Norse languages that represent an important part of European languages and culture. First and foremost, it is *Swedish* research in Humanities and Theology that is obligated to foster and develop the Swedish language and adjust it to the rapidly changing scientific vocabulary. This applies in particular to the leading research institutions in Sweden, i.e. LU and other first-rate universities. Additionally, it has to be taken into account that researchers from CTR should participate in major debates in Swedish society. They can only perform this ‘third-task’ job (see below) in Swedish. There are very important debates on ethics, migration issues, Islam in Sweden etc. in newspapers and journals, on TV etc. The impact of CTR at LU on these debates is highly appreciated by LU and can only be attained in Swedish.

However, I am also convinced that contemporary research in general must take into account the leading position of *English* in Western scientific communication and the fact that most of research outcome, not only in science or medicine but also in the Humanities and Theology, is published in English. Therefore, it is absolutely necessary for researchers today to publish and to communicate not only in their native language, but also in English. Otherwise, their best results will not come to the attention of their international co-researchers. (There is no point in regretting that English-speaking researchers in the Humanities and Theology will no longer read contributions that are not written in English. English has become the successor of Latin and French.)

Owing to the fact that researchers from LU (especially the younger faculty) are fluent in English, a significant part of the publications of CTR is already written in English. In my eyes, a healthy balance has been reached (e.g. Global Christianity: main publications in English, but also Swedish contributions on specific Swedish topics). Some disciplines do most of their research in English (e.g. New Testament Studies, a subject that has switched almost completely from German to English during the last generation). Others, which are more concerned with the situation of the Swedish Church and Swedish society, publish mostly in Swedish (e.g. Practical Theology, Sociology of Religion, also Philosophy of Religion, obviously addressing an audience within the Church of Sweden). The whole issue to a large extent depends on publishing houses, publication channels (e.g. Swedish church reviews) etc.

Proposal: Doctoral theses should either be submitted in English or be translated into English [or, in the case of Theology, German] afterwards. Both options are of equal value. LU should support the translation work and the publication of these theses.

Publication strategies

Publication strategies have to vary according to the nature of each research field. For instance, in the highly internationalized field of New Testament Studies there exists a rich variety of German and English publishing series, journals, lexica, congress volumes etc. The NT scholars from Lund participate successfully in this scholarly environment. Other subjects are not organized in the same way and do not provide as many prestigious places for publishing, editing etc. But as far as I can see, each individual subject aims at publishing in the best manner that the discipline provides.

Generally speaking, articles in scientific journals and monographs are very important for all subjects at CTR. Because of bibliometric guidelines, articles in peer-review journals are usually considered to be especially prestigious. But from the US and also from Germany (DFG), we learn that a certain change with regard to bibliometric guidelines has taken place over the last five years. In general, the monograph is ranked higher today than it was about ten years ago. Today, it is the most prestigious format in the Humanities and Theology (see the bibliography of leading US scholars who sometimes publish up to one monograph per year). The scholarly impact of peer-review journals remains high, but the different subjects of CTR have an especially broad international variety of learned journals which it is almost impossible even for full-time scholars to read, and discussions about ranking often remain controversial (my own subject New Testament Studies, for instance, has a lot of first-class journals in different languages). In this situation of 'over-publishing', monographs have a scholarly come-back. Monographs on cutting-edge topics (best written in English) are usually quick to gain a wide scholarly audience and form the starting-points of conferences, invitations of the author, conference volumes, new projects, invitations to write assessments etc. Also, only important monographs will be translated into different languages (this holds true especially for major theological monographs) and make an impact not only on the English-writing research community but also, for example, in the francophone world (as well as, for instance, on Japanese scholarship). Consequently, good monographs make the biggest impact in our subjects.

By and large, the individual research subjects meet the needs and respond to the situation of research in the CTR field. Doctoral theses are published, monographs are finished. Articles and papers find their way to peer-reviewed journals. The researchers of CTR, in particular the professors, are well aware of the whole problem of publishing under international competition and try their best.

Recommendation: (1) My impression is that the number of reviews written by members of CTR is rather low (except the reviews from New Testament researchers at CTR). Perhaps CTR researchers feel that reviews are no real research; maybe they don't even list their reviews. In my opinion, however, reviews are an important part of research because they serve two purposes: to communicate research work to a national, but also very often an international, research community, and to take a critical look at the results of recent research, thereby encouraging improvements in, and pressing ahead with, the topic. (2) The members of the best research disciplines at CTR, in particular Patristic Studies/Church History, should discuss whether they would be able to edit a series with a prestigious German, UK, US, Dutch, or Belgian publishing house. Series focused on topics that are treated with particular attention at an individual university will command the interest of scholars from abroad and – together with conferences – improve and inspire the relevant university's own research.

Comment: In most of the CTR fields, international research competition is hard and very much US-dominated. As far as I can see, most CTR researchers work hard to get into the international debates.

Quality of publications

Generally speaking, the quality of the submitted publications meets international standards. In terms of originality and significance, I would like to make special mention of the monograph by Prof. Vähäkangas (2008) on African Christianity, the monograph by Prof. Hornborg (2008) on Canadian Indians, the article 'Mönchtum' in *Reallexikon für Antike und Christentum* (2012), and the three books by Prof. Qvarnström on Jainism, from 2012 and 2013.

Scholarly impact

It is not surprising that the work of the Professors of Patristics/Church History and New Testament Studies undoubtedly has the highest scholarly impact, both nationally and internationally. The works of these scholars are not only frequently quoted; they have set a fresh agenda for at least a part of their respective broader research subject (e.g. 'orality and literacy in the Jesus tradition' by S. Byrskog, and 'monastic paideia in Early Egyptian and Syriac monasticism' by S. Rubenson).

Prof. Hornborg, Professor Emerita Trautner-Kromann and Professors Byrskog, Rubenson, Vähäkangas and in particular Prof. Jarlert have achieved high recognition from their respective scientific communities and from Swedish and foreign public institutions.

Comment: In my opinion the most important research contribution that can be given by a scholar at CTR is *to find an innovative question* or inquiry that meets current needs, contributes to cutting-edge debates and initiates a new perspective or a new method. Research in the field of CTR should always be done at the frontline of development. This applies in particular to the field of Islamic Studies etc. (see above).

Societal impact

My comment on *scholarly* impact leads directly to the *societal* impact that I consider to be particularly important. In many ways, CTR research contributes to elucidating issues crucial to the Swedish society of today.

The CTR subjects that deserve to be strengthened for such reasons (Islamic Studies etc.) are closely connected to very important current debates in European societies and in Sweden. The phenomenon of migration urgently needs strong research-based expertise. LU should aim at providing the best research conditions and first-class outcome in the field of Migration Studies/Islamic Studies/Jewish Studies, together with Sociology of Religion.

From a broader perspective, CTR research contributes to society in many respects. The network with the Lutheran Church of Sweden primarily affects Church History, Systematic Theology, Practical Theology, and Ethics. In these fields, but also in Biblical Studies, Global Christianity and Theology of Religions, CTR research outcome matters to the Church of Sweden as well as to the handling of other societal concerns such as moral conduct, relations to other religions etc.

Final remarks

Overall remarks: Firstly, I go back to the statement of the Head of Department which is partly based on individual annual reports on research activities submitted by researchers: The Head of Department concludes the self-evaluation of CTR with a plea for more stable structures and for a strengthening of permanent research positions. I want to underline the importance of this plea in general, and especially in respect of professorships in crucial subjects such as Jewish Studies, Ethics and Religious Studies.

Second, with reference to the strategic plan of JFHT 2013-2017, I want to underline the general introduction, the goals, and the strategies, including the role of internationalization.

Proposal: As to the areas that are especially prioritized, I would like to add 'hosting of international conferences'.

With regard to the text of the strategic plan, I would also like to emphasize the importance of 'good knowledge of the LU organization as a whole' and of the combination of teaching and research (see above). I would like to add a critical remark as regards the economic situation: I wonder whether pleas for improving the funding, and attempts to increase the amount of external funding, will be as successful as is apparently expected by the Faculty Board.

Finally, I would like to comment critically on what is said on pages 5-7 of the Strategic Plan of JFHT 2013-2017. To say the least, the tasks that are outlined here for the individual committees are too comprehensive to be carried out successfully. What I read are declarations of intent on a level that is too idealistic compared with the needs of researchers and the threats they face. Instead of these 'Selbstverpflichtungen', I would have liked to read a commitment to developing seminal research issues that are connected with current debates in society, and to raising awareness of CTR's own seminal debates in society at large. In addition, I would have liked to read about institutional tools by which these debates can be brought into, and explored in, the JFHT.

Verdict

I would characterize CTR, looked upon as a whole, as 'Good'.

Patristic Studies/Church History are *excellent* (5); New Testament Studies, in view of the lack of a more comprehensive research project, is *very good* (4). At present Old Testament Studies, Islamic Studies, and Global Christianity are *good* (3) but with a positive trend. Research in the other subjects is between *good* (3) and *satisfactory* (2) (except those subjects where no real research can be done at the present moment).

In relation to RQ08, I cannot see strong progress. The excellent and very good fields have stabilized and improved their research efforts. The situation of the PhD students has improved slightly. But the RQ08 proposal concerning a focus on research in Islamic Studies and Middle East Studies was not taken up by CTR. In general, the research map is very fragmented (see the remarks in the self-evaluation by the Professor of New Testament Studies); and individual research projects have no connection with one another, though important issues arise from them which would benefit from being subjected to joint research endeavours.

Anders Holmberg

An evaluation of the research in language and linguistics (*språkvetenskap*) at the Centre for Languages and Literature

I will mostly refer to the different subjects/disciplines (*ämnen*) of SOL as <u>sections</u>: French, Linguistics, Semitic languages, and so on. For those disciplines where language and linguistics is a sub-discipline (typically alongside literature), <u>section</u> refers to the language-and-linguistics sub-discipline.

In my evaluation of published research, I will follow the categorisation in the 'Guidelines for external research examiners, HTRQ14'. Following the Guidelines, the primary criteria are *originality, rigour, and significance*. An average grade for the publications of each subject has been calculated on the basis of individual assessments, to which the following parameters have been applied:

5 Excellent, recognised as holding a leading position in the field.
4 Very good. Scholarship of very high standard, known and respected in the relevant field.
3 Work of good international quality. A solid contribution to the relevant field.
2 Work of acceptable quality.
1 Work below the standards defined above.

I will supply an overall value for each section, based on assessment of the submitted works and other research-related circumstances (level of recognition, volume of research, research environment, research and teaching), following the definitions of values in the Guidelines. The overall value is an approximation of the average of the specific values. A discipline/section will be judged *Excellent* if the value is 4.5 or over, *Very Good* if it is 3.5, *Good* if it is 2.5, *Satisfactory* if it is 1.5. It is not strictly a numerical average, since other circumstances enter the picture as well. I will regard the quality of research as evident in the submitted publications to have more weight than the other factors.

The general impression is that research in language and linguistics at SOL is in a healthy state. Most of the sections can document improvement since the the RQ08 research-evaluation, in several cases quite substantial improvement. The improvement can be measured in the number of staff that are taking part in research and in the volume of research, in the volume of external funding, and in the quality of research as measured by the number of publications in established, high-quality peer-reviewed publications, and in terms of increase in the number of citations. These figures were not always made explicit in the self-evaluations, but for several sections there was clear evidence of improvement. The number of graduated PhD students is another indicator, which unfortunately was often not visible in the documentation.

Evaluating the research of the various sections would have been easier if all the self-evaluations had included a proper list, with names, of the relevant staff. For several of the sections I have had to try to guess who they were, by comparing the self-evaluation with the subject website. In general, there was considerable variation regarding level of detail in the self-evaluations. Only some of them had a proper presentation of the figures for external funding since 2008, or figures for number and type of publications, compared with the situation prior to 2008. The evaluation of the research environment would have been easier and more accurate had I had a proper presentation of the number of research-related activities in the sections, such as conferences, seminars, working papers, etc. Not all of them included even a list of the works submitted for review.

There was also much variation in the attention given to the strategy section (*Framtidsperspektiv*, 'Outlooks for the future'). Inevitably it has a certain effect on the overall impression if this important section is almost glossed over.

The assessment of the RQ08 for research in language and linguistics at SOL was *good* (not far from *very good*), on a scale of *unsatisfactory>satisfactory>good>very good>excellent*. As there has been some clear, visible improvement since then, and no indications of stagnation, I would rate the research in language and linguistics at SOL now as overall *very good*, but still with some way to go to 'excellent'.

The RQ08 included the following characterization of the published research in language and linguistics: 'Some of the publications…were clearly at the leading edge of current research, excellent in terms of innovation as well as impact, but the larger picture is one of research that is of sound quality rather than high originality' (p. 131).

This is still the larger picture, although there are indications that the volume and the quality of the research of 'sound quality' has gone up since 2008.
As was the case in 2008, and recognized in the RQ08 evaluation, there are some particularly strong research groups within language and linguistics in SOL:

The generative linguistics research group is numerous, and distributed over several sections: English, German, Italian, Linguistics, and Swedish. Research on language acquisition in the French section is also generative-oriented. Generative linguistics (particularly syntax) at Lund has a very well established and recognised position internationally. It is clearly the leading university in Sweden in this field and arguably in all of the Nordic countries, certainly in terms of volume of research. There is already much collaboration among these researchers, with seminars and conferences co-organised, papers co-written, and so on. The disciplinary boundaries are basically not visible to an outside observer (an observation based on my own experience), which is obviously just as it should be. That said, there is still room for improvement. For one thing, generative researchers at SOL should definitely make a concerted effort (again) to formulate a proposal for a major research grant, or indeed several major grants, with different subsets of the group joining forces. There are some researchers within the other sections as well (Semitic languages, Japanese) who perhaps would not call themselves 'generative', but whose object of research is syntax. They could be more integrated in the syntax milieu. The generativists would also do well to consider more experimentally oriented work, making use of the Humanities Laboratory facility, perhaps developing some collaboration with the researchers within SOL or outside SOL who are oriented towards psycholinguistic research.

Language acquisition is another field where SOL in Lund is well represented. Research in first- and second-language acquisition is strong especially within the French, Linguistics, and the Italian sections, and also in Swedish.

A research group which is unique to Lund is the Semiotics group. The Semiotics section has grown from being, for a long time, a one-man enterprise to a group of currently seven researchers, all funded (some part-time) by external money, producing research which is surely world-leading within this subject (or research programme).

There is a range of research groups in the Linguistics section producing interesting, high-quality work, some of it in collaboration with researchers from other sections (Semiotics, English, French, Italian), as well as with researchers outside SOL, including the Faculty of Medicine. There is a strong group of researchers in the Linguistics section doing experimentally based research on intonation and processing, and other psycholinguistically and neurolinguistically oriented research. This is clearly a highly dynamic area of research at the present time, in part funded by some very major research grants (Cognition, Communication and Learning, under the auspices of the Linnaeus Centre Thinking in Time, and the Centre for Cognitive Semiotics).

The Humanities Laboratory is mentioned in several places in the self-evaluations. It is particularly important for the research in the Linguistics section, but researchers from at least French, Italian, and Semiotics have also been involved in research making use of this facility. From what I could make out, it is a splendid initiative which has clearly played an important part in the research and surely also for the very impressive success in securing external funding for projects in the Linguistics section in particular.

An obvious measure of international recognition is citation indices. The RQ08 report assessment of the citations of the SOL language and linguistics was 'less than a handful have more than a 100 citations and two have more than 200', with the comment '[these] results are not outstanding' (p. 131). Based on a somewhat unsystematic search at Google Scholar, the figures are rather better now: There are at least a dozen people with over 100 citations, but less than 500, half a dozen with 500-1000 citations, and one with over 2600 (H. Sigurðsson in the Swedish/Scandinavian section). Does this indicate world class (the stated ambition of Lund University)? While it is still the case that there aren't many 'really big names' among the researchers, I'm absolutely confident that, in terms of quality, volume, and scope of research, language and linguistics at Lund (SOL) is at present among the top 100 comparable units in the world (a figure mentioned in the university's mission statement as holding for the university as a whole, according to some assessments), and nowhere near the very bottom of that list. If this is the criterion, they are world-class.

As for advice from me as reviewer to SOL (and to the Faculties of Humanities and Theology, Lund University), it is simple: Build on the strengths that Language and Linguistics at SOL has. The research that is taking place in SOL is varied, but also focused along certain research programmes. They can be strengthened further, to make an even more significant contribution to international research, with even higher visibility for the university, making the university, particularly SOL, more attractive as a workplace for top-notch researchers internationally, and for postgraduate students. I do not, for example, see any great need for introducing new lines of research at the present juncture.

It was pointed out in RQ08 that internal appointments were practised far too much at SOL. I can see some signs that this is practised less generally now. It is absolutely crucial, though, that there is a proper international search when new appointments are made. Language and linguistics at SOL has the reputation and capacity to attract the very best candidates, certainly among the younger researchers in the world. When they arise, such opportunities must not be wasted.

In the following I will go through each section, and offer an assessment of their research based on their submitted samples of published works, and facts reported in their self-evaluations and, in some cases, their websites. In the case of works with multiple authors a subset of whom are from SOL, I have underlined the SOL-based authors' names.

Aggregate citation figures are only approximate, based on inputting the author's name on Google Scholar and adding up the citations down to works with fewer than 10 citations, and making a guess as to how much they will add. A few authors had Google profiles with exact figures.

The sections are treated in alphabetical order:

English Language and Linguistics

The Language and Linguistics section of the subject English has 9 permanent members of staff: 6 lecturers, two with *docentkompetens*, and two professors (one promoted). In 2008 the figures were 6 permanent staff and no professor. This is a notable increase in staff numbers. In the period since 2008, English has also had two researchers and a senior research fellow, but their contracts are now up. There are two active PhD students. Four PhD students have graduated since 2008.

No list of research-active staff was given, so I have had to piece together information from the website with the self-evaluation. On the whole, this was not the most informative self-evaluation. There are, for example, no exact figures for external funding. A number of grants are mentioned, among them two from the Swedish Research Council (or possibly four, or it's the same two mentioned twice), which were presumably quite large. [Addition based on supplementary information from the subject: the number of external grants awarded to members of staff between 2008 and 2012/2013 is exactly 11.]

The representatives of English language and linguistics characterize their research profile as made up of

(a) cognitive/functional approaches (represented, I assume, by C. Paradis and D. Glynn),
(b) generative approaches (represented by S. Manninen, E. Klingvall, F. Heinat, and F. Beijer, and possibly others; this was not made explicit), and
(c) applied approaches (represented by M. Källkvist, F. Hult, who joined very recently, and H. Gyllstad).

The combined research output is respectable, but with considerable variation among the staff. There are 23 papers in peer-reviewed journals, some (but not many) in the very top journals. Language of publication is not an issue, as you would expect for an English language section: all publications are in English.

Not mentioned explicitly in the self-evaluation is that if Carita Paradis were omitted from the list, the figures would be rather modest. This holds true of external funding, too. The recent addition of Francis Hult to the staff is a considerable strengthening of the research profile, though.

I would have liked to see a strategy for increasing the quality and quantity of the output in the section. The strategy section (*Framtidsperspektiv,* 'Outlooks on the future') of the self-evaluation is weak.

The generative linguistics group is fairly numerous and highly competent, with at least some publications in competitive places. They have collaborated with one another on several papers and edited volumes, which is the best sign of an inspiring research environment. More encouragement and more concerted effort should be given to collaboration with the other generative researchers across the sections of SOL on a large-scale project, or projects, including French, if language acquisition is made part of the collaborative project.

The self-evaluation of English language and linguistics makes special mention of the close connection between research and teaching as a feature of the section, and provides some interesting evidence of this. This is highly commendable.

Comments on submitted works

Two papers by F. M. Hult were submitted: 'English as a transcultural language', *TESOL Quarterly*, 2012, is a contribution to the theory of language planning. It is a well-researched paper, based on earlier work by Hult (including his 2007 dissertation). Apparently it represents a partly new approach to language-planning research, with discourse analysis as an important ingredient. The main finding is that English is now positioned as a transcultural language (not a foreign language), or even as a 'Swedish language' together with Swedish.

With S. Compton, Hult has written 'Deaf education policy as language policy: a comparative analysis of Sweden and the United States', *Sign Language Studies*, 2012. This is a comparative policy analysis of national education policies concerning sign language in the educational systems of Sweden and the USA. There are two major types of language planning in relation to education: (a) status planning, which is about what languages there should be, that should be learned, and (b) acquisition planning, which is about how these languages should be learned, and used. The paper examines these two types of planning as they emerge from national guidelines for education in the two countries.

M. Källkvist's paper on 'Languaging in translation tasks', published in *The Modern Language Journal* in 2013, is a careful study, competently carried out and reported, on the advantages of using translation as a teaching method in advanced teacher-led L2 learning. A comparative, partially controlled study was made between a set of university-level lectures using L1 to L2 translation with four sets of lectures using other methods. The focus was on the quantity and quality of the 'languaging' generated among students under teacher-led discourse. Languaging generated by the translation task was found to contain more student-initiated participation, with a high degree of focus on grammatical features. On the basis of the experiment, the study concludes that translation tasks may be a suitable choice when the teacher's main priority is to facilitate and stimulate teacher interaction.

H. Gyllstad is co-author, with B.Wolter, of an article called 'Collocational links in the L2 mental lexicon', *Applied Linguistics*, 2011. This paper reports an investigation of the processing of verb-noun collocations in an L2 (English), comparing reaction times to collocations which have a translation equivalent in the L1 (Swedish) and collocations that don't, and comparing the processing of the same collocations by native speakers. The hypothesis tested was that there would be a priming effect with collocations which have an L1 equivalent, showing effect of L1 on L2 performance, and this was found to be the case.

C. Paradis is represented i.a. by an article where she is first author, with the collaboration of M. Eeg-Olofsson. The article, 'Describing sensory experience: The genre of wine reviews', *Metaphor and Symbol*, 2013, examines how sensory perceptions are linguistically conveyed, focusing on wine reviews. This is clearly the result of some very thorough research and a lot of thought. The findings are discussed in the framework of a theory of lexical semantics which the authors have developed in other work. One of the striking claims is that the terms used when describing smells etc. are not polysemous. Instead, there is 'monosemy at the conceptual level and syncretism in language'. This is top-class work for rigour and originality, and will surely have significant impact in the field of the lexical semantics of sensory perception.

F. Heinat and S. Manninen are represented by a chapter, 'How do things get done', in *Non-canonical passives*, an edited volume published by John Benjamins in 2013. It is a detailed study of a construction which traditionally hasn't been recognised as a passive in Finnish, but as a copular predicative construction. The authors show that it has a range of properties which are characteristic of passives. They compare the construction to non-canonical passives in other languages (including get-passives in English). In the context of Finnish syntax, this is an important and carefully argued paper.

A contribution by E. Klingvall, 'Complex non-compound words in Swedish', appeared in *Studia Linguistica* in 2012. A paper about compound words such as *svårbakad* and *tungläst*, it argues that the head of the compound is the adjective *svår* and *tung*, respectively. This is a remarkable finding, since compounds otherwise are strictly right-headed in Swedish, and Germanic generally. A series of arguments is given, and a formal analysis is presented. It's all put in the context of current theories of word formation, to which this paper makes a notable contribution.

Paradis is co-author with Jones, Murphy & Willners of the volume *Antonyms in English*, published by Cambridge University Press in 2012. (The volume was also submitted by the Linguistics section, as a contribution by C. Willners.) This is the most thorough treatise on the semantic relation of antonymy to date, the result of five years' collaboration – and clearly very productive collaboration. It discusses antonymy from just about every angle: as a semantic concept, the typology of antonymy, the use of antonymy in discourse showing their role in discourse organisation, and the acquisition of antonymy by children. The data come from a variety of sources, various corpora as well as a range of experiments. The findings are formalized within the theoretical framework of construction grammar. All of it is succinctly presented. This is first-class research on all accounts.

Two volumes co-edited by members of the English language section are submitted, I presume, as examples of the editorial work that has been carried out by members of the section, and also including contributions by these members, reviewed below. Both are well-produced volumes by top-rated publishers. The first one, *Quantitative methods in cognitive semantics: Corpus-driven* approaches, co-edited by D. Glynn with K. Fischer and published by De Gruyter Mouton in 2010, contains a detailed introduction by Dylan Glynn as well as a paper/chapter by him. The paper is an example of quantitative semantic research, identifying and characterizing different senses of a word by quantitative methods applied to words in context. This is a relatively new field of research, and a promising one, by the looks of it. Glynn is clearly making a highly competent contribution to it.

The second edited volume is C. Paradis, J. Hudson and Ulf Magnusson (eds.), *The construal of spatial meaning: Windows into conceptual space*, Oxford University Press, 2013. C. Paradis is co-author of the introduction and also contributes a chapter in the book, co-authored with C. Willners: 'Negation and approximation of antonymic meanings as configuration construals in space'. It covers the same ground as chapter 5 in Jones, Murphy, Paradis & Willners. The question is 'Is X the same as NOT Y, and vice versa' where X and Y are antonyms. It reports a carefully carried out experiment to determine Swedish speakers' intuitions in this regard.

Level of recognition: 3
Volume of research: 3
Research environment: 4
Research and teaching, including PhD students: 5
Works: 3.88 (with a good distribution among the members of the section)
Overall: *Very good (4)* (but only just).

The quality of research is consistently high. On the negative side, the level of external funding is low for a section of this size, especially when considering its distribution. The volume of research leaves room for improvement. No clear strategy presented.

French

The section has provided a detailed self-evaluation. The linguistics section of the subject French at SOL has two professors with 40% research duty, one lecturer on a temporary contract (20%), and two researchers on external funding (100%). In addition they have four PhD students, one of whom is oriented towards didactics rather than linguistics.

The self-evaluation describes two major lines of research: One is language acquisition, with special focus on morphosyntax and the lexicon. This continues the tradition instituted when Susanne Schlyter joined the department in the early 90s (Schlyter has recently retired; Jonas Granfeldt, Anita Thomas, and Malin Ågren represent this line of research). The other is research on the use of French in spoken interaction ('socio-discursive interaction') (represented by Paul

Touati and two of the PhD students, Nina Bengtsson and Rasmus Persson; the latter has a more phonetic approach to interaction, though). From the works submitted, it is obvious that the first one is by far the stronger of the two.

There has been a substantial increase in external funding since 2008. A total of almost 3.5m is a respectable figure (and for some reason the five-year grant from Vitterhetsakademien for Bacquin is not included in this figure, although it seems to be partially for linguistic research).

There is also a notable increase in peer-reviewed publication, and also more publications in English, compared with the figures in the 2008 review. The self-evaluation points to the need to maintain a balance between publication in English (for the wider international audience) and in French (for the narrower specialist audience). This is a valid point for languages generally.

The SOL-based seminar in language acquisition is mentioned as a particularly important institution.

The strategy section is detailed. The opportunity for closer collaboration with the Humanities Laboratory is mentioned (Thomas and Ågren are mentioned in this connection).

The section is at present in dire straits, though. Since 2004, two professors and one lecturer have retired (Susanne Schlyter, who clearly has been very important for the profile of the subject, retired in 2011), and only one lectureship has been filled (now promoted to professor). There is no lecturer in a permanent position. It is therefore doubtful whether the present level of research activity can be maintained. Touati is soon to retire, which means that the other line of research, French spoken interaction, may disappear. The self-evaluation stresses that recruitment of a lecturer with linguistic orientation is their number-one priority, in the near future, with competence in one, or both, of the two main lines of research. Since Touati will soon retire, this is definitely a minimum requirement. [The subject has commented that such a recruitment is now in progress, albeit only at 50 %.]

A striking feature of the submitted works from the French linguistics section is the coherence of the contributions, in terms of objectives and framework, clearly evidenced by the number of joint publications (by Ågren, Granfeldt, Thomas, and earlier Schlyter). This is excellent testimony to an inspiring and productive research environment. The individual publications reviewed below may not rise to the value 5 as defined in the HTRQ14 guidelines, but taken together, they amount to a very significant contribution to language-acquisition research, particularly L2 acquisition, including adult and child language acquisition, also including simultaneous bilingual child acquisition (2L1 acquisition), a comparatively new subfield within language-acquisition research, and even more particularly, acquisition of French. This is cutting-edge research, always theoretically informed and theory-driven. But there are also contributions to issues more directly relevant to current language education in schools.

The French section's papers in language acquisition are mainly in highly rated peer-reviewed journals, in English, although not in the absolute top journals in the field (such as *Studies in Second Language Acquisition, Second Language Research, Language Learning, Applied Linguistics*); I would recommend that they do publish in these journals, too, to increase impact.

An evaluation of undergraduate education in French done by the Ministry of Education gave the programme in Lund the highest score in Sweden, in part on the basis of the high scientific quality of the students' research projects. They are quite rightly proud of this in the French section; it is a testimony to the importance they attach to research in their education.

I agree with the section that it is vital to maintain the strength that they have in second-language-acquisition research; not to do so would mean a significant loss in international exposure of the research in languages and linguistics in Lund. (Counting citations, Schlyter [recently retired] has more than 500 citations – not counting volumes where she is editor. For SOL, this is a high figure.)

Comments on submitted works

Two papers by Mari Bacquin are submitted on the pronouns of address, *tu* and *vous*, in Old French, published in conference proceedings (2008 and 2009). The received view is that the two forms are in more or less free variation in Old French. Bacquin's papers are an attempt to be more precise. She investigates the use of the forms of address in a particular literary genre (*chansons de geste*), identifying different meanings of the pronouns, tracing the evolution of the use of these expressions. This is competent work.

J. Granfeldt has submitted a paper on the development of object clitics in child L2 French, published in *Language, Interaction, and Acquisition* 3 in 2012. It tests the hypothesis that there is a cut-off point for L1 acquisition and 2L1 acquisition at 3-4 years by investigating the development of object clitics (a notorious problem in L2 acquisition) among children with L1 Swedish learning French between the ages 3 and 6. There is a careful review of previous research and a detailed discussion of the theoretical consequences of the results, building on previous work by Granfeldt and Schlyter.

Together with two colleagues from the English section, H. Gyllstad and M. Källkvist, Granfeldt has written a study of 'Linguistic correlates to communicative proficiency levels of the CEFR', forthcoming in *Språk i undervisning: ASLAs årsbok*. The aim of this research is to improve the description of L2 proficiency of the Common European Framework of Reference (CEFR) in language education in European countries, including Sweden. The claim is that CEFR would benefit from input from L2 research, and the three scholars investigate the correlations between CEFR scores at different levels in French and English and school year in Sweden.

A chapter by S. Schlyter and A. Thomas on 'L1 or L2 acquisition – Finiteness in child second language' in a volume edited by M. Watorek et al., *Comparative*

Perspectives to Language Acquisition (2012), raises a big issue in recent language-acquisition theory, namely the status of child second-language learners: Are they like L1 learners or like adult L2 learners? The authors find that the child L2ers initially behave like adult L2ers, but that they advance more rapidly, leading to the conclusion that they represent a third type of language learning. Theoretical consequences are discussed in some detail. This is highly competent work on a topical issue.

A paper by A. Thomas, 'The influence of lexical aspect and input frequency in the L2 French of adult beginners' from the *Nordic Journal of Linguistics* of 2010, is a short version of Thomas' PhD dissertation from 2010, which is also among the submitted works. Adult L2 learners of French use two forms of the verb, a short form (= the present tense singular) and a long form (= infinitive) prior to mastering verb inflection. The question is if there is any system in the use of the two forms. Two hypotheses are tested: (a) The choice depends on lexical aspect, (b) the choice is based on input frequency. The results showed that input frequency was a better predictor. This is a very carefully made study of a controversial and much debated subject which also involves a comparison of two schools of thought in L2 research (the generative and the usage-based one).

Paul Touati has contributed two papers on the history of linguistics, both dealing with Bertil Malmberg, earlier Professor of Phonetics in Lund. One, published in *Revue anthropologie des connaissances* in 2010, is a close analysis of the correspondence between Malmberg and Max Wajskop of the Free University of Brussels. The context is a controversy between phonetics in the Romanist tradition and experimental phonetics. The other, published in a 2010 conference volume, closely analyses the expert assessments by a committee of linguists evaluating the application by B. Malmberg for a professorship in Lund. This was the first professorship in phonetics in Sweden, and the evaluators were assigned the task of evaluating the work of Malmberg as a contribution to a new discipline, phonetics. Thus, the issue is that of 'disciplinization' of a body of research.

Malin Ågren's 'The impact of spoken French on the acquisition of written French in child L2 learners', published in *Journal of Language Teaching and Learning* in 2013, examines 'the long and laborious differentiation process of spoken and written French in child learners'. This is a comparison of a group of Swedish child L2 learners and a group of monolingual L1 learners. According to her, there is very little by way of earlier research on how L2 learners learn to write French. She focuses on learning to spell subject-verb agreement (which is largely silent). This is a carefully conducted study, well researched, on an important but under-researched topic.

Ågren is also co-author with J. van de Weijer of an article on 'Input frequency and the acquisition of subject-verb agreement', published in *Journal of French Language Studies* in 2013. This carefully performed study deals with the acquisition of subject-verb agreement in spoken and written French ('two morphological systems that are very different'), comparing monolingual and bilingual French children. A hypothesis that is tested is the effect of frequency of forms and patterns in spoken input data, which is shown to have a decisive effect in both categories.

A forthcoming (in *Linguistic Approaches to Bilingualism*) article by Ågren, Granfeldt and Thomas sees three members of the French section pooling their resources to investigate the effects of age of onset of acquisitions and the quality and quantity of input on child L2 and child 2L1 learners' acquisition of French. It features excellent, well-defined research questions and strategy, based on a longitudinal study (2-3 years) of a group of L2 children and a group of 2L1 children. A methodological innovation used here is the individual input score profile, based on interviews with parents, educators, and children, to determine the amount, type, and quality of input that they get. The article is very strong on background, with detailed discussion.

Level of recognition: 3 or 4 (their strongest name has recently retired)
Volume of research: 4
Research environment: 5
Research and teaching, including PhD students: 5
Works: 3.54 (with a good distribution among the members of the section)

Particularly owing to the to the good research environment (with a plus for the detailed strategy section), I deem this section to be *Very Good (4)*.

German

The subject has four employed members of staff with research as part of their duties: three lecturers and one professor.

The research orientation of the section is, in a sense, narrow: German grammar, broadly speaking. But obviously this is a field of high importance and usefulness in a German language department. Also, within the field of grammar, their spectrum is large, covering pragmatics, semantics, and syntax. Grammatical/syntactic theory is the main orientation, or one of them, in several other sections in SOL. This provides opportunities for collaboration with other linguists in SOL, which has indeed been taken advantage of

The work of the professor, Valéria Molnár, has a well-established position internationally in the field of information structure and syntax (almost 300 citations on Google Scholar for the five most cited works, not counting edited volumes). Since 2008 the researchers in German have consolidated their position (in their own words), rather than expanded. They have not been very successful in attracting external funding; one grant of close to 500,000 is mentioned.

The submitted works were all in German, except one (a paper in *Lingua*). While work in German can potentially have a large readership, for the kind of research which the members of the section engage in they would probably reach a larger readership if they published in English – a fact which they indicate that they are aware of. I can sympathise with the principle of having doctoral dissertations written in German, though.

Perspectives for the future: A planned large research project in collaboration with colleagues at other sections is mentioned, which sounds promising (the information structure of questions). Hope is pinned on external funding. Especially given the prospects of continued collaboration with other linguists, particularly the generative linguists, across SOL, there is no reason to doubt that the German section will continue to contribute positively to the research at SOL.

Securing a new PhD position in the coming year is mentioned as crucial. The section has produced four PhD degrees since 2008, a notable achievement for such a small section.

Except for Molnár, who is a prolific researcher, the volume of research among the employees in the section is very low. This is not a sign of a lively research environment (although four PhD dissertations since 2008 is a positive sign). On the other hand, they do contribute very actively to the research environment in SOL, although possibly this is also mainly by virtue of Molnár. Are there no plans to engage the lecturers more actively in research?

Comments on submitted works

The submitted works are all in German except one. I am not really competent to assess the quality of work in German. The two PhD dissertations are detailed studies, which give the impression of a high level of rigour. Two papers are by Valéria Molnár. Both are presentations and discussions of a theory of information structure with special focus on the category contrast.

An article by V. Molnár, co-authored by S. Winkler, in *Lingua* (2009), called 'Edges and gaps: contrasts at the interfaces', is a detailed and impressive presentation (23 densely printed pages) of a theory of the role of contrast in grammar. It has a detailed discussion of the notions of focus, topic, and contrast, the central notions in the theory of information-structure. A central ingredient in the theory they articulate is the 'C-feature', as a mechanism for deriving the structural configurations conveying contrast. The main focus in the paper, and its most striking contribution to theory, is the relation between 'edges and gaps', i.e. between fronting and deletion, as two operations deriving contrast. The theory is further elaborated in a contribution by Molnár to an edited volume in the series *Institut für Deutsche Sprache Jahrbuch*, where she compares the investigated structures in 7 languages (French, Swedish, Finnish, Russian, Hungarian and German).

Some papers were contributed by the lecturers. Henrik Henriksson's 'Kann man *sitta och sitta* oder...', in a *Festschrift in honour of Valéria Molnár* published in 2012, discusses the notion of progressive aspect more generally, and some crosslinguistic variation, including the Swedish progressive *sitta och*... construction. B.-M. Ek and M. Nystrand have a contribution in the same volume on the use of the present tense in Swedish as an irrealis form, with comparison with the German *Referatkonjunktiv.*

There are two doctoral dissertations, E. Ekberg's *Aspekte des Dativs* of 2012, a 307-page dissertation on the dative and argument structure of German ditransitive verbs, and M. Osterkamp's *Werden – ein Chamäleon der Sprache*, a 270-page doctoral dissertation on the history of the (auxiliary) verb *werden.*

Level of recognition: 4 (though almost exclusively due to V. Molnár)
Volume of research: 2
Research environment: 3 ?
Research and teaching, including PhD students: ?
Works: 4 (but based on little evidence)

Overall: The average comes out as 3.3, which is *Good (3).* However, it is notable that this is due almost exclusively to the work of the professor (including her supervision of PhD dissertations).

Italian

The Italian section has been considerably strengthened in the last five years. It now has four permanent positions with research duty (two lecturers, two professors), plus one postdoc position ('*med anknytning till italienska*') and two PhD students. They also seem to have 25% of a third lecturer, if I understood their website correctly.

Of the two professors, Verner Egerland has 50% research duty and Eva Wiberg, the current Pro-Vice-Chancellor, 10% . Their research includes language history, syntax and semantics/pragmatics, language acquisition (for some reason, literature has also been included in the linguistics and language self-evaluation; I have opted not to comment on it). The main orientation is generative, broadly construed.

The work by Egerland is of a consistently high standard, empirically sound and theoretically informed. Language acquisition is represented by Petra Bernardini, Maria Graziano and Tanja Kupisch, the latter a postdoctoral researcher. The work which is documented from language acquisition is all by Tanja Kupisch. This is excellent work, centring on simultaneous bilingualism.

The research output of the two lecturers is somewhat meagre in the relevant period, but not unacceptably so. The output of the other professor is also rather meagre, but given that her research duty is only 10%, this is not unexpected.

No figures are given for the external grants received. Two projects have been concluded in the relevant period, one of them supported by the Swedish research

Council (VR). In addition, Italian scholars have been involved in a third project.

The strategy section is rather cursory, only stating that the section will try to 'maintain and deepen their profile, without losing their breadth', adding that it is imperative that the total research time of the subject is not reduced but rather increased. I would have liked to see some ideas on how to ensure this. At present, the postdoctoral senior-fellow position (*forskarassistent*) is clearly important for the research environment in Italian, as are the PhD positions, so maintaining the postdoc position must be an important priority for the section, as is attracting more PhD students.

Collaboration with the other subjects is an important part of the research activity of the section. Egerland has collaborated closely with Sigurðsson of the Swedish section, and Graziano has collaborative work with M. Gullberg of the Linguistics section.

Comments on submitted works

Works submitted include four papers by Verner Egerland, three by (or involving) Tanja Kupisch, two by Carla Cariboni Killander, two papers by Roberta Colonna Dahlman (a PhD student), plus a number of contributions to encyclopaedias, on grammatical vocabulary, by P. Bernardini and E. Wiberg. The papers by Killander were literary rather than linguistic (and in Italian), so they are not commented on here.

Four publications by Egerland were submitted. The first, on fronting, background and focus (2011), compares material from Sardinian and Icelandic (Old and Renaissance Italian are part of the comparison as well). It is shown that they differ crucially in their effect on information structure (focusing in Sardinian, backgrounding in Icelandic). This highly competent work explains some of the other differences, and similarities, between the two constructions, and thereby argues in favour of including information-structural features in syntax.

A paper on Old Italian *uomo* and the classification of indefinite expressions, forthcoming in an edited volume published by Cambridge University Press, articulates a classification of indefinite/generic expressions from earlier work by Egerland, based on properties of generic pronouns like *man* in German or Swedish, in a number of languages. It then examines the Old Italian 'pronoun' *uomo* to establish where it fits in the classification. It concludes with a fairly extensive discussion of language change/grammaticalization and the role of language acquisition in the evolution of indefinite expressions. This is excellent work, high in originality and rigour, especially in the historical bit.

The third paper by Egerland, published in 2012, on 'La grammatica della narrazione', deals with the use of the expression *sic*, roughly meaning 'so', in the early history of Romance languages. The impression is of a theoretically informed, well researched and carefully presented paper. Finally, Egerland's article on the history of the dative pronoun *loro* (published in 2010) also appears to be well researched.

Tanja Kupisch has (co-)authored three submitted papers. The one where she is sole author, published in *Bilingualism: Language and Cognition* in 2012, deals with specific and generic subjects in the Italian of German-Italian simultaneous bilinguals and L2 learners. Like the other two, it is about German-Italian simultaneous bilinguals, that is people who have grown up speaking two languages (hence 2L1'ers) as opposed to second-language learners of these languages (L2'ers). The papers report comparisons of the stronger and weaker language of the 2L1'ers, compared with the language of L2'ers. One of the big issues that this research can answer is how important a factor age of onset is. The results show little difference between the weaker language of 2L1ers and L2'ers for the variables the scholars looked at (genericity and specificity in noun phrases and grammatical gender), arguing that age of onset is not a decisive factor. The empirical basis is a set of fairly extensive studies of groups of 2L1ers in Italy and Germany, and France for one of the papers. This work is an important contribution to a recent area of research ('heritage language speakers'). Kupisch's study (with D. Barton, *Studia Linguistica*, 2013) of German-Italian and German-French 2L1ers and how they deal with the definite article in generic subjects is another competently carried out study.

A doctoral student, R. C. Dahlman, has contributed two competent papers. One, on conversational implicatures (in press; *Acta Analytica*), rebuts the claim that Gricean conversational implicatures are not always cancellable. This paper, which is based on sophisticated analysis of conversational semantics, argues that that claim is unfounded. Dahlman's other paper, 'Il sistema di doppia complementazione nel dialetto di Gallipoli (Lecce). Un'analisi semantic' in *Arena Romanistica. Journal of Romance studies* (2011), deals with finite and infinitival embedded clauses with special reference to an Italian dialect and is of a good standard for work by a PhD student.

Level of recognition: 3 (Egerland has more than a hundred citations all in all, since 1996)
Volume of research: 3
Research environment: 3
Research and teaching, including PhD students: 3
Works: 3.55 (with a rather narrow distribution among the members of the section)

The overall assessment of this section is *Good (3)* (with some very strong contributions).

Japanese

The Japanese section only has two members of staff within linguistics with research duty, both lecturers, one of whom joined the section as late as 2012. As lecturers they have only 20% research duty. However, SOL has increased the research time for Lars Larm to 60% in 2013, as a strategic move to make the subject more research-orientated, with a view to establishing a postgraduate programme at some point. This seems like the right move: the section has a person (Larm) who is competent and willing to engage in research in a subject which (as I understand it) is not well represented elsewhere in Sweden. This should be taken advantage of. Lars Larm's orientation is Japanese grammar, which accords well with the research orientation of most of the other language and linguistics sections of SOL.

Miho Inaba's research is on language teaching. It would benefit greatly from being more integrated with other work going on in SOL, in second-language acquisition in particular. It would be excellent if Inaba would get involved in experimental work, of the sort carried out in several other sections of SOL, to put her experience and insights from teaching Japanese to use in systematic research, constructing experiments to test hypotheses that are now only suggested.

A PhD student, Axel Svahn, is formally in the Linguistics section, but is closely associated with the Japanese section and works on Japanese under Larm's co-supervision.

Comments on submitted works

Larm's five submitted papers are all on various aspects of modality in Japanese grammar, and more recently also in a more comparative perspective. They include work on grammatical theory in Japan, focusing on the theory of modality.

Larm's paper on early uses of the term *chinjutsu* (2008) is a study of the use of a grammatical notion in Japanese linguistics or philosophy of language. The term broadly relates to 'assertion', or assertive force, so it involves notions like speaker attitude and evidentiality. It looks well researched, evincing considerable knowledge of the Japanese grammatical/linguistic tradition. The chapter on a Kindaichian approach to subjective modality, published in an edited volume (eds. Pizziconi and Kizu) on Japanese modality which appeared from Palgrave Macmillan in 2009, discusses modality in the context of Japanese using the work of the grammarian Kindaichi as a starting-point. There is discussion and clarification of the notion of 'subjectivity' as a quality ascribed to modal expressions. Larm proposes regarding subjectivity as a gradient and formulates nine criteria to determine degree of subjectivity of modal expressions. Eventually, a three-way taxonomy of modal expressions is proposed, where in particular the modal markers are classified according to their degree of subjectivity.

A short paper on modal concord in Japanese, published in a conference volume in 2011, demonstrates a range of types of modal concord in Japanese: epistemic, evidential, and possibly deontic and exclamative, and the various adverbs which can co-occur with the modal markers to form the concord. A 2012 paper on modality packaging from a Japanese perspective discusses the expression of modality on the basis of the idea that all languages can express the same range of modal distinctions, even though they may be grammatically or lexically encoded in quite different ways, or even may not be encoded explicitly at all. The paper then discusses a wide variety of forms in Japanese used to convey modal meanings, proceeding to discuss the notion of subjectivity and objectivity in relation to modality in some detail. This is a rich paper, with a lot of information about the expression of modality in Japanese, which should be submitted for peer-reviewing with a suitable journal.

Finally, an article by Larm called 'The inferential present perfect revisited', published in a volume of conference proceedings in 2013, deals with a particular use of the present perfect, the inferential present perfect, as found in Swedish among other languages (as in *Hon har hoppat ut genom fönstret* in the sense 'She must have jumped...'), discussed as a case of 'modality packaging'. The meaning of this construct is discussed and co-occurrence with adverbs is discussed. A brief comparison is made with the Japanese *-te iru* form.

Two papers by Miho Inaba have been submitted. One (forthcoming in a conference volume) deals with pop culture and second-language learning, reporting observations on the use and utility of pop culture for learning Japanese, on the basis of data collected for Inaba's PhD dissertation from 2009. It then proceeds to some reflections on how to make practical use of pop culture in and outside the classroom when teaching Japanese as a foreign language. The other paper, apparently the printed version of a workshop presentation, addresses the question of how to teach conversation at intermediate levels and offers some observations and reflections based on Inaba's own experience as a teacher of Japanese as a foreign language.

Level of recognition: 2
Volume of research: 3 (Larm has been productive recently; he needs to get some works published in peer-reviewed journals, and it is to be hoped that he will be able to broaden his research interests in the future)
Research environment: The additional research time allotted to Larm is a big step in the direction of an improved research environment.
Research and teaching: Can't be determined from the self-evaluation.
Works: 2.57.

The overall assessment is *Satisfactory (2)* (but clearly on a rising curve).

Linguistics

The section has provided an exemplary self-evaluation, with all the relevant facts displayed in table format. They have 31 researching employees, including 10 PhD students. Many of them are partly, in a few cases wholly, financed by external funding. Four are professors in permanent positions and two are visiting professors. This is a big Linguistics division by any standards.

There is a detailed exposition of the various lines of research carried out in the section.

The section has been phenomenally successful in obtaining external funding for their research since the last review in 2008. The volume of funding has 'almost quadrupled' since then. A number of very significant grants have been obtained from the ERC, VR (the Swedish Research Council) and RJ (*Riksbankens jubileumsfond*).

Members of the section have been particularly busy in experimentally based research in phonetics/phonology, psycholinguistics, and neurolinguistics, sometimes in collaboration with colleagues from the medical faculty, under the auspices of the HuMe-project. In part this is a new line of research. Linguistic typology is another field with a long tradition in the section, and it is continued along several different lines by several researchers. So-called cognitive semantics is another ingredient in their profile (represented by J. Zlatev and his PhD students).

The number of publications has increased since 2008, but not dramatically. The self-evaluation points out that it can be expected to increase in the next few years, when work on the many research projects can be expected to bear fruit. The section had a policy of publication in peer-reviewed journals and volumes already at the time of the last review.

The number of joint papers and books is evidence of a lively and cohesive research environment. There is also much evidence of collaboration with colleagues in other sections of SOL and colleagues outside SOL, but within the university. The linguists have supplied a list of papers co-written by a PhD-student and staff from the section, and they have submitted some such papers as well. This is very good practice and evidence of a good research environment.

The Humanities Laboratory is, apparently, an important institution for researchers at SOL, made use of particularly by the Linguistics section.

Clearly this is a very well organized and efficiently run section (also indicated by the very professionally written self-evaluation).

Comments on submitted works

The Linguistics section has submitted a book which was also included by the English section, as a contribution by C. Paradis: Jones, Murphy, Paradis & C. Willners: *Antonyms in English*, CUP 2012. This is the most thorough treatise on the semantic relation of antonymy to date, the result of five years' collaboration – and clearly very productive collaboration. It discusses antonymy from just about every angle: as a semantic concept, the typology of antonymy, the use of antonymy in discourse showing their role in discourse organisation, and the acquisition of antonymy by children. The data come from a variety of sources, various corpora as well as a range of experiments. The findings are formalized within the theoretical framework of construction grammar. All of it is succinctly presented. This is first-class research on all accounts.

An article by Karlsson, House, and Svantesson, 'Intonation adapts to lexical tone: The case of Kammu', published in *Phonetica* in 2012, investigates how lexical tones interact with intonation (a poorly studied phenomenon) by comparing two dialects of Kammu whose only major phonological difference is that one has developed a tonal distinction where the other has a distinction between voiced and voiceless initial stops. The authors show how the change from segmental to suprasegmental contrast influences sentence intonation: there are no drastic effects – which is explained in terms of their intonation system. But certain effects are identified: Wider pitch range in non-tonal dialects, difference in timing of tonal events, and differences in the lengthening of codas. The explanations appear convincing. This very clever study looks carefully carried out and should have a high significance factor.

There is a 24-page chapter by Ambrazaitis, Frid, and Bruce on 'Revisiting south and central Swedish intonation' in Niebuhr (ed.) *Understanding Prosody*, published by de Gruyter in 2013. It compares intonational encoding of different shades of expectedness in two Swedish dialects and German as part of a bigger issue of mapping the rules of Swedish intonation. The study starts out from a well-established theory of encoding of communicative function in German by means of intonation and tests whether the same communicative functions are also encoded by similar prosodic means in two Swedish dialects. The main result was that a distinction between new, given, and unexpected information is phonetically encoded in the same way in German and the two Swedish dialects, by different pitch-accent patterns. The difference is the extent to which these encodings are used, and how they are combined (less in Swedish than German). This is a carefully and very competently carried out investigation, reported in detail.

A study by Roll, Lindgren, Alter, and Horne, published in *Brain and Language* in 2012, deals with 'Time-driven effects on parsing during reading'. It is based on the observation that memory of phonetic form lasts only 2-3 seconds, and the hypothesis that intonation phrases are that long, for that reason, to make processing efficient. There is evidence that they are that long in spoken conversation, and the study reported in the paper tests whether they are also that long when reading silently. This will test the 'implicit prosody hypothesis', according to which silent reading is 'phonological', involving prosodic phrasing just like spoken language, and will, by hypothesis, be time-driven in the same way. This was tested using Event-Related Potentials (ERP). The results supported the hypothesis. The speed of reading determined where test subjects put the intonational boundaries. This is an excellent piece of work, high in rigour (as far as I could tell), originality, and (I would think) significance.

There is a paper on 'Word accents and morphology—ERPs of Swedish word processing' by Roll, Horne, and Lindgren, *Brain Research* 2010. It tests the hypothesis (from Tomas Riad) that Swedish word tones are induced by suffixes rather than being part of the lexical properties of the word. If they are induced by suffixes, a given tone on the stem should raise the expectation of a suffix associated with that tone. The testing, which used ERP, involved comparing matches and mismatches of tone and suffixes as well as mismatches of declension class and inflections. The results were (a) that suffixes mismatching the stem did not hinder lexical retrieval (as predicted), (b) that high stem tone yielded reanalysis of the word form, similar to what is seen in declension-class and suffix mismatches. This is a well researched, executed, and presented study, with a fairly detailed review of previous work.

A paper by Håkansson and Norrby on 'Environmental influence on language acquisition: comparing second and foreign language acquisition of Swedish', published in *Language Learning* in 2010, investigates the differences between second-language acquisition in the target-language environment (L2 learning) and outside the target-language environment (foreign-language learning). This is done by comparing acquisition of Swedish by comparable sets of tutored learners in Sweden and in Australia. The paper takes Pienemann's Processability Theory as a point of departure. The hypotheses tested were: (a) Grammatical development will proceed in similar steps irrespective of environment, (b) Pragmatic development will differ, and (c) Lexical development will differ. Different tests were administered to the students. 'By and large', the results confirmed the expectations. An unexpected interesting finding is that the FL learners had more phonological associations. This is a detailed and thorough piece of research.

A new grammatical category is introduced by Levinson and Burenhult in 'Semplates: a new concept', published in *Language* in 2009. A semplate is a semantic template which surfaces again and again in different lexical categories, such as prepositions, nouns, and verbs, as when a language makes the same four-way spatial distinction in all three categories. The article goes through a number of semplates from a variety of languages, particularly spatial ones – some of which are quite different from one another. Some semplates have been observed before, but this is the first time that they are discussed as a grammatical, lexical semantic category, drawing together data from different languages and discussing theoretical implications in some detail. This is great research work, deserving the highest marks for rigour, originality and impact.

'Looking at the keyboard or the monitor' by Johansson, Wengelin, Johansson, and Holmqvist, published in *Reading and Writing* in 2010, reports an investigation of differences between keyboard-gazing writers and monitorgazing writers and looks at differences in automaticity and visual feedback. The aim of the paper, which displays good rigour and may well have quite a high impact, is 'to explore the role of visual feedback accessible to writers at different levels of skill'. The variables that were investigated included total time spent on a writing task, differences in how much writers read their own text, differences in how they edit their text, and the question whether the final texts are different. An experiment with 28 students, who wrote a text while observed with eye-tracking and 'keystroke logging software', was carried out.

The 2011 paper by Frid, Schötz, and Löfqvist on 'Functional data analysis of lip movements', published in a conference volume, reports an investigation of repetition variability of lip movements as a function of age. Previous studies have used a method which didn't distinguish between amplitude and phase. An experiment was done on 37 normal Swedish speakers aged 5-37. The results showed a larger effect of amplitude variability than phase variability. Very succinctly reported in a short paper, the experiment was competently set up and carried out.

The hypothesis tested in Veroude, Norris, Shumaskaya, Gullberg, and Indefrey, 'Functional connectivity between brain regions', published in *Brain and Language* in 2012, is that the learning of novel words is associated with stronger functional connectivity of brain regions that are involved in phonological processing. Test subjects, all Dutch with no knowledge of Chinese, were exposed to a TV weather report in Chinese. The point was to distinguish those that could learn to recognize words from those that couldn't, and observe their brain activity by fMRI in 'resting periods' before and after seeing the report. The context of research is presented in detail in the paper, and there is also a detailed discussion of the results. The gist of it is that there was evidence for differences in functional connectivity (in the set of regions observed) between those that were good at learning/recognizing new words and those that were not.

The following papers have a PhD student as first author:

The contribution by Mårtenson, Roll, Lindgren, Apt, and Horne 2013 on 'Sensory-specific anomic aphasia' to the periodical *Neurocase: The neural basis of cognition*, published by Routledge, reports a study of a person with anomic aphasia due to a lesion in the occipital area. Previous studies have shown that such cases have trouble accessing words related to visual modality, which has been tested by presenting stimuli in visual or oral form. The present study investigated whether it made a difference if the words had visual-related meanings, while the mode of presentation was all oral. The results showed that the test subject produced very few vision-related words, and few words of semantic specificity, as predicted if they generally require more visual processing. The method was asking them to describe meanings of orally presented words, a good research question. This is a well researched and competently carried out study.

Blomberg and Zlatev, 'Actual and non-actual motion', published in *Phenomenology and the Cognitive Sciences* in 2013, is a discursive, theoretical paper, billed as ‘a case study of phenomenological reanalysis of experientalist semantics’. It is a critique of extant accounts within broadly experientalist cognitive semantics of non-actual motion verbs (the authors’ term) as in *The highway crawled through the city*. In the general framework of experientalist semantics, the authors argue that the meaning of these verbs is not fully reducible to pre-linguistic experience (as has been claimed), but that there is a reciprocal relation between prelinguistic experience and linguistic meaning. This is a new idea prefigured in work by Zlatev. This carefully argued paper takes on a big issue: the relation between phenomenology, experience and linguistic meaning.

Axel Svahn’s ‘Imperative *–ta* in colloquial Japanese’, published in *Studies in Japanese and Korean Linguistics*, ed. by B. Frellesvig, J. Kiaer and J. Wrona, 2012, discusses the Japanese –ta imperative, which uses a past-tense inflection to express imperative. The study reviews previous (scant) research, concluding that it expresses future completive aspect rather than past tense – because the verb form is elsewhere used with this sense – and is only derivatively directive. Reasonably convincing if limited in scope.

Level of recognition: 5
I counted seven members of staff with more than 100 citations, three with more than 500 citations (over their whole career). This is quite impressive, certainly by SOL standards. The section lacks some really big name(s) that would ensure the highest level of visibility. Still, I deem it to be worth a 5 for recognition.
Volume of research: 4.
Research and teaching, including PhD students: 5.
Submitted works: 4.02 (with very good distribution of the research among the staff)

Overall: The average of the submitted work may not add up to 4.5, but on the strength of the other factors, including a very strong record for external funding, I deem the research in this section to be *Excellent (5)*.

Semiotics

The Semiotics section has a special position among the sections of SOL: It is completely dependent on external funding (though some research is co-financed with LU), and has no undergraduate programme or master’s programme (though Semiotics researchers are currently making a contribution to teaching for the Linguistics UG programme).

At present, the section has seven employed staff, most of them in part-time positions, all funded by various grants. The section is apparently the result of the work of one man, Prof. Göran Sonesson, clearly an unusually resourceful and energetic person.

Their research profile (Sonesson's profile) used to be particularly the semiotics of pictures, where Sonesson apparently has a prominent position worldwide (citations of 20-40 for a range of papers and books, which I presume is a decent figure in a small field like this). More recently they have begun to do experimental work (partly in collaboration with researchers in the Linguistics section), which is apparently a new development in the field, with an orientation towards cognitive semiotics, integrating semiotics and cognitive science.

Semiotics is a marginal subject in a global perspective. The Lund department is the only one in Sweden, and there are few departments or centres of Semiotics in the world. In this perspective, the work of Sonesson and his colleagues and students in Lund make a significant contribution to the field. For example, they appear to be represented in just about every international organisation for the promotion of the subject.

The self-evaluation complains about lack of acceptance for the subject in Sweden. At the same time, Semiotics has received more external funding per capita than any other section (perhaps except Linguistics). Clearly it has not been too hard to convince panels of funding agencies that their research is important.

The situation of Semiotics researchers is obviously precarious, though, in that they are almost wholly dependent on external funding. Their new orientation towards cognitive and experimental semiotics (with S. Lenninger involved in research comparing interpretation of signs by children and chimpanzees) seems like exactly the right thing to do, opening new opportunities for collaboration with Linguistics and Cognitive Science more generally.

Comments on submitted works

Four works by Sonesson are submitted (one as co-author); I have reviewed two of them. Sonesson's 'Semiosis and the elusive final interpretant of understanding', published in *Semiotica* in 2010, is an almost book-length paper (113 pages) of excellent quality. Starting out from a recent work by John Deely on the history of ideas, including semiotics, it discusses just about all the notions central to semiotics (sign, symbol, meaning, perception, etc.). The impression is that this is a synthesis of two or three decades of theorizing about semiotics on the part the author. A large proportion of the work argues for a distinction between perception and sign, as the basis of two kinds of meaning. The author ends up arguing that perception is a primary type of meaning, ontogenetically as well as phylogenetically, prior to signs and sign systems.

Sonesson's publications include a paper on 'La rhetorique de la perception', published in a volume of papers published by Pulim; my French is not good enough to follow this paper. His 2012 article on 'The foundation of cognitive semiotics in the phenomenology of signs and meanings', published in *Intellectica*, articulates further the theory of meanings differentiating between perception-based meaning and sign-based meanings, adding Gricean meaning as a third type and discussing Piaget and Grice in addition to Husserl, Saussure, and Peirce.

A paper by D. Barratt and Claus Bundesen, 'Attentional capture by emotional faces is contingent on attentional control settings', which appeared in *Cognition and Emotion* in 2012, reports two experiments testing the attention-capture of negative schematic faces under different conditions. It is known that negative faces are perceptually more salient than happy or neutral faces. The experiments were designed to test whether this reaction is general (applying anywhere) or whether it depends on 'attentional control settings'. One experiment tested the perception of a schematic face flanked by other faces, negative, neutral or happy. The other experiment tested the perception of letters flanked by faces. The perception of a face was influenced by flanking faces; perception of letters was not, so it depends on prior 'control settings'. This was a cleverly performed test, well carried out and reported.

Sara Lenninger's doctoral thesis of 2012, *When similarity qualifies as a sign*, set out 'to elucidate children's early understanding of pictorial meanings and how one can know anything about them'. The dissertation is mainly theoretical, discussing the historical background and defining the notions used, reviewing and discussing relevant previous research; apparently there is hardly any prior research on the topic in a semiotic framework, but there is in developmental psychology. This is a strong dissertation on an important topic showing very good knowledge of the field.

An article by J. Parthemore and A. Morse, published in *Pragmatics and cognition* in 2010, builds on Gärdenfors's theory of conceptual spaces. A very competent paper containing carefully considered arguments, it contributes to the old debate concerning the nature of thought/concepts and the contrast between the representationalist and non-representationalist views. The position the authors argue for is that representations are 'necessary for understanding cognition ... and not sufficient for understanding even the most abstract levels of symbolically structured thought', given the involvement of 'sensorimotor engagements in cognition' – because concepts are often acquired through experience.

M. Ranta's 2013 article on 'Stories in pictures ...: a narratological and cognitive-psychological approach', in *Contemporary Aesthetics*, discusses how it is that still pictures and also objects 'tell stories'. The claim is that this involves activation of mentally stored action schemata (following a school of thought in cognitive psychology). There is a discussion of the differences between oral stories, poetry and 'pictorial narrative'. This is an interesting idea, very good if original (though one might wonder whether it is a falsifiable claim).

Level of recognition: 4
Volume of research: 4
As regards volume of research, the results are somewhat uneven. Sonesson is clearly a very efficient and productive researcher, as are a couple of the externally funded researchers, while some other researchers associated with the section

(according to the website) have a less impressive volume of production.
Submitted works: 4.00

Overall: A solid *Very Good (4)* (with elements of excellence).

Semitic Languages

The section has two professors (40% research duty), one of whom is on sick leave since Dec. 2012, plus one lecturer (20% research duty) and two PhD students, enrolled in 2011 and 2012. This represents a very significant development since 2008, when, as far as I can make out, the section had only one person, a professor, in a permanent position, and no PhD students.

Scholars in Semitic Languages have apparently been reasonably successful in getting external funding; both professors and the lecturer have been involved in various externally funded projects in recent years. The self-evaluation does not provide figures, though, for the size of the grants. The PhD students (an indication of reconstruction [*återuppbyggnad*] of a postgraduate programme, as the self-evaluation puts it) are obviously a very important addition for a section as small as this one.

The research profile of Semitic Languages in Lund is Arabic philology and textual criticism, with particular strength in the history of medicine (Ambjörn) and the syntax of Arabic dialects (Persson). The focus on the history of medicine is clearly a very good move, strategically, given the importance of medieval Arabic scholarship in medicine, which has paid off in terms of external funding. On the negative side, Ambjörn's CV does not include any work outside the specialist field of history of Arabic medicine since 1997, which amounts to a rather narrow profile.

A 'strong international profile' is mentioned, but the citation index (on Google Scholar) does not corroborate that statement.

The self-evaluation mentions generous travel subsidies as being particularly important for researchers in this discipline to be able maintain their international networking. It points out that the Master's programme in language and linguistics (*Språkmasterprogrammet*) is important for the section, as a means to attract PhD students and maintain a lively research environment.

The strategy section is quite detailed, stating, among other things, that the section wants to 're-establish' a more broadly Semitic profile. The subject representatives also aim to attract more PhD students and visiting scholars. This sounds like a very good idea. They are probably right that there is a market for critical work on old Arabic documents.

Comments on submitted works

The selection of works that I received for reading didn't quite correspond to the list of works in the self-evaluation. No works by Bo Holmberg were included.

Two papers by Ambjörn are submitted, reporting from a project aimed at making a little-known Arabic medical handbook from the 10th century more widely known and accessible. One of them, 'A new source for the history of medicine: an Arabic medical handbook', published in an edited volume called *A shared legacy. Islamic science east and west*, which appeared from the University of Barcelona in 2008, is a short paper on the history of the handbook, mainly on the basis of clues given in the handbook itself. There is a general description of its content and an index of personal names mentioned in it.

The other paper on the 10th-century handbook, the 2011 'Book-titles mentioned in the 10th century medical encyclopedia', which appeared in *Galenos*, *Rivista di …*, is a list of the references mentioned in the 10th century handbook. There is a brief presentation of the author and the structure of the work, and frequencies of particular authors mentioned are calculated, but there is no other discussion. These are fine pieces of philological scholarship, but with their limited scope they look like trailers for a more comprehensive work.

A well-written piece of popular science was also submitted, Ambjörn's paper on poisons, drugs and food in relation to medical thought in the Medieval Arabic tradition.

Maria Persson's 2013 paper on 'Asyndetic clause combining in Gulf Arabic dialects', which appeared in *Journal of Arabic Linguistics*, goes through a range of verbs which occur as first verbs in strings of verbs characteristic of Gulf Arabic, among other varieties of Arabic. Their meaning is discussed and a classification proposed. They show varying degrees of semantic bleaching and grammaticalization. One of the questions is whether the strings of verbs are cases of serial verbs, as known from a variety of other languages (the conclusion is that they aren't). The data come from a large corpus of speech, with up to 100 informants.

Persson's 'The role of the b-prefix in Gulf Arabic dialects', in *Journal of Arabic and Islamic Studies*, 2008, is a careful investigation of the use of the b-prefix (and the *rah*-particle) in a variety of Gulf Arabic dialects, based on data collected from 80 informants in the region. The prefix has various uses in other dialects, typically including future tense. In the GA dialects it is shown to be above all an irrealis marker.

Neither of Persson's papers refers to work in generative linguistics, including recent work on serial verbs (Mark Baker, Chris Collins) and A. Fassi Fehri's quite extensive work on tense and aspect in Arabic.

There would seem to be opportunities for collaboration, or at least more networking, with other sections in SOL, especially in the field of syntax. The contention in the self-evaluation that there is a market for critical work on old

Arabic documents may be justified (see above), but there is also a market for work on Arabic dialects (and dialect syntax more generally). Persson has published in peer-reviewed journals, but she could aim for publishing in more high-prestige and more widely read journals, to achieve a greater impact.

Level of recognition: 3 (though the evidence is not overwhelming)
Volume of research: 3
Research and teaching, including PhD students: ?
Submitted works: 2.66 (not counting the 'popular paper')

Overall: *Good (3)*.

Spanish

Within Spanish at SOL there is only one member of staff with research duty within linguistics. This is a lecturer apparently appointed in 2011 on a four-year contract, with 50% research duty. Traditionally, the discipline has clearly had a literary orientation. The large proportion of research allocated to this position indicates an effort, on the part of SOL, to support the development of research, and hence research-led teaching, in Spanish linguistics, which is obviously highly commendable, and in fact is a minimum requirement for a university-level programme in Spanish. According to the self-evaluation, however, the lecturer has not been able to make use of much of his allocated research time since the appointment owing to a shortage of staff within the discipline.

The only piece of research submitted is a PhD dissertation (apparently supervised by Paul Touati from the French section), D. Holmlander's 2010 thesis on *Estrategias de atenuación en español L1 y L2*. This dissertation is about language acquisition, apparently comparing L1 and L2 acquisition of Spanish. The dissertation was not included among the documents I received, but that is not of much consequence as I don't read Spanish anyway.

The situation at present may be regarded as *Satisfactory (2)*, given that a clear effort has been made to remedy the dearth of research in Spanish linguistics.

Swedish/Scandinavian Languages

The number of employees with research as part of their duties is 13 (7 professors, 5 lecturers, 1 postdoctoral researcher (*forskarassistent*), with a total research quota of 5.75 FTE.

Their self-evaluation lists the following as their main areas of research: grammatical and semantic structure, first- and second-language acquisition, variation and change, the construction and use of texts, and translation and contrastive studies. The selection of works submitted and the presentation in the self-evaluation indicate that the study of grammatical and semantic structure is the biggest contributor (continuing a tradition in the discipline going back to the eighties and even further), with construction and use of texts as number two. The generative linguistic subsection has long (for more than two decades) had a position as *primus motor* of generative linguistics in Sweden, and even Scandinavia more generally.

The section has not been successful at attracting external funding (two grants of together just over 1,500k are mentioned). This is a decline since 2008, and much less than expected from a section with 7 professors. There may be a real problem, in the present situation in Sweden, to get funding for generative linguistic research (see below; these are my own speculations, not alluded to in the self-evaluation), but that can only be part of the explanation. There has been a steady increase in publications in peer-reviewed publications in English, although publication in Swedish (and other Nordic languages) cannot be neglected, either. The submitted works are all in English except two. The international orientation of the section is not in question.

There are no figures in the self-evaluation for volume of research (on the whole, the self-evaluation could have been more informative as regards relevant data; there could have been a list of regular research-related activities, conferences organized, types of publication, who are the research-active staff members, etc.). A study of the website shows that the volume of research is good but uneven; some of the professors and lecturers are prolific researchers, others are not. The volume of publications in peer-reviewed publications is very good (well over 30 publications in international peer-reviewed journals and edited volumes for respected publishers since 2008), but it is notable that more than half of the volume is due to one person, Halldór Sigurðsson, who has produced 19 of these papers, many of them in the very top journals in the field. SOL can count themselves very lucky to have a person among their staff with the international reputation and visibility, coupled with the energy and productivity, that Sigurðsson has (citations on Google Scholar: 2645, about half of them after 2008; this is more than twice as much as anyone else in language and linguistics in SOL). The fact that a person with his record and qualities has not been awarded any funding from VR (the Swedish Research Council) or other funding bodies in Sweden indicates that something is very wrong with their policies; this is a point that I would like to see recognized.

The self-evaluation mentions that all teaching except Swedish as a foreign language is research-led and that ‘most of the taught modules include tasks of a problem-solving nature’. As regards research environment there is not much mention of it in the self-evaluation, and hardly any evidence provided. As regards PhD students, there was no mention of them in the self-evaluation.

The strategy section (*framtidsperspektiv*) is very brief. The stated ambition of the section is to become 'one of the strongest groups in the country as regards procurement of external funding'. I would have liked to see some details regarding how the members of the section intend to realize this ambition. They also mention that they wish to develop research on language planning as well as on language acquisition/learning, again without any details. In particular as regards language acquisition, joining forces with researchers on language acquisition elsewhere in SOL would seem to be a good strategic move (some such ongoing activity is pointed to in the self-evaluation).

Comments on submitted works

13 pieces of work have been submitted for review.

Lars-Olof Delsing's paper on 'Exclamatives in Scandinavian', published in *Studia Linguistica* in 2010, describes and classifies exclamative expressions in Scandinavian languages and dialects. It is based on the (scant) literature but mainly on fieldwork (consulting speakers). Three classes are distinguished based on form and meaning: Degree exclamatives (*Vad stora fötter du har!*), polar exclamatives (*Att du kan vara så dum!*) and reinforcing exclamatives (*Som hon arbetade!*). The three different types are compared in the various languages and dialects. This is highly competent work which stops short of presenting a formal analysis.

A paper by Gunlög Josefsson, 'Peas and pancakes', published in *Nordic Journal of Linguistics* in 2009, examines two related constructions in Swedish/Scandinavian with apparent mismatch of subject-predicate agreement; the subject is common gender and/or plural, but the predicate is neuter singular. The phenomenon is well known, and formal accounts of it exist. Josefsson proposes a partly new analysis, based on careful description and worked out in formal detail. The basic idea is that the subjects in the constructions in questions are neuter singular, by virtue of some covert structure. The arguments are convincing, and the theoretical consequences for the theory of agreement are discussed.

Another article by Josefsson, 'Disagreeing pronominal reference' of 2010, published in *Lingua*, is a rich paper of 25 densely printed pages. It focuses on the third-person-singular pronouns in Swedish, particularly uses of the non-human pronouns *den* and *det* in contexts where they appear to disagree with their antecedent. The paper contains much more than this, however, including a fairly comprehensive but succinct overview of the grammatical features of nouns and pronouns in Swedish, and a detailed discussion of the role of number and countability in agreement relations. More generally, it discusses the relation between semantic and formal features in agreement on the basis of a variety of examples from Swedish. It reaches the interesting conclusion that formal gender is not a syntactic feature in Swedish, but a 'postsyntactic' feature. This is an important contribution to the theory of agreement and pronominal reference.

Marit Julien's paper 'Clause-final subjects in English and Scandinavian', published in *Nordic Journal of Linguistics* in 2009, presents a new formal analysis of two clause-final subject constructions in Mainland Scandinavian, apparently identical but information-structurally different, and, according to Julien, structurally different, too. Both of them are derived by movement of the postverbal subject to the C-domain, followed by movement of the rest of the clause to a higher position – but to different topic-focus positions. This is a clever and sophisticated analysis, based on arguments from the scope of focus, negation, and anaphora. There is comparison with English. The differences are ascribed to a difference in the properties of the expletive pronoun. A range of complex properties are discussed and many are formally explained.

Halldor Sigurðsson's paper 'On the new passive', which appeared in *Syntax* – one of the two or three most high-powered journals in the field of formal syntax – in 2011, deals with a recent innovation in Icelandic, a passive with an accusative object remaining postverbal. The task is to explain in formal terms how the New Passive is different from the 'old passive', and what consequences this has for syntactic theory. Based on previous descriptions of the phenomenon but containing many new observations, the paper aims to show that all the properties of the New Passive exist independently in the grammar, so that if those properties can be understood, then the New Passive can be understood. The account is embedded in an original theory of Voice heads, with a mechanism of '*-deletion'. This is a major theoretical as well as formal descriptive contribution.

Another article by Sigurðsson, 'Conditions on argument drop' of 2011, appeared in *Linguistic Inquiry*, arguably the most prestigious journal in generative linguistics. It puts forth a new, original theory of pro-drop/null arguments, one of the most intensely debated issues in syntactic theory ever since the early eighties. The theory presented is based on strict minimalist principles, arguing against the standard idea of a special pro-drop parameter. The idea developed is that the linguistic variation is mostly to do with features in the C-domain, and is couched in a theory of such features which has been developed, to a large extent, by Sigurðsson himself. A wide range of languages/pro-drop types are considered. This is a strong and original contribution to a complex and topical debate, where it will be regarded as a milestone.

Anna-Lena Wiklund's 'In search of the force of dependent verb second', published in *Nordic Journal of Linguistics* in 2010, is a succinctly written paper based on one observation/generalisation, but an important one, in the context of a longstanding debate on V2 and illocutionary force: that non-V2 orders show the same range of force-indicating properties as embedded sentences with V2 order. Consequently, V2 does *not* signal force; the author proposes 'tentatively that it signals evidentiality.

A book by Lisa Christensen, now Lisa Holm, called *Early verbs in child Swedish*, a monograph announced as the first in a series of three, is a study of the linguistic development of LH's two sons, from the age of 0:9/0:7-2:5/2:7, thus from the first words to early syntactic development. It is based on diaries kept by

LH. The aim of this study is to discover patterns involving early verbs, including the development of early clausal structures. This competently implemented study is particularly interesting since the development of two boys growing up in basically the same environment can be compared at every step. LH distinguishes three stages in the development (first an early verb spurt, then a lacuna, then a second verb spurt in tandem with a 'grammar burst'). She formulates a range of generalisations. Other categories than verbs are discussed. There is a frank discussion of the methodological problems.

This is primarily descriptive work, but it is embedded in a theoretical framework, shows ample theoretical awareness and is in part quite original work. Published in the department's own series of publications in 2010, it should have appeared from a proper publisher.

Lena Ekberg's 'Joint attention and cooperation in the Swedish of adolescents', a chapter in an edited (by F. Kern and M. Selting) volume called *Ethnic Styles of Speaking*, published by John Benjamins in 2011, reports an investigation of two colloquial particles as used in two communities of young speakers in Malmö and Stockholm, respectively. The form, meaning, use, and history of these particles, which have geographically complementary distribution, are described. In spite of being grammatically different, they are argued to be, on an abstract enough level, expressions with a similar function. This is a competent piece of work, with a credible analysis (not a generative, formal analysis). Some comparison is made with similar expressions in English. The data are all from two existing corpora of spoken conversation by a handful of young speakers from the two communities.

A paper by Anna Gustafsson Wallberg, 'The metaphor challenge of future economics', which appeared in an edited (by M. Benner) volume called *Before and Beyond the Global Economic Crisis*, published by Elgar in 2013, presents an analysis of the use of the notion *hållbarhet*, 'sustainability', in the context of media discourse in Sweden before and after the economic crisis 2008-2010. It is a contribution to critical discourse analysis, and more specifically critical metaphor analysis. The data are from a (created) corpus of texts from three periods before and during the crisis, searched for words to do with sustainability, growth and economic crisis. Excerpts from the texts are discussed commenting on the use of these words as metaphors. The second part of the paper discusses the meaning and use of the notion of *hållbarhet* and *hållbar utveckling* 'sustainable development' in particular. A series of fairly specific conclusions are drawn, ending with recommendations for metaphors which would be more useful or appropriate than the currently popular ones. This is a competent discussion within the framework of a widely appreciated research programme.

Lena Lötmarker and Bo Wendt's book *Resmål till salu* of 2009 (from the Lund publisher Sekel) presents an examination of textual and linguistic features, both with regard to form and content, of Swedish tourist pamphlets in a historical perspective, from the late 1800s to the present day. The idea is to trace the development of features specific to the genre. The hypothesis is that touristic advertisement has evolved, linguistically and textually, to be more similar to advertisement in other areas. The study is based on a wide selection of brochures, yet focusing on those that advertise a particular location in Sweden (which makes for more controlled comparison, in some cases). There are plenty of examples, excerpts, pictures etc. The variables that are studied include ‘packaging’, use of pictures, textual and syntactic structure, and expressions relating to the reader (forms of address etc.). It makes interesting reading.

The introduction by Jan Svensson and Anna-Malin Karlsson to a collection of papers in a themed issue of the Swedish linguistic periodical *Språk och stil*, published in 2012, discusses text, textual research and textual theory (*textteori*). The history and evolution of textual theory is discussed, in an international as well as Swedish perspective. The relation between textual theory and closely related fields such as semiotics and discourse analysis is discussed. This is competent work and a useful succinct overview of the field.

In 2010, a contribution by Henrik Rahm on ‘Conflicting forms of citizenship’ appeared in an edited (by A. Bora and H, Hausendorf) volume called *Democratic Transgressions of Law*, published by Brill. Rahm’s paper is about the discourse in connection with an application by a company to carry out field tests on a new GMO crop in Sweden. It is pitched as a contribution to a debate on the notion of ‘citizenship’, contrasting represented citizenship, public citizenship and individual citizenship. The data come from written contributions to the application procedure from the company, various authorities involved, and Greenpeace, and also on interviews with various people involved. The theoretical model is Norma Fairclough’s Critical Discourse Analysis. There is a good deal of research behind the paper. It is generally competent work, based on rich data.

Level of recognition: 5 (This is not just because of Sigurðsson. The international status of the Scandinavian languages section is excellent. Particularly Marit Julien’s work is also very highly regarded, with over 600 citations on Google Scholar)
Volume of research: 4
Research environment: 3
Research and teaching, including PhD students: 3
Submitted works: 3.7

Overall: On the strength of the high quality of much of the research in the section, the overall grade is *Very Good (4).* The very low rate of external-funding income is a cause for concern.

Maaret Koskinen

An evaluation of research on literature and film at the Centre for Languages and Literature

Comparative and Swedish Literature (CSL)

The content of research

As is common in literature studies nationally, the core of the discipline in Lund is Swedish literature. Perspectives vary greatly, however, as by tradition the interests of individual researchers lead the activities. Thus, besides the core of modern literature, one finds everything here from crime and poetry to children's literature and memory and identity studies.

Even so, there is an increasing tendency towards the forming of research groups, both within CSL itself and between CSL and literature researchers in other disciplines at the Centre for Languages and Literature (SOL), as well as between CSL and other universities. One such project is the externally funded project 'Negotiating Literary Value' which involves six researchers, four of whom are from Lund. Another is the SOL seminar FOLIO on studies of literatures in public spheres, which is characterised by a strong emphasis on interdisciplinary input through theory: discourse analysis, gender, performativity, authors' self-fashioning, and – with regard to both text and context – reception, marketing and a general societal context. Other examples of groups within SOL are the one formed around crime literature and the group called CSS (Centre for Scandinavian Studies, based in both Lund and Copenhagen), which invites different disciplines under its umbrella, geographically as well as theoretically, in this case interacting over regional as well as cross-Atlantic and transnational issues. At SOL, there are also interdisciplinary collaborations between literary scholars and Medicine, in the field of Medical Humanities.

Not surprisingly, given this breadth, the self-evaluation (SE) seems somewhat ambivalent as to what defines the particular profile of the subject of Comparative and Swedish Literature. For as the SE points out, on the one hand the wide range of subjects is certainly a sign that free research is alive and well; on the other hand, this very plurality may make the discipline appear unfocussed. What seems to be at stake here, then, is the very identity of the discipline, with inbuilt ramifications for the future. (See further below.)

The extent of research (research volume compared to allocated research time)

Professors have 40–50% research time, readers (*docenter*) have 25% and senior lecturers 20%. In answer to the question of whether the volume of research coming from the discipline as a whole is commensurate with the time set apart for it, in my rough estimate (without adding up the percentage figures in detail) the output of CSL, given the low percentages of allocated research time, is impressive and comprehensive (see further below).

Output in terms of productivity (volume in relation to different staff categories)

It was noted in the RQ08 report that while professors in literatures at SOL are generally productive, lecturers tend to publish little. Clearly this situation has improved in CSL since then. Looking, for instance, at two senior lecturers with 20% research time each (Loman and Mortensen), one notes that even though both carry heavy teaching and administrative burdens, the first has two edited books, one article, and four book chapters (two in English) to his credit, and the other has edited four books and contributed eleven book chapters. From track records like these (there are others) one can surmise that, given the meagre allocated research time, so easily consumed by teaching and admistrative work, many of these results have come about during non-regulated private time.

The role of external funding for research

Clearly there has been a substantial increase in the amount of external funding compared to RQ08. Another tendency (and also a possible cause for the subsequent success in receiving external funding) is that groups of researchers from different disciplines, and also several universities, have been successful in this regard. At present there are four major externally funded research projects, as well as funding from various external foundations for four individual researchers.

However, from the statistics given in the SE one observes a tendency, namely that professors with a large administrative burden settle around the lower end of the scale of 40–50% of actual time given to research whereas professors with some form of external funding decidedly settle at the top end. From this one can draw the conclusion that it is indeed important even for full professors to receive external grants in order to uphold a reasonable degree of sustained (and publishable) research.

During the period in question, the Joint Faculties of Humanities and Theology, JFHT, have granted one semester of leave each to two researchers in CSL. According to the SE, this – as well as the Department's support for application-writing processes (e.g. with time set aside for this process and also collegial critical readings of the applications) – is one likely cause of applications' having become more successful than previously. At the very least this process seems to have increased a collective awareness of the importance of external funding, and it speaks, at least in the short term, for a continuation of the research-semester policy. The alternative solution is more long-term (see collective recommendations for SOL-JFHT-LU at the end of this document).

Relationship between research and teaching

As in most other subjects at SOL, permanent posts are given to those who are willing to spend most of their time teaching. Not surprisingly, this was noted in the SE as one important reason why literature researchers used not to apply for external grants to a great extent – there simply was no time. As the overall situation regarding staffing policy is unlikely to be improved in the near future (through a higher percentage for research), it is of the utmost importance that the JFHT allot funds for further research semesters and other forms of support, and that they are implemented systematically, rather than remaining a time-limited experiment.

According to the SE, there is a limited chance for researchers to utilise their scholarly expertise in teaching at the undergraduate and Master's levels. The reason is said to be the general and historical content at the first-level course, but it is pointed out that this chance is increasingly improved at the Bachelor's degree level. However – and oddly – nothing at all is said about the Master's level, which is where such an opportunity for a fruitful trickle-down effect of research to the undergraduate and advanced levels normally occurs. Thus, and to the extent that this is not done already, every opportunity should be taken for designing attractive Bachelor's and Master's level core courses, with direct links to the profile subjects, with the aim of securing scheduling and cyclical returns of such course slots.

Language issues and publishing strategies

As for language issues, the SE is slightly ambivalent – and rightly so. On the one hand, the SE agrees that internationalisation is important, and that CSL has heeded the criticism expressed in RQ08 on the importance of disseminating knowledge across borders by publishing in English. For instance, the number of publications in journals in English has risen significantly.

On the other hand, the SE also points out that the tradition of publishing a thesis as a monograph in Swedish is still strong. This brings us to the question of the importance of studying Swedish subjects as well as publishing research on these in Swedish, even at the cost of not being published abroad (regardless of quality). While this is certainly a drawback, it remains a fact that this must remain so. One example is Daniel Möller's laudable thesis on 'djurgravspoesi', i.e. poetry written for and about dead household pets in the 17th and 18th centuries. This highly original work would surely, in the best of worlds, deserve to be published in other languages. But who would finance such a venture, which would include the costs of translating old Swedish into English? Certainly not, as in this case, a doctoral student, who had every reason not to risk the limited timeframe that a doctoral position allows for.

The SE concludes that this state of affairs will continue into the future, since internationalisation in publishing cannot be implemented at all costs and in absurdum. It is, and should be, part of the territory that Swedish literature is studied at institutions of higher learning in Sweden and also published in the Swedish language. Important empiricial sources as well as certain particulars of culture are, after all, in the geographical vicinity, not to mention historiographical duties and assignments relating to the national literary heritage (however one chooses to define the term) – this is and will be part of an ongoing mandate.

This conclusion, however, does not in any way preclude the occurrence of internationalisation whenever possible. It can, as CSL publications demonstrate, be consciously implemented, for instance through various contextual perspectives and theories that transcend borders in a fruitful way, thereby rendering findings regarding Swedish-language literature of international interest as well. Examples of this are Ohlsson/Forslid's introduction in *Journal of Current Cultural Research*, Bergman's publications on the crime genre, Nykvist's on childhood in Ingmar Bergman, Haettner Aurelius et al. in the anthology on language and gender, and Steiner/Larsson's anthology *Interdisciplinary Approaches to Twilight*. In particular the latter is a good example of how a work by Swedish scholars is of international interest, not only because the subject happens to be a popular genre but because the theoretical approaches are of interest outside Sweden as well, not least because the overall approach is robustly interdisciplinary (in the latter case made clear in the subtitle: *Fiction, media, and contemporary cultural experience*). It is noteworthy that this project was set in motion by two younger researchers, one from literature, the other from film.

Quality of publications and scholarly impact

As a scholar belonging to a different discipline, I am obviously not in a position to subject the submitted publications to expert scrutiny or to assess them in relation to such terms as 'originality' or 'rigour' (at least in detail, e.g. in relation to due attention to previous research), because for that I would have to be able to examine them as an expert from within the discipline. But from the point of view of the general competence I possess as a scholar in the Humanities, and also from the point of view of a generally interested reading audience, concepts such as 'significance' (in the sense of 'of immediate interest to a considerable portion of scholars in the field and related fields') and 'wide applicability' seem meaningful in this context, and these I feel able to apply.

As for the latter perspective, no doubt Bergman's publication on the depiction of women in forensic crime fiction in an international journal, Steiner/Larsson's anthology *Interdisciplinary Approaches to Twilight*, Forslid/Ohlsson's works *Fenomenet Ranelid* (on the Swedish writer Björn Ranelid as a celebrity), and the similar *Författaren som kändis* belong here, as does Steiner's *Litteraturen i mediesamhället* ('Literature in the media society') – all interfacing, through theory, with other related disciplines as well. The same can be said for Stenström's book on the intermedialities of the reception of eighteenth-century poet/writer/musician and Swedish household name C M Bellman. Also, marrying the study of style and 'women's language' with more recent theories in gender and literary self-fashioning, as happens in Haettner Aurelius' edited book, certainly has wide applicability both within and beyond the research community in the Humanities. So do Jonsson's works on women and Nazism and Bernhardsson's thesis on disease in contemporary Swedish literature, as well as the above-mentioned *Svensk djurgravspoesi 1670–1760*.

Needless to say, more titles could be mentioned; but suffice it to point out, in line with my arguments above, that the quality of the CSL publications in Lund is impressively high.

Societal impact

Since reading audiences are interested in culture at large, it comes as no surprise that literary scholars are in demand as lecturers (in libraries, etc.), and as experts on certain authorships (e.g. when Tranströmer became Nobel laureate in 2011), or genres (crime literature). In addition, many members of CSL staff are literary critics in the national daily press and editors of critical journals. As already noted, for the general audience and also for e.g. literary/media critics in newspapers, Forslid/Ohlsson's publishing on the writer Ranelid as a celebrity is of great popular interest, too. Möller's thesis on Swedish 'animal-grave poetry' was much exposed in various Swedish media, both in the press and even in a special programme on national public-service radio.

Research environment

As for research activities, solid research leadership has been demonstrated through a number of large-scale external grants, involving participation and collaborative schemes in both local and national research networks. As for international networks, the Centre for Scandinavian Studies (CSS) marries participation in local, regional and international research networking, both European and trans-Atlantic, and CSS organised two conferences during the period in question. CSL recently also hosted the latest International Association of Scandinavian Studies (IASS) conference.

As for research activities including doctoral students, they teach on undergraduate levels. It should also be highlighted that, thanks to a collaboration between CSL at Lund and Cornell University, for the last twenty years one doctoral student each year has been able to participate in a month-long course at the Cornell School of Criticism. However, not much is mentioned in the SE about the opportunities to spend time working at other universities, in Sweden and abroad, for doctoral students or for the rest of the staff. Nor is anything mentioned about the research seminars, or for that matter the Master's seminars. However, and as already noted, CSL is strong on interdisciplinary meeting-places and collaborative schemes (FOLIO).

Potential and outlook – future perspectives and recommendations

The above section on the content of research ended with the issue of disciplinary identity. Some of the complex ramifications of this issue can be illustrated by the FOLIO seminar. This collaborative endeavour, which includes several disciplines within SOL, has earned the tribute 'excellent' (rightly so) and has produced excellent results in terms of seminars and publications (a number of anthologies and monographs) – and will no doubt continue to do so in the future. In the SE, it is also pointed out that the very term 'litteraturens offentligheter' has become somewhat of a nationally accepted concept (the research on which, one might add, is rivalled possibly only by Johan Svedjedal at Uppsala University, although on a smaller scale).

Thus it is easy to conclude that FOLIO will serve as a model for future research endeavours and collective collaborations. One important reason is that it manages to include smaller research areas and researchers within its framework, while allowing for the reseachers' other parallel projects to co-exist – 'even if one sector of research activities grows it does not have do so at the expense of others', as the SE puts it. This is no doubt both a sympathethic and a viable route to uphold for the future as well. But between the lines there remains a certain degree of ambivalence. For in sketching some possible further collaborations for studies of literatures in public spheres, based on certain well-established fields in traditional literature studies, the SE points out that it is important to 'encourage newly established' fields, such as crime. This does not only imply a taken-for-granted boundary between 'old' areas and what is considered 'new', but also an inbuilt hierarchy of sorts. For what, if not crime literature, is an example of precisely those literary public spheres (including related theoretical concerns) that the FOLIO project is concerned with? What, indeed, if newly established fields do not need (potentially condescending) 'encouragement', as much as possibly being regarded as a (theoretically) necessary and revitalising blood-transfusion for the old?

While certainly not being an expert in the subject, it is this evaluator's humble opinion that it is precisely such issues, involving generally recognisable academic concerns and hierarchies (for further consideration by the powers that be), that call for a certain amount of 'unpacking' of possibly invisible structures. The reason for such unpacking is obvious. First, there is the matter of academic quality (leaving power issues aside), for as any subject and field of research is in constant reformulation, it follows that the methods used for investigating research objectives must be so too. Second, and perhaps more importantly in this context, such unpacking could contribute to breaking up boundaries not only between different areas ('new' and 'old') *within* CSL but between CSL and other disciplines – in a way that is of importance to the very definition and identity of the discipline. Given that the FOLIO part of the territory contains increasingly medialised public venues, it seems only logical that traditional theories and seemingly nature-given borders of what constitutes literature will have to seek input and answers from other disciplines, such as film and media, including their theories. If nothing else, it has been so historically (at least in the experience of this evaluator) that interdisciplinary flux has served Comparative and Swedish Literature well in the past, not least in relation to Film Studies, where a number of researchers have long worked on a fruitful borderline between literature and film (LG Andersson, also a poet; E Hedling through his theoretical work on intermediality). Also, more recently, the competence and research input from Film Studies (principally M Jönsson) have clearly infused the activities of the Centre for Scandinavian Studies (CSS), enlarging the CSS frame and focus towards a more overarching, cross-disciplinary approach, particularly with regard to major societal issues.

In sum, projects like FOLIO and CSS are and must be classified as strong and viable research environments for the future, which allow various scholars and various (seemingly) discrete subjects to work across borders in a more systematic way. In that light, it is to be commended that the SE expressly states that such conscious transgressing of disciplinary borders has proved successful and should be encouraged in the future.

As for generational balance and plans for future staffing, it is noted in the SE that CSL will be a big undergraduate subject in the future as well, which is why teaching positions will have to be renewed, particularly in light of the fact that in the short-term perspective two positions will be vacant after retirements, yet a few more within five years, and in ten years most of the current professors will have retired.

Grading

Comparative and Swedish Literature was graded ‘Good’ in RQ08, but owing to the laudable leadership shown in a number of the parameters enumerated above – not least interdisciplinary collaboration for the benefit of the academic community at SOL at large, and the increased quantity and quality of research produced since then – the subject should, in this reviewer’s assessment, be upgraded to *Excellent* (5).

Film Studies

The content of research

Film Studies in Lund has always been characterised by a strong profile in cross-disciplinary endeavours. Although the reason for this may have been partly structural, because of the subject’s historical integration with the (previous) Department of Literature, this circumstance was utilised in a creative way, not least through the collaboration of the researching staff and the (then) one full professor with colleagues in Literature.

According to the self-evaluation (SE), research has moved gradually in a ‘sociologicizing’ direction. This is an assessment with which I concur, for clearly efforts in recent years have focused on moving images and their contextual relations, historically as well as in the present, to culture and to society at large. Examples from projects and publications during the period in question (without any implied internal order) serve as solid indicators of this orientation – movies and welfare institutions in Sweden, images of Sweden/‘Swedishness’ in a transnational perspective, immigrant film as cultural practice, Swedish advertising in press and film (including such issues as escalating nationalism during the interbellum years), and financing and regional politics of film production, among others.

Needless to say, this ‘sociological’ turn has brought theoretical and methodological reorientations to the table (media-historical, archival, digital and certainly multi- and interdisciplinary issues), and the increase of publications in English is a clear indicator that this turn comes with fruitful ties to current international film reserach. Thus I concur with the SWOT analysis that this grounding in various types of historical methods and theories is a strong and viable element in the profile of the subject with good prospects for the years ahead, and therefore that Film Studies, as a medium-sized research environment, should continue in this direction, not least in order to fulfil the internationalising ambitions that have been successfully launched already (see further below).

However, this recommendation in no way implies that Film Studies should abandon or diminish those other research strands that have traditionally constituted its profile and proved so successful in previous years. Quite the contrary – areas such as aesthetics and culture in a more general sense, and meeting-grounds betwen various arts and media from both a national and an international perspective, will prove viable in the future as well, not least as these have become informed by more recent contextualisations within (e.g.) the area of new and old media (one example being how traditional adaptation studies have increasingly been framed by the concept of intermediality). In fact, the SE states that future collaborations are aimed in such directions, e.g. with other SOL disciplines. That is commendable, as it is precisely such inter- and transdisciplinary endeavours that are called for in present-day Humanities generally (see further collective recommendations for SOL-JFHT-LU at the end of this document).

The extent of research (research volume compared to allocated research time)

Out of the six research staff during the period in question, three professors have 40% research time, one reader (*docent*, approx. 'associate professor') has 25% and one senior lecturer 20%, and at present one reader is financed at 50% by external funds. There are four doctoral students, of whom one is externally funded. In answer to the question of whether the volume of research coming from the subject is commensurate with the time set aside for it, my rough estimate (without adding the percentage in detail) is that Film Studies, with the decidely low percentages of research time, has achieved an output that can only be described as impressive – see further below.

Output in terms of productivity (in relation to staff categories)

At the time of RQ08, several researchers were in the early stages of externally funded projects. Three (one professor, one reader, one senior lecturer) had an externally funded joint project, one reader was individually financed at 50%, while one senior lecturer was equally funded at 50% in a third project. All these projects (now ended and accounted for on the home-page) yielded rich results, and since then the publishing rate has remained high. This is the case in particular with the (then) only full professor (E Hedling), who has published numerous papers/essays in Swedish publications as well as in English in anthologies and international journals. The second, recently appointed full professor, LG Andersson, is co-author with reader O Hedling of a US-published dictionary of Scandinavian film. Besides this, both professors and the rest of the research staff have published six anthologies – two in Swedish (E Hedling/M Jönsson, and

M Jönsson et al), and three in English (E Hedling/O Hedling/M Jönsson; M Jönsson et al; Mariah Larsson/A Marklund), while five have been guest editors of English-language journals.

The role of external funding for research

It is worth noting that if tenured teachers (as it is put in the SE of Comparative and Swedish Literature) may have been less motivated to seek research funding earlier because of big teaching loads and no time, this factor does not apply to Film Studies. Quite the opposite; Film Studies has nurtured a high application willingness, historically (before and during the time of RQ08) and increasingly up to the present, and the high research output of the discipline already noted confirms the importance of obtaining external funding. In this context one should, in particular, note the synergetic effects that the very momentum of external funds can yield, as in the case of Professor LG Andersson's success in obtaining externally funded projects back to back, which has resulted in the development not only of the theoretical and empirical findings of the previous project, but in the publication of original archival research about Swedish film culture in English (*A History of Swedish Experimental Film Culture*, 2010).

Currently two individual researchers are involved in major research projects while several are awaiting the results of submitted applications. One reader (M Jönsson) should be mentioned as a striking example of the importance of obtaining external funding. At the moment MJ is involved in two projects, at 50% each, and as a researcher he has been prolific, which has clearly contributed to the recent (self-proclaimed) profile of the discipline (see above). At the same time MJ has been involved in organising a number of international conferences which have benefited SOL as a whole, e.g. through leading the collaboration with Comparative and Swedish Literature in the context of the Centre for Scandinavian Studies (CSS). While one could argue that because this is a position involving full-time research, and thus not comparable to the 'normal' staffing situation, the fact remains that such efforts amply illustrate the importance of gaining external funding – for the subject itself and for SOL as a whole. Significantly, during the period in question two lecturers were appointed readers, while two readers were promoted to full professors – no doubt owing to the opportunity to do research.

Relationship between research and teaching

As for the internal trickle-down effect of the ongoing research at the department, which would benefit the students, the chances are quite good in Film Studies, as the undergraduate and Master's-level education rests to a large degree on the teachers' research. At the moment, the Master's students are mostly recruited from the practically oriented MA in Film and Media Production, but in the spring a new Master's programme, in collaboration with Media History, was being planned for the purpose of a more grounded recruitment for research students, which is commendable.

As for staff being given the chance to combine teaching and research in a balanced way, it has to be implemented both in the structure of the teaching (e.g. in the new Master's programme mentioned above) and in the long-term planning for lecturers/researchers, e.g. regarding systematic periods of research leave, in order for this not to remain an abstract vision. In Film Studies it is clear that the individual members of different staff categories (Professor A-K Wallengren and Reader O Hedling, who both received research leave for one semester) were assisted by the efforts of the department and the JFHT. This can only call for further efforts by the department/JFHT in this direction for a sustainable development for the future. To the extent that such targets are not privileged through actual financial support from the department management and/or Faculties and LU at large, there is unlikely to be any change towards a sustainable implementation of a balanced relationship between teaching and research (see further collective recommendations for SOL-JFHT-LU at the end of this document).

Language issues and publishing strategies

After RQ08, Film Studies at LU has clearly increased and improved its publication rate on the international arena, one that in terms of publishing strategies has gone hand in hand with a conscious move away from monograph to anthology publishing, and individual articles in English in journals and anthologies. Yet at the same time, it seems obvious that certain publications have been deemed to be of benefit to a more general Swedish market, including textbooks for educational purposes. In fact, it seems that Film Studies has implemented a double and very smart strategy – by first launching an anthology for the Swedish market, targeted for undergraduate students and a general film-interested audience alike (e.g. *Solskenslandet*), which is then followed by an anthology in English within a similar research area (*Regional Aesthetics*), but this time with a wider and deeper scope in terms of both empirical material and a more stringent theoretical framework, taking the insights of the former study further – as well as taking them to an international academic readership.

Quality of publications and scholarly impact

Looking at the volumes from recent years, one is struck by both their quality and their timeliness. LG Andersson/O Hedling et al: *Historical Dictionary of Scandinavian Cinema* (2012), and LG Andersson's *A History of Swedish Experimental Film Culture: From Early Animation to Video Art* (2010) are both important works since they build on original research from indigenous scholars of Swedish and/or Scandinavian-Nordic film, much needed in a traditional

Anglo-American publication culture where the tradition has been to publish works in these areas (if at all) based on secondary sources, and on work by Anglo-American academics (more often than not general Scandinavianists rather than film scholars). The same is definitely true of Mikael Tapper's doctoral thesis (2011), forthcoming in 2013 in English as *Swedish Cops: From Sjöwall & Wahlöö to Stieg Larsson*.

All these publications are clearly of immediate interest to a considerable proportion of scholars in the field, and thus possess wide applicabilty, particularly for a non-Swedish scholarly community. The same can be said of O Hedling, 'Making Films in Scandinavia: On Work and Production Infrastructure in the Contemporary Regional Sector' (2012); E Hedling/M Jönsson: *Regional Aesthetics: Locating Swedish Media* (2010); M Jönsson et al, *Media and Monarchy in Sweden* (2009); and papers such as E Hedling's 'The Welfare State Depicted: Post-Utopian Landscapes in Ingmar Bergman's Films' (2008). Together with the publications in Swedish – such as A-K Wallengren's *Välkommen hem Mr Swanson: Svenska emigranter och svenskhet på film* (2013); M Jönsson's *Visuell fostran: film och bildverksamheten i Sverige* 1939–1945 (2011), and E Hedling and M Jönsson, *Välfärdsbilder: svensk film utanför biografen* (2008) – they are excellent representatives of the subject's profile of contextualising moving images historically as well as in the present, in relation to culture and society at large.

As for other examples and venues of scholarly impact, it should also be noted that A Marklund is the founder and principal editor of the *Journal of Scandinavian Cinema* (Intellect Publishing), one of the most influential peer-reviewed journals in this particular field, while LG Andersson is associate editor of the peer-reviewed and open-access *Journal of Aesthetics and Culture.* Most of the research staff in Film Studies are also members of the two most important international societies for film/media scholars, the American-based SCMS (Society for Cinema and Media Studies) and European Network for Cinema and Media (NECS) and SASS (Scandinavian Association for the Advancement of Scandinavian Studies).

Societal impact

E Hedling was for a long time a leading representative of the so-called 'third-task' (outreach) activities of academic staff, writing literally hundreds of articles in a major Swedish national morning 'broadsheet' paper. But, as stated in the SE, in later years this endeavour has been cut down deliberately, with the aim of preserving time and energy for the internationalisation of the discipline. LG Andersson has written on media pedagogy in Swedish schools, and, as a published poet, he is currently involved in teaching creative writing. A-K Wallengren too has written on media-pedagogical issues in relation to the Swedish educational public-service television channel. O Hedling's involvement in regional film-making, economy and production contexts constitutes a very concrete collaboration with local society, which has a demonstrable societal impact, not only because students are educated for the film business but because film production benefits the regional economy; notably, the popular Wallander television series (including its British counterpart, with Kenneth Branagh) are shot locally in southern Sweden. All research staff also regularly deliver popular lectures and function as expert commentators in radio and on television.

Research environment

As for research activities, solid research leadership has been demonstrated through a number of external grants, involving participation and collaborative schemes with both local and international research networks. As for the latter, these have been built e.g. in relation to the study of newsreels (MJ), British-based auteur studies (EH), film music (AKW), and experimental film (LGA). Nordic networking has occurred in relation to the work on the Scandinavian dictionary and the *Journal of Scandinavian Cinema* (AM). As for the Centre for Scandinavian Studies (CSS), it marries participation in local, regional and international research networks, both European and trans-Atlantic. Thus there is clearly a strong research environment, the only drawback perhaps being that this success with networking across national borders has resulted in less national networking, with one notable exception: the collaborations of LG Andersson with prominent colleagues at the universities of Stockholm (Professor Astrid Söderbergh Widding) and Karlstad (Professor John Sundholm).

Thus Film Studies has become more established internationally in a more forceful and visible way. As already mentioned, this has been manifested in the increased rate of publishing in international journals, and – not least – in that scores of international 'star' researchers have visited Lund for lectures and seminars. Also, the European film conference NECS (the second largest conference venue after its north-American counterpart) was arranged by Lund in 2009, which, as mentioned, also participated in organising the interdisciplinary CSS conference. In addition, four major international conferences are being planned for 2013–14.

Needless to say such activities are of great benefit to doctoral students, and the increase in publications, both by staff and doctoral students, as well as the arranging of conferences etc. is an important reason for a high output in publishing. As for research infrastructure, such as research seminars and supervising, its quality is verified by the fact that Film Studies, although it is a relatively small subject, has produced on average one thesis per year in the last decade.

Finally, an observation should be made on the utilisation of the unique opportunities offered by the Humanities Laboratory, for instance Professor A-K Wallengren's involvement in the project 'Film music narration and laboratory experimental methods', which explores the possibilities of using laboratory equipment to measure if and how the understanding of film narrative is affected by sound and music.

Potential and outlook, future perspectives, recommendations

Given the discussions supplied under each point above, I will not reiterate any recommendations given there, only stress that Film Studies is in an excellent postion to keep developing the successes already achieved. However, it should be noted that while in my estimate Film Studies has met the recommendations of RQ08 to a T, it seems that the JFHT has not always heeded the recommendations given there to strengthen Film Studies, at least with regard to staffing. It is significant that it lost two promising researchers, T Gustafson and M Larsson. (Significantly, ML, having co-edited a volume with A Marklund published in the US, as well as co-edited another US-based volume with A Steiner of Comparative and Swedish Literature in Lund, now has a research fellowship at another university.) It is therefore time for the Faculties to meet Film Studies' success with the possibility for expansion, which is an expressed wish in the SE's SWOT analysis, by givning tenure to a researcher of high calibre. One prime candidate in this regard would be the above-mentioned M Jönsson, who is fully financed by fixed-term external funds, but who has contributed to the new and successful profile of the subject to such a high degree. An addition of this kind would also mean a significant rejuvenation of core research staff.

Also, given the capacity and competence of professors, more doctoral students funded by the Faculties are called for.

Grading

Although smaller in size than its competitors in e.g. Stockholm and (regionally speaking) in Copenhagen, Film Studies in Lund has stepped forward as a leading actor in film studies, not only from a quantitative point of view but in terms of quality as well. Besides this, it could be noted that in relation to the JFHT plan 2013–2017, Film Studies has already attended to many of the salient points enumerated there. For instance, among the three goals mentioned in the plan, the subject has made its mark both within *internal scholarly communication* and *visibility in society/debate.* Among the four strategies laid out in the LU general plan, which JFHT in turn has commented on, Film Studies has already launched a number of activites that will prove profitable for the future. Examples of this development are cross-boundary collaboration ('gränsöverskridande samverkan'), including collaboration across subject and faculty borders, in this case with historians, social scientists, ethnologists, and media and communication historians, but also across the boundaries of the University, as is the case with film production with Region Skåne and the school world.

Thus, based on the parameters above, as well as on the quality and quantity of research produced since RQ08, Film Studies should in this reviewer's assessement be upgraded from 'very good' to *Excellent* (5).

English Literature (EL)

The content of research

English Literature takes a special interest in 19th century literature and cultures as well as Renaissance drama and literary Modernism. Still, as for the profile of the subject, the self-evaluation (SE) states that it 'does not have one' since research staff and doctoral students are encouraged to pursue their own individual research interests. Given the relatively small size of the subject (one full professor and five lecturers) such an open-door policy of freedom of choice is sympathetic, since it promotes a broad and pluralist perspective with the potential to develop the individual researcher's competence and interests.

In a more secluded environment this could be problematic, but given, firstly, the inbuilt advantage of the English language (e.g. in terms of publishing opportunities) and secondly, the advantages that the SOL environment offers, the freedom-of-choice policy is sustainable for the future as well. Clearly EL, just like all other relatively small subjects at SOL, benefits from being housed and nurtured by its multidisciplinary environment (e.g. participating in the FOLIO seminars of Comparative and Swedish Literature), in which individual pursuits may lead in various potentially diverging directions. In such an environment, certain well-developed theoretical areas may serve as fruitful competition and even as cohesive 'correctives', if you will. One example would be EL's special interest area Modernism, which has long enjoyed an illustrious tradition in Comparative and Swedish Literature as well. Another area of theoretical interest is adaptation studies and translation theory, which also have enjoyed a long tradition in Comparative and Swedish Literature, of which at least the first has veered in productive ways towards intermediality theory (not least though the influence of Film Studies). Or, for that matter, take the interest by EL in narrative, as well as certain genres and national identity, which are amply represented in other SOL disciplines (e.g. by Reader Olof Hedling and Professor Ann-Kristin Wallengren in Film Studies and Reader Kerstin Bergman in Comparative and Swedish Literature).

In short, since any field of research is in constant reformulation, it follows that methods and theories which are used for investigating research objectives will be so as well, including those that overlap in interdisciplinary ways. For all pragmatical and theoretical purposes, then, the freedom- of-choice policy serves English well, and is also strategically sound.

The extent of research (volume in relation to allocated research time)

The SE reiterates the same lament as most other Humanities disciplines within SOL, and particularly the understaffed language and literature disciplines, that some of the research time allotted to the one full professor is eroded by administrative commitments and by the supervising of doctoral students. As for the latter, it entails supervising all five, since English does not yet have a *docent* (Reader) (which the university regulations stipulate for PhD supervision). At the same time, the meagre 20% research allotted to the five senior lecturers sometimes has to be 'saved', according to the SE – which in effect is equal to lost research time. Given this situation, it is laudable that English has produced 20 doctors from 2000 onwards. With the low percentage of allocated research time, my rough estimate is that the output is good-sized.

Output in terms of productivity (volume in relation to different staff categories)

As for the volume of published research in relation to different staff categories, EL has been afforded two major research grants this side of the year 2000, one last year. But as noted by the RQ08 report, while professors in foreign literatures are productive (in the case of EL, one Cambridge-published monograph, one edited volume on the state of the subject and several articles, book chapters and reviews), lecturers tend to publish little, and this still seems to hold true in English. For instance, as was mentioned above, two lecturers in English have been involved with the FOLIO project at Comparative Literature, where they, according to the SE, 'presented research' – but to what extent this collaboration also resulted in publications remains unclear. It could also be noted that it remains somewhat unclear to what degree the LU extra funding (allocated as a reward for the excellent grade in RQ08) that was invested in three lecturers' periods of leave resulted in any of the submitted publications. (According to the SE, it did contribute to the successful external research application last year.) But even though any direct links may remain unclear, a majority of the lecturers have published papers or chapters in anthologies.

The role of external funding for research

Given that, as already noted, the undergraduate teaching is largely proficiency-oriented (as most second languages that are taught at university level), EL clearly, as noted in the SE, was never a subject whose staff were expected to fund their own research with external grants – they were always mainly expected to teach. All the same, the lack of external grant applications by lecturers remains a problem. In relatively small research environments such as English, therefore, it is obviously of vital importance that lecturers seek external funding, first in order to secure time for research and publishing, secondly in order to qualify for promotion and thus also qualify (according to the LU regulations) to supervise doctoral students.

Therefore it seems sound for the Faculties (at least in the short term) to continue providing the funding for lecturers' research semesters in order for them to have free time to do research, and based on that research, work out solid applications to external foundations. (See also collective recommendations for SOL-JFHT-LU at the end of this document.)

Relationship between research and teaching

As mentioned in the SE, first-cycle teaching is proficiency-orientated, and EL 'comes into its own' as a discipline at a later stage. Thus it is not likely that undergraduate students will benefit from the lecturers' research expertise. On the other hand, as students at the later stages of study are able to choose from a smorgasbord of elective courses based on the particular research interests of the staff members, the opportunities for utilising the research expertise in teaching seem well met. In this context it is also worth noting that some teaching on the undergraduate level is done by doctoral students, which is likely to increase this trickle-down effect.

As for staffing policies, the meagre 20% allotted to senior lecturers is, as mentioned, sometimes 'saved' (i.e. lost in the short-term perspective) owing to the pressures of teaching and administration.

Language issues and publication strategies

As a discipline, EL for obvious reasons has an edge in that almost all publications in the field (mostly articles in book chapters) are written in English and thus, in a sense, come with an inbuilt quota of internationalisation. However, the research content has to reach a certain level of excellence to be published in the first place, and the fact that EL at Lund is well represented in, for instance, the leading research libraries in the world speaks for itself.

But the language advantage may have a flip-side, by somewhat paradoxically being at least part of the reason why there is a comparative lack of articles in peer-reviewed journals, and also why attendance at high-profile conferences is modest. After all, international conferences for researchers are normally the way to get your work assessed by your peers, both through Q & A sessions, which then may prompt you to refine your arguments in order to send your work for (yet another) assessment in an international peer-reviewed journal. Put in somewhat crass terms – if you know in advance that you do not really have to hone your skills in order to be published anyway, in a language read by an international audience, you may very well be tempted to become somewhat laid back in submitting your work to peer-reviewing outside of your normal comfort zone. However, the SE mentions a recent initiative at faculty level for Open Access publishing, including a professionalisation of marketing and sales, which is likely to increase awareness of the Lund Studies in English series.

Quality of publications and scholarly impact

As a scholar belonging to a different discipline, I am obviously not in a position to subject the submitted publications to expert scrutiny or to assess them in relation to such terms as 'originality' or 'rigour' (at least in detail, e.g. in relation to due attention to previous research), because for that I would have to be able to examine them as an expert from within the discipline. But from the point of view of the general competence I possess as a scholar in the Humanities, and also from the point of view of a generally interested reading audience, concepts such as 'significance' (in the sense of 'of immediate interest to a considerable portion of scholars in the field and related fields') and 'wide applicability' seem meaningful in this context, and these I feel able to apply.

As mentioned, it is the one professor (M. Thormählen) who publishes commissioned work with Cambridge UP and also maintains a high international profile in two major research areas within the discipline. She has published five monographs (three with Cambridge University Press, hard- and paperback), four collected volumes (one with Palgrave Macmillan, another from Cambridge UP), and a number of essays and articles. This obviously speaks for the recognition that MT as an individual scholar has achieved, and the esteem she enjoys in the scholarly community to which she belongs.

Societal impact

According to the SE all senior staff give popular lectures at theatres, libraries etc, and also, as many Lund scholars, write articles for the daily press. In this context one can also mention that the externally funded project 'Translations with an agenda: The Swedish introduction and translation of 19th-century British social-reform literature' is of relevance for a general readership, since the project examines how the translator's agenda influences the translated text in relation to education, the so-called woman question and social reform work – all, needless to say, of societal relevance for our times too. The same could be said of the project regarding the role of the Swedish periodical *Tidskrift för hemmet* in introducing British literature and key texts from the British debate on the so-called woman question in Sweden in the 1860s.

Research environment

As for research leadership and research networks, these are mainly represented by the one professor's high standing in the national and international community, as well as excellent links to the international publishing infrastructure. But as mentioned, with regard to conference attendance by the research staff as a whole, at home and abroad, the situation is not, as the SE points out, satisfactory.

As for local research activities, including those involving doctoral students, the research seminars (according to the SE) are regular, on average ten per term, and built around both junior/PhD thesis chapters as well as senior scholars' work, e.g. papers to be published or critical readings for conference papers. Also, some teaching on the undergraduate level is carried out by doctoral students, which is clearly beneficial for any doctoral student.

All the more regrettable, then, that the two-year Master's programme Literature-Culture-Media – which has evolved over a number of years in collaboration with Comparative and Swedish Literature, French, Spanish, Russian, and German, and is called 'a success story' in the SE, that is, exactly the kind of course that has interdisciplinary potential – does not allow for more LCM students to continue taking a doctorate, owing to the dimensions of the doctoral programme.

In respect of interdisciplinary meeting-places and collaborative schemes, it may be mentioned that the research seminar attracts colleagues from other disciplines.

Potential and outlook – future perspectives, recommendations

As the SE points out, 'tangible cross-disciplinary research orientation' is important, in line with boundary-crossing being a key concept in the LU general plan for the future. As mentioned, two of the senior lecturers in English have been involved with the FOLIO project at Comparative and Swedish Literature. All such interdisciplinary boundary-crossings should be encouraged in the future.

As for generational balance and plans for future staffing, it is pointed out in the SE that the one professor will retire in 2016, and that this might be the right time for an internationally recruited professor to take over in Lund. By this time there will possibly be one reader, while none of the present senior lecturers is likely to have advanced to full professorial rank. Again, in this context I fully concur with the SWOT analysis in the SE that much of the reason for this state of affairs is found in the working conditions of senior staff: 20% research is an *extremely* low percentage of a senior post in an international comparison. Even though this is a nationally generalisable state of affairs, nonetheless – or precisely because of it – Lund University leadership has to step up at some point and take the bull by the horns. For further recommendations, see the collective recommendation at the end of this document.

Grading

English Literature was graded Excellent in RQ08, and owing to the quality of the research produced within the frame of the resources at hand, I see no foundation for changing the grade: *Excellent* (5).

Spanish Literature (SL)

The content of research

Spanish Literature at Lund takes a special interest in 20^{th}-century Latin-American literature, including Mexican and Caribbean literatures. Although successful in its own right (see further below), in a more secluded environment the relatively small size of the subject (one full professor, two lecturers, four doctoral students) could be problematic. But clearly SL, just like most other medium-sized subjects at SOL, benefits from being housed and nurtured by its multidisciplinary environment. Thus it is to be commended that one of the lecturers has established collaborations with Comparative and Swedish Literature, and there are contexts where certain theoretical areas tie in nicely with the approaches used in the study of SL. For example, two of the profile areas of SL, intermediality and feminism/gender, have long enjoyed a tradition in Comparative and Swedish Literature, and are both currently being developed in dynamic ways. Also, as is noted in the SE, one doctoral student is involved in a major survey related to the subject profile, the results of which are relevant not only to this particular field but to research within the literary field in general. Thus the beneficial flows go both ways. (See further below, and the collective recommendations for SOL-JFHT-LU at the end of this document.)

The extent of research (volume in relation to allocated research time)

The research time allotted to the one full professor is 40%, and the two senior lecturers have 20% each. There are also four full-time doctoral students. According to the SE the two recently appointed lecturers were hired to cover the needs of undergraduate teaching, and since the brunt of this task falls on their shoulders, it does not allow for much research time. With the low percentage of allocated research time, my rough estimate is that the output of SL is comprehensive.

Output in terms of productivity (volume in relation to different staff categories)

The (one) professor has published extensively, both books and articles, in Sweden but mostly abroad, on a range of issues (e.g. pedagogical) but most notably on the overarching profile subject of the discipline. Of the two (recently appointed) senior lecturers, one has published one book (the doctoral thesis) on the profile subject. In addition, one of the lecturers has published four articles and two book chapters, and the other a long article in a Venezuelan publication. Even doctoral students (A Topczewska and Pedro de Felipe) have managed to publish papers in an international context, which is to be commended.

The role of external funding for research

Last autumn (2012) the two senior lecturers were allotted one research month each in order to apply for external funding. It is of vital importance that lecturers keep on applying for external funding, first in order to secure time for research and publishing, secondly in order to qualify for promotion. Therefore it seems sound for the Faculties (at least in the short term) to continue funding research semesters for lecturers in order for them to free time to do research, and based on that research, work out solid applications to external foundations. (See also collective recommendations for SOL-JFHT-LU at the end of this document.)

Relationship between research and teaching

According to the SE, the Master's students of SL at times participate in the research seminars, and there is a clear link between the Master's course and ongoing research in SL. However, the SE does not develop or exemplify this potential trickle-down effect any further. One could surmise, though, that at least in part the situation is somewhat similar to English Literature – i.e. that since the first cycle of teaching is proficiency-oriented, SL 'comes into its own' as a discipline mainly at a later stage. Also, nothing much is said about the later stages regarding e.g. any elective courses based on the particular research interests of the staff members, which could give opportunities for utilising the staff's research expertise in teaching.

Language issues and publication strategies

Professor Enkvist publishes regularly in journals in Spain and Latin America. Her book on Latin-American icons was first published in Spanish, in Spain (2008), and then in Swedish with the renowned Swedish publishing house Atlantis. This is also the case with her most recent book (in press) on Mario Vargas Llosa, which will be published both in Spanish and in Swedish. SL as a subject also won an opportunity to publish a special issue of the Venezuelan journal *Contexto* on the ongoing research in SL at SOL.

In addition, both Professor Enkvist and Senior Lecturer Claesson have published books on the profile subject of the discipline – Enkvist in Spanish abroad, while Claesson obtained his PhD at Harvard. Given this established link with a prestigious university, and given the size of the Spanish language and Hispanic studies in general in the US, the recommendation would be to publish in English as well, targeting the Anglo-American academic market with the aim of putting SL at Lund more firmly on the international map. Also, SL has every opportunity (as does English Literature) to keep developing the inbuilt quota of internationalisation that comes with a large language, by attempting to branch out more in peer-reviewed international journals. This would serve particularly the doctoral students well, as does the online journal they have founded themselves, *Revista Hispanista Escandinava.* However, in this context it should be noted that nothing much is said in the SE of attendance at conferences. After all, international conferences for researchers are normally the way to get your work assessed by your peers, not least through Q & A sessions, which may prompt you to refine your arguments further in order to send your work for (yet another) assessment in an international peer-reviewed journal.

Quality of publications and scholarly impact

As a scholar belonging to a different discipline, I am obviously not in a position to subject the submitted publications to expert scrutiny or to assess them in relation to such terms as 'originality' or 'rigour' (at least in detail, e.g. in relation to due attention to previous research), because for that I would have to be able to examine them as an expert from within the discipline. But from the point of view of the general competence I possess as a scholar in the Humanities, and also from the point of view of a generally interested reading audience, concepts such as 'significance' (in the sense of 'of immediate interest to a considerable portion of scholars in the field and related fields') and 'wide applicability' seem meaningful in this context, and these I feel able to apply.

As mentioned, Professor Enkvist maintains a high international profile in the major research area within the discipline through her well-established networks and publication venues in Spain and in Latin America. Her research was also highly praised in the RQ08 report, all of which obviously speaks for the recognition that she has achieved as an individual scholar. In this context it should also be mentioned that Christian Claesson's Harvard thesis, *The Role of the Author in Juan Carlos Onetti and Juan José Saer*, strikes the reader as unusually well-researched, well-written and detailed – and yet accessible as a specimen of close reading.

Societal impact

Professor Enkvist gives popular lectures and also regularly writes articles for the national daily press.

As for general research dissemination, it should be mentioned that for fifteen years the subject has organised so-called study days for students as well as teachers and researchers of Spanish. Also, the subject has obtained external funding for a graduate school in Spanish didactics, fuelled by the government's recent policy to upgrade teachers to 'senior instructors' in the secondary school system, with the aim of making the teaching of foreign languages more efficient. Thus there are now five licentiate-degree students within SL.

Research environment

With regard to research leadership and research networks, these are mainly represented by the one professor's high standing in the national and international community, as well as her links to the international publishing infrastructure. But, as mentioned, so far (at least up until the date of the self-evaluation) the newly hired lecturers have not had time to build up networks and conference attendance, at home or abroad. However SL has not previously had the luxury of having four doctoral students, which entails a vigorous strengthening of the research environment. They too should be encouraged to go outside their comfort zones, e.g. by applying for funds for attending conferences and publishing in peer-reviewed journals, both in English and in Spanish. Significantly, the doctoral students (e.g. A Topczewska) who have participated at an international conference have also managed to publish.

The five licentiate-degree students in Spanish didactics also contribute in vitalising ways to the seminar environment, as has the Master's course. Also important in this context is the fact that the research profiles of SL fit the SOL environment so well, e.g. lecturer Johansson's gender perspective in Latin-American novels. This is equally true for the projects of the doctoral students, e.g. A Topczewska who studies SL in an intermedial perspective, and the meta-critical studies of P Zetterlund and P de Felipe. All should be able to be both nurtured by and, in time, nurture the larger research environment at SOL. As for other local research activities of SL, however, including those involving doctoral students, not much is said about the research seminar or the two-year Master's programme Literature-Culture-Media, which has evolved over a number of years in collaboration with Comparative and Swedish Literature, English, French, Russian, and German, and is called 'a success story' in the SE of English Literature.

Potential and outlook – future perspectives, recommendations

As is mentioned in the SE, the situation has clearly improved compared to RQ08 – there are more lecturers and doctoral students. However, in order for the research base to grow and not rest on the one professor's shoulders, it is to be hoped that one or both of the applications for external funds is successful, and if not, that the lecturers will keep applying.

As mentioned, the strengthened internal research environment of SL also comes with good potential to extend itself to the literature interests of SOL at large.

Branching out in the SOL environment, as well as developing the international environment even further, should ensure that both the research profile set in place by the present professor and the new research interests currently in the making by the doctoral students (in collaboration with colleagues at SOL), will be in place by the time a new leadership arrives (as it has already been decided that the professorship in SL will be continued in 2015).

As for the didactic profile of the subject, focusing on the 'study-days' and graduate school, SL stands a good chance of developing this profile, as it is put in the SE, into a centre for Spanish education in Sweden. (See also the collective recommendations at the end of this document.)

Grading

Spanish was graded Excellent in RQ08, and owing to the quality of the research produced within the frame of the resources at hand, I see no foundation for changing the grade: *Excellent* (5).

Latin

The content of research

As opposed to the situation internationally, where Latin is taught alongside Greek (under the heading of Classics), Latin in Lund is its own subject and includes classical, medieval, and New Latin. As such, the subject lends itself to interdisciplinary collaboration, and in the self-evaluation (SE) Theology, Comparative and Swedish Literature, and even Botany are mentioned. In addition, researchers in Latin are often approached by institutions and individuals who need help in reading source material in Latin, such as historians. Not least importantly, Latin enjoys various institutional collaborations nationally and internationally, e.g. with a number of Baltic universities, and in particular the latter forms an important part of the subject's profile.

The extent of research (volume in relation to allocated research time)

Latin has two researchers, one professor with 40% research time and one senior lecturer with 20% research time, three doctoral students, and one postdoc with a two-year scholarship, after having enjoyed another nine-month philology scholarship. Research output is good-sized, given the time available for research and the resources at hand.

Output in terms of productivity (volume in relation to different staff categories)

Looking at the publishing record of individual staff members, the professor has been involved in four of the five submitted publications – as author of two chapters (one of them in English and published in Italy), and as editor of two volumes, one being the impressive over 500 pages long and luxuriously illustrated book on one of the first Swedish women writers, Sophia Elisabeth Brenner (1659-1730). The fifth submitted publication is a paper published in the US-based journal *Taxon*, by affiliated researcher James Dobreff, who has been involved in an externally funded project on Linnaeus in South America. In addition, out of the three doctoral students, two have published articles in Swedish scholarly journals.

The role of external funding for research

At the time of RQ08 Latin enjoyed external research funding for the Linnaeus in South America project, which has obviously been important for the subject. For instance, in its wake a symposium is currently being planned and publications are in press in the prestigious series *Supplementa Humanistica Lovaniensia*, published by the University of Louvain, the leading department of New Latin in the world. Indeed, the SE mentions that owing to the previous research project, collaboration continues amongst the researchers who were involved in it, with e.g. Theology at Stockholm as well as with one researcher at the University of Massachussetts, Boston. Thus it can be concluded that (as is often is the case) external funding usually comes with surplus value and synergy effects, resulting in continued networking both with other Swedish and international institutions of learning.

Relationship between research and teaching

According to the SE, researchers are able to utilise their research expertise in teaching mainly in degree-project work on the Bachelor’s and Master’s levels. However, owing to LU internal financing and/or lack of students, doctoral students have not been able to teach, which must be considered a serious drawback. One obvious solution would be funding with the aim of developing attractive courses, particularly since competence in Latin is needed for the future, and since historical research in pre-modern periods generally, according to the SE, seems to be increasingly popular.

Language issues and publication strategies

As mentioned, doctoral students are involved in networking and collaborations regionally and internationally with a number of universities in the Baltic countries, which has not only broadened and strengthened the subject's profile but brought with it opportunities for publishing. Thus, for example, one doctoral student's talk at an international conference has resulted in an invitation to publish in *Dynamics of Neo-Latin and the Vernacular*, while two other doctoral students have been invited to international conferences.

According to the SE, different research aims result in different publication strategies. Thus it is stressed that it is invaluable to be able to write in Swedish, particularly for the generally interested audiences, in this way popularising scholarship. For instance the research on Sophia Elisabeth Brenner was first disseminated in a number of Swedish journals, and then collected in the above-mentioned sumptuous volume. Interestingly, however, this volume was acquired by the British Library and the French national library, although written in Swedish. This speaks for an interest in Latin as such, as a subject, and suggests that there are good opportunities to transfer research now published in Swedish to the English-speaking domain. Other projects are aimed at being published in English from the beginning, as previously (in 2006) Brenner's letters in Latin, *Letters from Sir James Spens and Jan Rutgers* (2007), and, after RQ08, the articles in *Taxon* and *Harvard Papers in Botany*. Latin has also established a relation with the leading publication institution of New Latin in the world. According to the SE, more publications, in both German and English, are expected from the Baltic group, which includes approximately 30 researchers.

In sum, then, it seems that Latin at Lund is being published both in Swedish and English, in journals as well as in books. In addition, the impression given in the SE is that since RQ08, there has been an increased awareness of the importance of publishing in international journals, and that it has been met by a reciprocal interest from the English publishing world. To the extent that this is indeed the case, obviously every opportunity should be taken for acting on these fortunate circumstances.

Quality of publications and scholarly impact

As a scholar belonging to a different discipline, I am obviously not in a position to subject the submitted publications to expert scrutiny or to assess them in relation to such terms as 'originality' or 'rigour' (at least in detail, e.g. in relation to due attention to previous research), because for that I would have to be able to examine them as an expert from within the discipline. But from the point of view of the general competence I possess as a scholar in the Humanities, and also from the point of view of a generally interested reading audience, concepts such as 'significance' (in the sense of 'of immediate interest to a considerable portion of scholars in the field and related fields') and 'wide applicability' seem meaningful in this context, and these I feel able to apply.

According to the SE, Latin research has had a strong impact nationally through e.g. the Brenner project as well as internationally (previously through the Oxenstierna project and not least the Linnaeus project), as the latter sparked research into areas that one normally does not find in Latin studies – in this case Botany, which has resulted in several publications in *Taxon* and *Harvard Papers in Botany.* This project also resulted in a nomination for the most prestigious literary prize in Sweden, the August prize in 2012, for the popularised version of the Linnaeus project, *Ur regnskogens skugga* ('Out of the Rainforest's Shadow').

Societal impact

It goes without saying that any book that is nominated for an August prize in Sweden almost automatically gets exposure and reaches out to the reading public in larger numbers. For instance James Dobreff, the researcher involved in the above-mentioned project and book, has delivered many lectures, among them the James Ford Bell Lecture in 2011. Besides, publications in honour of colleagues (Festschriften) have been deliberately published with the general public in mind. Not surprisingly, Latin researchers are also recruited to the LU 350-year jubilee. Researcher C Sjöberg received the LU students' prize for teaching in 2011, which resulted in several public lectures.

Research environment

Although it is a small subject, Latin collaborates in fruitful ways with various individuals and institutions, both at SOL and other universities, which is beneficial both for the research environment of the subject and for the department as a whole. For instance, the publication from the Brenner project was undertaken in collaboration with Italian and Comparative and Swedish Literature. There is also a newly initiated collaboration committee with Greek, and the SE mentions that a number of assistant doctoral supervisors have been recruited from Theology and Rhetoric, as well as Literature from Gothenburg University. Also, as mentioned, because of a previous research project, collaboration continues amongst the researchers who were involved in it (Theology at Stockholm and University of Massachussetts, Boston).

The SE states that the research projects of the doctoral students are of the utmost importance for the scholarly quality and development of the subject. As mentioned, doctoral students are involved in collaborations regionally and internationally with a number of universities in the Baltic countries (Colloquium Balticum). This both broadens and strengthens the subject's profile while also increasing the chances of publishing, and the fact that all three doctoral students in Latin gave papers there in the autumn sessions of 2012 must be seen as invaluable. Master's students can participate in Colloquium Balticum as well.

Potential and outlook – future perspectives, recommendations

Latin was not specifically commented on in RQ08. Yet some general factors are noted in the SE that are worth comparing. One is the number of doctoral students, which in 2008 was only one and is now three. As mentioned, this has contributed to opening up new areas for research and networking, as well as to an increase in international publications. Future prospects in New Latin are also promising because of the ongoing research by the professor and the lecturer, and as noted, international connections have increased.

A major drawback, however, is the lack of researchers in Latin with a doctoral degree to fill new positions, which means that it will become increasingly hard to apply for external research funds.

Since Latin as a discipline includes classical, medieval and New Latin, the subject lends itself to interdisciplinary collaboration, with history, literature and culture at large. The SE mentions examples of such endeavours, e.g. with Italian and Comparative and Swedish Literature, and specifically points out various profitable collaborations with other SOL subjects, including the privileged position of Latin in a cultural-history approach. The research management of Latin, then, is well aware of the importance of collaborating with other subjects at SOL and shows commendable insight into this fact. As such, Latin is a prime example of how a small subject can be able not only to survive but to thrive in its immediate environment.

As for generational balance and plans for future staffing, the one professor will retire in the next few years. The lecturer is mainly occupied by teaching, which means that a new research position needs to be advertised. In this regard, a systematic recruitment is needed, so that the three doctoral students may be allowed to advance and develop the discipline. For, as mentioned, competence in Latin will be in continued demand in the future, not least since the interest in historical research in pre-modern periods generally seems to be on the rise.

Grading

Latin was graded 'Excellent' in RQ08, and owing to the quality of the research produced with the resources at hand, I see no foundation for changing this grade: *Excellent* (5).

French Literature (FL)

The general circumstances of the subject of French are such that the discipline in this reviewer's view is best considered with attention given to a few salient points brought up in the self-evaluation (SE), rather than sticking to the model above. These circumstances, as well as the points made in the SE, are also of general interest for SOL and indeed for the reviewing process as such.

In the RQ08 evaluation, literary research in foreign languages, including French, received the grade 'excellent'. While no extra funds were given to this subject on the strength of it (according to the SE), in recent years the subject has had a research fellow, and the professor – part of whose research belongs to the field of Linguistics – was awarded one of the first faculty-funded research semesters. However, no new doctoral student has been recruited in recent years, which is obviously a matter for concern. Two fixed-term externally funded researchers have been tied to the subject, of whom one is equally within Linguistics. Research seminars in FL at present involve about ten participants, among them Master's students, of whom four are from other disciplines. Thus French Literature is a small research environment.

In this context it is of equal interest that the SE begins by discussing a classification problem with regard to interdisciplinary research. Thus it is asked in which camp the one professor belongs, as he has written 'articles on literary theory and Swedish literature, and himself is an author of fiction'. Conversely, it is asked whether 'a colleague in Comparative and Swedish Literature writing on Baudelaire should not be considered part of FL [studies]'. Equally, it is noted that e.g. if a doctoral student in FL also publishes papers on e.g. the Italian novel and can do so in English, it is, according to the SE, difficult to judge the achievements of a particular discipline correctly. The question then becomes, what exactly is it that is to be assessed? Is it the research done within a particular *subject* or the research performed by *individual reseachers*, independently of what the research is about – as long as it is about literature? The SE states that it has chosen to adhere to the latter definition, in order to encourage interdisciplinary research 'where different traditions and competencies enrich one another'.

The questions posed by the SE are certainly of relevance for a reviewer as well – should the research produced be seen as a result of any 'subject', involving profiles and clusters, or as the work of lone wolves? This, as well as the issue of disciplinary borders, is considered at greater length below.

In delineating *the content of research and profile* of FL research at Lund, the SE mainly stresses research about the novel within a wide time frame and a comprehensive geographical framework, given the presence of the French language across the globe. As for approaches, the ones stressed in the SE are narratology, reception, didactics and the concept of fiction, along with the emphasis on theories engendered by the subject and questions around literary specificity. On the other hand, such issues lend themselves to interdisciplinary projects too, and not surprisingly FL has been involved in FOLIO, which is to be commended.

In the ensuing discussion about the profile of FL research, however, the SE is preoccupied with disciplinary boundary issues, indeed to the point of guarding such borders – somewhat surprisingly, considering the previously stated generosity toward interdisciplinary contexts. One example is when it is stated that an 'important common denominator for [FL] research is to apply and test theories that have been developed for analysis of literary texts, rather than borrowing more general or *speculative theories from other disciplines*'. This stance seems hard to maintain in the long run, at least when regarded from the point of view of recent history, as many, indeed perhaps most, theories in the Humanities are linked in a highly intricate and interdisciplinary fashion. For instance, as far as this evaluator has understood it, narratology (one of the FL profiles) originally emanates from Saussurian nineteenth-century linguistics and semiotics, which were later developed in and by Lévi-Straussian anthropology – which is, in turn, directly linked to the post-Genettian myth structures currently studied in French literature in Lund. In other words, the view that theories of other disciplines are 'speculative' seems hard to uphold, particularly with a view towards what is viable for the future (see further under recommendations, and collective recommendations for SOL-JFHT-LU at the end of this document).

In respect of *the extent of research* (volume in relation to allocated research time), and *output in terms of productivity* (volume in relation to different staff categories), the subject's productivity is clearly excellent in relation to the research time given, while the output enumerated in the SE (several pages) is nothing less than comprehensive. All researchers also maintain an impressive presence at conferences, including presentations. With regard to *quality of publications and scholarly impact*, I am not, as a scholar belonging to a different discipline, in a position to subject the submitted publications to expert scrutiny, or to assess them in relation to such terms as 'originality' or 'rigour' (at least in detail, e.g. in relation to due attention to previous research), because for that I would have to be able to examine them as an expert from within the discipline. But from the point of view of the general competence I possess as a scholar in the Humanities, and also from the point of view of a generally interested reading audience, I am able to state that the publications are of a high standard, whether published in French, Swedish, English or Italian, which is also indicated by the fact that so many are published in peer-reviewed journals. As for *societal impact*, the professor as well as the other researchers in the subject have published a number of accessible texts in Swedish and have also held an impressive number of public lectures, both in Sweden and abroad, as well as written in the national Swedish 'broadsheet' press. The professor is also a published author of fiction.

Potential and outlook – future perspectives, recommendations

In the SE there is a discussion as to the 'embarras du choix' in relation to collaborations, the tone of which is characterised by ambivalence, based, it seems, on failing reciprocity from other subjects. For instance, it is claimed that whereas French scholars participated in Comparative and Swedish Literature seminars and also wrote articles for anthologies (in Swedish or English), this was not reciprocated from the other end. However, the SE stresses that this has nothing to do with personal differences; it is a structural problem, and also a language problem in that most literary scholars have limited knowledge of languages other than English. It is certainly true that this may cause problems, but even if literature and the empirical material at hand may be written in different languages, studies of literature in Russian, Spanish, or other languages are still more often than not united by *common theoretical concerns.* And even if, as the SE states, the prioritised research environment for FL is French-speaking countries around the world, it must be stressed that *theories do not have boundaries, intellectually or theoretically.*

In conclusion the SE states that what FL needs is to 'find research questions to gather around'. One such area of inquiry mentioned here is the newly established area 'literature and feelings', and although this evaluator is no expert on French literature, it seems, from a general academic point of view, both feasible and sound as a viable platform for collaborations with other subjects at SOL. After all, to the best of my knowledge, similar investigations, including those related to terminology and content, have been a major concern in many disciplines in the last couple of decades, such as psychology and philosophy (based on e.g. Heideggerian phenomenology) and in film and media (e.g. French philosopher Maurice Merleau-Ponty in film studies), although rejuvenated by more updated theory, focussing on 'body genres' and various theories of affect.

In short, if French is not to stagnate from its position of excellence, it seems that the definition of the subject would benefit from combining its (in and by itself) expansive environment with directing some energy to the resources to be found just around the corner – in fact under the same roof. In any case, in this day and age, dwelling on disciplinary boundaries seems unproductive, and it is not what the future of studies in the Humanities in general, or that of SOL in particular, needs.

Grading

French was graded Excellent in RQ08, and in view of the comprehensive output and high quality of the research produced, I see no foundation for changing this grade: *Excellent* (5).

Small Research Environments: Russian, Greek, German, Yiddish, Theatre Studies

Introductory note

Because of their small size (in terms of research staff and/or doctoral students), the subjects below are discussed more briefly, given their similar situations. For instance, as opposed to the larger subjects at SOL where there may traditionally have been a lower motivation on the part of tenured staff to apply for external funding (e.g. in view of the time-consuming process), the smaller subjects live under the opposite rule: either no or few/hard-to-recruit students and a small teaching load, which has prompted them to submit more research applications – simply in order to survive.

As for grading it should be noted that as a rule, and in accordance with the 'Guidelines for external reviewers', the grade Satisfactory, 2, should be given to subjects 'with a mere one or two representatives most of whose time is devoted to teaching and administration, but who make(s) documented efforts to keep up with developments in the discipline, producing e.g. an occasional article and/or conference paper'. In this case, however, the grade would say nothing about the quality of the individual research. Therefore, as the RQ08 report gave special attention to research produced at least by senior scholars, awarding quality verdicts on the basis of the best work in the subject (as long as that work accounted for the greater part of the subject's output), the same rule will be applied here.

Russian Literature

Russian Literature has one active professor (emeritus), and one externally funded (fixed-term) researcher (50%) and two doctoral students (but with expired positions). Thus, compared to RQ08 the situation has drastically worsened, with one lecturer, one researcher, two active doctoral students as well as one professorship taken away. In addition, the student population is scant.

Research activity has, however, remained surprisingly vigorous in view of the resources at hand. Here the research by J Lindbladh should be highlighted, with her book *The Poetics of Memory* (ed), her paper in the journal *Anthropology of East Europe Review* and, not least, her ongoing externally funded project 'Memory of Tjernobyl in literature, witness literature, and film'. Clearly these endeavours marry, in creative ways, traditional aesthetic interests in both literature and film studies with social, political and historical issues, and in relation to this, with various (other) cross-disciplinary discourses of memory, too. In the same vein, F Björling's fine publications on Russian director Sokurov's films in a volume published by Cambridge Scholars Publishing and the journal *Scano-Slavica* should be highlighted, as well as her research seminar on film adaptation in collaboration with Film Studies at SOL. The subject's research on Russian author Pasternak should be held forth as well, e.g. the thesis *Entangled Figures.* Thus the preferred language of publication is English, and to a lesser extent Swedish and Russian.

Given the present situation, the SWOT analysis is quite extensive, including the (re-)hiring of a key person responsible for both research, teaching, and administration, and at the very least a 50% lecturer, in order to attract students and stop the negative spiral. The SE also shows commendable insight into the need for continuing the interdisciplinary collaborations between languages, literature and culture at large that, it is noted, have been strong in Lund since the 1980s, and to use the rich research environment that SOL offers to the advantage of Russian. Clearly the above-mentioned memory project belongs to such an expanded and excellent scholarly environment, while also including the Centre for East European Studies.

Grade: *Very good* (4)

Greek Literature

One professor (with 50% research) is, in practice, solely responsible for the subject, including administration, teaching (from beginning through doctoral supervising), and research. One professor emeritus, however, is still active and participates in seminars. The subject has one doctoral student at present.

Yet, within these scant resources, a large Nordic Plato Symposium was organised in 2011, and the year after the volume of proceedings was published (*Kärlek och vänskap: Platon, Aristoteles och europeisk idétradition*). Greek also participates in the international and interdisciplinary research project *Sacred Meals*, the results of which were presented at two international congresses in 2012 and 2013. According to the SE, the subject enjoys an excellent reputation abroad, verified by the fact that the professor is often recruited for international peer-reviewing and evaluations (7 in Europe in recent years). A good portion of the publications consists of textbooks, but they are based on recent research, and the subject has produced five theses since 2005. Research fellow J Akujärvi's translation (the first in Swedish) of Aristotle's *Rhetoric*, including introduction and notes, should be mentioned in this context.

For the future, the professor suggests a professorial appointment of 100%, as well as one lecturer at 50%. Nothing, however, is mentioned in the SE regarding any submitted application for external funds. Nothing is said about the situation of the (one) doctoral student. Nor is anything mentioned about any present or future collaboration with other subjects at SOL.

Grade: *Very good* (4)

Modern Greek

Modern Greek has a Senior Lecturer, Vassilios Sabatakakis, whose position incorporates 20 % research. In 2011, however, he received research funding raising the proportion of research to 50 %; this development has paved the way for an application for the status of *docent* (Reader). According to the subject's SE, a lectureship has been advertised, a recruitment which will reinforce the subject. At present, Lund is the sole Swedish university to offer fully qualified tuition in Modern Greek, and the SE states that the number of students is steadily increasing.

At the moment, the subject has one doctoral student; another, Marianna Smaragdi, gained her doctorate in 2012. The latter did a fair amount of teaching during her years as a PhD student, and the SE emphasises the importance of the staff's 'own' research to the tuition given in the subject. Collaboration with other disciplines, outside and inside SOL, appears to be good. The subject runs joint seminars and courses with Ancient Greek and participated (along with Comparative Literature, Romance Languages, and Religious Studies) in a successful application for external funding from the Swedish Research Council. VS has also been involved in the 'Memory' project, and he assisted Latin in arranging the Colloquium Balticum meeting in Lund. Internationally, the subject cooperates with Modern Greek at the University of Copenhagen, the Academy of Athens and the St Petersburg State University.

The profile of the subject, and VS's research, may be defined in terms of both literary and linguistic scholarship. The Research Council project in which VS participates is orientated towards research on the experience of travel, and its philological component is said to have come in for a great deal of attention in Greek media. VS is also Editor of the *Scandinavian Journal of Modern Greek Studies*, which incorporates Byzantine Studies from 2013 onwards; these activities entail collaboration with the University of Uppsala. Doctoral dissertations and articles are usually published in English, for instance Smaragdi's thesis of 2012, on metaphor in the musical genre Rebètiko. Post-RQ08 the subject has, despite the small allocation of time for research, produced one thesis (Smaragdi), the publication of an edition of a medieval text and a couple of articles on the Modern Greek language. As for the 'third task', VS has, for instance, contributed to the Swedish national encyclopedia *Nationalencyklopedin*, and his translations have received attention in the Swedish press.

Grade: *Good (3) (as subject, in view of the 'national recognition' criterion) / Very good (4) (individual research/research activities/publications)*

Yiddish Literature

The first permanent lecturer (Reader J Schwarz) in Yiddish at LU (indeed at any Scandinavian university) was appointed in 2011. Needless to say, most of his activities have consisted in teaching and developing new courses. Although JS's research time is a mere 25 %, he has managed to keep a high profile with regard to both participation in and organisation of conferences, e.g. an international conference at Lund in 2012, organised with the Universities of Amsterdam and Düsseldorf, which attracted young scholars from the EU, US and Israel. In recent years he has published two books, four articles, and six book chapters, while also writing a book on Yiddish culture after the Holocaust, which has been accepted for publication at Wayne State UP. In addition, he has found time to apply for external research funds three times in the last two years.

As for SOL, JS sees the advantages of reaching the student population in other relevant fields by teaching there, but also of the excellent interdisciplinary environment SOL offers (European Studies, English, Comparative and Swedish Literature), and the degree to which his efforts have been supported financially as well by the department management. For the future, and the solidification and expansion of the subject, he calls for the appointment of a post-doctoral fellow, which would help with teaching, and the invitation of a visiting professor for one semester with a view to furthering the internationalisation of the subject.

Grade: *Satisfactory (2) (as subject)/Very good (4) (individual research/resesearch activities/publications)*

German Literature

The subject consists of one fixed-term researcher (Reader A Bareis), who is financed full-time by an external grant. So far he has not been involved in teaching, but as of the autumn semester of 2013, German is one of the eight subjects in the Master's programme Literature-Culture-Media, which is a significant strengthening of the subject. In addition, the particular profile represented by AB, focussing on narratology, intermediality, and analytical philosophy, well suits the interdisciplinary environment at SOL. As for research dissemination, AB has edited a volume in Germany, which has resulted in invitations to several international conferences, and he has well-developed international networks with HU Berlin and U Wuppertal. In 2012 he also organised, together with a colleague in English, the major international conference *Make Believe: The Fictional Truths of the Representational Arts*. Together with colleagues in Comparative Literature, Spanish, and French, he has started KOMPLITT, Comparative Literature, which is a strategically meaningful move. The preferred language of research dissemination is English, besides German, and his work has appeared in journals and anthologies (1 book, 1 edited volume, 3 articles, 10 book chapters). Even so, it has happened that he has been forced to decline invitations to conferences, alternatively paying for conference attendance himself. For the future he wishes for a lectureship financed by the Faculties, in order to continue building the subject, but has in the meantime applied for external funds.

Grade: *Satisfactory (2) (as subject)/Very good (4) (individual research/resesearch activities/publications)*

Theatre Studies

The subject consists of one lecturer with 20% research (Rikard Loman). However, building up an entirely new course (Theory and Practice of the Theatre), in collaboration with the Malmö Theatre Academy, has not only engendered research but been engendered by it. This has opened up for new forms of theatre education and also new areas for research, within the field referred to as 'artistic research', i.e. research based on practice and experience. This is pursued in three contexts: firstly internationally (e.g. in Germany), secondly nationally (e.g. Gothenburg and Stockholm), and finally in a local context, with institutions (both actual theatres and academic institutions) in the region of Malmö but also, and not least important, SOL at Lund. RL's insights into the possibilities offered here are to be commended. Thus he notes that SOL offers a highly interesting cluster of courses and researchers in different but relevant areas coming with collaborative opportunities. Thus RL is currently in the process of encouraging his students to pursue theatre-related research with Comparative and Swedish Literature, for instance in relation to theory (performativity).

As for his own published research, after his 2005 thesis *Avstånd-närhet* (a contextualised close reading of film director Ingmar Bergman's stagings of Shakespeare), RL has contributed several book chapters – one in *The Routledge Companion to Director's Shakespeare* and three in Swedish volumes (on the moral limits of aesthetics, in the SOL volume linked to the project 'Negotiating Literary Value' 2009), on the ritual aspects of the theatre, 2010; and on the role of the audience, 2013. RL is also in the process of applying for external funding for a sociologically and anthropologically inspired study ('Borders – A study in theatre and transgression') on society in the theatre, and theatre in society. Finally it should be mentioned that RL is a theatre critic in the national press, and that he has written a chapter in a textbook in that capacity (*The Basics of Cultural Journalism*, 2007), a chapter which has, I might add, been useful to me in my criticism courses. Naturally, too, the course 'Theory and Practice of the Theatre' carries with it a societal impact regarding e.g. the job market for students and actors. What could and should be improved is the marketing of this course, emphasising its uniqueness.

Grade: *Satisfactory (2) (as subject)/Very good (4) (individual research/research activities/publications)*

Future/Recommendations for SOL-JFHT-LU

Collaboration

Most disciplines seem to have taken the recommendations in RQ08 to heart, but there remain areas for development. In this context, the physical closeness between the literary disciplines within SOL cannot be stressed enough. Coming myself from a research environment in which three disciplines have recently become divisions under the umbrella of one larger department, but (so far) are still not housed in the same building, I can personally attest to the negative ramifications of such a situation, both on the administrative, pedagogical and research levels. As has been pointed out above, SOL is highly privileged in this regard, and therefore comes with unique opportunities for further development towards collaboration amongst the disciplines.

An excellent example of such cooperation is FOLIO, which has involved several disciplines at SOL. However, such endeavours need to be implemented and sustained more forcefully on the Master's level. All the more regrettable, then, that the students at the Master's programme Literature-Culture-Media – that is, exactly the kind of programme that has the desirable interdisciplinary potential – are not, owing to the dimensions of the doctoral programme, able to go on to taking a doctorate (e.g. in English Literature) except in individual cases. Obviously any interdisciplinary endeavours need to be implemented at the level of research seminars too, as well as funds allocated from JFHT for joint ventures, e.g. supporting conferences.

Should one care to make a brief historical survey of the recent past, it can be noted that not too long ago, with the growth of academia and increasing specialisation, it became considered old-fashioned for scholars to nurture a breadth of interests. It was not considered viable by the powers that be, which instead demanded specialisation. The current situation, however, seems to be turning this ideal around. Now it is precisely that kind of 'old-fashioned' broad scholarship that is needed for the future, precisely because of its inbuilt desire to bridge both geographical and disciplinary boundaries – a mix of sociology, history, art, literature, film, media, indeed culture at large.

Thus, given the recent (and certainly not so recent) political and public debates regarding the role of the Humanities subjects in society at large, the breadth represented by the entire community of disciplines housed under the SOL roof becomes more than an internal affair. SOL should, in fact, serve as a sales argument in terms of crass public relations, in a way that would be beneficial for Lund University as a whole – *namely in making visible the very real, but too often invisible, resources and contributions and presence of the Humanities in society and everyday life, and how their very real competencies are 'useful' and indeed necessary for functional, democratic societies*.

Staffing policies

With regard to staff's being given the chance to combine teaching and research in a balanced way, let it first be said that this is extremely important, as experientially (or ideally) teaching will be related to research and vice versa. But in order for this not to remain an abstract vision, it must be further implemented not only in the structure of the course provision, but also in the long-term planning for lecturers/researchers, regarding periods of research leave, etc. For, as it was put in RQ08: 'We see a clear deficit in the way the University operationalises general strategic goals into *manageable targets and processes* supporting those targets at the faculty and department level' (p. 19, my italics).

While those targets are now more clearly expressed and made visible, as well as the ways to achieve them, there is still no systematically built-in balance between research and teaching at the JFHT at Lund. Given the current situation, the (in and for themselves commendable) periods of research leave and other funding geared to encouraging research staff with heavy teaching load are likely to remain unsystematic and at worst random – in any case a kind of patchwork. In addition, they are costly, and such administrative costs (keeping track of the multitude of factors and individual components involved, even on a local level) cannot be considered viable for the future. *The recommendation is therefore that LU as a long-term plan raises its percentage for research. In the best of worlds the numbers should be significantly higher, but to maintain meaningful research time, an absolute minimum for professors would be 60, senior lecturers 35–40, and a newly hired (young) lecturer 25.*

However, these are decisions that obviously cannot be taken at a local level in departments and faculties but higher up, at university level. And there are no ifs or buts about it, for what the question essentially boils down to is whether LU is interested in allowing the Humanities to remain of relevance to society at large. One need only, in the vein of counterfactual evidence, play with the thought of scrapping Humanities altogether. Studies in languages, art, literature, cinema, media, history, memory – take them away and they will be sorely missed and, ironically, acutely visible by their very absence.

It is certainly paradoxical that in a time when the value of the Humanities is being questioned, society at large is characterised by concerns that are found at the very heart of the Humanities. But in more materialistic terms, let it be said that the competencies traditionally associated with disciplines in the Humanities do not subsist through roots made of air. *They need no-nonsense and solid material nurturing*. Should they wither away, no one will be happier for it – least of all an institution of higher learning like LU.

But until such a long-term solution is in place, the following wish-list of items that will have to be maintained in the near future (supplied by the self-evaluation of English) is of relevance for most if not all of the subjects at SOL:

- Library resources and services
- Workshops on international publication
- Support for participation in national and international networks
- Support for external grant applications
- Professional services in the field of research dissemination
- Funding for visiting scholars
- Funding for research-related travel

Torbjörn Lodén

An evaluation of Chinese, East and Central European Studies and European Studies with a humanistic profile and of Middle Eastern Studies at the Centre for Languages and Literature

Introduction

My task has been to evaluate the research in Chinese, East and Central European Studies and European Studies with a humanistic profile (henceforth ÖCK/EUR) and Middle Eastern Studies, three ‘subjects’ (ämnen) belonging to Foreign Literatures and Area Studies within the Centre for Languages and Literature (henceforth SOL).

I will begin by briefly explaining some points of departure and making some general comments about my work. After that, I will proceed to discussions of each one of the three subjects. Finally, in my concluding remarks, I will discuss some issues which have emerged in the course of my work and which seem relevant to consider for the future.

By training I am a sinologist, and my main research interest is Chinese intellectual history. But having been mainly active in Sweden, where there are only very few sinologists, I have, both as a teacher and as a scholar, come to deal with quite different topics related to Chinese culture and society. One might say that my own work has been rather fragmentary or, in slightly more positive terms, that I have tried to be a kind of Jack of all trades within 'sinology' in the broad sense of studies based at least partly on Chinese-language material and dealing with Chinese culture and society in historical as well as in modern times. For the present task, this means that I am much better equipped to deal with Chinese than with European and Middle Eastern studies. This fact should be borne in mind when considering my evaluation; but although my understanding of the research in Chinese in Lund inevitably has greater depth than my understanding of the other two subjects, I feel that it has still been possible for me to arrive at an understanding of ÖCK/EUR and of Middle Eastern which is good enough for the purpose of this evaluation.

For my work I have, like all external research examiners, had access to a number of documents concerning the research conducted within the areas that I have been asked to evaluate. In addition, I have been provided with policy documents from Lund University regarding goals and research strategies, self-evaluations and, not least, earlier evaluations by external examiners. I have also had an opportunity to look at some representative works produced in the relevant disciplines. This material has been exceedingly informative and helpful, so I do not think I have lacked any 'hard facts' that I would have needed for my evaluation. However, I regret that I have not had the opportunity to visit Lund and talk to scholars and administrators. While I understand that it would have been costly and made the evaluation process more cumbersome, I do believe that it would have been most valuable to be able to sit down and talk with people active in the fields that I was asked to assess. I am sure that the faculty leaders have had good reasons not to organise visits and interviews for the examiners, but I would still suggest that this question should be considered again when planning for the next evaluation.

Lund University has adopted an ambitious *vision* to be 'a world-class university which understands, explains and improves our world and people's living conditions'. (Here and below, my translation is based on the Swedish original in 'Strategisk plan: Lunds universitet 2012-2016'.) The *goal* of the university has been defined as that of attaining 'the highest quality in education, innovation and collaboration with society'. This goal, in turn, is to be reached by means of four *strategies*: (1) cross-boundary collaboration, (2) internationalisation, (3) quality development and (4) leadership, teachership and colleagueship.

On the basis of the university's vision, goal and strategies, the Joint Faculties of Humanities and Theology have formulated their own Strategic Plan for the years 2013-2017. This plan defines both a *goal* and *strategies*. The goal is 'to develop and transmit knowledge about the living conditions of human beings in the past and at the present time'. (My English translation is based on the original Swedish in 'Strategisk plan för Humanistiska och teologiska fakulteterna 2013-2017'.) It is explicitly pointed out that 'the development of knowledge' (*kunskapsutvecklingen*) should take place in the context of interaction with leading national and international research environments and on the basis of a carefully transmitted and cultivated scholarly heritage. The four strategies are the same as those of the university, but the Joint Faculties specify them further and make them operational. The strategic plan is therefore well suited to provide practical guidelines for the different subjects.

In my work, I have tried to keep the goals and strategies proclaimed by the University and Faculties in mind when assessing the research carried out in the areas I was asked to evaluate.

Chinese

The number of scholars actively engaged in research is surprisingly small. There is one full professor, Michael Schoenhals, a renowned scholar in the field of China's modern political history, and one tenure-track senior lecturer, Dr Marita Ljungqvist, who is doing excellent work on Chinese grammar and who is also deeply engaged in questions related to the teaching of Chinese, especially the use of digital resources and visual media in language teaching. For the past two years she has been on leave from SOL, working for the University's Centre for Educational Development, and now she is on maternity leave. Furthermore, there are two employed PhD candidates. One was recruited in 2009 and studies drama and film in the 1920's and 1930's; the other studies social control in the 1950's and 1960's, one of Professor Schoenhals' specialities. In his self-evaluation, Schoenhals says that there is a tutor who does research in his spare time. Among the researchers listed on the centre's website, we also find Professor Lars Ragvald, who recently retired.

An attempt to discuss the research in Chinese in terms of the thirteen parameters listed in 'Guidelines for external research examiners, HTRQ14' is made in the following pages.

The content of research

In terms of content, Chinese is a subject which may, in principle, include research in what we usually think of as different disciplines: linguistics, history, literature, cultural studies etc. At present, China's political history since 1949, the Chinese language and Chinese literature constitute the main fields of research, in terms of both quality and quantity. In his self-evaluation, Professor Schoenhals says that area studies and literature represent the greatest strengths of Chinese in Lund and that this will remain so for the coming years.

Having produced seminal works on China's modern political history, especially the Cultural Revolution, the Great Leap Forward, the politicisation of the Chinese language, and social control in China, Professor Schoenhals is an internationally renowned scholar. A scholar of a younger generation, Dr

Ljungqvist has not as yet published so very much; but her work on Chinese grammar is truly first-rate, and it has attracted international attention. The research topics of the two PhD candidates are stated above.

In his self-evaluation, Schoenhals expresses great satisfaction about the effects of the integration of Chinese into the Centre for Languages and Literature, especially in terms of cross-disciplinary initiatives and collaboration. Obviously, the China scholars in Lund meet and collaborate to mutual benefit with representatives of many other disciplines. This is so in Lund but also internationally. For example, they maintain lively contacts with scholars in different disciplines in China.

It is surprising, and somewhat disappointing, to find that no work in the field of Chinese lexicography seems to be going on. For many years numerous scholars and students in Lund, under the leadership of Professor Ragvald, were compiling the first ever scholarly and large-scale Chinese-Swedish dictionary, which was finally published last year by Norstedts, the leading Swedish publisher of language dictionaries. This was an important event in the history of Chinese studies in Sweden. It is hard to understand why this dictionary project has not become the basis for continued research in the field of Chinese lexicography. I would have thought that Lund has the potential to become a centre for Chinese lexicography, if not in a global context then at least in Sweden and the Nordic countries.

It is also surprising that, at least according to the documents I have received, there seems to be no cooperation with the scholars at Lund University's Centre for East and South-East Asian Studies.

In his self-evaluation, Professor Schoenhals points out that the profile of Chinese studies in Lund should be shaped to complement rather than duplicate research in other Swedish universities. This is an important point. I believe it would be most worthwhile for scholars active in the field to propose a national strategy for Swedish China studies, a strategy characterised by both more collaboration and a greater division of labour than we have seen so far. I will return to this question in my concluding remarks.

The research areas of Professor Schoenhals and Dr Ljungqvist are indeed important and will remain so for the foreseeable future. Still, looking ahead, the question is whether the scope of research should perhaps be broadened so as to include other fields as well. Chinese is now fast becoming an important second and third foreign language in Swedish secondary schools. There will be a great demand for teachers, which in turn makes the training of teachers of Chinese a very important issue. Even so, there is as yet very little research in Sweden on studying Chinese as a foreign language, and it is possible that this is a task that would suit Lund University. Again, this is something that should be worked out in the context of a national strategic plan for Chinese studies in Sweden.

The extent of research

In view of the limited time at disposal for research, the output of the subject is impressive. Both Professor Schoenhals and Dr Ljungqvist are crucial for the teaching of Chinese. Schoenhals is at present the only teacher of the candidate course (fourth-semester Chinese, plus supervision of candidate theses), and as we have seen Ljungqvist is on leave.

As a result of the positive assessment provided by RQ08, Chinese received additional funding from the university in order to cover the costs of having a visiting professor and a research assistant during a period of six months for each. The visiting professor, who came from Tsinghua University in Beijing, visited the Centre in the autumn of 2010, and the assistant also spent six months in Lund in 2010. For 2012-13 Chinese received, in addition to their regular budget, 968 000 SEK and 906 000 SEK respectively from the University for research. In 2012 Schoenhals spent the autumn semester at Tsinghua as a Weilun Endowed Visiting Professor.

One of the two PhD candidates was recruited only recently and it is therefore not surprising that she still has not produced any publications. In his self-evaluation Schoenhals includes one publication by a doctoral student recruited in 2009. This may not seem like much; but the main task of a PhD candidate is to write a good doctoral dissertation, not to produce numerous papers and articles.

In view of the increasing significance of China and Chinese culture in the world and the high quality of the research produced by the two scholars with tenure-track positions, it is surprising that there are no postdoc positions. Also, it seems highly desirable to set up at least a minimum of one more tenure-track position for a qualified scholar, preferably at the *docent* level.

The role of external funding for research

As far as I understand Chinese does not receive any external funding at the present time, and Professor Schoenhals argues in his self-evaluation that external funding used to give the permanent staff more time for research would easily become a burden, since there is no staff available to take over the teaching of the permanent staff.

For this and other reasons I believe that at least one more position should be set up, preferably at the level of 'docent', since such a person would be formally qualified to supervise PhD candidates.

It is not clear to me why even under the prevailing circumstance greater efforts are not made to try to get external funding for research projects that would strengthen the research environment. There are indeed scholars in Sweden, to say nothing of internationally, who would be happy to join an externally-funded group of scholars in Lund for a few years to pursue interesting frontline research.

I can well understand that it is difficult for Professor Schoenhals, who in Dr

Ljungqvist's absence undoubtedly carries a heavy burden, to find time to form such a group and apply for funding. In this context, at least as seen from the outside, it would be meaningful for the leaders of SOL and the Faculty to assist him in applying for external funding. It would boost the image of Chinese in Lund, both nationally and internationally, if external funding were obtained for at least one project.

A problem referred to in the 'Guidelines…' is that external funding often entails considerable expenditure on the part of the host institution. To what extent SOL and the Faculty would be able to cover such costs I cannot judge, but I certainly think it would be worthwhile to do whatever possible to cover such costs if an external grant for a meaningful project were obtained.

The research environment

As already pointed out under 'Content of research', the effects of the integration of Chinese as part of the Centre for Languages and Literature, especially in terms of cross-disciplinary initiatives and collaboration, seem to have been very positive. The China scholars meet and collaborate fruitfully with representatives of many other disciplines.

Collaboration is lively within SOL and in Lund, but also internationally. For example, there are lively contacts between the scholars in Lund and scholars in different disciplines in China.

In his self-evaluation, Schoenhals writes about the SOL Library as an important resource for Chinese, but he also expresses the wish that the library will be able to recruit a librarian with knowledge of Chinese. This request seems very reasonable indeed; I would even say that it should be a source of embarrassment for a library serving the subject of Chinese not to have a single librarian with knowledge of Chinese.

Chinese seems to fit well into the environment at SOL and to benefit from the contacts that this offers with scholars from several different disciplines. What I find lacking, however, is any reference to the Centre for East and South-East Asian Studies, which ideally should be a very important collaborative partner.

The relationship between research and teaching

Research and teaching seem to be intimately connected. Especially the courses that Professor Schoenhals gives, dealing with official discourse and propaganda in China and with 'information management' (*informationshantering*) respectively, are good examples of this.

On several occasions, the teaching of Chinese has provided visiting teachers and scholars from Beijing with material for their research on learning Chinese as a foreign language. This is an excellent example of classroom activities providing research data.

Generational balance and plans for future staffing

Looking a decade ahead, the generational balance is indeed a problem, although again the core problem is that there are only two tenure-track positions for research scholars. In less than ten years Professor Schoenhals is likely to retire, while Dr Ljungqvist will – if she is then still active within the subject Chinese – have several more years. It is definitely time now to begin to plan for the future beyond Professor Schoenhals' retirement.

Potential and outlook

Since RQ08 the quality of research in Chinese has remained very high, and we have seen some positive initiatives: inviting a visiting professor from Tsinghua University; Professor Schoenhals visiting Tsinghua, thereby strengthening the collaboration with one of the most prestigious institutions for research in China; recruiting more PhD candidates; collaboration with colleagues in Uppsala and Freiburg; and increasing contacts with colleagues in other disciplines in Lund, Sweden, and internationally. Still I would like to see the subject, with the support of the Faculty and the University, make much bolder plans for the future, with a view to consolidating the foundation for research excellence by means of broadening the scope of research, setting up more tenure-track positions and making more energetic efforts to obtain external funding for new research projects.

I do not feel competent to offer advice as to the direction in which the scope of research should be broadened, but I think it is worth considering making an effort to link up with the lexicographical work that Professor Ragvald initiated and carry out research in the field of lexicography while at the same time producing more dictionaries, first of all a Swedish-Chinese dictionary. In fact, there are several areas that should be taken into consideration when it comes to the broadening of research. As I have already said, I think this should ideally be done in the context of working out a national strategy for Chinese studies in Sweden.

To my mind, Lund University has the potential to maintain and further develop research excellence in the field of Chinese studies. But especially in view of Dr Ljungqvist's absence the scope and breadth of activities risk shrinking, which is indeed a threat to the continued vitality of the subject.

Output

In terms of quality, the output is impressive. In 2012 the first large-scale Chinese Swedish dictionary (*Norstedts kinesisk-svenska ordbok*) was published with Professor Lars Ragvald as the main editor. This dictionary, which is the result of many years' work involving many scholars and students, is undoubtedly a landmark in the history of Swedish sinology. The output of Professor Schoenhals is very impressive indeed, both in terms of quantity and quality, and the publications of Dr Ljungqvist are of very high quality as well. For this they deserve much praise. But for a department of Chinese studies aspiring to maintain the status of excellence in a global context, it is a problem that since the retirement of Professor Ragvald a mere three scholars, including Professor Emeritus Ragvald, seem to account for the total output during the past five years.

Language issues

Both Schoenhals and Ljungqvist are international scholars who publish their major works in English. Schoenhals also seems to publish more and more in Chinese, which I consider important. Chinese scholarship dealing with Chinese culture and society has developed and improved immensely during the past few decades, and many scholars in China today are producing first-rate works. For non-Chinese scholars it is therefore becoming increasingly important to communicate with Chinese scholars and to be read by Chinese colleagues. Moreover, Schoenhals' research on modern Chinese politics and society is of great interest to many non-specialist Chinese readers.

When it comes to publishing in English-language publications that count in terms of ranking based on bibliometrical methods, both Schoenhals and Ljungqvist are exemplary. Personally I would still like to see them publish more in Swedish too, since their impact in Sweden would then probably increase considerably. Moreover, for Swedish culture and the Swedish language, it is important that scholars in the Humanities and Social Sciences also publish in Swedish. I will return to the language *problematique* in my concluding remarks.

Publishing strategies

Both Schoenhals and Ljungqvist are engaged in frontline research and wish to reach out to colleagues who are similarly engaged. They do so by publishing internationally in well-known journals. Schoenhals is also the author of several monographs.

Quality of publications

The publications of Schoenhals and Ljungqvist are of excellent quality. Their scholarship is significant, rigorous and original.

Scholarly impact

For a Swedish scholar in the Humanities, the scholarly impact of Professor Schoenhals' work is considerable. His work on the Cultural Revolution, the politicisation of the Chinese language and the control that the Chinese partystate exercises over its citizens has attracted the attention and respect of scholars all over the world. Dr Ljungqvist's work is less well known but highly respected by specialists in her field.

Societal impact

The societal impact of the work of Schoenhals and Ljungqvist is not very conspicuous. But I believe that they and the other China scholars in Lund often share their knowledge with journalists and others who contact them with questions concerning Chinese culture and society. Sometimes they also give popular lectures and publish popular articles, with societal impact. At the same time, there is no doubt that their social impact would increase greatly if they were to be more proactive on the Swedish media scene. Whether this is possible while at the same time keeping up momentum for significant frontline research is a difficult question. In the long run, the quality of their research is undoubtedly more important than short-term societal impact.

Verdict

My verdict is *Excellent* (5)

There is no doubt that the quality of the research produced is very high, fulfilling any reasonable criteria of excellence. However, it was still with some hesitation that I chose *Excellent* rather than *Very good* as my verdict. There are very few scholars actively engaged in research and, mainly for this reason, the number of publications during the past few years is quite small, albeit of high quality. As a consequence of the very small number of scholars actively doing research, the scope of research is also much more limited than one would wish. It is difficult to maintain that the research environment of Chinese in itself is 'wide-ranging and very active', but as an active member of SOL, it still seems possible to characterise its broader environment in these terms.

For the future it seems vitally important to recruit more scholars, both for tenure-track positions and for short-time externally funded projects.

East and Central European Studies and European Studies with a Humanistic Profile (ÖCK/EUR)

This subject began as studies of East and Central Europe from a humanistic perspective, but the scholars then active found it fruitful to consider the issues pertaining to East and Central Europe in a broader and comparative European perspective, and so the subject eventually grew into 'East and Central European Studies and European Studies' (ÖCK/EUR). According to the self-evaluation provided by Professor Barbara Törnquist-Plewa, this comparative perspective is a distinguishing feature of this subject in Lund.

Today, 11 scholars are actively doing research:
1 professor, devoting 50 % of her time to research including supervision of PhD candidates;
1 assistant lecturer (*biträdande lektor*), 50 % research;
1 postdoc, 100 % research;
1 senior lecturer, 35 % research;
1 project-employed researcher, 20 % research;
5 PhD candidates. Of these 3 are employed as PhD candidates, while 2 do their research outside full-time employments.

A brief discussion of ÖCK/EUR in terms of the 13 parameters defined in 'Guidelines…' follows below:

The content of research

In general terms, it may be said that the research of ÖCK/EUR scholars deals with a variety of aspects of European experiences from a humanistic, and often a comparative, perspective. In recent years, *memory studies* have evolved to become the internationally recognised profile of ÖCK/EUR. For example, they have received EU funding for the international network 'In search of transcultural memory in Europe'.

The extent of research

ÖCK/EUR received a very good assessment in RQ08, and it has since developed and improved even further. Professor Törnquist-Plewa and her colleagues are extremely active and productive, both in doing research themselves and in organising various research activities.

The role of external funding for research

ÖCK/EUR seems very successful in obtaining external funding, and has obtained funding from the EU, *Riksbankens Jubileumsfond* (the Bank of Sweden Tercentenary Foundation), research councils in other countries etc. This funding has resulted in an impressive growth with regard to research activities.

The research environment

ÖCK/EUR seems to offer a lively and dynamic research environment, with many seminars, visitors from other universities and countries, networking, organising conferences etc.

The relationship between research and teaching

Research and teaching are closely interconnected. For example, master's students often attend the higher seminar organised by Professor Törnquist-Plewa. Together with the postdoc scholar and two PhD candidates, she takes part in the research school called 'Baltic Borderlands', in which ÖCK/EUR collaborates with the universities of Greifswald and Tartu.

Generational balance and plans for future staffing

As we have seen, ÖCK/EUR has a comparatively large number of active scholars at different levels, from the five PhD candidates to a full professor. From a generational perspective this seems promising.

Potential and outlook

From the documentation to which I have had access, it seems obvious that ÖCK/EUR finds itself in a very dynamic phase of development. Looking ahead, Professor Törnquist-Plewa would like to expand cooperation with other subjects within SOL, primarily in order to benefit research but also to share some costs. For example, a PhD candidate could be shared by ÖCK/EUR and another subject and also recruit a new scholar to replace a *docent* who just left the subject. She also emphasises the importance of giving the staff as good conditions as possible for developing their competence, climbing the ladder of the research hierarchy from the level of doctor to *docent* and then to professor. All in all, the vision that she expresses is convincing, and the future for ÖCK/EUR seems very promising indeed.

Output

Professor Törnquist-Plewa lists 15 representative publications for the period 2008-2012, all of which have been duly peer-reviewed. These works span a wide range of topics, from a monograph on Serbian and Romanian textbooks to a study of Witold Gombrowicz's early prose, and they comprise articles as well as books, which are in some cases monographs and in other cases collections of articles. As an outsider, I have the impression that many of these works offer new insights as well as innovative angles.

Language issues

Publications are mainly in English and Swedish, but some are also in other European languages such as Czech, Polish, Russian and Ukrainian. I would think this diversification serves to increase the impact of the research on different target groups in different countries.

Publishing strategies

The strategy seems to be to publish mainly in English but also in Swedish and other European languages, mainly in peer-reviewed journals or in books published by reputable international publishers. This strategy is commendable and also seems to be very successful.

Quality of publications

The works published by scholars at ÖCK/EUR all fall outside my field of competence. Obviously many works attract the attention of specialists, and my belief is that their publications are generally characterised by a high degree of originality, significance and rigour.

Scholarly impact

The impact is not easy for me to judge, and since I am not used to assessing citation indices, these do not tell me much. However, considering the international visibility of the scholars at ÖCK/EUR and their work and the significance of the topics they deal with, I find it reasonable to assume that the impact is quite considerable.

Societal impact

The scholars at ÖCK/EUR are active in many different arenas and are visible not only in the world of scholarly publications but also in the media and in society at large, giving popular lectures, writing popular articles etc. The themes that they address are often topical and of great interest to many people. Thus, although their societal impact should not be exaggerated, there can hardly be any doubt that one may speak about a noteworthy societal impact.

Verdict

My verdict is an unqualified *excellent* (5). The scholars at ÖCK/EUR produce truly high-quality research and have gained ample international recognition for this. Their research environment seems vibrant, indeed 'wide-ranging and very active', to use the words from 'Guidelines…'.

Middle Eastern Studies

From the beginning in the 1970s, Middle Eastern Studies were part of Arabic at Lund University. Since 2005 there is a candidate programme called Middle Eastern Studies, and the courses that make up this programme can also be studied as 'individual courses' (*fristående kurser*).

Since 1 January, Dr Borhanedin Yassin is a full-time senior lecturer working full time for Middle Eastern Studies, and he is the only scholar in this subject who is actively engaged in research. He has his doctoral degree in history but has to an increasing extent come to study questions that belong in the Social Sciences, such as state-building, modernisation, development, genocide, big-power politics in the Middle East and ethnic conflicts. In theory, Dr Yassin should devote 20 per cent of his time to research; but in his self-evaluation he says that this is difficult, since his teaching load is heavy and time-consuming. In order for him to get more time for research, external specialists have been hired to take over some of the teaching tasks. Apparently the leaders of SOL are aware of this *problematique* and try to find ways to improve the situation.

Being the only research scholar to represent the subject, Dr Yassin finds it difficult to organise research seminars within the subject. He has instead chosen to be an active participant in the linguistic research seminars organised by Arabic and to take part in different seminars and conferences organised by the University's Centre for Middle Eastern Studies. But in the long run, he argues that the only way to stimulate research within the Middle Eastern Studies subject at SOL is to hire more teachers and scholars.

In his list of publications on SOL's website, Dr Yassin lists three publications since 2008. One book *Modernisation as socio-political strategy: GAP as modernising sustainable development*, published in 2009, comprises 220 pages and two articles: 'The two parallel tracks diplomacy: an approach to solve the Kirkuk conflict' from 2009 and 'Nationalism: definition and theory' from 2008. These works all seem to have been published by Lund University.

There is no doubt that Dr Yassin is a serious scholar producing interesting and solid work. Through his writings and lectures he also has an impact, not least in Sweden. But as the only representative of research within the Middle Eastern Studies subject, he is inevitably a rather solitary scholar. I believe the Faculty and the University now face the choice *either* to expand and strengthen this research by hiring one or two additional scholars, *or* to define this subject as exclusively an educational institution, with the task of organising courses at the undergraduate and master level. In the latter case, I would suggest that Dr Yassin joins the research staff of the Centre for Middle Eastern Studies.

Verdict

My verdict concerning the quality of the research in Middle Eastern Studies is *satisfactory* (2).

Concluding remarks

My knowledge of the process during which SOL was formed is very limited, but I have been under the impression that this was largely a result of rather drastic budget cuts which adversely affected humanistic studies in different disciplines, for example Latin. For this reason, I began my work with a view of SOL as an institution formed on the basis of budgetary needs rather than intellectual concerns. To what extent this is a misconception I do not know, but reading the documents that I have received for this evaluation, it has struck me that all self-evaluations speak favourably about SOL as providing a stimulating institutional setting and offering much support. In this context, I would also like to mention that I find Professor Anders Ohlsson's statement 'HTRQ14 – Forskningen på Språk och litteraturcentrum. Ett ledningsperspektiv' ('Research at the Centre for Languages and Literature from the point of view of the departmental leadership') illuminating and constructive.

While immersing myself in the documentation about the three subjects I was asked to evaluate, I have tried to keep the strategy for the next five years adopted by the University and the Faculty in mind, and especially the key ingredients: (1) cross-boundary collaboration, (2) internationalisation, (3) quality development and (4) leadership, teachership and colleagueship.

The three self-evaluations I have read show that the strategy is taken seriously and that real efforts have been made, and are being made, to implement it. In terms of the three first aspects – (1) cross-boundary collaboration, (2) internationalisation, (3) quality development – I have also gained the impression that real improvements have been made in all three subjects during the past five years. To what extent improvements have been made with regard to 'leadership, teachership and colleagueship' is not possible for me to assess.

By way of conclusion, I would like briefly to address two questions, or perhaps rather clusters of questions, that kept popping up in my mind in the course of my work. The first has to do with the notions 'area studies', 'disciplines', 'collaboration' and 'division of labour'. The second concerns 'quality', 'ranking', 'bibliometrics' and 'language'.

Area studies and discipline, collaboration and division of labour

We may think of 'Chinese' as a discipline, akin to if not identical with 'sinology'; but much of the research within the subject of Chinese in Lund must be considered an example of 'area studies'. European and Middle Eastern Studies evidently represent area studies. Now, how do these fields relate to traditional disciplines such as history, literature, political science, linguistics etc.? How should the organisational structure of a university reflect the relationship between area studies and disciplines?

For my brief discussion I will begin with Chinese and sinology, my own field which I know relatively well. The term 'sinology' itself is a late-nineteenth-century coinage, but its origins may be traced back to the Jesuit missionaries of the late sixteenth and seventeenth centuries. Historically, sinology emerged and developed as studies of traditional Chinese culture with a focus on classical philology and history. Especially Chinese philology developed its own theoretical assumptions and methods at an early stage, and many scholars have considered these to define sinology as a discipline. Mastering the difficult classical Chinese language was at the core of the subject; but the study of any aspect of traditional Chinese culture and society could, in principle, be considered part of sinology. The reasons for this are obvious: China was far away; very few people studied it; and so all studies related to this culture, country or, if you will, 'area' could be lumped together under the heading 'sinology'.

Consequently, sinology became a kind of 'area studies' long before this term emerged. Today departments of Chinese or sinology in many universities all over the world are, in practice, engaged in area studies rather than in sinology as a discipline with its own distinct theoretical assumptions and methods. To an increasing extent, scholars becoming professors of Chinese or sinology have a background in a traditional discipline as well; they are China scholars who adopt and use theories and methods from different disciplines such as history, literature, political science etc. In many universities, perhaps especially so in the US, centres for Chinese studies have been set up where scholars work who are also affiliated with a traditional discipline. Swedish universities have also taken steps to set up centres for area studies of which China is a part, and the Centre for East and South-East Asian Studies in Lund is one example of this.

In my opinion, the line of demarcation between disciplines and area studies is a significant issue which should concern both active scholars and university leaders. As I see it, there are both intellectual and organisational issues to consider in this context, and these are related.

As the subject broadens, Chinese comes to comprise research on a broad range of topics which are normally theoretically associated with disciplines in the Humanities and Social Sciences. As a result, there is a risk that sinologists become theoretical dilettantes. Professor Schoenhals and Dr Ljungqvist in Lund are splendid examples of China scholars who are not dilettantes. They have both, in one way or another, acquired the theoretical competence that one expects from a historian and a linguist. But the risk of dilettantism is certainly there. To avoid this, it seems important that PhD candidates in Chinese whose research theoretically belongs in another discipline take courses not only in Chinese, but also in that other discipline.

A problem with the notion of sinology which 'Chinese' as a subject easily assumes is that it tends to exaggerate the peculiarities of Chinese culture and underestimate its universal aspects. To me, this state of affairs suggests that scholars of, say, Chinese literature should in the future have a 'home' in a department of literature, while the department of history should serve as a home for the professor who does research on Chinese history, etc.

What, then, should be done with the department or subject of Chinese, and what about centres for area studies? My own long-term perspective is that sinology and Chinese should be retained as institutions whose main task is the teaching and study of the Chinese language. This institution could well be a section within a 'language centre' which comprises linguistics and the teaching and study of all languages represented in the university. In a way, SOL in Lund can be seen as representing this vision, although SOL includes literature as well as languages. The advantage of such a centre is that the organisational structure increases contacts between studies in Chinese and in other languages.

Furthermore, I believe centres for area studies will play an increasingly important role as home institutions for much of the research dealing with, say, China, Europe and the Middle East. A centre for area studies can serve as a meeting-place for scholars from different disciplines who share an interest in a geographical area or culture. The centres may serve as hosts for researchers and research programmes, but they may also organise education, both for undergraduates and graduates, in collaboration with various disciplines.

This leads me back to the question of the positions of the centres for East and South-East Asian Studies, European Studies and Middle Eastern Studies in Lund. It seems very important to coordinate, and perhaps to some extent integrate, the research within the subjects that I have evaluated here with the activities of the respective institutes in order to avoid duplication and make a more cost-effective use of resources. For Dr Yassin, who seems to be a rather solitary SOL scholar engaged in Social-Science-orientated research within SOL, this seems especially important. But the cases of Chinese and ÖCK/EUR also appear to supply good reasons for such coordination and integration.

As I pointed out above, I find it important to coordinate research in the fields that I have examined on a national level as well. It is clear that Professors Schoenhals and Törnquist-Plewa both consider the research done within their respective subjects in both a national and an international perspective. Nationally, I would recommend that conferences be organised to work out strategies for collaboration and division of labour within the three fields that I have examined. The Royal Academy of Letters, History and Antiquities frequently organises so-called 'subject conferences', and this could be one forum in which to deal with these questions.

Quality, ranking, bibliometrics and language

Lund University has defined its overarching goal as attaining 'the highest quality in education, innovation and collaboration with society'. In Lund as in other universities, 'quality' is held up as a paramount value, and ranking has become a main criterion of quality. Therefore, efforts to improve the ranking of one's own university have come to play a central role for university leaders, who do their best to inculcate the ideology of ranking in their scholars. In determining ranking, the role of bibliometrics is crucial. As many scholars as possible should, in the view of university leaderships, publish as much as possible in journals and books that are screened for the bibliometrical data on the basis of which universities are ranked. These are mainly journals in English, and therefore scholars are encouraged to write as much as possible in English, rather than in Chinese or German or Spanish or Swedish and so on.

This ranking ideology may have a positive effect in energising some scholars to write some valuable pieces which they would not otherwise have written. But I fear that it also has serious detrimental effects that I predict will become more and more visible.

The focus on seeking as many citations as possible will probably lead to a deluge of streamlined articles that could have been composed by computers, rather than original works that really tell us something new. It is particularly the Humanities, but also the Social Sciences, that I have in mind now; to what extent this is a problem for the Natural Sciences I do not know.

At least in the Humanities, what distinguishes a work of really high quality is a kind of originality which is fundamentally at odds with mass production. Scholarly works on literature or philosophy provide good examples. Merely accumulating the erudition which was a prerequisite for such works as Erich Auerbach's *Mimesis* or René Wellek's *A History of Modern Criticism: 1750-1950* takes decades. Is the production of hundreds of mainstream articles that colleagues skim through precisely because they are mainstream conducive to the creation of such works? Or would Wittgenstein ever have had the chance to obtain a tenure-track position in a climate where the obsession with ranking and bibliometrics reigned, as it is now beginning to reign in many universities?

In humanistic studies, a great part of the attraction and value often lies in the language. And language here is not a question of being able to write correctly without grammatical or lexical errors: rather, it is a question of using one's language to the limits of its potential. Is Benjamin Schwartz' *The World of Thought in Ancient China* even conceivable as a work written in a different language?

Swedish is a small language used by less than ten million people, and of course we should endeavour to make some of our scholarly works accessible to an international audience. But we must also be aware that for most Swedish scholars, writing in a foreign language rather than in Swedish has a price in terms of less high quality.

In 2006 Professor Anders Cullhed published his *Kreousas skugga* ('In the Shadow of Creusa'), undoubtedly one of the most impressive works published in recent decades by a Swedish scholar in the Humanities. Professor Cullhed, whose English is excellent, wrote his work in Swedish, and now it is being translated into English by an Englishman with a superb command of his native language.

In my opinion this is a way that we should follow much more often than we do: we should write and publish books in Swedish and then, in some cases, have them translated into English by truly competent translators.

If Lund University really wishes to have quality as its paramount value, then the tendency to ask students and scholars to write mainly or almost exclusively in English should be resisted, even if this will not promote Lund's position in international rankings in the short run.

Tine Damsholt, Bo Reimer and Solfrid Söderlind

An evaluation of research at the Department of Arts and Cultural Sciences

Introduction

Here follows the external research evaluation of the Department of Arts and Cultural Sciences at Lund University. The evaluation has been carried out collectively by the three appointed evaluators. We will deal with each of the Department's seven divisions separately, ending the report with a more general conclusion.[5]

Art History and Visual Studies

The departmental divisions *Art History and Visual Studies* and *Musicology* (see below) worked together for a decade from the end of the 90s, sharing administrative resources as well as the head of the then department. Relocation occurred at the same time (the academic year of 1997/98). The merging of the larger department in 2009 redirected the organisational collaboration so as to have Art History and Musicology join forces with the new and larger department. The preceding decade of collaboration saw a downturn due to retirement without

5 The decision to create the larger department of Cultural Sciences was already taken at the time when the RQ08 delivered its findings. Since then, a decision has been taken to relocate the whole of the larger department to new premises (LUX) in 2014, next to the building which houses the Centre for Languages and Literature (SOL). Consequently, the physical infrastructure of today will not be dealt with here.

replacement. This had an unfavourable effect on both research and education.

The Arts panel of RQ08 listed three divisions: 1) Art History and Visual Studies (1 professor and 3–4 lecturers), 2) Musicology (2 professors and 1 lecturer) and 3) Semiotics (1 professor). The full-time equivalent of the employees was 21 altogether, and there were 7 doctoral students (3 in Art History, 3 in Musicology, and 1 in Semiotics). The panel noted a significant decrease in total revenue, from undergraduate education as well as from research. Some teaching staff were approaching retirement age. Productivity in terms of PhDs was steady. Most of the theses belonged to the division of Art History and Visual Studies.

As mentioned by the RQ08 panel, the division of Art History and Visual Studies puts a special emphasis on the period after 1900, including 'non-art media and mass media contexts where visuality and visual aspects have a decisive role'. The self-evaluation stresses that this observation is still valid today; all four doctoral students financed as of 2013 are researching post-1970 phenomena.

Research also relates to other divisions, a development that has its roots in the enlarged Department of Arts and Cultural Sciences. Thus, the organisational change of 2009 has had good effects on creativity and collaboration. Cross-disciplinary activities seem to thrive; special mention should be made here of the projects contributed to or initiated by Professor Liljefors. The self-evaluation points to collaborative potentials within Lund University, one of them being the young and growing artistic research at the Faculty of Fine and Performing Arts. The proximity to other universities in northern Europe constitutes another possibility that can be explored further.

Since RQ08, a generational shift has occurred. Present staff can be expected to continue for some years ahead. Today, there are 1 professor (external funding 60 %) and 3 senior lecturers (2 full-time equivalents). The two part-time senior lecturers have extra funding for research, so that the available time for research for these four is 1.5 full-time equivalents. The teaching staff also comprises 2 lecturers (1.6 full-time equivalents), who have in total 16 % research time to devote to their thesis projects. These are the permanent positions. In addition, there are three doctoral students (financed) and, for the moment, four part-time staff engaged in temporary research projects.

Staff time set apart for research varies widely. On average, 44 % of staff time is allocated for research; but this figure should not be regarded as fixed, as it is highly volatile and dependent on financing of part-time temporary staffing. This makes external funding crucial for the general output. At the same time, such funding is a factor in the vulnerability of the research environment as well as in the quality of research.

The division hosts a seminar which takes place about twice a month. The series presents ongoing research as well as topical questions in the field.

The flagship of the division's education is the international MA in Visual Culture. This two-year programme is unique in the field of Visual Culture in Scandinavia, and it is in effect also a basis for recruitment of doctoral students.

The link between this programme and the research conducted within the division is very strong. As such, it is an asset to nurse for the future, and it furthers the strong emphasis on modern and contemporary visual studies.

Diachronic perspectives and picture analysis occupy a core position in education provided at the undergraduate levels. The research foundations for these educational efforts seem a bit too weak, as projects in art history before 1900 are scarce. Given the preferred area of research, the limited number of researchers, the financial restrictions, and the very few doctoral students, a connection between these undergraduate courses and ongoing research at the division seems to be too much to ask for. At the same time, this weakness calls for strategic decisions that have not yet been made.

The RQ08 panel observed radical differences between the least productive researcher and the most, ranging from zero publications to 20. Most of the scholars presented between 2 and 4 publications during the period of 2003–2007. The self-evaluation reveals that the situation is more or less the same today, but it also offers a reasonable explanation – some of the academic staff have a notable administrative and educational workload that does not leave much time for research, whereas a few work under more favourable circumstances.

The thesis output is approximately one a year. This reflects the low number of doctoral students fairly well. In 2008, publications were with some exceptions in Swedish and published in Sweden, addressing the academic community mainly on a national/local level. Among the publications in English, the RQ08 panel observed a predominance of theoretical writings. According to the self-evaluation and the list of publications submitted to the panel, this situation has changed notably. Reportedly, all doctoral students now write their theses in English. Several of the researchers write in English as well. This marks real progress: if academia wants to communicate globally, all researchers have to write in the English language. But there is also a potential downside: the discipline needs to communicate with the surrounding society as well, and this calls for skills in the Nordic languages, especially Swedish. The external cross-boundary collaboration that is one of Lund University's goals calls for high quality in knowledge-based communication locally and nationally. In addition, all historic disciplines require an advanced language proficiency in several languages to keep up the quality level of research. The division has performed very well in the last few years when it comes to changing the language of academic communication. The next step would be to secure and develop this change and at the same time maintain a high level of communication with the surrounding society, nationally and regionally.

In 2008, the publications were mainly books or contributions to books, 'making bibliometric emphasis on output in terms of articles in journals inadequate'. This situation still prevails. In order to enhance bibliometrical impact, the publishing strategy would need to be modified. On the other hand, a one-eyed focus on bibliometrics puts research quality at risk.

The publications submitted for review reveal varying research traditions. Some are notably sensitive to recent research trends within the field of Visual Culture, whereas others walk the established paths of traditional art history. This does not, however, reflect any open or hidden conflict among staff; rather, it reflects the state of the discipline and neighbouring fields. In other words, the situation is normal and could actually function as a point of departure for discussions on disciplinary identities.

Verdict

It is our view that the division has undergone a change for the better in many respects, although there is a lack of 'critical mass' and a highly volatile situation regarding research funding and research time allotted to academic staff. Output and quality of research publications reflect this in a reasonable way.

Summary of the evaluation: *Good (3)*.

Book History

As the only such division in Sweden and Scandinavia, Book History forms a unique centre of competence and education from Bachelor to PhD level. From 1990, a grant for a professorship in book (and library) history, externally funded by the Einar Hansen Research Foundation, has been pivotal in enhancing a small but vital scholarly environment for studies within the field of Book History. Apart from the professor, the staffing of the division in the autumn of 2013 consists of: 1 full-time lecturer in Book History and ABM (Archival, Library and Museum Studies), 2 full-time researchers on various kinds of external funding (and internal resources for teaching), 2 PhD students and 1 part-time lecturer. With the main part of the research (a professor and two full-time researchers) funded by external sources, the division of Book History is to be commended. However, the situation emphasises the current vulnerability of the research environment as well as the quality of its research.

The staff situation during the five-year period that is to be evaluated is not quite clear. Whether the primary external funding of staffing will entail long-term consequences for the integration of research and teaching is an open question. It is stated in the self-evaluation that the teaching benefits from the ongoing research because of the unique collection of books that can, as part of the University Library, be brought into the classroom. However, though teaching will benefit from the expertise and enthusiasm displayed in lectures by researchers working on larger projects, things could become problematic if day-to-day teaching is not taken care of by researchers with permanent positions and responsibility.

Five PhD theses have been approved from the division of Book History since

2010, and two more are on their way. It is stated that the PhD students are well integrated in the education, and there seems to be a good research environment for the PhD students, with seminars and other relevant activities geared to facilitating their research and writing process. This is very important in a small and thus vulnerable discipline such as Book History, and the research environment will probably rely on resources for a vital group of PhD students in the future as well. However, there should be opportunities for more collaboration with the other divisions of the Department when it comes to creating a sustainable research environment for PhD students and postdocs.

As a subject, the discipline of Book History is both internationally and nationally focused. The research profile extends from cultural history, intellectual history and the history of publishing and reading across bibliography, authorship, authorial roles and text analysis to the materiality, illustrations and aesthetics of printed books. These topics open up different perspectives on the history of books, as illustrated in the 2010 special issue of the history-of-ideas annual *Lychnos* (edited by Horstbøll and Lundblad). Here the research topics of the four researchers are well integrated in a broader scholarly and cross-disciplinary community, displaying interesting contributions in a Scandinavian context.

The publications provided for evaluation primarily have a Swedish thematic focus, supplemented by Professor Horstbøll's publications dealing with publishing in late nineteenth-century Denmark. As such the thematic focus is somewhat nationally (or regionally) biased, which is also the case when it comes to the languages of the publications. All the publications provided for evaluation are in Swedish or Danish. Only one of the five PhD theses has been published in English. However, the full list of publications from the division contains several book chapters in English, German and Italian. In such a narrow discipline as Book History, it seems advisable to publish more internationally, as the potential audience increases dramatically when going beyond the boundaries set by the Scandinavian languages. Since the publications should be of immediate interest to scholars working in the field, it is a problem that the readers are limited to the relatively very few Scandinavian scholars working with Book History.

Nevertheless, the Scandinavian community of scholars seems to be the main focus also regarding network formation and plans for the future. In 2009 *Nordisk Forum for Bokhistoria* (Scandinavian forum for Book History) was set up on an initiative from Lund University, and since 2009 a researcher network on Book History in collaboration with the University of Copenhagen has hosted four workshops with the participation of international specialists in the subject. The latter network is financed by the Einar Hansen Research Foundation. The collaboration with Danish scholars is vital, but in the future it would be advisable to go beyond this already well-established and 'bilateral' relationship, bringing the researchers from the division of Book History into a more diverse international setting.

Considering the cross-disciplinary collaboration within the Department, some opportunities are already utilised, as with the division of History of Ideas and Sciences and the above-mentioned special issue of *Lychnos.* However, when reading through the publications from Book History and especially the publications on the materiality of books, it is striking how absent are the otherwise ongoing discussions and investigations of materiality in the disciplines of cultural analysis, for instance in the neighbouring division of Ethnology. In a century where cross-disciplinary research is on the agenda and the borders of the old disciplines have broken down, it is somewhat surprising that a fairly new discipline such as Book History does not investigate the opportunities for theoretical inspiration and dialogue within its own Department.

Verdict

External funding is crucial for the division, and this is a factor both in the current vulnerability of the research environment and in the quality of future research. However, the research environment is lively, and the publications are of a high standard and encompass some international elements. In addition, since the Lund division is the only one in Sweden (and Scandinavia) to represent the internationally recognised research field of Book History, its scholarship is at the forefront of the discipline in Sweden. Consequently, in spite of the mentioned challenges and weaknesses, we find the division to meet the definition of 'very good'.

Summary of the evaluation: *Very good (4).*

Ethnology

As stated in the RQ08, the division of Ethnology at Lund University 'is one of the foremost departments of its kind by reputation in Europe, responsible for establishing what is known worldwide as the Lund school of ethnology'. This reputation certainly still stands, but as it is primarily based on contributions (many from the 1980s and 1990s) by the now retired Professors O. Löfgren and J. Frykman, Ethnology now stands at a crossroads.

Ethnology shared a department with the division of Human Ecology for several years, but this did not prompt any cross-disciplinary collaboration. In combining this fact with a decline in staff and funding, the RQ08 had good reason to point to a situation where the division faced major challenges in relation to generational renewal and sustainability. As stated in the RQ08, the division had a 'top heavy' and ageing profile, its international reputation resting on very few key figures. Consequently, high hopes were attached to the merging with other disciplines and the establishment of the bigger Department of Arts and Cultural Sciences.

Since RQ08, a generational shift has occurred, and the present staffing can be expected to continue for some years ahead. In 2013, the numbers of permanently employed researchers are: 3.5 professors, 1.5 readers (*docenter*), 1 senior lecturer and 2 PhD students. Supplementing these are a large number of part-time employees and/or employees via external funding. The self-evaluation states that within the last three years, scholars from Ethnology have been awarded external research funding amounting to SEK 14.5 million, which constitutes more than half of the external funding received by the Department of Arts and Cultural Sciences in its entirety. A large portion derives from major research foundations such as the Swedish Research Council and *Riksbankens Jubileumsfond* (the Bank of Sweden Tercentenary Foundation), but a couple of EU-funded projects are included as well. This success rate must be recognised as very good, especially from the perspective of the above-mentioned challenges.

Whereas the external funding rate is successful, recruiting students for undergraduate courses has been a challenge lately, and this means that only few members of staff are employed on a permanent full-time basis. This has implications for long-time planning and also means that many affiliated researchers are constantly applying for funding. In addition, there is a risk that new, talented and young scholars are lost, as they find employment elsewhere. If possible, a generational change that comes in 'lumps' instead of a more 'fluid' pattern of recruitment should be avoided.

Several strategies for recruiting more students are mentioned in the self-evaluation. The problems with the integration of research and teaching are also discussed, as is (the threat of) a division between those staff members who primarily teach and those who are primarily involved in research projects. This is a very unhealthy – but well known – situation at many universities, resulting in a discrepancy between ongoing research and the topics taught in the classrooms. However, the division of Ethnology states that the changing profile of the staff members due to the generational renewal has been taken up as an opportunity to rework the education and align it with the research of the present staff, and a large majority of staff members are involved in teaching responsibilities.

Research environment: there are 7 active PhD students, and the division also hosts a Danish PhD student. The number has decreased from 11 to 6 since RQ08 owing to scarce resources. The Ethnology division is also involved in a national network with an annual meeting of supervisors and an annual course for PhD students. All staff members and PhD students participate in the division's ongoing research seminars (approximately 8 times per semester), discussing drafts for publications and theses, and thus seem to have a fruitful research environment. Members from the Ethnology division are also engaged in creating cross-disciplinary activities within the Department, such as seminars and joint research projects (also displayed in the list of publications, for instance by the anthology edited by Kaiserfeld and O'Dell, 2013).

As stated in the self-evaluation, Swedish ethnologists (according to tradition) have an ideal of communicating research results in genres accessible not only to colleges and students, but also to the general public. This has meant that the majority of publications are in Swedish and avoid too much academic jargon, and that there is an orientation towards monographs and anthologies rather than international peer-reviewed journals. Though this ideal is still present, the ethnologists in Lund are increasingly attempting to publish their research in international peer-reviewed journals and in books brought out by international publishers. The Department is taking several initiatives to enhance this development. Nevertheless, at the same time the division strives to maintain the high standard of societal and public engagement and thus produced publications for the broader public as well as contributing to other kinds of mass media.

During the RQ08 assessment period, 16 % of publications appeared in English, and only 3% were peer-reviewed. In the current assessment period (2009–2012), 43% of the research publications were international, and though exact numbers were unavailable, the percentage of peer-reviewed publications has also increased effectively. The self-evaluation states that the professors in particular are aware of the need to reach out internationally and that they are actively pursuing this commitment, not only regarding publications but also in establishing networks, participating in international conferences, and editing thematic issues in international journals.

The need to narrow and redefine the research profile (as encouraged by RQ08) has been duly addressed, and since 2010 four key areas have been discussed and described within the field of cultural analysis: corporality and health; cultural economics and the experience industry; cultural heritage and uses of history; and cultural identity. This should facilitate the movement from being a department of 'lone-scholar research' to one where groups of scholars pursue shared interests. These thematic clusters are recognisable in the list of publications from Ethnology.

With regard to productivity, the number of publications provided for the HTRQ14 assessment group suggests that the division of Ethnology is *the* most productive division of the department: 10 monographs (3 of these are PhD theses), 2 cross-disciplinary anthologies and 3 edited thematic journal issues, and 22 journal articles and book chapters. This long list is supplemented by commendable efforts to publicise Ethnology research for a broader public.

As is to be expected with such a broad range of authors (from PhD candidates to experienced professors), the quality of the submitted publications varies. Some meet the highest standards with regard to originality and significance, as when O. Löfgren, in *The Secret World of Doing Nothing* (2010), not only sums up a plethora of deep insights into the stuff that makes up everyday lives but also illustrates these insights with empirical examples drawn from a truly international scope of ethnographies and fiction, films and literature. Such publications encapsulate Ethnology at its very best, sustaining Löfgren's international reputation and with that the reputation of Ethnology at Lund University. Though most of the publications mainly draw on Swedish or Scandinavian material, several are international in their scope, as when T. O'Dell in *Spas and the Cultural Economy of Hospitality, Magic and Senses* (2010) uses the Swedish context to gain profound insights into the ways in which the cultural economy works beyond Sweden's borders as well.

Some publications are more nationally confined or introvert in the scholarly sense; though several take their empirical material from a broader Scandinavian field, relevant research by fellow Scandinavian (or European) colleagues is rarely mentioned. Nevertheless, several of these publications suggest that the division in Lund is at the forefront of the discipline in Sweden. The 'Lund School of Ethnology' has long been setting the agenda for cultural analysis, and their experiments with methodologies and cultural analysis (i.e. *Irregular Ethnographies*, edited by O'Dell and Willim, 2011) are of immediate interest to scholars working in the field. In addition, the more traditional publications (some based on archive material and investigations) display good ethnological craftsmanship.

Verdict

The division provides scholarship of a very high standard, known and respected not only in Sweden but also in the broader disciplinary field. Further, the SWOT analysis provided by the division of Ethnology suggests a high awareness not only of the current challenges and possibilities, but also of the means by which future challenges may be addressed. Although the effects of the retirement of the former key figures are still recognisable within the division of Ethnology, especially when it comes to its international publications and reputation, the new generation displays a clear awareness of this fact, and they voice a strong commitment to renewing and repositioning the profile of the Lund division on the international maps of the discipline of Ethnology.

Summary of the evaluation: *Very good (4)*.

History of Ideas and Sciences

As is stated initially in the self-evaluation, the division of History of Ideas and Sciences has a very broad profile. To a larger extent than similar departments in Swedish universities, they focus on early modern history. Additionally, they see themselves as having established a tradition directed towards the history of philosophy and intellectual history, more recently supplemented by the history of concepts. An interest in the history of technology and science is also mentioned, and increasingly work is focused on the history of emotions as well as on cognitive history, post-humanism and 'The Internet of Things'.

Work is published both in Swedish and in English. Some publications are on Swedish topics whereas others are more international in their object of study, ambition and theoretical orientation. Furthermore, there is an ambition to focus more on publishing in international peer-reviewed journals, and on publishing books with international publishers that use a peer-review system. A number of the researchers have positions on international editorial boards, and they regularly present papers at international conferences. This year they also arranged an international conference in Lund. As in all other divisions, the division is dependent on funding coming from education in order to keep the number of staff at an acceptable level. A new Master's programme has started; but on the whole, financing coming from education has recently fallen by 10 %.

Since RQ08, the division has moved into the larger Department of Arts and Cultural Sciences. This has led to an increasing focus on contemporary issues, rather than on those issues that were initially in focus for the division. Besides, cross-disciplinary projects have been initiated, and some are already published (within the department, a 2013 anthology together with the Ethnology division). The former head of the division retired in 2009 and has been replaced by a new head (a professor of the History of Ideas). This development has in itself led to a certain re-focusing of the work of the division. The budget for the division has doubled since RQ08, as has external funding. However, the number of staff has stayed the same, and looking ahead the staff situation is getting worse, as retired lecturers/researchers are not being replaced. This autumn (2013), the division will consist of one full professor and man-hours equivalent to about two senior lecturers, one lecturer, two externally funded researchers and three PhD students.[6]

In reviewing submitted texts, and scrutinising the list of publications submitted, it is clear that the division is publishing works of high quality. The awards that have been given to the division for some of the publications are also an indicator of this. However, it is equally clear that this is a division facing problems – and that there is an awareness of this problematic situation becomes clear in the self-evaluation. There, two future scenarios are presented. According to the positive one, the division will, five years from now, be one where researchers and lecturers take part both in teaching and in externally funded research projects, some of which will be cross-disciplinary and attract a lot of external attention. Furthermore, it will be a division with a lively PhD environment, with 5–7 PhD students. Conversely, the negative scenario outlines a division which has lost its identity: there are no longer any PhD students or even a PhD programme, and the best researchers have moved on to other departments or universities.

The reason for the bleak picture painted in the second scenario is insufficient funding and a lack of both resources and staff. With retired staff not being replaced, the division risks being diminished; and as was stated above, the senior research level (professors and senior lecturers) contains only three people (or to

6 The self-evaluation mentions two PhD students, but since then, one more has been accepted into the programme.

be more exact, three full-time equivalents, which could mean that more than three people share the positions). Additionally, at present there are only 3 PhD students. Some other Swedish departments of the history of ideas and sciences have 10 PhD students, and no other department has fewer than 6! This means that in order to continue within the field, some of the best students have to move to other universities.

It is obviously good that the division has a very marked awareness of the problematic situation they are in, and that they are trying to deal with it. The SWOT analysis also shows that there is a genuine strength in the researchers' skills in gaining external funding, in their international networks and in their internal seminar series, which attract many researchers. They also see the possibilities inherent in the new Master's programme and in the possibilities of collaborations across disciplinary boundaries, for instance with Information Studies and Philosophy.

At the same time, the strengths and opportunities described above are not of the kinds that can resolve the situation in any simple manner. The self-evaluation speaks of the importance of working towards the promotion of senior lecturers to readers and professors, and it is mentioned that researchers within the division, in cooperation with other researchers, are developing new areas of interest (the history of emotions, cognitive history and the history of ideas of objects). It is also stated that in the future it will be possible to move towards the emerging field of digital humanities, more specifically the field of The Internet of Things. The Humanities Laboratory is an unexploited resource, and historical analyses of fields such as nanoscience and bioscience are other possibilities. These are all commendable objectives, and they indicate a willingness to move ahead in interesting cross-disciplinary ways. However, from the self-evaluation it is difficult to see how, given the current situation, these objectives can be achieved without increased support from the University. They need retired staff to be replaced, and they need more PhD positions.

Verdict

As was stated above, this is a division which contains researchers that publish academic work of high quality in both Swedish and English. It is furthermore a division which has almost doubled its turnover for research and research studies since RQ08. There is a fear within the division, a fear shared by us, that unless internal funding can be secured for staff and PhD positions, the situation will deteriorate. However, as the situation stands today, our verdict is that this is a division meriting the grade of 'very good'.

Summary of the evaluation: *Very good (4)*.

Information Studies

The profile of the division of Information Studies 'foregrounds research into informational aspects and conditions of digital culture as well as focusing on information literacy; it also includes research into various aspects of information politics' (slightly revised quotation taken from the Department webpage). Within this profile, two major themes can be discerned: On the one hand, the theme of *practices* (research on social and cultural practices related to information in its material forms) and on the other hand the theme of *institutions* (research on institutions which distribute and produce information). The division also includes Museum and Archival Studies.

The division is rather small. When it comes to tenure, it consists of 3 lecturers/researchers in information studies (1 professor and 2 senior lecturers) and one in Museum Studies (senior lecturer). At the moment there are also two researchers tied to the division through external grants, one in Information Studies, one in Archival Studies. There are three PhD students in the doctoral programme. Connected to the division's research is a Master's programme in Archival Studies, Library and Information Studies and Museum Studies with about 40 students and, through staff involvement, a Bachelor's programme in Digital Cultures. PhD students are to a great extent coming through the Master's programme.

Quite a lot has changed since RQ08. At that time, Information Studies consisted of 2 senior lecturers and 1 lecturer. Two of those three lecturers are no longer there, and, as stated above, the division now includes a full professor. In other words, the division has grown and the composition of researchers is very different indeed. The division has also been more successful in securing research funding: in 2012 alone, five grant proposals were accepted. Altogether, the division today gets more external than internal funding. Another development is a closer connection to other disciplines. This is partly due to the creation of the new Department of Arts and Cultural Sciences, but connections to other disciplines have been made in other ways, too. The arguably best example of this is the big research programme 'Knowledge in a Digital World', financed by the Swedish Research Council, which is a joint venture with researchers from the Department of Philosophy. The traditional way of publishing within the discipline is in international peer-reviewed journals, and that is also where the researchers within the division primarily publish their work.

In our view, this is a division which is moving forward in a very productive and reflective manner. It is a small division, but the researchers working within it frequently publish in international journals that are important for the discipline; and, as the submitted publications testify, their work is of high quality, theoretically, methodologically and empirically. Furthermore, they focus on topics that are highly relevant for the discipline. The dual themes of practices and institutions seem to be wisely chosen, and the research conducted is divided between them in a reasonable way.

As a discipline, Information Studies is growing, and it is a discipline with an increasing societal relevance, not least in relation to digital media. The researchers within the division take part in this development in a skilful way. This is shown in the publications, as noted above, but also in the way the researchers work collaboratively with researchers coming from other academic disciplines. This does not mean that everything is going smoothly. As argued in the self-evaluation, the fact that it is a fairly recent discipline creates problems when it comes to external funding. For example, it does not have a secure position within the Swedish Research Council. In English, the division is now called Information Studies, but in Swedish it is called *biblioteks- och informationsvetenskap* ('library and information studies'), which indicates a professional rather than an academic field. In the self-evaluation, the argument is made that a Swedish name change could be beneficial. We agree that such a change would probably be a good thing (we also noticed that on the English version of the Faculty webpage, the division is still called Library and Information Science when you look under the heading of 'Education').

It also has to be stressed that even though the researchers unquestionably produce significant research, and form part of the international academic community of the discipline by virtue of this research, it is still a small group. In the self-evaluation, it is argued that the group has now attained a critical mass for conducting research within Information Studies. We do not agree with that statement. Three tenured lecturers/researchers, one of whom is a professor and one a tenured lecturer/researcher in the neighbouring subject of Museum Studies, plus two researchers employed part-time, is not a critical mass: it is a small, fragile group. The fact that it is so small is not primarily the fault of the group itself, but it is a cause for concern. One major factor in creating, or upholding, a reasonable number of researchers/lecturers within a discipline is a good balance between education and research. In relation to some of the other disciplines within the department, it would seem as if student interest in studying the subject is strong, both on an undergraduate and a graduate level. Given that, it is crucial that the Faculties make sure that sufficient resources are put into the programmes.

Verdict

In reading the descriptions of the five grades possible to give to each discipline, it is our view that this group of researchers produces scholarship of a very high standard, and that they are at the forefront of the discipline in Sweden. It is also the case that the researchers deliver a good-sized output in relation to the time available for research. That is part of the definition of the grade '4'. Another part of the definition of that grade states that there should be a lively research environment, with international elements, where doctoral students and senior scholars meet on a regular basis. That is more questionable, given the size of the group. However, on the whole we believe that the grade of '4' is the reasonable one for the discipline.

Summary of the evaluation: *Very good (4)*.

Intermedia Studies

Intermedia Studies focuses both on intermedial phenomena as such and on the theoretical discourses dealing with the relationships between different forms of art and media. In Lund, as argued in the self-evaluation, focus is also placed on the technological factors that shape production and consumption processes.

The division in Lund consists of three lecturers/researchers altogether, none of whom has reached the level of reader (*docent*). They share their time between teaching and conducting research. Research funding is primarily internal. Education within Intermedia Studies consists of three semesters of undergraduate education and one course on the Master's level. There is no PhD programme. The research carried out by the group is primarily published within the division's own publishing series, and as conference papers. There are almost no publications in peer-reviewed journals.

Intermedia Studies is not a major international research field. There are some universities giving courses with that name, but not many, and the self-evaluation does not discuss the state of the field, or its potential, other than in very general terms. There is one sentence stating that a cross-disciplinary profile on a high theoretical and methodological level, bringing different scientific methods together, would make rigorous analyses of historical and contemporary cultural artifacts possible; but it does not become clear in what ways this could be accomplished, and what would distinguish this from what is carried out today in more established disciplines or research fields.

This is by far the smallest division within the Department and the weakest when it comes to research. We do not question the ability of the researchers within the division to conduct valuable academic work, but there does not seem to be much time to do so, and as argued in the self-evaluation, there is hardly even time to write research applications. In addition, interest among students in studying Intermedia Studies is currently very low, and there is apparently a great risk that the undergraduate courses will disappear (with the possible exception of the first semester of studies). The fact that Intermedia Studies does not have a stable international position as a research field does not help the situation either.

Verdict

As was stated above, this is a very small research group working very hard to find time to do research. To obtain the grade 'satisfactory', the ERE guidelines state that it is necessary to conduct 'respectable scholarly work of a nature and standard, and at a level of recognition, commensurate with the level of attainment and the working conditions of the person/persons practising it, even if there is scant evidence of scholarly impact'. We find that description to be applicable to this division.

Summary of the evaluation: *Satisfactory (2)*.

Musicology

The RQ08 panel saw 'a special emphasis on both Swedish and European music, particularly in a social and political context'. The self-evaluation stresses research on music in Sweden since the seventeenth century, especially the nineteenth and twentieth centuries, all seen from an international perspective. Many areas are touched upon, such as: sociology of music, music and politics/ideology, choral research, music contacts between Sweden and Denmark, Germany and Austria, respectively. Added to this, many studies on composers and their *oeuvres* are carried out. Needless to say, when there are few researchers, the research conducted depends heavily on their unique expertise.

The untimely death of Professor Greger Andersson in December 2012 was a blow to Musicology in Lund, but also to the strategic and international outlook of the division; Professor Andersson's and Ursula Geisler's earlier work on the role of music under the influence of Nazism and Fascism – mentioned by RQ08 as demonstrating 'collaboration at the national level as well as internationally' – and on the music culture and contacts around the Baltic Sea has been an important constituent of research.

The self-evaluation mentions a decrease in research capacity since RQ08. In 2008, there were 2 full-time professors, 1 senior lecturer (75 %), 1 full-time reader (external funding), 1 lecturer (75 %, but only 10 % research time). In June 2013 there were 1 interim professor (40%), 1 full-time lecturer (only 10 % research time), 1 full-time researcher/coordinator (*Ljudmiljöcentrum*), and 2 doctoral students, one of whom is externally funded. The situation calls for initiatives concerning both education and research in order to avoid alarming prospects. There is an urgent need to secure research leadership as well as research-based education so as to compensate for the losses in strength, stability, and capacity.

One single positive consequence of the precarious present situation can be discerned, though: the researchers have been forced to look for collaborative partners outside the division in order to survive as a research environment. If the division can be re-established in a satisfactory way, these interdisciplinary contacts might be well worth developing further.

By tradition, Musicology attracts more men than women. This reflects the need not only to look for young and promising candidates when recruiting staff, but also to try and change the traditional pattern and lack of balance when it comes to male/female staff. The self-evaluation shows an awareness of this.

Output in terms of publications suggests that this small research environment has been working at a steady pace. RQ08 noted that the average number of publications, including books and conference papers, was about two a year in Musicology. This is still valid, but the overall impression is that some scholars are very prolific. Special mention must be made of the output of Ursula Geisler, who has been very active as a researcher, especially in the subject of choral research.

The RQ08 panel stressed that the majority of publications in Musicology were in Swedish and published in Sweden. In the last five years, a shift similar to the one in Art History and Visual Studies has occurred, albeit with a more varied outcome. Publications are now in German, English, Swedish, Danish and Norwegian, thereby reflecting the regional studies that are one of the major objectives of research in this division.

In 2008, the publications in Musicology were mainly books or contributions to books, which – according to RQ08 – made bibliometric assessment, which emphasises output in terms of articles in journals, inadequate. Publications in Musicology are still mainly books or contributions to books; but there are a number of articles in journals on the list, too. Research traditions vary according to subject, but also according to the respective scholarly interests of the researchers. A unique focal point is choral research, which must be said to be in the forefront internationally.

Verdict

Taking into account that the division has faced some very problematic situations recently, and that there are very few scholars engaged in it, the general output and internationally orientated research deserves special mention. The situation is very vulnerable, however, calling for immediate measures to be taken. The self-evaluation shows an acute awareness of this. In assessing the present situation, either of the grades 2 and 3 is applicable, depending on whether staffing/funding or output/research publications are taken into consideration. In view of the latter, we think that grade '3' is the most appropriate assessment.

Summary of the evaluation: *Good (3)*.

General conclusion

In accordance with the guidelines for ERE HTRQ14 reports, we have looked at each division within the Department separately when conducting our evaluation. However, in concluding our report, we would like to draw some more general conclusions about the work of the Department.

On the Department's webpage, it is described as follows:

'The Department of Arts and Cultural Sciences is a strong humanities environment. Here students and researchers are offered inspiring opportunities to combine a number of different subjects and cooperate across different disciplines.

The Department aims to contribute to dynamic theoretical and subject development within the field of cultural sciences through its research and broad selection of courses and programmes. It is also important to emphasise the transferable skills that students gain through their studies. An important part of the Department's work is to promote humanities perspectives and the study of culture and all its various expressions and interpretations.'

We feel this to be an apt description generally for the work carried out at the Department. It is indeed a Department carrying out valuable Humanities research both within and across disciplines; and it does so both internationally and for a Swedish audience.

In our evaluation, we have tried to identify each division's strengths and weaknesses. But all divisions belong together within this relatively recently organised Department, and most self-evaluations comment on this sense of belonging. For us, looking in from the outside, a major conclusion is that each individual division is experiencing difficulties in attaining a critical mass. Many researchers, taken one by one, do extremely good work; but environments are small – and in some instances even shrinking. We observe quite clear instances of both worry and anger in the self-evaluations.

Of course, one way to enable the attainment of a larger critical mass is increased internal funding. That is out of the hands of the divisions; but we understand their worry – and we agree with their view that it is very troubling that retired professors are not being replaced and that the number of PhD positions is shrinking.

The other way is to increase external funding. The different self-evaluations point to the ways in which the different divisions try to achieve that. It is here we believe that the creation of the Department constitutes a potential for a third or supplementary strategy. Even though much Humanities work is individually based, there is still the possibility of carrying out such work in collaborative environments. The small and young divisions, and especially the PhD students, would benefit from this way of creating the necessary critical mass for a strong and lively research environment. Even though different disciplines have their different paradigms, there is still the possibility of holding on to one's perspective, but doing so in a multi-disciplinary environment. This is an interesting academic challenge, and it is one which different funding bodies find increasingly important. And here the context of the Department becomes interesting. It is crucial that the Department does not merely become a formal structure, but that it is a working one. Realising this potential is a task both for the individual researchers, for the divisions and for the management of the whole Department.

Marjatta Hietala

An evaluation of research in History and Human Rights Studies

My assessment report builds on the main objectives expressed in the strategic plan for Lund University 2012–2016, in *Research Quality Assurance for the Future RQ08*, in the strategic plan of the Joint Faculties of Humanities and Theology (the JFHT), and in the web pages of the Department of History and Human Rights Studies. I also take account of how History (in the JFHT) has responded to proposals introduced in earlier evaluations.

The main objectives of the strategic plan for Lund University 2012–2016 are the highest quality in education, research, innovation and external relations. These objectives are to be achieved by means of the following strategies: cross-disciplinary collaboration; internationalization; quality enhancement; and leader, teacher and employee excellence. These objectives were already present in the strategic plan for 2007–2011.

The main goals of Lund University are to understand, explain, and improve the world and the human condition.

The role of History will be of the utmost importance in strengthening the self-understanding of students, as well as in understanding the complexity of the global world, whether their research topics concern the history of earlier generations, memory, environmental questions, or the cultural, economic and social history of their own community, of the surrounding region and of the whole nation. With the help of History research, students will learn critical thinking and to question interpretations. The basic values mentioned in the Strategic Plan for 2012–2016 consist of human rights, democracy and tolerance.

History and Human Rights Studies in Lund have responded very well to the challenges of conducting research and teaching topics which concern these basic values. The research on human rights, religious freedom and genocide in

European culture are good examples of the response to the basic LU values on the part of historians and staff working at Human Rights Studies.

Looking at the projects conducted by historians at Lund University, it is evident that historians are ready to respond to the above-mentioned challenges. There will also be many new challenges in the global world, beyond European borders, challenges caused by increasing migration, problems of minorities, refugees, environmental problems and the impact of technological development. All these topics are by nature interdisciplinary and waiting for the response of historians.

The content of research

The RQ08 research-evaluation exercise perceived considerable potential and cross-departmental issues in cultural history, cultural analysis and cultural theory. Area studies and research in foreign cultures were considered successful sections. According to the RQ08 assessment, 'They belong together with History, Human Ecology and Semiotics, to the excellent parts of the History, Culture and Communication part of the Humanities.'

Cultural history, which was described as 'internationally and nationally interesting' in RQ08, belongs to the Department's research profile. What is more, cultural history is a successful field of research with its new theoretical and methodological aspects and its enhanced focus on long time periods and many cultures. Cultural history is cross-disciplinary by its very nature. Lund research on cultural history covers popular culture, for instance films, and more generally the various ways of using history. Cooperation with Malmö University, especially within the framework of a licentiate graduate school, has been very productive, resulting in fifteen licentiate's theses and one PhD. The Department of History in Lund is a leading institute in Sweden when it comes to research on cultural history and history didactics. The question 'How can we learn from history?' will be on the agenda of a new research project. Another new project is 'A Digitalised History Culture' (Kenneth Johansson, Kim Salomon).

The research themes at the Department of History are wide-ranging when it comes to both historical periods and regions. Traditionally, the Department of History has had a strong focus on national history, mainly early modern history (Harald Gustafsson) and medieval history. Recently, research on modern and contemporary history has become very popular. All historical periods are covered in teaching.

The history of Sweden and its political and social development are analysed not only in the context of European history but also in the context of Nordic history. Another strong field is non-European history, for example the relationship of Sweden with Northern Africa (Joachim Östlund), the genocide in Armenia (Maria Karlsson, Maria Småberg) and the history of piracy (Stefan Amirell).

There are a number of new strong themes at the Department, some of them connected with international history (Kim Salomon). The global history of slavery by Dick Harrison is a good example of this new orientation towards global history. The study of the role of religion in society by Hanne Sanders and Yvonne Maria Werner is a new field, and the history of emotions has raised interest among researchers (Yvonne Maria Werner, Eva Österberg).

Gender history (Ulrika Holgersson, Eva Helen Ulvros), labour history (Lars Berggren) and local history (Lars Edgren) belong to the traditional research themes, as well as the history of political ideas such as radicalism and the history of war. Some research projects listed by the Department include comparative aspects (Rosanna Farböl, Sune Bechman Pedersen, Wiebke Kolbe).

Since 2003, Human Rights Studies has cooperated well with the Department of History, both in research and in teaching. There have been joint research projects. Half of the lecturers in Human Rights Studies are historians. The research done in Human Rights Studies concentrates on ethics and morality, liberalism, and religion and human rights. These interdisciplinary themes have also attracted history research (Marie Lindstedt Cronberg, Christopher Collstedt, Joachim Östlund).

Some researchers have also cooperated with researchers in political science. Maria Småberg has written a chapter in the book *War and Peace in Transition* (2009) edited by Annika Björkdahl, who has herself conducted the research project 'Just and Durable Peace by Piece in the Western Balkans and the Middle East'. This project was funded by the EU.

There are examples of cross-disciplinary cooperation. Such cooperation between theologians and historians has been working very well. In the Strategic Plan of the JFHT for the years 2013–2017, the JFHT express their ambition to continue fruitful cooperation on joint courses, in graduate schools, in public lectures and with schools.

In reports on internationalisation, the JFHT emphasise how important it is to disseminate the research results to a wider international audience, to make conference travel easier, to encourage studying and working abroad, and to promote the learning of foreign languages. Their strategy gives priority to an ongoing process of effective communication in the field of research, as well as to publishing research results in professional journals.

Research environment

According to the self-evaluation, the Department of History provides an innovative environment for teaching and research. There is a good spirit and strong motivation to plan new projects and to meet new challenges, along the lines drawn up in the Strategic Plan for the Joint Faculties of Humanities and Theology for the years 2013–2017. This Strategic Plan includes new tools and advice for promoting internationalisation, for helping researchers to write applications for external funding and for encouraging staff to publish in other languages than Swedish in international peer-reviewed journals.

Because of the high staff quality, the basic courses in history are an excellent start for further studies. Research training has been organised in regular seminars on the departmental and interdisciplinary levels. There are two types of seminars: on the one hand seminars for PhD students and on the other thematic seminars, such as interdisciplinary seminars in gender history, global history, history didactics, radical movements in history and the seminar on early modern history and religion in a historical context.

The Department of History administers a nationwide graduate school in history, which enhances the reputation of the Department. Within the framework of the graduate school, new methodological aspects and theoretical impulses have found a good forum. Since 2001, the Department of History has had the responsibility for the national graduate school together with Malmö University, Södertörn University and Linnaeus University. In 2011, the University of Gothenburg joined the graduate school. During the years 2008–2012, the Department has had 38 completed theses.

The Department has profited from the fruitful cooperation with Malmö University.

When it comes to interdisciplinarity, Human Rights Studies is multi-disciplinary by nature. Lena Halldenius, Professor of Human Rights Studies, has an educational background in both law and philosophy. She is a Life Member of Clare Hall College at the University of Cambridge and has published books and articles on political philosophy and on the history of political thought. She is especially interested in the concepts of freedom and rights and she published a book on Liberalism in 2003, the second edition of which came out in 2011. The research profile of Lena Halldenius and the whole field is internationally oriented. Her two submitted book chapters were published by a publisher of high standing, one 'The Political Conditions for Free Agency. The Case of Mary Wollstonecraft' in the book edited by Quentin Skinner and Q et M van Gelderen, *Freedom and the Construction of Europe* (Cambridge University Press, 2013), and the other 'Liberty and its Circumstances – A Functional Approach' in the book *New Waves in Political Philosophy*, edited by B. de Bruin & C. Zurn, Palgrave Macmillan 2009. The other two pieces by her colleagues which were sent to me as examples of the research activities at Human Rights Studies show a trend towards international publishing. Linde Lindkvist's article 'The Politics of Article 18: Religious Liberty in the Universal Declaration of Human Rights' was published in *Humanity: An International Journal of Human Rights, Humanitarianism and Development*, 4, 2013. Lina Sturfelt's 'The Call of the Blood: Scandinavia and the First World War as a Clash of Races' appeared in C. Ahnlund's book *Scandinavia in the First World War: Studies in the Experiences of the Northern Neutrals* (Nordic Academic Press 2012).

The role of external funding for research

History and Human Rights Studies have been successful in obtaining external funding. The main bodies for external funding for Swedish scholars in the Humanities and Theology are the Swedish Research Council and *Riksbankens Jubileumsfond*, 'RJ', the Bank of Sweden Tercentenary Foundation. Competition for grants has become harder. Only 12 per cent of applications received funding from RJ.

In recent years, there have been flourishing research projects at the Department. I want to mention some: Ulrika Holgersson's project 'Between Prejudice and Popularity – the Maid in Swedish Feature Films 1930–1950' was funded by RJ, as was Stefan Amirell's project on 'Sovereignty and the Suppression of Piracy (1870–1970)', while Lars Berggren's project 'Xenophobia and the Labour Movement: Changes in the position of the labour movement and the growth of xenophobic sentiments in Landskrona 1945–2005' received partial funding from the Swedish Research Council.

Relationship between research and teaching

University professors have an increasing number of administrative tasks and time for research seems to be too limited – even a professor usually has only about 40 per cent and senior lecturers a mere 20 per cent for their own research. The forecast for the future will be even more pessimistic. Bureaucratisation will increase and leave less time for research. Professors and lecturers have difficulties to find time for research because the teaching load is quite heavy.

Undergraduate courses which are based on the newest research both in History and especially in Human Rights Studies have taken and take a large number of working hours from research. Another problem at the departmental level is the status of doctoral students and postdocs. How to increase their practice in teaching, which they absolutely need for their future careers, when their PhD thesis should be completed in three years is a vital question.

Generational shift and plans for future staffing

At the moment, there are 12 professors at the Department: one professor at Human Rights Studies and 11 professors in History. Nine of these professors have received their professorship on the basis of their individual competence (i.e., they were promoted to their professorships), having started as senior lecturers. Once they have been promoted, their teaching load is reduced to the level that applies to all professors.

In the global world, the problems of interaction and confrontation of different cultures and ideas seem likely to increase. That is why research and teaching in this field are essential. A more marked international orientation would require more teaching staff for global problems, such as migration flows, minority problems and environmental threats. Because there is only one professorship of international history at the Department of History, in the future some new professorships could be defined to respond to global issues. The Department of History has had good experiences of inviting guest professors and guest lecturers. This policy is part of the strategy for internationalisation (Head of Department's report for HTRQ14).

Human Rights Studies was founded in 2003. At first it was a part of the Centre for Theology and Religious Studies (2003–2011); since 2012, Human Rights Studies has been a part of the Department of History. By nature it is a very international and multi-disciplinary field combining know-how and expertise in philosophy, international law and history. According to the statement by the Head of Department, Human Rights Studies has been a very popular subject from the beginning. Its attractiveness to students will probably increase in the future. However, the teaching and administrative burden is too heavy for one professor and for three senior lecturers who have only 20 per cent of their working time for research.

Human Rights Studies has had problems with its professors. The period of the first was short, and after that Lena Halldenius was recruited from Malmö University. The professorship, initially funded by the Crafoord Foundation, will be financed by Lund University when the Crafoord engagement ceases. During the spring semester of 2013, Halldenius had a lot of administrative tasks and 50 per cent of working hours for research. There are four PhD students, but no posts for postdocs. Human Rights Studies will need one research fellow and funding for postdoc positions.

Potential and outlook for output

The Department of History has been very productive. During 2008–2012 there were altogether 800 publications, among them 30 monographs and the same number of anthologies. In addition, there were 38 doctoral and 16 licentiate theses. A common practice among historians is to contribute a chapter to an edited volume rather than writing a journal article. In 2008–2012, there were approximately 200 chapters in anthologies and 130 articles in scholarly journals. In addition, there were 300 reviews written by historians from Lund University.

Language issues

In History, especially in Swedish history, publications in Swedish are clearly essential for the University in order for it to serve its own society. This has much to do with the 'third-task' activities of universities. Among the books and articles sent to me, I found only one written in German. Books, chapters and articles written either in Swedish or in English are predominant. According to the database on publications of Lund University (mentioned in the self-evaluation of History in view of HTRQ14), the distribution of publications according to languages was the following: 83 per cent of all publications are written in Swedish and 13 per cent in English, while 4 per cent are in other languages. Almost all monographs and anthologies are published in Swedish, as well as 87 per cent of doctoral theses. 18 per cent of all articles published in journals are written in English, and so are 24 per cent of chapters published in anthologies. Approximately one fifth of all articles and anthologies were published by international publishers abroad. The first two doctoral theses in Human Rights Studies (in 2014) will be written in English.

Publishing strategies insofar as discernible

The main emphasis at the Department has been on the history of Sweden in a larger context, and there are excellent examples of research on Swedish history (Dick Harrison's history of Sweden in eight volumes of which Harrison, who is chief editor of the entire series, is the author of one and co-author of another, and Harald Gustafsson's book, *Makt och människor: Europeisk statsbildning från medeltiden till franska revolutionen*, 2010, to mention only some of those). Where research on non-European history is concerned, the only way to participate in the discussion on an international level is by publishing monographs and articles in English.

From 2013 onward all new books, both monographs and anthologies, that are published within the framework of the JFHT book-series project (www.ht.lu.se/books) will be available from a local online store. They will be also be available Open Access from the day of publication.

When it comes to bibliometric measurements, History, as well as many other subjects in the Humanities, does not succeed as well as subjects in the Natural Sciences. The strategy of publishing monographs rather than articles is common among historians and in the Humanities in general. This is the case in other countries as well. If historians were to publish more articles in international peer-reviewed journals, they would achieve greater international visibility.

There are only a few articles with multiple authors/ jointly written by two or more historians. If we adopt the practice of publishing articles by several authors, which is common in the Natural Sciences, our 'credits' would increase. As the historical research area has become very complex, multidisciplinary articles by several authors would also contribute to the visibility of historians nationally and internationally.

Quality of publications

The quality of the publication record in the Department of History is very good or excellent owing to the depth of historical analysis and the authors' methodological and theoretical skills. History was deemed excellent in RQ08, too.

The books, articles and CVs I have been looking at also show evidence of active and well-established academics with both national and international exposure. The themes studied are wide-ranging – like the whole of history. Most of the themes studied and the topics to which research projects are devoted are innovative methodologically, thematically and internationally.

When looking at reviews of publications, especially reviews of monographs or edited volumes by Lund researchers, there are very good reviews (e.g. of Yvonne Maria Werner (ed.), *Christian Masculinity: Men and Religion in Northern Europe in the 19th and 20th Centuries*, Leuven University Press, 2011, and Harald Gustafsson's 1994 book, *Political Interaction in the Old Regime: Central Power and Local Society in the Eighteenth Century Nordic States*).

Human Rights Studies has added international visibility to the Department, especially as the publishing policy of that subject seems to focus on articles in peer-reviewed journals and chapters in anthologies published by international publishers.

The quality of publications of Human Rights Studies is quite high. However, at this moment in time it is more difficult to evaluate the publications of Human Rights Studies than the historical publications because Human Rights Studies is a rather young educational programme. In my view, a very important component of many works in the field of Human Rights Studies is conceptual analysis. The publications sent to me were published as recently as 2011–2013, and there were no reviews available yet.

Many new openings in the Department of History and Human Rights Studies are by nature interdisciplinary, often transnational topics combining for example religion and history, and ethical and moral questions and history. I want to mention an interesting effort by Karin Aggestam and Annika Björkdahl (ed.), *War and Peace in Transition: Changing Roles of External Actors* of 2009, which included Maria Småberg's chapter on 'Witnessing the Unbearable: Alma Johansson and the Massacres of the Armenians 1915', and Anders Rudling's article 'The Khatyn Massacre in Bielorussia: A Historical Controversy Revisited' (*Holocaust and Genocide Studies*, 2012). In Marie Lindstedt Cronberg's book, *Dygder och laster: Förmoderna perspektiv på tillvaron* (2010), historical analysis has been combined with religious studies. Religious studies are combined with Human Rights Studies in the anthology edited by Dan-Erik Andersson and Johan Modée, *Mänskliga rättigheter och religion* (2011), and in the article by Linde Lindkvist, 'The Politics of Article 18', mentioned above.

It is to be hoped that the tradition of studying topics from non-European history will continue. A good sign is Joachim Östlund's article in *Historical Social Research* (2010), 'Swedes in Barbary Captivity: The Political Culture of Human Security, circa 1660–1760' and Stefan Amirell's article in the *Journal of Southeast Asian Studies*, 42 (2011), 'The Blessings and Perils of Female Rule: New Perspectives on the Reigning of Patani, c. 1584–1718' as well as Louise Sebro's study of ethnic identity and social navigation in the Danish West Indies, *Mellem afrikaner og kreol* (2010).

Scholarly impact

There is some relevant research available on the impact of publications. The life-time of monographs in History and in other fields of the Humanities can be several years and even decades. Bibliometric measurements do not take account of the long-lasting impact of History books. Because most monographs in History are written by individual researchers, the 'use' of a certain monograph is manifested when the next researcher starts to analyse a similar topic and challenges the theoretical starting-points and results of previous researchers.

We can also try to measure scholarly impact by looking at citations, and I made a small sample of the citations of articles and books by historians at Lund University. Harald Gustafsson's articles published in the *Scandinavian Journal of History* in 1998 and 2002 received 48 citations and 17 citations respectively. When looking at his books published during the 1990s and 2000s, *Nordens historia: En europeisk region sedan 1200 år* (2007) received 62 citations and the book *Political Interaction in the Old Regime: Central Power and Local Society in the Eighteenth Century Nordic States* (1994) has been cited 45 times.

With regard to Human Rights Studies, I looked at the publications by Lena Halldenius. The article published in the *European Journal of Political Theory* (2003) received 11 citations, and her book on liberalism (2003, 2011) was cited 14 times.

When looking at citations of articles, it is inevitable that articles published in English in peer-reviewed international journals have been cited more often than articles in national historical journals.

The main results achieved in the studies of the Department of History and Human Rights Studies are spreading not only through publications but also through conference papers and through oral presentations at conferences. The researchers of the Department of History and Human Rights Studies of Lund University have participated actively in Nordic and international conferences, and this practice has received support from the JFHT.

The Department of History places great emphasis on postgraduate education. It has been very successful in organising a nationwide graduate school. The newest methodological and theoretical knowledge is spreading through the graduate school. The multidisciplinary research environment at the Department of History with Human Rights Studies and the Centre for Labour History encourages doctoral students and post-doctoral students to look with new eyes at the methodological tools and theories used by other disciplines. The Department of History appears to provide an ideal environment for student training, also for international students.

Societal impact

Historians at Lund University have taken the 'third-task', outreach activities of the University, seriously. The Department of History has good networks within the school sector. In Lund, university historians plan courses for Katedralskolan, a Lund upper-secondary school. In the field of history, Swedish-history publications in Swedish are clearly essential for the University in order to serve its own society. Professors of Lund University are consulted as experts in media, on research councils and in foundations, as well as being members of editorial boards and in international organisations. Their research on Swedish history reaches the general public easily through the media, both in newspapers and on TV and radio. New history books written in Swedish by Lund historians are reviewed in journals and newspapers. During the last three years, history scholars (Harrison, Zander, Östling, Salomon, Eriksson, Gustafsson, Werner) have published approximately 30 articles in such newspapers as *Svenska Dagbladet*, *Sydsvenskan*, *Aftonbladet* and *Expressen*. Lena Halldenius has been interviewed several times in *Sydsvenskan.*

Strengths

A good research and teaching environment, a diversified profile of research and methodological innovativeness on the part of the research that is carried out are clearly strengths (also according to the self-evaluation of the Department of History). It is obvious that the JFHT and the Department of History realise the importance of strategic planning for the future. The plan for the years 2014–2017 includes strategies of which some are already in use (policies introduced and practised in 2009–2012). The policies for encouraging internationalisation on all levels of studies and in publishing are excellent and also in use. In order to facilitate travelling to conferences, every staff member can receive SEK 10 000 for study trips. Sources of external funding are limited, and competition has become tougher. That is why the Department of History has adopted a policy to help PhD graduates by employing them for three months to plan their own research projects, or for one month to assist a senior colleague. In the long run, support for language studies (workshops for editing and language checking) is also very welcome, as well as the use of research mentors that is mentioned in the Report to the Scientific Advisory Board on research in the Joint Faculties of Humanities and Theology, Lund University, 2012.

Weaknesses

One weakness is that there are not many research projects or themes where a comparative method has been used. Too many research topics concern Sweden only. Already in the earlier evaluations, publishing in other languages than Swedish was encouraged. There are too few articles in peer-reviewed journals, although the situation is improving. There are not enough cross-disciplinary projects, nor international research projects with researchers from other Nordic or European countries. There are good digitalised databases of historical material which are making comparative research easier. There is plenty of statistical material, produced by international organisations, the EU and the OECD, which is very useful for historians and much of it is waiting for critical, comparative analyses. Historical research where quantitative methods are used has almost disappeared.

Recommendations

In *Research Quality Assurance for the Future RQ08*, cross-disciplinary projects were recommended. Cooperation across faculty borders, e.g. with political science, could be fruitful. In addition, in this HTRQ14 evaluation, cooperation across national borders is recommended: joint research projects between Swedish, Nordic and other European scholars should be of the highest priority.

I would encourage adopting a model from the Natural Sciences: that of writing joint articles by two or more scholars. If we adopt the practice of publishing articles by several authors, results of research projects could be swifter in coming. The practice of allowing each member of staff to have one teaching period free for research will be recommended. Shorter or longer periods abroad are also recommended. Staff and researchers at the Department of History are encouraged to publish in major, peer-reviewed international journals and in languages other than Swedish. At the same time, the value of monographs in Swedish must be emphasized, since their additive effect seems to be great.

When considering employment possibilities for historians, skills in using statistical sources and quantitative methods would open up new careers, e.g. in the service of international organisations and in administration.

Finally, I would wish for more elasticity in recruitment policies. Open international competition for vacancies would be most beneficial for the research and teaching in the fields concerned.

Verdict

History and Human Rights Studies have responded very well to the challenges of conducting research and teaching topics in ways that relate to basic values while opening new research fields.

The historical research produced at the Department of History is of excellent quality. Unfortunately, however, many important books and articles are published in Swedish only. The research environment seems to be very lively and active as regards the content of projects and the wide range of research fields. The Department of History also places great emphasis on postgraduate education. Summa summarum, my grade for the History subject is *Excellent* (5).

Human Rights Studies have had a very good start with regard to scholarly work, publication record and research significance. Researchers at Human Rights Studies have participated actively in Nordic and international conferences. The international and multidisciplinary character of the subject, as well as the quality of its research, is remarkable. The grade for Human Rights Studies is *Very Good (4)*.

Pascal Engel

Report on the research of the Department of Philosophy

Overview

The Department of Philosophy at the Joint Faculties of Humanities and Theology at Lund University is composed of three main divisions: Theoretical Philosophy (TP), Practical Philosophy (PP) and Cognitive Science (CS). The divisions of Theoretical and Practical Philosophy have been part of LU since its foundation and are studied at both undergraduate and graduate level. The Cognitive Science division was created in 1988, the subject being taught only at the graduate level.

Theoretical Philosophy emphasises research in epistemology and the theory of knowledge, theories of belief revision and information, philosophy of science, metaphysics, philosophy of language and philosophy of mind. Practical Philosophy emphasises the theory of values, action, decision theory, meta-ethics, social ontology, ethics and applied ethics (including medical ethics, legal philosophy and political philosophy). The Cognitive Science division is engaged in research in the foundations of cognition, in interdisciplinary fields in relation to computer science, psychology, animal cognition and neuroscience, and the research deals with issues in perception, action, memory, learning, language, communication, conceptualisation, problem-solving, decision-making and the study of reasoning.

Philosophical research in Lund has three striking features.

The first is the impressive quality and scope of this research. The three divisions have, for more than 25 years, and increasingly in the recent past, produced first-class and international-level research. It is a great achievement, confirmed by the high international reputation of the Department, the number of conferences, academic invitations of its members and visits of foreign scholars, the number of lectures and prestigious events which the Department has been able to launch in the distant and recent past and by the excellence of the publications which come from this institution.

The research leaders of the respective divisions are also leaders in their fields, and the senior professors have created and developed complete research areas in cognitive science, belief revision theory and formal value theory. Although the Department is not so big, its output in terms of the quantity and quality of publications is quite impressive.

A second feature is that philosophical research at LU is both very specialised and to a certain extent technical – as any subfield of philosophy today has to be – and at the same time focused on some of the central problems of the domain: the nature of knowledge and information, the nature of action, of values and of practical reason, and the nature of mind, reasoning and communication. It is very rare that such a combination of professional quality in philosophy is associated with a capacity to deal with the deep problems of philosophy.

The third striking feature is that, in spite of the differences between the respective divisions, the researchers share a common culture. For more than half a century, Lund philosophers have been strongly influenced by the concepts and methods of analytic philosophy and have practised this style of philosophy at the highest level. Logic, formal semantics, decision theory, probability theory, the use of formal models and experimental methods constitute, to a great extent, their basic tools and objects of investigation. This involves a lot of collective work and publication in journals more often than in books, most of the time in English, with an emphasis on discussions, criticisms and replies, which are part of the philosophical spirit which the Department shares with most departments in the world working in the analytic tradition.

The Department of Philosophy is prominent in each of its fields of specialisation: work in value theory and ethics in Lund compares easily with what is done in other centres where ethics is strong, such as Oxford or the University of Michigan; work in epistemology, philosophy of science and belief revision compares with what is done in similar centres in Munich and Konstanz; the Cognitive Science division is among the top ones in Europe (along with the Max Planck centre in Berlin, the Département d'Études Cognitives at École Normale Supérieure in Paris, and the Department of Cognitive Science at Sussex University). The international reputation of the department is very high; it receives continuous visits from philosophers from abroad, and it has regular academic ties with universities in Western and Eastern Europe, as well as in the US and a number of other countries.

Each of the fields in which the Department of Philosophy specialises is among the most promising for future research, both theoretical and applied. Normative value theory and practical ethics are central both at the most theoretical level and for issues of applied ethics which are the concern of democratic societies. Formal epistemology is applied to contemporary issues about the knowledge society, such as modelling of opinion and political theory. Cognitive Science research shapes the future of learning and of interdisciplinary work both in science and in the Humanities. Metaphysical inquiries in many fields (mathematics, mind and social ontology, ethics) provide foundations for all these topics.

In what follows I shall deal first with the general context and environment of research, then its output and contents, and finally its prospects.

The context of research

From the figures which the present reviewer could reconstruct out of the various reports, in 2013 the total number of researchers was about 60 (depending on how people are listed):

- *Cognitive Science* (CS): 24 (permanent : 5 (3 professors, 2 readers); non-permanent : 19 (2 post-doctoral fellows, 7 researchers, 10 doctoral students))
- *Practical Philosophy* (PP): 15 (permanent: 5 (3 professors, 3 senior lecturers); non-permanent : 10 (2 post-doctoral fellows, 8 doctoral students))
- *Theoretical Philosophy* (TP) : 22 (permanent: 3 professors, one full-time senior lecturer, one part-time senior lecturer; non-permanent: 11 post-doctoral fellows, 6 doctoral students)

The total distribution is of about 15 permanent researchers and 46 non-permanent ones (depending how one counts).[1]

According to RQ08, the total number of researchers in 2008 was about 20. This means that the department's size has tripled during the period 2008–2013, although the formally permanent staff has not increased in a similar proportion (the Theoretical Philosophy division has lost two professors who went to other departments or universities in Sweden, and the Practical Philosophy division has lost two senior lecturers who got permanent positions in other Swedish universities).

The above distribution of members of the Department, however, depends upon the length of projects. Given that most funded research projects are for three years or more, and that some researchers are successful in renewing their applications for external funding, the stability of the research staff is better than the figures indicate, and it seems that a number of researchers can be counted as

1 As the Head of Department points out in his self-evaluation, almost all researchers at the Department have become permanently employed in the legal sense since the recent strengthening of legal employment security in Sweden. However, as the HoD also notes, externally financed project positions are not secure employments in practice. In the present text, 'non-permanent' refers to positions in the latter category, whether they are permanent in the legal sense or not.

semi-permanent, or at least as not transient.

The gender balance in the Department for permanent staff is 2 female full professors out of a total of 9, and 4 among the readers and senior lecturers out of 7 (3 in CS, 1 in PP, none in TP). The proportion is better with the younger researchers. These proportions are far from optimal, but they are also not exceptional, and to a certain extent better if compared with other philosophy departments in Europe.

As one can expect, the permanent researchers are older than the non-permanent ones. The research leaders of the CS and PP divisions are both reaching retirement, one leaving in 2014 and the other in 2017, so their replacement will be crucial for the future of the Department. For the period of transition, however, the Department can rely on senior researchers among the professors in each division, and on the fact that the professor who leads the TP division is still in his forties.

The external funding is differently distributed depending on the various divisions and its sources[2]:

1. The Cognitive Science division has been awarded a total of SEK 46.6 million for the period 2008–2013, coming mostly from the Linnaeus project of the Swedish Research Council (VR). As the self-evaluation for the division notes, given that there are a total of 4.75 research funded positions in CS, each faculty member can be matched with SEK 9.5 million external funding for the period.
2. Since RQ08, the amount of funding of the Theoretical Philosophy division has, as the self-evaluation says, 'virtually exploded', with a total of SEK 53 million, including a Linnaeus grant in the project LUCID of SEK 10 million in 2008 and a SEK 18.3 million grant in 2012 for the project *Knowledge in the digital world*. Most of the external funding came from the Swedish Research Council, but also from a Marie Curie grant from the ERC, and from *Riksbankens Jubileumsfond* (the Bank of Sweden Tercentenary Foundation).
3. The Practical Philosophy division has received SEK 16.8 million in 2008–13, and most of its researchers have been awarded grants and research leave on external funding. The division is the one which has the most diverse sources of funding (Swedish Research Council, Swedish Crime Victim Funds, LUCID, the Faculties of Humanities and Theology, Riksbankens Jubileumsfond, Swedish Collegium of Advanced Studies, Stiftelsen Erik och Gurli Hultengrens Fond).

2 The figures come from the reports of the Heads of Division, and may be calculated in slightly different ways depending on whether funding is placed in different departments, and on the period considered. Other figures received by the ERE from HoD are (for the period 2008–2013): CS: SEK 67 255 167 PP : SEK 16 280 000 TP : SEK 42 782 874

There are at present 42 research projects within the Department (both individual and collective), most of which receive specific financing. As indicated above, the sources of financing are diverse, and this reflects an excellent capacity on the part of all researchers to apply for research money and to master its various rules, both at the national and at the international level, since members of the Department have started applying to European agencies.

These figures reflect several important facts:

(i) This important increase in external funding, which shows that the Department of Philosophy is fully adapted to the contemporary context of academic research, where applications for external grants have become vital, has allowed the recruitment of a large number of doctoral students, of postdocs and of researchers, and allowed more research time for the permanent staff. More than SEK 26 million in 2013 within the total budget for research comes from external funding.

(ii) The proportion of research with respect to teaching in the Department is very high for the following reasons: most professors devote 50% of their time to research, the proportion of lecturers is rather reduced, and teaching in the Cognitive Science division is done only at the Master's level. Only a few doctoral and postdoctoral students participate in it.

(iii) On the one hand, this situation, as the self-evaluation written by the Head of Department notes, is very satisfactory in that it firmly orientates the LU Department of Philosophy towards research. Also, the fact that researchers are very successful in their successive applications creates a continuity without which there can be no good research. On the other hand, this situation is a source of insecurity, for the Department depends heavily on external funding, and there is no guarantee that the members of the Department will be as successful in their applications in the future, or that the sources of financing will be constant. This is, however, not exceptional, given the way research is funded today.

Up to now, and for the period concerned, the common features of the research in the Department of Philosophy are the following:

1. The unity of its location in the beautiful Kungshuset building, which gives space for seminars with its large lecture rooms, working space for researchers and frequent opportunities for interaction, and a unique atmosphere, which is in some ways comparable with other university settings such as Göttingen or Oxford. Kungshuset is a very important factor of integration in that respect.
2. A large library, reflecting both the tradition of philosophy in Lund and its specialisations, good access to electronic resources and good computer environments.

3. A good administration, with a permanent staff of two persons, a librarian, and a computer technician. The Head of the Department is a senior lecturer in Practical Philosophy and devotes a lot of time to this function and to other collective duties, often to the detriment of his own personal research.
4. A strong structure of regular research seminars, allowing both interactions within each division and almost weekly guest lectures, and the organisation of the many conferences and regular invited lecturers of the department. All are announced on a well-managed and informative website, which makes a large amount of the work of each division available, including a special website for Cognitive Science.
5. A cooperative spirit among its members, allowing a lot of internal and external interactions (although apparently less with the Faculties of Humanities and Theology than with other departments and with other Swedish universities).
6. All the divisions have a good relation to teaching, in spite of the imbalance between teaching and research posts.

The context of the research is specific to each division, depending on their respective relation to teaching, their degree of involvement with other units, and their internal articulation.

The *Cognitive Science division* is the most integrated. Most of its efforts are devoted to research. Since Cognitive Science is an interdisciplinary subject which requires prior knowledge, it is rarely taught at the undergraduate level. In Lund it is taught only at the Master's level, which is itself strongly research-oriented. Nine PhDs have been awarded during the period 2008–13. All researchers and PhDs work and publish in English, and since the establishment of the division, all but one of the 28 theses have been written in English. The level of collaboration between students and more advanced researchers is very high: there is a lot of teamwork, and there are many joint publications. The division is well connected both to other departments at LU (robotics and computer science in particular), and there are many partnerships with both Swedish and other universities in the world (including Stanford, UCL, Oxford, Cambridge, Max Planck Leipzig, and Sydney). There are also good connections between the CS division and the other divisions of the Department, in particular with Theoretical Philosophy, and one professor at least in TP is associated to the CS division in her research. Teaching is limited in relation to the rest of the Department.

The *Practical Philosophy* section is also highly unified around its research themes. It is, however, less empirically oriented than the other divisions, although applied ethics is well represented (medical ethics, environmental ethics). The connection between research and teaching is strong both internally and externally, all the researchers being involved in teaching, and the division is part of the Swedish network of intensive philosophy courses. The level of cooperation between doctoral students and professors is very high. Most of the researchers have strong opportunities for lecturing abroad and the funding allows many students to attend conferences and to travel.

The *Theoretical Philosophy* division is the largest in the Department and the most international in its composition (with researchers from Italy, France, Germany, Denmark, Scotland, Iceland and Poland, and a number of affiliated researchers abroad). It is very diverse in its subjects, which range from metaphysics to Cognitive-Science-inspired philosophy of mind and epistemology. Each of the three professors has his or her own sub-group – epistemology and philosophy of science, metaphysics and collectivity, cognition and communication (ComCogLab). There are a number of interdisciplinary projects (such as the Knowledge and Information Quality Research group, LUIQ, and the Information Practices research group headed by Professor Olof Sundin in Information Studies at the Department of Arts and Cultural Sciences) and strong connections abroad (e.g. with various European psychology departments and Institut Jean Nicod in Paris, with the European Epistemology Network, which combines several European departments in epistemology, and with the epistemology group in Copenhagen). In the period from 2008 to 2013, it has organised a large number of conferences, lectures and seminars.

In spite of their separateness, there are good interactions between the three divisions: physical space is largely common, and the people from the three divisions share a number of interests in several fields, for instance issues to do with cognition and communication in TP and CS. There are bridges between studies in social ontology in PP and inquiries into metaphysics in TP, and between ethics-related issues in PP and studies of democracy in TP. It should be noted, however, that in spite of some connections within specific research projects, there are not many sustained interactions of the Department of Philosophy with the HT Faculties.

Through grants and funding by the Department, all researchers, including PhD students and junior researchers, have been able to receive travel money to attend conferences and workshops, which are a vital part of the work done in Philosophy.

Output of research

As already noted above, the research output of Lund philosophers is very impressive, both quantitatively and qualitatively.

The total number of theses produced during the 2008–13 period amounts to 19 (10 in CS, 7 in TP, 2 in PP), which is an average of two theses per year. The number of Master's degree projects is important, too.

The value of this research is shown by the number of conference invitations, including invitations to give keynote and guest lectures, which many of the researchers have received, as well as by the lectures which the Department itself hosts, in particular the famous *Pufendorf Lectures* delivered each year by a major figure in contemporary philosophy, which play a great role in the reputation of philosophy at Lund. Several of the researchers are editors of journals or members of editorial boards; they participate in committee work and other important institutional tasks.

Overall, the Department has produced more than 400 journal articles or book chapters during the period, 28 monographs, and 20 collective volumes. Many (if not most) of these publications are the products of joint work, often involving more than two researchers. A number of these have appeared with major international journals and publishing houses, such as Oxford, Cambridge, Springer or MIT, but also with very good Swedish publishers. Internal publications, preprints and working papers help research to be channelled at earlier stages, and show its dynamics. Most researchers are strongly involved in what is today probably a major (but often not very visible) task of all publishing academics – the peer-reviewing of articles and books.

Cognitive Science

The CS division has produced the following publications during the period 2008–13: 154 journal articles or book chapters, 2 books, 3 collective volumes (not counting working papers, conference abstracts and preprints). Most of the articles are published in English, many in top international journals such as *Cognition, Current Biology, Animal Cognition, Memory and Cognition, Journal of Experimental Psychology, Journal of Computer Studies* and *Science*. Many of these articles have received a lot of scholarly citations.

The CS division works on Cognitive Science both at the theoretical level and in experimental research. Peter Gärdenfors is one of Sweden's most famous philosophers. His work on belief revision in the 1980s has created a new field, which has inspired work in non-classical philosophy and logics and in computer science, and it has been very influential in philosophy and in epistemology as well. His more recent work on conceptual spaces presents a groundbreaking scheme for the study of meaning, thought and reasoning which bridges the gap between two styles of approach in cognitive science, the 'symbolic' one and the 'connectionist' one. The publication in 2013 of his major book *Conceptual Spaces: The Geometry of Thought* promises to have as much impact as his previous work *Knowledge in Flux* had in the 1980s. Two of the researchers in CS have made a major finding in psychology: choice blindness, the fact that people are blind to their choices; and they have developed a research paradigm in their laboratory. A very interesting book was published on the relations between vision, concepts and speech, *Discourse, Vision and Cognition* (Amsterdam, Benjamin, 2008). Other groups in the CS division have conducted studies which are both theoretically strong and lead to practical applications: on goals and planning in primates, on teaching mathematics, on mental imagery and eye-tracking, on reasoning and decision-making, and on robotics. One group has created an infrastructure for system modelling. Overall, the research in cognitive science in Lund has invented its own style, and it plays a leading role in shaping the domain.

Practical Philosophy

PP has produced more than 110 publications during the period. The Department is home to one major philosophical journal, *Ethical Theory and Practice*, co-edited at present by Björn Petersson, and to a new journal called *De Ethica* (edited by Magnus Agnefors). Wlodek Rabinowicz is on the boards of two major journals.

The PP section has published more than 110 journal articles during the period from 2008 to 2013, many in the best journals such as *Philosophy and Phenomenological Research, Philosophical Issues, Synthese, Erkenntnis, Utilitas, Proceedings of the Aristotelian Society, Theoria, Ethical Theory and Moral Practice*.

The researchers cover more or less the entire field of ethics, with a strong emphasis on meta-ethics and the use of formal methods. Wlodek Rabinowicz's work stands out, both by the sheer size of his output (almost 40 % of the total of publications, more than 50 conference and lecture-series invitations) and by his importance for the whole field of the foundations of ethics: the theory of values, rationality theory, decision and game theory, probability theory, the semantics of moral statements and deontic logic, but also theories of democracy, the metaphysics of free will and logic. A number of the other researchers share an interest in these issues, with different emphases and domains: social ontology, theories of agency, responsibility and freedom, theories of justice and desert, practical ethics and the philosophy of law. A major book, *Personal Value* (Oxford University Press), published by Toni Rønnow-Rasmussen, has received a lot of attention and positive critical appraisals.

There is clearly a Lund school in value theory and in ethics, with its own methods and style, which is both strongly connected to what is done elsewhere (in particular in St Andrews, Oxford and the London School of Economics) and coming from a distinctive and well-known Swedish tradition in ethics, legal theory and rationality theory. Among the most important analyses produced recently by the Lund ethicists are those of value relations, which are both extrinsic and final. The distinctive style of the Lund ethicists consists in their rigorous approach to ethical problems and in their use of formal methods, in particular from probability theory, decision and game theory, which are conducive to a clear view of assumptions and results.

Theoretical Philosophy

With more than 157 journal articles produced during the period, 97 book chapters and 28 books, not counting encyclopedia articles and reviews, the TP division is the most productive of the three divisions of the department. This productivity in the present period is clearly linked to the great increase in external funding, but also to the dynamism and cooperative spirit of all the researchers involved. As in the other divisions, publishing is mostly in English, in the best international journals, such as *Synthese, Erkenntnis, Studia Logica, Philosophical Studies, Theoria* and *Dialectica.* Theoretical Philosophy covers a large number of topics: metaphysics, general epistemology, formal epistemology and formal philosophy of science, general philosophy of science, philosophy of mind and cognition, philosophy of language, logic and philosophy of mathematics, argumentation and communication theory, theory of information systems and theories of democracy. There are large overlaps with the other divisions of the Department, especially with the philosophy of cognitive science, which is studied in particular by Professor Ingar Brinck and her ComCogLab, probability theory and issues in social ontology. The fields which are the most original in recent research published within TP are the metaphysics of causality and the metaphysics of explanation (with the work of Professor Johannes Persson), analysis of universals, reliability theories of knowledge, the philosophy of information and learning, the semantics of compositionality, theories of perception and of embodiment, social ontology and social epistemology. During the period 2008–2013, Erik J. Olsson's book *Against Coherence* has appeared in a second edition (Oxford 2008) and led to further research and many articles. Jan Hartman's textbook on qualitative methods in social sciences is one of the most cited works in that field. Among the works produced in the period are an important thesis on compositionality and several collective volumes, including one on mental causation published with Oxford University Press, one on belief revision and the philosophy of science published with Springer, and one on argumentation theory and Bayesianism. The TP division has also created virtually new fields of research: on the philosophy of information and the Internet in relation to social epistemology, on the use of belief revision methods in the theory of argumentation and in juridical decisions, and on the phenomenology of perception and in social cognition. Promising work is forthcoming by a group of young researchers on logic and philosophy of mathematics in the TP division.

Teaching and research

Most research in philosophy cannot be divorced from teaching. Students at the undergraduate level form the potential future group of postgraduates, and even when they do not pursue philosophy studies at the graduate level, what they learn is strongly influenced by research. In addition, researchers need contact with students, both to be better integrated in the common work of the Department and because teaching is an excellent means of explaining one's research.

The particular situation of Cognitive Science is described above. The CS division envisages a Bachelor's programme in Cognitive Science in the future. This would be most welcome, but it is hard to realise. The situation in TP and

PP, as the Head of Department notes, is in general satisfactory, with most of the permanent staff teaching at the undergraduate level, although the equilibrium between teaching and research is not always optimal. With about 250 students, mostly undergraduates, the Department of Philosophy has a significant teaching load. This report is not about teaching, but one can predict that the balance between undergraduate teaching and a large body of researchers is an important concern for the Department. The teaching, mostly in Swedish, must rest on the shoulders of a small number of permanent staff. One important aspect of both the research and the teaching environment, indicated by the Head of Department's self-evaluation, is the fact that, owing to the imbalance between permanent and non-permanent research positions and the relevant categories' relationship to teaching, there are actually two kinds of employees in the department: the permanent staff, who attempt to secure more time for their research, and the non-permanent staff who try to participate more in teaching. Another crucial factor is that undergraduate teaching is in Swedish, while most of the research is published in English, and a number of researchers coming from abroad do not have the learning of Swedish at the top of their agenda. This is, perhaps, one of the side-effects of the success in gaining external funding: the risk of a creation of a sub-culture of research in English to which undergraduates find it hard to gain access, a situation which can be observed in other similar departments in Europe (e.g. in Spain and Switzerland). But in Sweden and in the Nordic countries generally, the level of English being much better than elsewhere, the risk is limited.

Impact

It is hard to measure the impact of work in philosophy, especially when it is conducted, as is most of the research done by Lund philosophers, at the most theoretical level. It would be wrong, though, to say that the researchers in philosophy and cognitive science in Lund live in a sort of ivory tower. On the contrary, much of their research is orientated towards work with other disciplines and towards possible applications, and it is open to the broader public.

This is quite obviously the case with Cognitive Science, which is strongly connected within LU with the Departments of Psychology, of the Neurosciences and of Computer Science, and whose members often participate in the media (many articles in the Swedish press, in international media such as *The Guardian*, *The Times, Le Figaro, The Washington Post, Der Spiegel, CNN, BBC* and many appearances on the Internet and on radio and television). The CS division has published a successful collective introduction to cognitive science (*A Smorgasbord of Cognitive Science*, Doxa, 2008), and the methods of cognitive science are used in other fields as well as described to a large public. Peter Gärdenfors' presence in the media has been very effective, and the fact that he is a member of the Nobel committee for Economics attracts public attention. Cognitive Science also has a strong impact on issues concerning education, on which the members of the CS division are often consulted.

The PP division is both very theoretical and open to practical ethics (the environment, medical ethics, and law) and to topics which are of interest to society as a whole (issues to do with justice, democracy and legal reasoning); but its leaders admit that they have not published very much in the direction of the general public.

The TP division is remarkable in this respect. The fact that its work is very sophisticated and theoretical does not prevent it from being open to social and public issues in general, in particular through the work of the researchers engaged in the well-funded project *Knowledge in a Digital World: Trust, Credibility and Relevance on the Web*, which promises to bring major contributions to discussions about the nature of information, the so-called knowledge society, and communication theory. More work clearly needs to be done by the division to popularise their research in the media and outside academic circles, but given the 'trendy' nature of these studies and the originality of approach, that should not be too difficult.

The REF exercise in the UK demands that research evince a 'societal impact'. In spite of the pressures which society places on philosophers to demonstrate an immediate societal effect of their research, it seems to the present reviewer that it would be wrong to expect any kind of direct impact from very theoretically orientated research. This does not mean that research at the LU Department of Philosophy cannot be indirectly effective in this regard: to name only a few of the studies already mentioned – in risk theory, on the knowledge society and information in the age of the Internet, on the nature of collective entities, on democracy and the theory of voting, on social epistemology and on applied ethics, and in robotics and education – some of it is certainly likely to entail a considerable societal impact.

Verdict and perspectives

The research done at the LU Department of Philosophy is *excellent* (5). It has become common to rank universities and departments in various domains. These rankings are highly contested and unreliable, and the exercise is even harder in the field of the Humanities, especially in Philosophy. But if one pays attention to the number of publications, the bibliometric data (number of quotations in academic journals and other sources), the proportion between the size of the group of researchers and the overall context in Sweden and Europe, there is no doubt that the Department of Philosophy at LU can be ranked as the first in Sweden, and among the two or three best in Europe, where research is concerned. This is quite clear for Cognitive Science. There is good research in ethics in most Swedish universities, but no department is as strong in meta-ethics as the LU Department of Philosophy. Logic and philosophy of language are well represented in Uppsala and Stockholm, but no department is as strong as the LU one when it comes to epistemology and formal epistemology. What is done in Lund is clearly, compared to other Swedish universities, both original and outstanding.

RQ08 gave a very positive report of the research activities in the LU Department of Philosophy, at a point when the funding and output of research were considerably less than at the present time. Given that the Department has continued on this successful path, and that the volume, diversity and quality of its research have grown in huge proportions, the present reviewer cannot but express an extremely favourable view of the research of the Department. It is very rare for a research unit to manage to maintain its performance and to improve on its results. It is also clear that this success is due to the inventiveness and energy of the researchers, both permanent and non-permanent, and to their capacity to engage in collective work both within the Department and abroad while at the same time developing their personal research. These results are completely satisfactory, and suggest that the Department ought to continue on the same trajectory, which puts it in the position of providing the best, and among the most original, research in philosophy in Sweden as well as internationally.

The future, however, is not going to be so easy for the Lund philosophers, and there are grave dangers in sight if they fail to negotiate the coming curves on a rocky road. The present reviewer can foresee difficulties ahead for the LU Department.

A first difficulty, which was already prominent in the previous RQ08 report, is the fact that a large body of research is led by two senior professors who are soon going to retire (one in 2014, the other within a few years). This makes it urgent for the HT Faculties and the Department to ensure their replacement. On the one hand it seems obvious that, given the success of the research which has been done in the Department during the last ten years at least, the successors would have to be people who will work along the same lines – in Practical Philosophy and meta-ethics on the one hand, in the foundations of Cognitive Science on the other. Given the personalities and the original profiles of philosophers like Wlodek Rabinowicz and Peter Gärdenfors, it will not be easy. If the Department decides to hire people in the same fields, it is very likely that none of the candidates will completely match the profiles and scope of the departing professors. And if people are recruited who work on significantly dissimilar aspects of ethics and of cognitive science respectively, the continuity of the present research is in danger.

A second difficulty concerns the cooperation of the Department with other disciplines. The present state of its international cooperation is excellent. But it seems (as was noted in the RQ08 report) that its present cooperation within LU could be improved: with psychology, computer science, or medicine in particular (one of the professors in the TP section left for the Faculty of

Medicine, but it seems that there is no specific cooperation between this faculty and the Philosophy Department). Cooperation could also be improved with neighbouring universities in Denmark and with other Scandinavian universities.

The third kind of difficulty, probably the most pressing for the period to come, concerns the relationship between the Department of Philosophy and the HT Faculties. The Department of Philosophy is part of the Joint Faculties of Humanities and Theology and seems well integrated in terms of administrative structures. The move of the Department of Philosophy, along with other departments of the Faculties of Humanities and Theology, to the new LUX building means that the Lund philosophers will leave their present home, and that they will have to adapt to a new one. This move raises two kinds of issues: the first concerning office space and the availability of infrastructures in the LUX building, the second concerning the relations of the research done in the Department of Philosophy with the rest of the Joint Faculties, once this physical integration has been realised.

It is not part of the scope of the present report to comment upon the first issue, as the present ERE only has limited information about the history of the relevant decisions, but it appears to him important to mention that all the self-evaluations express very strong concern about this physical move. The research leader in Cognitive Science says that 'the main threat is that the philosophy department is forced, against the will of a great majority of its members, to move to a new centre for Humanities' and fears that it might be 'dissolved within a few years and drowned in an amorphous and inefficient mega-department where the cognitive scientists will be odd members', and he sees this as 'a threat to (the department's) identity as a cross-disciplinary and cross-faculty research group'. The research leader for Practical Philosophy finds the perspective 'quite frightening' and fears that this move will limit the autonomy of the various departments affected by the move to LUX, including the Department of Philosophy. The research leader of Theoretical Philosophy notes that although the members of the TP division already cooperate with other researchers of the HT Faculties, most of these members 'do not view their subject as an inherently humanistic one'. He also points out that there is now not enough workspace for further researchers in the LUX building, which will limit the Department's potential expansion. The Head of the Department of Philosophy echoes the views of his colleagues: 'Like an overwhelming majority of the Department's staff, including the three authors of the self-evaluations for our three disciplines, I am concerned about the consequences of forcing our department into the complex advertised as 'A house for Humanities and Theology' in 2014'.

This report does not have to comment in detail on Department members' fears regarding this future move, although it has to mention these, since the move will certainly affect not only the working conditions but also, to quote the self-evaluation of the Cognitive Science division, the '*esprit de corps*' which has up to now been one of the key factors in the success of the Department. Given that an improvement in research cooperation with Philosophy is envisaged as a potential effect of the transfer of philosophers to a new setting, the present report has to say a word about whether and how research in philosophy in Lund can be associated with other types of research performed in the Faculties of Humanities and Theology.

Apart from the teaching of undergraduates, which is indeed very important, there already exists some cooperation in research between the Department of Philosophy and other departments of the Joint Faculties of Humanities and Theology (for instance the TP division has a group *Academic Rights Watch* in cooperation with the Centre for Theology and Religious Studies and another project with Information Studies at Cultural Sciences, mentioned above, and one professor in TP, Johannes Persson, is at present Head of the Department of Educational Sciences). But this cooperation is not very developed at the level of basic research. RQ08 reported the potential tension between the fact that the Department belongs to a Faculty of Humanities and the fact that its interdisciplinary projects go in directions distinct from those represented in the Humanities[3]. In spite of its focus on subjects such as semantics, logic, the philosophy of language, the philosophy of information and ethics, and in spite of the fact that the history of philosophy is an important part of the subject in many other departments of Humanities, the Lund Department of Philosophy does not seem to have many projects in common with the Departments of History, of Languages and Literature, or of Communication Studies, which all belong to the HT faculties. It is also striking that although Philosophy of Religion is, understandably, an essential component at the Centre for Theology and Religious Studies, there does not seem to be much contact between this Centre and the Department of Philosophy (by contrast, for instance, Philosophy of Religion is part of the Department of Philosophy in Uppsala).

On the one hand, one may regret that there are not more links between philosophy in Lund and other fields studied in the Faculties of Humanities and Theology. In that respect, the future proximity in the same building of philosophers and representatives of other disciplines in Humanities and in Theology might, as the 2011 report from the Scientific Advisory Board of the Faculties of Humanities and Theology says, 'encourage contacts between the disciplines', and lead to common projects. On the other hand, if one considers the nature of the research done by the Department of Philosophy in its three present divisions, it is understandable that their researchers express some reluctance to see their subject as primarily humanistic (whether or not

3 'The Institute finds the current faculty structure to be a hindrance to its cross-disciplinary efforts and ambitions; today in Lund as well as internationally, philosophy is by no means confined only to partners within the Humanities. Psychology, Medicine, Medical Ethics, Physics, Biology, Mathematics, Computer Science, Information Science, Political Science, Gender Studies, etc can be readily envisaged as more likely partners in research than the traditional humanities disciplines' (RQ08 report, Panel , 4; p. 140)

it is inherently so). The tradition, the culture and the methods of the Lund philosophers, as they have worked for more than forty years, are different from the traditions which predominate in most departments of Humanities. With its emphasis on experimental and scientific methods in Cognitive Science, and on logic and formal models in the two other divisions, this style of research is not easily adaptable to the kind of research which is currently done in the Humanities and in Theology. This does not mean that it ought not and could not be so adapted. In the past, there have been Lund philosophers (like Sören Halldén) who successfully combined formal work in analytic philosophy with a humanistic outlook. Cohabitation in the same building may improve such contacts in the future. But it seems to the present reviewer that this would involve, if these contacts were to produce joint work with other departments, important redirections on both sides, and would probably be a hindrance for the kind of specialisation which is inherent in present-day research in philosophy and which the Lund philosophers have so far illustrated in an excellent manner. It seems, however, that most researchers in philosophy in Lund are not prepared for such a state of affairs, and that they hope they will be able to continue on the same path. So a suggestion of the present reviewer is that both the Joint Faculties of Humanities and Theology and the Department of Philosophy state their objectives for future research and potential cooperation clearly in order to be able to arrive at a better view of where they want to go. In many ways, the Department of Philosophy is now at a crossroads.

In the light of these reflections, the present reviewer hopes that the HT Faculties will do their best to preserve not only the spatial and administrative autonomy of the Department of Philosophy, but also that the Department of Philosophy will be able to continue its present successful research along very similar lines, placing theoretical objectives at the centre of its activities, irrespective of whether this research leads on to societal applications or adaptations to humanistic concerns. These applications and concerns, to paraphrase Spinoza, have to come in addition to academic virtue, not as its primary aim.

Ian Hodder

An evaluation of research at the Department of Archaeology and Ancient History

The research of the Department of Archaeology and Ancient History needs to be evaluated against the Strategic Plan for Lund University 2012-2016. The Strategic Plan starts with a statement that the University has international, national and regional goals. The Mission refers to global challenges, and 'internationalisation is … a key strategy for Lund University'. There is an overall focus on cross-boundary collaboration and on strengthening the Humanities within those collaborations within the university. There is also a strong focus on quality of research, excellence and leadership.

The research of the Department also needs to be set in the context of the Strategic Plan for the Joint Faculties of Humanities and Theology 2013-2017. This starts with a re-emphasis on international, national and regional roles, asserting that knowledge shall be gained in interaction with leading national and international research environments. There are descriptions of the ways in which the Joint Faculties prioritize various aspects of international engagements, and it is stated that 'the international perspectives need to be strengthened'. There are also strong statements about the involvement of the Joint Faculties in cross-boundary collaboration, within the university and without, including with business, schools and other public bodies. In addition, there is a clear commitment to quality enhancement, leadership and excellence. Indeed, 'quality enhancement is the most important and is placed above the others' – that is, above other strategies identified by the University.

This report will thus return throughout to the issues of the global impact and presence of the Department of Archaeology and Ancient History, its involvement in cross-boundary research and activities, and its quality. The report is based on documents provided, including the HTRQ14 self-evaluations and the statement from the Head of Department, and on the Department's website. It is also based on reading the publications sent or available on the website or on the web more generally. This report has been constrained by a lack of certain types of document. For example, it has not been possible to evaluate the research of staff against their teaching and other commitments, since information was not provided about teaching and administration. No information was provided on numbers of applicants to PhD programmes. Nor was information provided on student evaluations of research supervisors (this seems a major failing). It would have been helpful if numbers of publications in peer-reviewed journals could have been extracted for the purposes of this evaluation. A much fuller and more adequate report could have been written after a site visit. For example, it was very difficult to evaluate how active were research groups listed on the Departmental website – was the lack of activity in some cases on the website a sign of being moribund, or a sign that the website had not been updated, or both?

This report also responds to RQ08. The latter provides a helpful and broader contextualization of the Department and the Joint Faculties of Humanities and Theology. In particular, the wider pressures on younger researchers, for example regarding teaching, are made clear, and the limited amount of core funding available from the University for their permanent employment is evident. The average age for PhD graduation across much of the University is between 30 and 40. Also notable is the way that the University draws much of its talent from its own graduates. Another component of the RQ08 report is (paragraph 88) the importance of larger groupings of units within the University, thus allowing flexibility as new research directions and inter-disciplinary collaborations emerge. The RQ08 summary regarding the Department of Archaeology and Ancient History describes a strong and large research environment. The Department scored 'very good' in RQ08 in relation to quality of research, collaboration, and future plans. Nevertheless, grants for research had at that time decreased, and the organization of the Department was described as complex and disordered. Coming generation changes were noted, as was the need for strong leadership given those changes.

This report is organized in relation to the guidelines for external research examiners, HTRQ14.

Introduction

The Department of Archaeology and Ancient History contains four divisions: Archaeology, Historical Archaeology, Historical Osteology, and Classical Archaeology and Ancient History. This is a relatively large grouping and provides a breadth that is only elsewhere available in Sweden at Stockholm. There has been much change of staff since the RQ08 review. Since 2010 there have been new and replacement posts for 1 professorship, 5 senior lecturer positions, and 2 associate senior lecturer positions. In addition, three senior lecturers were promoted to professors. This important series of appointments has led to significant generational change since 2008, with well-known and well-established figures replaced with younger names. After a period in which no new doctoral studentships were recruited, there is now a pattern in which two of the divisions appoint a doctoral student every other year.

The content of research

The HTRQ14 self-evaluation makes no attempt to identify the profile of the research of the Department of Archaeology and Ancient History as a whole. The separate statement by the Head of Department also makes no attempt to define any coherent profile. Indeed, the statement starts by saying that the four divisions in the Department have differing traditions united only by the study of ancient societies, such that 'this breadth is the department's strength'. The avoidance of any attempt to create intellectual coherence at the Departmental level will be discussed further below. An exciting new direction in digital archaeology has been reinforced by an imaginative appointment, of value and reinvigorating for the Department as a whole. The new appointment is housed in the division of Classical Archaeology and Ancient History and there is talk of creating another separate division of digital archaeology.

Following the HTRQ14 self-evaluation, the content of research will be considered by division.

In *Archaeology* there were, at the time of writing the self-evaluation, 4 researchers (2 professors and 2 senior or associate senior lecturers) and 10 doctoral students. 6 main fields of research are identified: empirical, site-related, thematic, methodology, critical and popular culture. Themes include crafts, religion, identity, human-animal relations, cultural evolution, history of science. This is a rather broad and inclusive list that says little about the specific interests of the Department. Overall, there is a self-identified lack of large dominant research projects and as a result a rather fragmented research environment (self-evaluation p. 8). There is a good number of applications submitted for existing and new internal and external research networks, such as those based around the Scanian Neolithic, Uppåkra, and the New Sweden project on the Delaware River. There is an impressive record of placement of PhD graduates in employment. There are strong research groups such as the Roads to Midgard (archaeology of religion) project that involves a long-term perspective on Nordic paganism and has resulted in 15 publications (PhD theses, anthologies and monographs). The Storage Archaeology project is particularly interesting and innovative. Overall the range of research projects is impressive, though some have had less impact than is claimed in the self-evaluation. For example, the cultural-heritage research and the project Tidsresan are claimed to have 'international significance', but there seems to be no website, and the citations on Google Scholar are very low (all 5 or less). There is an active series of weekly research seminars, and workshops of larger and regional scope are also organized. There is also evidence of good national, regional and international networks. The lists of internal and external networks and collaborations on pages 10-11 of the self-evaluation are impressive.

In *Classical Archaeology and Ancient History* there is a professor and lecturer. This is a decrease in capacity since RQ08. There are 4 doctoral students, the small number being a result of the gap in any admission of new doctoral students between 2002 and 2009 because of financial restrictions in the University. An important aspect of the division is its links to the Swedish Institute in Rome, and the field and documentation project at Pompeii is undoubtedly impressive (see below). The appointment of an Associate Senior Lecturer in digital archaeology is imaginative and exciting and could very much put the division and Department 'on the map' at the global scale in this area of research. The Department is very fortunate to have attracted this appointee to Lund. There are weekly seminars and good regional and international networks of research based around a number of projects, such as on the early use of burnt bricks in Europe, and on the architectural remains of shipsheds. There are thematic foci on buildings, urban environments, innovation and digital archaeology. The division's self-evaluation says that the research of the division 'has never been consciously profiled' and that profiling came about 'de facto'. The profile identified is very broad ('orientation towards a historical era, and primarily the study of the Roman and Hellenistic period'). Attempts are being made to create more coherence: weekly seminars focus on themes such as innovation and rurality.

In the *Historical Archaeology* division there are 2 professors, 2 senior lecturers and 9 active doctoral students. The profile is again very broad, defined as study of 'the intersection between material culture, texts and images', traditionally in southern Scandinavia in the Viking and Middle Ages, but increasingly over broader areas and time periods. There is an impressive number and range of research topics, including work with the Archaeology division on the New Sweden project, and the work, again with Archaeology, on the Roads to Midgard project. An important international project termed 'The people of the book' explores Islamic and Jewish perspectives on medieval Europe. PhD students have been placed in a wide range of positions, in many different countries. The list of research seminars, collaborations and networks, conferences and trips listed in the self-evaluation suggests a research environment with much vitality.

The *Historical Osteology* division has 1 professor, 1 senior lecturer and 7 doctoral students. Its profile is more linked to the natural sciences than the other divisions, and is defined as the use of bone tissue to study history. It is a relatively new sub-discipline normally studied in other parts of the world as part of the wider topic of bioarchaeology. The division has seen growth since 2009 with a 1 to 1.5 increase in permanent teaching staff, as well as a significant rise in the number of students. The research profile is again diverse, ranging from the health impacts of the use of milk in the Neolithic of southern Scandinavia to animal bone studies in the Aegean Bronze Age to the effects on human populations of the 14th century Black Death. There are several collaborations with other projects in the Department such as Uppåkra, as well as collaborations with other universities such as Oxford, Copenhagen and Gothenburg. There are indications of the establishment and promotion of research networks and involvement in conferences.

None of the divisions in the Department claims any distinct theoretical or methodological perspective, all seeming to embrace pragmatism and diversity. Despite the focus on breadth and diversity in the Department as a whole, there are ways in which the Departmental divisions do interact. There is much mention in the documentation of the new direction into digital archaeology that many see as significant in linking together different parts of the Department and creating a powerful new research direction for the Department as a whole. There are several joint research projects that are described below under 'Research environment'.

In addition, the profile of the Department as a whole is identifiable in its commitments to field projects. Much archaeology is of course site-based, and there are 3 'archaeological investigations' listed on the www.ark.lu.se website. Uppåkra is an Iron Age city where investigations headed by Lars Larsson have been taking place for some time. There is a dedicated website and a large number of publications. This is a large and impressive project with multiple dimensions, albeit directed by a retired member of staff. Hovdala is a medieval castle excavation linked to Anders Ödman, but little information is provided on the Departmental website; similarly regarding the project at Rönneholm bog.

An important field project is the Swedish Pompeii Project, based around fieldwork in insula V 1 headed by A-M Leander Touati. This is exciting and impressive work with an excellent portal at its website that is a combined research and publication platform. The project includes restoration (with its important public function) and up-to-date use of 3D scanning. The website provides a history of excavations; it has plans, photos and brief descriptions of walls and rooms in buildings in the insula, and it provides bibliographies. This is an extremely useful open resource. The descriptions are clear and well organized, so the website does function as a research tool and as a publication platform. An interesting aspect is a section of the website looking at the impact of images of Pompeii in Swedish life since the 18th century, with the images made available.

The extent of research, output and scholarly impact

Some of the division reports in the self-evaluation show recent fall-offs in the quantities of publication. For example, the Archaeology division listed the total numbers of publications since 2008. The yearly totals vary between 29 and 36 from 2008 to 2011, but in 2012 the total falls to 16. This is explained as a result of generational change and the recruitment of new senior lecturers. The division of Classical Archaeology and Ancient History also lists its publications, allowing comparisons with the RQ08 review. The total number of publications in 2004-8 was 67, and this has fallen to 44 in 2008-12, the decrease being explained as a result of the decreases in staff and in doctoral students described under 'Content of research' above.

In order to see whether these decreases were part of a decrease in the Department as a whole, the numbers of books and articles published every year since 2000 and reported on the Department website were tallied, as shown in the following table.

Year	2000	01	02	03	04	05	06	07	08	09	10	11	2012
Books	12	11	5	12	7	15	12	16	10	12	9	0	0
Articles	37	25	22	24	30	27	29	28	19	18	28	16	22

Table 1. Numbers of books and articles published by year since 2000 based on 'Publications' listed under the Research tab on the Archaeology and Ancient History website.

The raw numbers seem good in relation to the research time available, although many of the articles are not in peer-reviewed journals and include book reviews and short reports. It would have been helpful if numbers of publications in peer-reviewed journals could have been extracted for the purposes of this evaluation.

Of course this list may not have been kept up to date (indeed I read 3 books published in 2011 and 2012 that are not listed on the website); besides, people's energies may have focused in recent years on publication through websites (such as in the case of the Swedish Pompeii Project); and there are the changes in staff over the time period. The fall-off is particularly clear if one compares the 4 years leading up to HTRQ14 (2009-12) with the 4 years leading up to RQ08 (2005-08).

Year	2005-08	2009-2012
Books	53	21
Articles	103	84

Table 2. Numbers of books and articles published in 2005-08 and 2009-12 based on 'Publications' listed under the Research tab on the Archaeology and Ancient History website.

It should be noted that the term 'books' in these tables largely refers to monographs and publications of PhD dissertations, often in one of the Lund series. The potential for international impact is thus constrained. There is one 'book' published in the BAR (British Archaeological Report) series of monographs, but hardly any publications in international presses or in university presses outside Sweden and Scandinavia.

A number of bibliometric instruments can be used to assess the scholarly impact of the publications of the Department. There are many difficulties in using Google Scholar to assess impact, especially for small subjects in the Humanities, and especially for those not writing in English. Nevertheless, there are archaeologists in Scandinavia who have books and articles 'cited by' more than 100 (and indeed more than 200 or 300). None of the articles or books published by current staff in the Department reaches such levels. For the professors and senior lecturers in the Archaeology division, the highest 'cited by' is 95, and the average number of citations for the top 4 publications for each professor and senior lecturer is 32.6. For the professor and senior lecturers in Classical Archaeology and Ancient History the highest 'cited by' figure is 18, and the average number of citations for the top 4 publications is 5.6. For the professors and senior lecturers in Historical Archaeology, the highest figure is 19 and the average is 7.7. For the professor in Historical Osteology, the highest figure is 21 and the average is 13. As noted above, there are reasons related to the size of these subjects, the ways in which the 'cited by' lists are collated, and the language of publications which result in these figures not giving an accurate indication of scholarly impact. But, as already noted, other Scandinavian scholars in Archaeology have much higher 'cited by' figures in Google Scholar. Even taking the various problems in the figures into account, many of the citation figures are too low for the Department, the Joint Faculties and the University to be able to claim a global impact.

Other citation indices mentioned in the HTRQ14 guidelines provide even less coverage of the Humanities. In the Web of Science database in the ISI Web of Knowledge, most professors and senior lecturers in the Department have few or no citations listed, an exception being Olausson whose numbers match those of some well-known archaeologists in other departments in Sweden. The nature of this citation database is most clear in that the division of Historical Osteology fares much better than the others, with the highest figures in the whole Department being for Ahlström. On an international level, however, the numbers are low. Scopus provides information in a rather different form, though again the focus is on science. The division of Historical Osteology does comparatively well. Archaeologists in other departments in Sweden that I looked at had been cited by between 5 and 52 documents in Scopus since 1996. Most professors and senior lecturers at Lund have no documents cited in Scopus, except again for Olausson, Ahlström and Liebe Harkort.

On the Departmental website at www.ark.lu.se, under Research, Postgraduate Education, there is a list of ongoing dissertations by division. This list gives a good sense of research activity at the younger end of the spectrum. For the Archaeology division there is an impressive amount of research being conducted.

It is mainly in the Scandinavian/Swedish area, but on a good range of time periods and topics and with a good mix of theory and data application. Similarly, the Historical Archaeology division has a good number and good range of topics being studied in a wide range of periods. 2 projects are listed for Historical Osteology and 5 for Classical Archaeology and Ancient History, all in Italy.

Members of the Department play important roles in terms of wider disciplinary responsibilities, particularly regarding membership of learned societies, presence at major conferences, editorships, and sitting on research committees at varied levels. The Department plays important roles in Swedish archaeology and heritage in this respect.

The role of external funding for research

As noted above, the RQ08 report described a decrease in grants for research. That trend has now been reversed. From 2003 to 2009 the research funds fell from SEK 18.2 million (with external grants comprising 53%) to SEK 10.3 million (with external grants 23%). Since 2009, research funding has increased to figures closer to 2003 levels. This is impressive and gratifying, especially in times of restraint and when the Swedish Research Council is approving less than 10 % of applications in the Humanities and Social Sciences.

The research environment

Physically the research environment has been divided between several buildings, and this has contributed to fragmentation. The planned move to LUX will allow the whole Department to be located in the same place, thus contributing significantly to synergistic activities.

There seems to be an overall focus on supporting and encouraging individual research, while at the same time there are group seminars and several research teams that seem very positive for the research environment.

It is apparent from the www.ark.lu.se website that seminars take place each month in the 'Archaeology for All' series, and in addition there are monthly Lunch Seminars for the Department as a whole. But the greatest activity occurs at the division level with weekly seminars for the Archaeology and Historical Archaeology divisions. There was no evidence of weekly seminars in the other divisions on the website, but the Classical Archaeology division's self-evaluation refers to regular seminars since 2010, 'almost every week'.

The new focus on digital archaeology is important in creating common research interests. Also significant is the 'Scanian Neolithic Network' directed by Lars Larsson and networking researchers from the Department, Södertörn University, the Swedish National Heritage Board and Sydsvensk Arkeologi. This is directed by a retired member of the Department. However, K. Jennbert heads a Scanian Neolithic research group listed on www.ark.lu.se that has members from all 4 divisions as well as from outside the Department.

Another example of collaboration is provided by the Magasinsarkeologi Project headed by Jennbert and with researchers from 3 of the divisions. This is an important and innovative project dealing with the storage and management of archaeological documentation and related to wider ethical questions. It is difficult to find out much about the project from the www.ark.lu.se website.

On the website other research groups are mentioned. For example, a group entitled 'Craft' is headed by Deborah Olausson and has run since 1989. It has members from 3 divisions as well as from outside the Department. This is an interesting topic though there is little evidence of current activity. Another research group is translated as 'Book People' and involves Islamic and Jewish perspectives on medieval Europe, headed by Mats Roslund. There is no list of publications and no list of participants. Another research group on burial archaeology headed by Fredrik Ekengren has members from all 4 divisions. There is 1 publication listed. It is overall very difficult to ascertain how active these research groups are.

There is evidence of a supportive research environment for younger researchers. Collegial support is provided by a 'think tank' in which senior researchers provide feedback to juniors regarding research applications for funding.

On the other hand, there is some indication (difficult to ascertain without a site visit) of the stresses that must be felt by younger staff and researchers about long-term employment. Short-term and soft funding can dry up, and substitutes can be replaced. Younger staff members in particular have little time for research given teaching and other pressures. The self-evaluation by the division of Historical Archaeology (p. 15) notes that research time is difficult to maintain given administrative tasks 'which have not been factored into any formal planning or timetabling'. The self-evaluation by the Archaeology division notes that there is insufficient research time, especially when research time gets split up due to other Departmental activities. The pressures seem on the verge of unbearable. The same self-evaluation states that 'individual researchers need to crucify themselves in order to be read, to be seen.'

The main question is whether the separation of much research activity by division is productive – or whether greater integration would be preferable. As noted above, RQ08 thought that the organization of the Department was complex and to some degree disordered. The report from the Head of Department for HTRQ14 provides little discussion of how the Department holds together as a whole and what are the themes that pull together the divisions into a whole. Similarly at the divisional level, there is often a celebration of diversity rather than a focus on coherent research themes. Thus the Archaeology division's self-evaluation identifies as a weakness its lack of large research projects and its fragmented research environment. It is difficult to assess the overall extent of this fragmentation at the Departmental level. One clue is that the division of Historical Archaeology's self-assessment states that (p. 11) for a few years 'the four disciplines at the Department tried to coordinate an introductory semester-long course at undergraduate level, but this resulted in a decreasing number of students'. The implication here is that arranging joint teaching at the Department level has proved difficult, which is probably linked to a relative lack of integration at other levels (research). (For further discussion see Comments below.)

Many of the research interests and publications have a South Scandinavian focus. In addition, despite some significant and notable hires from outside Lund and Sweden, of those professors and senior lecturers for whom I could find information the majority had at some point been educated in Lund.

Some problems are identified in relation to library resources: the division of Historical Archaeology argues that the current situation 'is not satisfactory' in terms of resources and physical space. In terms of laboratories, there is the expectation that there will be opportunities for material research at the new MAX IV Laboratory in Lund. There is a need to develop laboratory facilities for digital archaeology in collaboration with other units in the University. It was not clear to the reviewer whether researchers in the Historical Osteology division had access to stable isotope and ancient DNA laboratories. There is much dependence on and collaboration with a wide range of museums in the area and region. These provide an important resource for teaching and research that appears to be well used at all research levels.

The relationship between research and teaching

This is very difficult to evaluate, as no information was provided on teaching and there was no feedback or evaluations provided from students or young faculty. The impression is gained that young faculty have to bear the brunt of teaching. This is very negative. In fact, it is older faculty that should bear the brunt of teaching and administration so that younger faculty have time to conduct original research and build careers. This is the way teaching and administration are handled in many universities in the USA.

Generational balance and plans for future staffing

Currently there are 6 staff at the professor level, 5 senior lecturers/readers, 1 senior lecturer and 2 associate senior lecturers. The distribution of posts is thus top-heavy, although there are good numbers of younger members of the Department that are affiliated and on soft money of varied types. The pattern may be part of an overall university policy effectively critiqued in RQ08, whereby younger researchers have to depend on external sources of funding.

Potential and outlook

In the not too distant future three professors will be retiring, thus continuing the major generational shift that has been taking place recently. There seems little planning for this at the Department level. The report by the Head of Department provides little in the way of future plans, and the reports from the divisions similarly say very little in the way of coherent structured planning. A wish is expressed by the Head of Department for digital archaeology to be developed as a separate unit. Digital archaeology creates links to all divisions, and it could alternatively be seen as a way of contributing to coherence and integration.

Language issues

A good amount is published in English, and there are English abstracts and summaries in many of the publications in Swedish. While publication in Swedish undoubtedly contributes to the low bibliometric scores, other strategies of publication could also be pursued (see below).

Publishing strategies

A very distinctive and important contribution made by the Department is its publication of numerous series such as Acta Archaeologica Lundensia and Lund Archaeological Review. This is an impressive and important service that in the case of the Acta has been continuing now for 60 years. These series certainly add to the standing of the Department and University in major ways. The quality of publication is very high. The annual Lund Archaeological Review claims to have an international scope and reputation, and it is peer-reviewed. However, the articles it publishes are predominantly Scandinavian in topic and area, despite some themed issues. This publication and the monograph series seem largely to be of regional interest.

As noted above, many of the 'books' published by staff are monographs published locally, and there are hardly any publications in international presses or in university presses outside Sweden and Scandinavia. In its self-evaluation, the division of Archaeology points to its own publication series (Acta Archaeologica Lundensia etc) and asserts that 'we have published less through publishing houses'. In the self-evaluation of the division of Classical Archaeology and Ancient History, the number of peer-reviewed publications was 28 out of 67 in 2004-8 and 14 out of 44 in 2008-12. These numbers suggest a lack of, and indeed a lack of concern with, peer-reviewed publication. This is a major drawback, and all staff could be encouraged to publish in major international publishing houses and peer-reviewed journals.

The quality of publications

I was able to read 17 books, edited volumes and articles sent to me, as well as a number of additional articles available on the web. Overall the publications are of a very high quality, they engage in issues of significance and are in touch with wider theoretical trends, and they show scientific rigour. The scope is mostly regional, though there are important exceptions. Indeed one could characterize the publications as being theoretically engaged but set within traditional high-quality empirical research of a mainly regional focus. There is a tendency (though again there are exceptions) for theoretical perspectives to be locked into a 1990s agenda (rather than engaging with current themes). Very distinctive is publication using Lund's own publication outlets. These are of the very highest quality, and Lund has much to be proud of in the quality of these series; but greater use of external avenues of publication might encourage less regionality, more up-to-date theory, and more adventurous analytical strategies.

Below are a series of comments on particular publications and groups of publications on which I based the above comments.

For the *Archaeology* division, I was interested to read the volume by Jennbert (2011) on 'Animals and Humans', published by the Nordic Academic Press in Lund. This was written as part of the Roads to Midgard project and focuses on the role of animals in Old Norse religion. The theoretical perspective is derived from Bourdieu's (1977) idea of habitus but is largely couched in terms of scholarship in archaeology and history. It eschews larger and more current anthropological perspectives such as Ingold and Descola, and in this way is very unlike N. Russell's (2011) book on 'Social Zooarchaeology' which in many ways has similar aims. By working back and forth between detailed archaeological contexts and Norse texts on animals and rituals and religion, Jennbert builds up an intricate account of past mentalities regarding animals. The volume nicely balances scholarship with a desire to reach a wide popular audience. The volume is high-quality, fascinating, well-researched and impressive. Unlike Russell's work, the volume remains very Scandinavia-focused and rests on an older theoretical perspective.

An example of a PhD publication in the Archaeology division is Högberg's monograph on 'Lithics in the Scandinavian Late Bronze Age', published by British Archaeological Reports. This is wonderfully assured, mature and well-informed; it demonstrates a maturity and sureness of touch that is rarely found in the more quickly produced PhDs in the US and UK. Theoretically the volume charts a way through a series of contemporary approaches from Latour to complexity theory, and engages with the French and US traditions of research on lithic analysis and sociotechnical change. The analysis uses use-wear and experimental archaeology, all beautifully illustrated and photographed. This is an impressive mix of theory and detailed analytical study.

Another doctoral dissertation in archaeology is Nord's (2009) 'Changing landscapes and persistent places. An exploration of the Bjäre peninsula', published in Acta Archaeological Lundensia. This describes and discusses the burial mounds and rock carvings using theories derived from Tilley, Ingold and Pred as well as Bourdieu and Giddens. There is a very high standard of reporting and publishing and very effective summary maps and synthetic discussions. The work is impressive; it could have sustained rather more analytical and quantitative research.

For the division of *Classical Archaeology and Ancient History* the 2010 publication by Leander Touati on 'Water, well-being and social complexity in insula V1' summarizes the work of the Swedish Pompeii Project that began in 2000. The text is published in the Annual of the Swedish Institutes at Athens and Rome. A lot of the text is very specific and descriptive, involving high-quality documentation of walls and floors excavated in the 19th century and made openly accessible on the project's website (see above). The detail is related to larger questions regarding the organization of the water and drainage systems in Pompeii, how the systems were controlled, and who benefited from them. The text looks at changes through time in relation to wider changes in the Roman Empire. Overall, this is very detailed, thorough, integrated, asking broad questions and linking into wider scholarship. This is an impressive contribution.

A very different publication is Leander Touati's introduction and catalogue for Gustav III's Museum of Antiquities. This prestigious and beautifully produced volume is published by the National Museum. The text describes the galleries and the sculpture collection, providing historical contexts for both. This publication shows an impressive range of scholarship, classical and historical, and links the sculptures and museum into broader themes and questions.

The publications by Dell'Unto (2011 and 2012) from this division link research at Lund into cutting-edge research at the international level. The articles discuss the use of computer imagery in order to provide low-cost techniques for recording on archaeological sites – techniques that are also transformative in that they allow fuller recording and interactive re-evaluation of data. The research includes that done at one of the Department's field projects, at Uppåkra in southern Sweden. The articles are, importantly, published in international journals.

Also pertaining to the Classical Archaeology and Ancient History division are chapters by Ö. and C. Wikander in a volume (edited by J. P. Olesen) on engineering and technology in the classical world. This volume is published by Oxford University Press as part of an Oxford Handbook series. The Wikander chapters look at engineering inventions in the classical world, such as water mills, as well as at weights and measures, gadgets, and scientific instruments. As is perhaps to be expected in this encyclopedic context, the chapters are predominantly descriptive.

For the *Historical Archaeology* division, the volume edited by Naum and Nordin on 'Scandinavian colonialism and the rise of modernity' is a very solid and impressive contribution to wider debates about colonialism and materiality. It is of immediate interest that the book is published not locally but by Springer in a Global Historical Archaeology series. The book has 18 chapters that look at the rise of Scandinavian colonialism and its expansion into northern areas, but also at America, Africa and Asia. The Lund work by Ekengren and others at the New Sweden colony is included. The papers use materiality studies, notions of cultural heritage, hybridity and borderlands: in other words the theory is very up-to-date, and the volume makes a very significant mark. Even if it is about Scandinavia, it makes a global mark in a global forum.

The volume edited by Mogren (2009) on 'Triangulering. Historical archaeology widens the fields', published by Lund, consists of articles by students and teachers in historical archaeology in Lund. The volume explores how medieval archaeology has transformed into an historical archaeology that is more global in scope. While there are examples of use of wider and newer theories, like the Andersson work on globalization using Abu-Lughod, most of the articles are very Scandinavian in focus, and the theory has an older flavor based around landscape, agency and power.

The doctoral publication by Bergquist (2013) in the Lund Studies in Historical Archaeology series on 'Leeches and Leechcraft' is an impressive study of the professionalization of healing in Sweden during the Middle Ages and renaissance. This is a thorough account of the material culture and texts on healing, in relation to Scandinavia. A local focus is also seen in Borgehammar and Wienberg's (2012) edited volume 'Locus Celebris', published through the Center for Danish Studies in Lund. This big and beautifully published volume contains wonderful plans, photographs and other documentation and consists of an impressive number of papers that have been brought together to re-evaluate and re-interpret the church and monastery of Dalby. Though the focus is local, wider theoretical perspectives are brought to bear, especially related to landscapes and power.

I was extremely impressed by the quality of research in the *Historical Osteology* division. Three papers by Ahlström (single- and multiple-authored) are of especial quality, combining detailed analytical studies of human skeletal remains with rich historical contexts and a strong sense of problem. There is a particular focus on stature and the factors that cause change in stature through time. These causal factors are teased out using sophisticated techniques, including Bayesian statistics. I was very impressed by the range of analytical techniques used. One of the papers by Ahlström revisits the data from and reinterprets a Mesolithic burial. In a similar vein a monograph by Iregren, Alexandersen and Redin er-evaluates a church-cemetery excavation in a thorough, thoughtful and careful way. The volume is very nicely produced.

Overall, the publications from the Department are of an extremely high quality in terms of technical reporting and publication. There is a very high standard of scholarship and an impressive array of skills. A good number of the publications deal with current theoretical trends and speak to a global audience in an assured and scholarly way. Most of the publications are staunchly regional in topic, and the books are mostly published through Lund's own channels. Despite many valuable exceptions, there is a tendency for theoretical perspectives to be of the 90s rather than the 2000s, and indeed the 1970s writings of Bourdieu and Giddens are often mentioned as theoretical staples. In his 2009 volume (see above), Nord says that since 2003, more than 20% of PhD theses produced in archaeology at Lund have had the word 'landscape' in the title. There is an insufficient number of publications that engage in more contemporary debates on the global scale.

Societal impact

All the divisions mention and describe public outreach activities and 'third task' impact. This is a 'natural' part of archaeology today, and members of the Department are often involved in cultural-heritage projects.

Projects like Uppåkra engage in wider public activities and have an important public face. The project's website describes events for wide audiences, school visits, public lectures. Several of the publications described above deal with the public aspects and faces of archaeology or are designed for a more popular audience. A volume by Petersson and Narmo (2011) on 'Experimental archaeology', published by Lund, explores the ways in which experimental archaeology has become part of public archaeology, tied into museums and public archaeology services.

Verdict

The Department of Archaeology and Ancient History at Lund is characterized by a long tradition of highest quality research and publication, and today has an active research environment supported by increased grant income. It has a number of very high-quality field projects and an exciting new direction in digital archaeology. It is undergoing much change in staff. The international recognition of the Department is limited, and it cannot be said to have a leading position in the field as a whole. The Department falls within the 'Very good' category in that scholarship is of a very high standard, and the Department is known and respected; it is at the forefront in Sweden in Archaeology and makes a major contribution to regional, national and local knowledge. It has a lively research environment with international elements and a good, if decreasing, level of output. It plays its role in terms of cross-boundary activity within the University.

It is more difficult to provide 'Very good' verdicts for the individual divisions, as some are extremely small; it is the Department as a whole that has the size to create lively research environments with international elements and to be widely known and respected. In different ways the different divisions have excellent components, and even the smallest divisions (Classical Archaeology and Ancient History and Historical Osteology) contain research of the highest quality. The verdict for each division is 'Very good' as defined in the HTRQ14 guidelines, but Historical Archaeology, Classical Archaeology and Ancient History and Historical Osteology are at the lower end of that category, verging on 'Good'. The Archaeology division is the most clearly in the 'Very good' category.

Comments

- Consideration could be given to the overall structure of the Department, its loose and divisional organization.

As noted at the start of this report, RQ08 described the Department of Archaeology and Ancient History as to some degree complex and disordered. The division of the Department into 4 divisions is often based on unclear criteria. One example is that a division of 'archaeology' exists within a Department that itself uses the term. Thus the word 'archaeology' is used at two levels, departmental and divisional. The division of Archaeology would appear to be defined at a more general level than the other divisions, and it is very unclear what sets it apart at the divisional level.

This leads to confusion. Thus it seems very unclear why the New Sweden Project that deals with a colony established on the Delaware in 1600 should be in the Archaeology division rather than in Historical Archaeology. The Roads to Midgard (archaeology of religion) project in Archaeology is also claimed by Historical Archaeology. It is unclear why the Meeting in Roman Times project is in the Archaeology division rather than in Classical Archaeology and Ancient History. It is unclear why digital archaeology, a topic with clear relevance to all divisions and indeed seen by many as an important new development for the Department as a whole, was initially placed in the division of Classical Archaeology and Ancient History. Placed in the division of Classical Archaeology and Ancient History, the appointee has applied for major funds to work at an early prehistoric site in Turkey, a topic well outside Classical Archaeology.

The current structure also leads to problems of balance. Thus the Archaeology division's self-evaluation claims that Archaeology has the most people employed involved, most PhD students, most external funding and most publications, and we have seen that their citation listings are relatively high. The division thus feels 'that Lund University does not adequately value our subject and the Humanities'. On the other hand, the smaller divisions have less activity, fewer seminars, less funding – and they presumably provide a less complete experience for research. The division of Classical Archaeology and Ancient History complains of understaffing and under-funding, so that Master's teaching is undertaken by temporary staff. It rightly laments the inability to teach the study of texts.

There appears to be imbalance between the divisions in terms of their size and the amount of activity taking place in them. It is of concern that students and young faculty in the smaller divisions (Historical Osteology and Classical Archaeology and Ancient History) are disadvantaged in that there are fewer graduate students and fewer seminars.

It is very difficult for very small research groupings to make major international impact when research is fragmented and individualized; there are also advantages in concentrating limited resources in a smaller number of larger projects. Even if the current divisional structure is retained, there need to be more projects that cut across and are well-defined. Stronger leadership is needed to create coherent direction for the Department as a whole. The best strategy for small divisions 'is to better integrate with the Department's efforts to create a dynamic theoretical-methodological climate' (Classical Archaeology and Ancient History self-evaluation, p. 21).

When the division of Classical Archaeology and Ancient History describes the ways in which it could grow and prosper, it identifies themes such as cultural heritage, new documentation technologies, cultural crossroads, urbanity and rurality, all best dealt with and managed at the Departmental level.

Similarly, when the division of Historical Archaeology considers its future, it identifies a need for 'a critical mass of researchers/lecturers and doctoral students who can come together and collaborate on a small number of subjects, where we can be "very good" or hopefully even "excellent"'. Such research groupings are difficult to establish in small units without top-down structures and leadership.

There is much potential for greater integration. Thus the division of Classical Archaeology and Ancient History describes its interests in rurality while the division of Historical Archaeology identifies a prominent landscape perspective in its research. The focus on urbanism in Historical Archaeology could be linked more closely to the work in Classical Archaeology and Ancient History on Pompeii. Both Historical Archaeology and the Archaeology divisions have themes on material culture and identity. Though joint seminars do exist and there are joint research projects, there does not seem to be sufficient focus on generating cross-division integration in all these areas.

While at present the Department and divisions are characterized by loose structures, breadth and diversity, the result is that research is not as up-to-date as it should be; it is difficult to generate international recognition; and researchers in the smaller divisions are disadvantaged. Dissolving the divisions and providing strong leadership at the Department level should be considered if the Department is not to slide in its research quality. To some extent the Department could be said to be 'resting on its laurels' and its past significance. As the generational change continues, organizational updating could be considered.

- The Department could be encouraged to make a greater commitment to future planning.
- All staff should be encouraged to publish in major international publishing houses and peer-reviewed journals.
- Younger staff need protecting from the demands of high teaching and administrative roles.
- Recruiting from within the ranks of the Department should be discouraged.
- The Department's website needs updating and upgrading on a continuous basis – very little information is currently available about specific projects; each project needs a fuller and more detailed website. Many of the research activities of the Department are only nominally listed (see 'Research Environment' above).

Sven-Erik Hansén

An evaluation of research at the Department of Educational Sciences

This evaluation is based on documents received containing the University and department strategic plan, self-evaluations, external evaluations, *RQ08: A Quality Review of Research at Lund University* 2007/08, *Lund University Strategic Plan 2012–2016*, *Strategic Plan for the Joint Faculties of Humanities and Theology 2013–2017*, a selection of publications, guidelines for external evaluation, a review of the Department and researcher websites and of other attached documents. As this Department was established in 2011, opportunities to use the RQ08 evaluation as a baseline were limited, unlike the situation with regard to the other departments. In applicable parts, and especially in part 2 where conclusions are drawn and recommendations given, the RQ08 report has still been useful. The received documents (April and May 2013) describe parts of the activities based on various perspectives, and it has been taxing to attempt to put the pieces together to form a more cohesive overall picture. The same fragmented structure applies to the information on the website. In addition, activities are continually changing, which means that the submitted documentation and available website information are not completely congruent. To add to the complexity, the staff situation at the Department is presented in slightly different ways and with slightly varying information, depending on how you happen to access the websites. The explanation for this could be that updates have been implemented while obsolete information has not been removed. The strategy for the Joint Faculties of Humanities and Theology emphasises that one measure to increase visibility within and outside the University is to create uniform website information that is easy to navigate. This work needs to be developed further.

The structure adheres to the outline defined in the guidelines for external research examiners, and for the various parameters the analysis will focus on strengths, weaknesses and recommendations. In the short summary, an overall assessment will be provided along with a few general suggestions for those areas which, in terms of the function and research profile of the Department, might be subjected to additional development efforts.

The content of research

The University's initiative to establish a Department of Educational Sciences in 2011 means that the research within the framework of that Department is still in an establishment phase, and that it is therefore too early to draw any far-reaching conclusions with regard to research contents. Another aspect of the conditions for evaluation is that this is a small Department, and that its research is currently primarily linked to two professors.

The institutional framework for research in educational sciences is, interestingly enough, the Joint Faculties of Humanities and Theology (the JFHT). RQ08 forcefully upholds the importance of Humanities and Social Sciences research. The arguments presented there include the contention that this kind of research is devoted to themes that are essential to stability and social order, as well as to creativity and an inspirational society. This is research that contributes to a positive understanding of why and how we evince traits which combine to characterise our human existence. Through its mission, SSH research contributes to increasing the understanding of how today's society rests on an extensive and interlinked line of knowledge, rather than on a few academic disciplines.

The Department's website provides one narrow and one wider definition of the University's research in educational sciences. The wider definition describes educational sciences, with reference to the Swedish Research Council definition (Askling, 2006), as research on education, knowledge formation, teaching and learning. The narrower definition emphasises the research area's connection to the teaching profession and to central sectors that constitute the teacher-education programme. These definitions give educational-sciences research a very wide framework, with room for research on the macro level with a social perspective on schools and education as well as on the micro level, where teaching and learning or didactics form the focal point. This stated direction needs to be preserved and developed further.

However, the manner in which research is concretised within this framework is somewhat puzzling. The general syllabus (according to the self-evaluation) provides what appears to me to be an unsorted catalogue of research themes to which educational sciences should be devoted. It should contribute to the development of academic knowledge about 'learning, teaching, education systems, schools and professions. [and]... may [?] contribute to subject-didactic and other didactic research, history of education and sociology of education'.

This reduces didactic research, which ought to be the core of teacher education, to the category of 'possible research fields'. The wording is also somewhat contradictory in view of the fact that in 2012, in tough competition, the University and the Department were commissioned by the Swedish National Agency for Education to provide the country's teachers with information on didactic research. Admittedly, this commission is primarily concerned with scanning and compiling current research within the subject of didactics, and posting it on the National Agency for Education website. The fact that the Department even applied to communicate information on didactic research shows, on the one hand, that this is a priority in the environment, and on the other that didactics, teacher education and the teacher profession are felt to be closely linked. The commission is not in harmony with the catalogue of prioritised research themes in the general syllabus. Educational-sciences research within a teacher-education programme should instead be of a clearly didactic nature and investigate the teaching process, or the subject contents in relation to learning. Didactics tends to take on national characteristics, and for this reason the opinions on its meaning vary between the polar opposites of narrow and wide.

The interpretation of didactics to which I am referring is closer to the wider one, and it includes an inner field of study on the interaction between teacher, pupil and contents, focusing on the teaching process, and an outer field of study where outside forces, such as political, historical and cultural currents, steer, regulate and delimit the conditions under which teaching takes place. Like every other academic field, didactics has developed an academic language, which admittedly varies greatly between the continental European and the Anglo-American traditions, but which nonetheless offers an important tool of academic communication. The development of pedagogical-didactic theory has historically been closely linked to the development and structure of teacher education. The professional work of the teacher thus occupies centre stage, and based on this core the perspective is turned outwards to the contextual conditions for the work of the teacher and the school; this is, for example, where both sociology of education and the history of school education have their given arenas. However, during its ongoing development, this academic field has been expanded, modulated and applied within other arenas than that of the school.

The recommendation is for the Department's research ambitions to be refined, more clearly structured and concentrated, and also more clearly connected to the secondary-teacher-education programme that is most likely to have been the concrete reason behind the Department's existence. From this perspective, didactic research within educational sciences will become meaningful both in the wider and in the narrower sense. A clearer conceptualisation of the research profile would be to start from a traditional, but sustainable, division into general didactics and subject didactics. Transformed into the terminology of the new teacher training, general didactics corresponds to a large extent to the educational-science core (UVK), which concerns the organisation of education as well as social, leadership and relationship skills, policy perspectives on curriculum issues and the teaching process in a general sense. In subject didactics, the curriculum is included in the teaching process, with mediation and learning as the focal points.

How does the interpretation of this academic field correspond to the positions established today, and to the research conducted at the Department? One of the professorships is, according to the wording in the advertisement, *focused on research and networking relating to practice-based subject didactics* and, according to the self-evaluation (p. 2), on *the history of schools and education* (Johansson), whereas the other focuses on *the sociology of schools and education* (Persson). Within subject didactics, one is meant to be responsible for the didactics of social-studies subjects and the other, according to the documentation supplied by the Head of Department, particularly for the building of research and networks relating to practice-based subject didactics. The distinction is somewhat confusing in its formulation, as one explicitly emphasises subject-didactic contents while the other focuses on structures whose purpose is to build research on subject didactics as implemented in practice. No closer explanation of what this means is provided. Despite a less than clear formulation in the general syllabus, the description of the various didactic specialisations is hardly a major practical issue; nonetheless, there is reason to make the distinction more precise and to attempt to give a clearer definition of how the respective responsibilities for subject-didactic research of the two professors relate to one another. According to how the position was advertised, one of the professors is also responsible for coordinating the educational-sciences research of the whole University. Possible implications from this will be reviewed under the heading 'Research environment' below.

How well does the content of the research conducted at the Department correspond to the definition of educational science, and to the specialisations pertaining to the two professorships? Most of the research accounted for has been conducted at, and reported to, other academic units prior to the creation of the Department. However, that research must be taken into consideration here, as it illustrates the profiles of the Department's researchers.

The research profile that has taken shape so far has points in common with, and to some degree corresponds to, both definitions of educational science. Themes – according to the wider definition – involving teaching, educational systems and the school from historical and sociological perspectives have characterised the research conducted by the professors prior to the creation of this Department. During the Department's existence, several works have been or are being published on themes which, generally speaking, correspond to the wider definition.

Persson has mainly published as a sociologist, but often with contents referring to schools and education. The JFHT website, www.ht.lu.se, which was made available to the evaluators at the end of August, names four works by Persson for 2013, of which two are conference abstracts ('Framed school' and 'Online Interaction: The Changing Meanings of Social Context'). These contributions are relevant in terms of educational sciences. Persson moves across a wide field, taking a sociological approach to schools and education, for example on the subject of the dynamics of social interaction in schools, school cultures as a hindrance and condition for pedagogical activities, and questions concerning power in the school, featuring willingness to learn, the human need for education and the compulsion to attend school. Persson is currently in the process of publishing an article titled 'Framed School – frame factors, frames and the dynamics of social interaction in school'. The manuscript is being reviewed by an international journal and is a translation of the Swedish text 'Inramad skola – ramfaktorer, frames och analys av sociala interaktionsdynamiker i skolan', which, in turn, is part of an anthology that is about to be published. The article is based on two framing theories on the school: one is the frame-factor theory developed by the Swedish researchers Dahllöf and Lundgren in the 1960s and 1970s, and the other is Goffman's frame theory. The intention is to use these theories to conduct an analysis of different types of frameworks that characterise the compulsory school, and of the tensions that arise between various types of frames. This analysis results in a review of various social interaction dynamics, which can be used to explain and understand variations, in a number of respects, between and in schools. The article, in both languages, is an excellent example of the type of research that emphasises social, institutional and discursive conditions in schools and education with national and international bearings. The book *Skola och makt. Om viljan till kunskap, beroendet av utbildning och tvånget att gå i skola* ['School and Power: On the willingness to learn, the need for education and the obligation to attend school'] will be published in its third edition in 2013 and contributes, along with the report *Coaching och handledning av grupper* ['Coaching and supervising groups'] (2011), to the profiling of the broader perspective on the Department's educational-sciences research.

Examples of themes according to a more narrow definition are Johansson's publications on the history subject and on the issue of arousing and maintaining an interest in the natural sciences and technology: 'Hur väcker vi och bibehåller vi intresset för NO och teknik?' (2010) In the book *History teaching, identities, citizenship* (2007), he and a colleague wrote an interesting and didactically relevant contribution entitled 'People meet history – a Swedish television production in a medieval milieu'. The publications of a subject-didactic nature were all published prior to the creation of the Department of Educational Sciences. Another work to mention in this context is *Gå till historien. Tretton vandringar för dig som vill upptäcka Malmö* ['Go down in history: Thirteen walks to discover Malmö'], edited by Johansson, in which he has written several chapters together with colleagues. Roger Johansson is also involved in Peace Education, through an international and comparative project of didactic relevance, and through having produced several internationally published articles within this theme in recent years, such as 'Peace education and preparedness for the future, interpreted through networks, state and school' (2011).

The University investment in an educational-sciences department in 2011 has had a positive outcome, as the Department was awarded SEK 20 million in the same year, for a graduate school of subject didactics. This investment also illustrates the University's prioritisation of the Department's research focus. The graduate school includes subject-didactic specialisations outside the professors' field of expertise, such as the didactics of Geography, Mathematics, Religion and Natural Sciences, which requires close cooperation between the departments involved. Out of the first three students admitted to the doctoral programme, only one has a theme that can be characterised as subject-didactic, while the others concern the transformation of the upper-secondary school in the 1960s and parent education, especially for adoptive parents. Later on, a doctoral student has been admitted who focuses on the didactics of Mathematics, and within the didactics of Natural Sciences, the admission process was under way in the spring of 2013. According to the information on the website, several doctoral students with a subject-didactic specialisation have been admitted.

The intention behind the graduate school of subject didactics corresponds well with the function of the Department to provide an educational programme that leads on to a profession. The range of research themes shows that no dogmatic interpretation of what may be included is applied. This would seem to call for a more explicit future definition of the type of themes that should be prioritised as subject-didactic. Furthermore, the themes that can be characterised as generally didactic, if this term is used in the wider sense, should be clearly operationalised. The information about the Department's research found in the received documentation and on the Department website is not consistent in all parts, as was stated in the text above. A review of all the documentation of the Department's research activities and a continuous monitoring of them are therefore in order, not only to make them uniform and consistent, but also to provide adequate information about the Department's research mandate.

Places in other graduate schools are also available. The website provides information to the effect that the University is part of the *Swedish National Graduate School in Science, Mathematics and Technology Education Research (FontD)*, which offers doctoral positions to active teachers and preschool teachers. During the autumn of 2012, the graduate school in language education (FRAM) was also started as a cooperation between four universities. It is intended for active teachers in English, French, Italian, German and Spanish and leads to a licentiate degree. At Lund University, FRAM admits licentiate students in English, French and/or Italian. These opportunities to participate in an educational-sciences third-cycle programme create a wider range outside the Department's own graduate school.

Cross-disciplinary cooperation is strongly emphasised in RQ08, and it is recommended as enabling questions to be posed in novel ways, in the course of meetings between researchers from different disciplines. In the Strategic Plan for the Joint Faculties of Humanities and Theology, similar emphasis is put on cross-disciplinary cooperation within education and research, such as subject cooperation across departments and faculties within the University, between universities and between the University and the region.

A multidisciplinary orientation can be implemented in a 'natural' way within the framework of subject-didactic research, where educational sciences can interact with other disciplines. The fact that the graduate school recruits doctoral students with different subject-didactic specialisations leads to added value through the cross-disciplinary meeting-places that are created. The constitution of the Department graduate school allows it to contribute to a multidisciplinary orientation. This creates the conditions for critical diversity, where restructuring, translation and integration of knowledge can take place between different disciplines. In the presentation of the educational-sciences research performed at the University, emphasis is generally placed on disciplinary width and on the contribution of educational-sciences research to the development of knowledge within the teaching profession. The Department's ambition to increase cooperation between, on the one hand, research connected with secondary-teacher education and, on the other hand, the other educational-sciences research that is conducted at the University (self-evaluation) must be supported in every way.

The contents and scope of educational-sciences research at the whole University are documented in a forthcoming report edited by the Department's professors. The contents span a wide range of educational-sciences research themes which are of a didactic character and concern teaching and learning in several subjects, digital learning tools, curriculum reforms and internationalised teacher education. The overview provides good insights into an extensive research activity, showing that educational-sciences research has a traditional background in a large number of departments at the University.

What forms could future research at the Department of Educational Sciences assume? The content of the research conducted at the Department is, as seen here, primarily tied to the professors, and sociological and historical views of educational-sciences research predominate. If the constitutive elements of subject didactics are defined as a dynamic interaction between the teaching contents, the teacher's instructions and the pupil's learning, there are currently few reports that correspond to this definition. Research is guided by personal preference and it partially falls outside, and partially covers, sectors of the educational sciences. Didactic perspectives are admittedly touched upon, but in several cases with particular projections, for example towards an encounter with the Middle Ages via a television production, or towards the frame-factor theory and the dynamics of social interaction in school. Neither didactic concepts nor didactic terms are used. That, however, is not the most important thing. Didactics can, as is seen here, be interpreted, expressed, understood and categorised in many different ways. Even so, considering that the Department's function is to educate teachers, there is reason to strive towards a clearer focus on didactic research that fully corresponds to the role and profile of the Department, even if this may to some extent happen at the cost of research geared towards personal inclinations. What kind of research corresponds to the professors' respective posts and the Department's area of responsibility has not yet been completely worked out. From the documentation it is also difficult to discern any clear examples of planned investments in research with a didactic profile, other than the themes of the doctoral students.

Both professors are well established nationally and provide several examples, via projects, networks and publications, of a clear international orientation. The methodological profile in their research can be described at a superordinate level as soft-data, or qualitative, research. Even if the methodological approach is not always explicitly communicated, it appears, as I understand it, to be rather interpretative or hermeneutic. Information from various sources and contexts is interwoven, interpreted and explained in order to promote a deeper understanding of various phenomena in the human life-world, such as living conditions in a certain situation or during another era. Considering that the Department heads a graduate school in subject didactics, there is reason to pay attention in the future to the supply of a wide range of methodological approaches, approaches which correspond to various forms of soft- and hard-data methods. The graduate school already offers a PhD course in educational-sciences theories and methods. Furthermore, cooperation within the educational sciences at Lund University provides good opportunities for the Department to take advantage of the collective expertise in research methodology.

In the documentation provided by the Head of Department, it is noted that it is not currently clear how future research and research-related activities will be crystallised. I would therefore, with reference to my interpretation of the creation and potential of this Department, like to emphasise the importance of refining the research-related activities in a way that clearly corresponds to the Department's function.

This is not a criticism of the research as such, but the function of the Department makes it desirable to develop and strengthen the general and subject-didactic research profile. Something of this ambition can be found in the documentation, which suggests that there are grounds for expecting the Department to be able to guarantee vigorous long-term research in the educational sciences.

The extent of research

The extent of research at a newly created department which is still in an establishment phase cannot be evaluated according to the same standards as a department with a long-standing research tradition. Both professors are diligent researchers who publish actively, and during the Department's existence they have displayed a relatively extensive list of published works and works in progress. Persson has an impressive list of works, some of which have already been published and some that are in the peer-review phase. Johansson too has shown a voluminous and steady production, and has recently (2012) published two extensive reports: 'Amaltheamännen på Långholmen. Anton Nilson, Algot Rosberg och Alfred Stern' and 'Åtalsraseri – än en gång! Ådalen 1931, protester mot strejkbryteri och det tidiga 1930-talets åtal och domar mot kommunister', both in the 2012 volume edited by Kjersti Bosdotter and Lars Ekdahl, *...faror för staten av svåraste slag. Politiska fångar på Långholmen 1880-1950* ['... grievous dangers to the State: Political prisoners at Långholmen Prison, 1880-1950']. The publication list also shows that one article is being printed in the upcoming anthology of educational-sciences research at the University, and several other publications are on the way.

According to the online listings of the Department teaching and research staff, there are close to fifteen lecturers of different categories linked to the Department, in addition to the two professors. Two other professors are also listed, one of whom is Head of Department; but both conduct research within other disciplines. In addition, there is a reader (*docent*), and finally the growing group of doctoral students consisting of eleven people as of September 2013. Obtaining a clear picture of the extent of these positions would have been a cumbersome task. The professors' time for research amounts to 50 % each, the senior lecturers' to 20 % (there are four of them, according to one of the lists), and then there are a few more different categories of PhDs who, according to the documentation, are supposed to conduct research during most of their working hours. Regardless of the nature or extent of employment, the Departmental research potential nonetheless seems to have increased substantially after the creation of the Department, which will, it is to be hoped, eventually lead to a wider scope and an increased volume of research.

In order to give an accurate idea of the extent of research, the Department research, as presented, should be complemented by the educational-sciences research conducted at the University as a whole, which extends across a wide field within the disciplines of educational sciences/pedagogics. In consideration of the fact that the Department was established recently, and in view of the number of researchers who have had the chance to publish, the extent of research is satisfactory.

The importance of external research funding

The importance of receiving external research funding is emphasised in strategic documents and annual reports. According to the strategy for the JFHT, the proportion of external funding is to be increased, and the researchers' opportunities to obtain such funding are to be improved. This recommendation certainly applies to the Department as it is currently receiving modest external funding, which again is connected to its being recently established and small, and to the fact that the research environment is not yet fully consolidated. The external funding accounted for is small, and other than the University investment in the graduate school for subject didactics at the Department, it refers to funds for doctoral students and supervisors participating in a conference or other journeys.

Professors and senior lecturers admittedly have the possibility, to some extent, to conduct research within the framework of their employment. However, the documentation shows that in practice, there is no room to carry out any major research projects without research funding enabling a reduced level of teaching and of other tasks included in the employment. Purposeful and long-term research depends on researchers' having the chance to devote the majority of their working hours to their projects for certain periods of time.

The relatively large funds awarded by the Swedish National Agency for Education in 2013 seem, from the self-evaluation, not to be primarily for pure research projects, but more for monitoring and evaluating (as in 'monitoring of research within subject didactics' and 'evaluation of "world-class programmes" [*spetsutbildningar*] in upper-secondary school'). At the same time, the documentation shows that the ambition to receive external funding is high, that several applications have been made and that more application procedures are under way.

In the future, the Department must commit itself to major applications within its strategic research areas to an even greater extent, with more external partners, including international ones. A small department has good chances of establishing itself effectively in terms of its research via major collaboration projects. The Department researchers already have wide-ranging contact networks which offer good opportunities to get cooperation partners involved.

Research environment

RQ08 emphasised that pedagogical research at Lund University was weak, and various alternative solutions were discussed. The creation of the Department of Educational Sciences has significantly improved the conditions for more united and effective educational-sciences research. The Department has been entrusted with the responsibility for an academic professional education, which is a good foundation for establishing a well-functioning research environment.

The self-evaluation states that a strategic choice was made when it was decided that the third-cycle programme should be structured as a multidisciplinary programme resulting in a single doctoral degree in educational sciences. This choice was appropriate, both in consideration of the fact that the teacher-education programme which this programme is meant to serve is multidisciplinary in character and in view of the synergy effects which this solution may be expected to have on the creation of a dynamic research environment.

Another factor that may also contribute to strengthening the research environment is the internationalisation integrated in the third-cycle programme. The self-evaluation provides several innovative examples of what this means, mentioning that at least one of the third-cycle courses is taken at a foreign university, that article-writing and presentations in English are the norm and, of course, that doctoral students participate actively, with papers, in international conferences and seminars. In due course, these ambitions may contribute to making educational-sciences research at and outside the University increasingly visible.

Furthermore, the Department might consider the development of other activities aimed at strengthening its international orientation, and thereby the research environment, for example by inviting more guest lecturers, organising joint seminars with other graduate schools – such as the international NATED and NAFOL in Norway, or with the doctoral programme in pedagogics at Åbo Akademi University – and formalising requirements for doctoral students to conduct research during a longer period of time at a foreign university, to name a few examples.

Even though earlier evaluations and the strategic documents supplied, as well as the available annual reports, strongly emphasise the importance of interdisciplinary cooperation, the annual report of 2012 notes that there are still too many researchers who are unaware of existing opportunities for collaboration. This statement is admittedly of a general nature, and does not provide any closer specification of the problem; but there is cause for the Department to take advantage of opportunities to conduct interdisciplinary research in various ways. Since the researchers are intensely occupied and less than eager to engage in discussions leading to immediate measures, the report recommends the establishment of a database where researchers can share key concepts relating to their research, in the hope that contacts can be mediated this way. The idea is worth trying, since a tool of this kind may lead to an increased awareness of the potential inherent in cooperation.

One central condition for research is a well-developed infrastructure. At least in the strategic plan of the JFHT, emphasis is placed on the Faculties' possessing well-functioning infrastructural units, such as libraries, IT services, laboratories, collections and archives. The matter of how the University's infrastructure investments will benefit the JFHT is brought up as a component in the strategy of the Faculties, which illustrates the need for continued development. According to its website, the Humanities Laboratory provides support in research on culture, communication and cognition, offering researchers a chance to formulate research questions and collaborate in the task of understanding, explaining and improving the conditions of humankind as a communicating and learning species. The Laboratory has also developed tools to support and evaluate learning, study resources and human interaction with various media. For didactically orientated educational-sciences research, this opens opportunities to – as emphasised in the self-evaluation – link the teacher-education programme to school environments. Together with the Laboratory, the Department has also completed an application to the *Future Learning Environments* project. If the initiative is successful, it may lay the foundation for an innovative and creative didactic research environment which is closely linked to schools and to teacher education.

The self-evaluation also underlines how the Department has been assigned the task of coordinating and developing educational-sciences research at the entire University, a task which is multidisciplinary in itself. That process is under way, and as early as 2011, it was noted on the Department website that an educational-sciences network was taking shape at the University.

The ongoing cooperation between the Department and the units that conduct educational-sciences research at the University needs to be further developed, in order to establish a strong and creative research environment for the educational sciences. This research environment has been reinforced in 2012–13, with some ten doctoral students. Most of the doctoral students have an assistant supervisor at another department, which is an arrangement that expands and enriches the research environment. Within the doctoral programme, some good initiatives for cooperation have been taken, and doctoral students within various subject-didactic fields have been offered opportunities to participate in joint seminars and courses.

The documentation does not show whether a discussion is going on regarding structurally closer cooperation between the Department and the educational-sciences research that is being conducted at other units within the University. A spontaneous question that arises in this context is whether the existing solution is optimal. What organisational solution should be chosen when two disciplines are involved, i.e., educational sciences and a basic academic subject relating to a subject studied at school? Could there be epistemological and pragmatic arguments to support, say, the registering of subject-didactic research at the Department of Educational Sciences? That solution would not be unique, internationally speaking, and the benefits normally highlighted are that subject-didactic areas can support one another, generating a collective corpus of pedagogical/didactic knowledge. A downside could be that the subject-related contents risk being weakened, unless sufficiently close and functioning cooperation structures are developed between the unit for educational sciences on the one hand and subject didactics on the other. To this can be added, on the basis of experiences from other Nordic countries, that subject-didactic research at a 'pure' subject department tends to be in a tight corner and made to take a back seat in relation to research within various subjects/disciplines. No concrete proposal is supplied, only an idea for a benefit assessment that could provide the basis of a discussion on how educational-sciences research at the University could take shape in terms of organisation, in order to serve its purpose in as effective a manner as possible. Assessments from earlier evaluations, according to which educational-science research at Lund University has been weak, provide a backdrop to these considerations.

In the annual report of 2012 on research at the JFHT, the possibility of a research semester for full-time research is brought up as a successful concept. Since the introduction in 2009 until the end of 2013, some thirty lecturers and professors have come to enjoy this benefit. This possibility is important in order to maintain a living and dynamic research environment, and it needs to be monitored in the future, even in difficult financial situations.

To summarise, the Department seems to be able to benefit greatly from the strong research environment that characterises the whole University, especially in connection to the role that the Department has been given as the coordinator of educational-sciences research at the entire University. This means that a strong research environment, with a well-developed infrastructure and qualified supervisors, can be offered to doctoral students in the educational sciences.

The relationship between research and teaching

The Strategic Plan of the Joint Faculties of Humanities and Theology emphasises the importance of a close relationship between education and research: ‘Research problems are formulated in the classroom with participation from students’. The Department currently has no commission within undergraduate education, only the teaching tied to the secondary-teacher education and doctoral programmes. In the documentation provided by the Head of Department, it is noted that future developments are primarily dependent on how cooperation between secondary-teacher education and educational sciences is structured. This information gives the impression that the Department’s education within the secondary-teacher-education programme has not yet been consolidated. On the Department website, educational-sciences courses are said to be based at the Department of Educational Sciences at Lund University, Campus Helsingborg, and these courses are said to provide a pedagogical and didactic foundation for the teaching profession. What the verb ‘based’ refers to is unclear, but it probably refers to the Department’s being responsible for the administration of these courses. In another place, the reader is informed that teaching is going on and that courses at the Department of Educational Sciences at Campus Helsingborg are taught within the core of the educational sciences (UVK) of the secondary-teacher education, or as courses common to all teacher students.

On the basis of a review of documentation and website information, it is therefore difficult to get a clear idea of how responsibility is actually distributed between the different parties involved in the secondary-teacher education, which actual part of the education the Department is responsible for, which lecturers from the Department are involved, how much the professors are involved in the teaching, etc. My assignment is primarily to evaluate research; but as the question refers to the relationship between research and teaching, it would have been beneficial to have had access to a readily comprehensible summary. The meagre information therefore means that a conventional assessment of the relationship between research and teaching cannot be made in full.

If the researchers of the Department are responsible for, and teach within, the secondary-teacher-education programme, the possibilities for research-based education are very good. The research accounted for has several ties to central themes within the educational-sciences modules, such as 'Social changes, the school system and being a subject teacher', 'Social relationships, conflict management and pedagogical leadership' and 'Educational-sciences perspectives and research initiatives'. A more detailed documentation could have provided more hands-on insights into how the teaching is organised.

Generational balance and plans for future staffing

In the documents available there is sparse information regarding future recruitment and the way in which the generational balance is meant to be maintained. The reason for this is probably that the Department is in an establishment phase and that the situation is hence not comparable to that of a department that has been active for a longer period of time. In no more than a decade or so, changes will have to be made to the composition of the current staff, and measures must be taken in plenty of time, to ensure stability with regard to research and supervision. This question is therefore an important one, and a plan for future recruitment is needed to guarantee continuity in the composition of research and teaching staff. The plan must be based on a realistic assessment of the future development of the Department, and on an identification of its strengths and weaknesses. The small size of the Department, in terms of permanently employed researchers, makes it vulnerable, and an in-depth analysis must be carried out of the future function of the Department, especially in relation to the teacher-education programme and the structural organisation of educational sciences at Lund University.

Potential and outlook

What has the Department achieved so far? Two well-qualified professors have been employed, a graduate school in subject didactics has been established with a growing number of doctoral students, PhD courses have been developed, scholarly publishing based at the Department is in progress, a series of reports has been established and secondary-teacher education has been initiated in cooperation with Kristianstad University. Considering that one of the professors had been employed for little more than a year at the time of the self-evaluation (April 2013), and the other for a few months longer, their performance is remarkable, and it highlights the potential that the Department commands when it comes to developing and profiling research and PhD studies in the educational sciences. The self-evaluation provides an extensive overview of various commitments, initiatives and forms of cooperation developed by the Department nationally, regionally and locally. This overview shows that the Department has a very active commitment to various projects and cooperation initiatives within continued professional education and research. The challenge when it comes to following through on projects and other initiatives is the funding, and in this regard, the professors emphasise the good potential for external funding through the networks that have been built.

Also included in the set of measures that may reinforce the research potential of the Department are the possibility of research semesters, mentoring schemes for younger researchers and seed money for interdisciplinary projects which are deemed to have great potential.

The fundamental future research potential, as I interpret it, lies in the fact that the Department is responsible for an educational programme which leads on to a profession. That responsibility is at the same time the most important starting-point and the vital substance of the research initiatives at the Department. In that sense, the prospects are favourable. The educational-sciences research at departments other than the Department of Educational Science also represents, as discussed in a different context, a potential that has to be managed. One important issue here will be to analyse the structural organisation of educational-sciences research. It is also essential to plan future staff recruitment carefully; that will be a decisive factor for the type of educational-science research that the Department can conduct. Recruitment needs to be focused on getting employees with clear profiles of expertise within the research areas of the Department.

Output

To some extent, research output has already been touched upon (extent of research); but according to the guidelines, the focus here should be more on the relationship between the volume of published research and different staff categories. The guidelines are not as applicable to this Department as to the assessment of research output at larger and longer-established departments. This Department has few employees with research responsibilities, even if the list of staff shows that the research base is being widened. The presentation of the staff online is made more difficult by the fact that you get to non-identical lists through different search paths, and in most cases the same person is named in varying ways in different tables, i.e., as a professor in one and a guest lecturer in another, reader in one and guest lecturer in the other, etc. Getting an idea of the current staff situation is therefore taxing, and going to the individual website of each researcher to get a grip of a publication pattern is, in my opinion, beyond the scope of this assignment.

The research profiles and publications of the professors have been assessed earlier (contents and extent of the research), and the doctoral students represent a newly hired group of researchers who widen the scope of the research and who will, within a few years, contribute to increasing the publications and strengthening the Department's subject-didactic research profile.

Language issues

In its evaluation, RQ08 states the importance of publication within an international domain – meaning, in practice, in English – and in prestigious forums. The Strategic Plan for the JFHT prioritises research results that are published and disseminated internationally. This ambition is in line with a general trend, which in the long run entails a risk of downgrading smaller, national languages as channels for academic communication. The teacher-education programme is still national, and it educates teachers primarily to answer social and cultural needs within the nation state. For its existence and development, the Department's teacher-education programme therefore requires research initiatives that are specifically tied to the function and conditions of Swedish teacher education. Alongside international research ambitions, research that is written in Swedish on themes that are relevant to Swedish schools will always be needed. The strategic plan admittedly allows room for this type of research; but in relation to the stress on international publishing, it has been assigned lower priority.

The selection of publications that the professors have submitted consists predominantly of publications in Swedish, although several English publications are included. The distribution can be viewed as balanced, as it is on the one hand specifically targeted at the field of national education and on the other at the international academic community. Among the publications there are also good examples of publication of more or less the same text in both Swedish and English. This is hardly the result of any special strategy, but obviously more due to the themes of the publications being relevant on a global level as well. The same balanced language distribution is to be recommended in future publications.

Publishing strategies

The publishing issue is closely related to the language issue, which has been assessed above; but in this case more emphasis is placed on matters relating to forms of publication and striving towards publication in journals with a high impact factor. The University Strategic Plan emphasises that communications with the outside world, nationally and internationally, must be visible and clear. The Strategic Plan for the JFHT stresses that one of the tasks of the JFHT Research Committee is to organise workshops on article publication in respected international journals and seminars on research impact, and another is to give support to the proofreading of articles in English and other world languages.

The publications relevant to the educational sciences that I have been sent are dominated by monographs and anthologies, where the professors are the sole authors, co-authors and editors. These have been published by different publishers, higher-education institutions, universities and various national and international societies, such as CiCe (Children's Identity & Citizenship in Europe, Thematic network) and Research International Sociological Association (ISA). The research report of 2012 brings up themes that concretely show how the adopted research policy has been practised at the JFHT.

At the Department of Educational Sciences, the number of publications in 'prestigious' international journals has been very limited so far. Persson currently has an article manuscript under consideration by an international journal. Even if it is important, as has been seen earlier, for research linked to a professional education to have the national education arena as a naturally defined target group, themes that are brought up should also be communicated to the academic community at an international level. This potential needs to be developed, in accordance with the Department's research profile. The sum of SEK 500 000 which is awarded annually for having JFHT articles proofread is an excellent opportunity to improve publishing in English and other world languages, as well as the quality of the language used, thereby potentially contributing to increasing the international and comparative impact of the researchers' work.

Book production at the JFHT has been professionalised, and the approximately forty series are presented on the JFHT website in an attractive manner. The Department of Educational Sciences has recently initiated a series of reports called *Forskningsrapporter i utbildningsvetenskap vid Lunds universitet* ['Research reports from Educational Sciences at Lund University'], in which shorter and longer texts in Swedish and English are published. The reports in this series are reviewed by experts, and they are intended to reflect the multidisciplinary and extensive educational-sciences research that is being conducted at Lund University, as well as a wider national and international dialogue. The series is especially valuable in that it offers young researchers, such as doctoral students, and project researchers publication opportunities, for instance for tentative results from ongoing research.

The overall picture of the educational sciences, along with the other disciplines of the JFHT, is that innovative publishing strategies have been adopted to reinforce the dissemination and visibility of their research.

Quality of publications

The guidelines for this evaluation propose that the quality of publications be reviewed within the framework of three parameters: originality, significance and rigour.

The issue of quality as regards these three parameters has to some extent already been touched upon in the above assessments of the contents and extent of research. In this section, the discussion is taken further as those aspects of quality that are specified in the guidelines are brought into focus. The encounter between educational sciences and two other disciplines, sociology and history, creates opportunities for innovative and original themes and research initiatives. In general, I perceive the quality of the scholars' research to be consistently high. It represents new and original approaches, both in the choice of themes and in their implementation. Johansson's research on the theme of Peace Education represents a fresh and innovative example of how history research can provide educational sciences with a didactic added value, which is relevant to the development of curricula and study resources. Similarly, Persson's research on Goffman is of great relevance to educational sciences, especially in terms of contributing to our knowledge of social interaction in schools and in teaching. His interpretation of Goffman has been an eye-opener, enabling more profound insights into the conditions and the ritual contents of human interaction.

In addition to having had their work brought out by external publishers, both professors have published research within their own networks and chosen forums. Consequently, the communication of their research has primarily been tied to their respective disciplines, not to educational sciences/pedagogics. They have not, with the exception of their participation in the NERA congress 2013, actively moved in pedagogical scholarly networks, for example by participating in conference series such as NERA, ECER and AERA.

The research that can explicitly be defined as educational-sciences research is timely and of interest to other researchers in this field. The publications are well-written, providing many examples of clarity, logical precision and stringency.

Scholarly impact

The research to which I am able to refer has general scholarly importance and has, as was previously pointed out, produced significant academic work within the respective disciplines while evincing relevance to educational sciences. In addition, the scholars concerned have written other major works which also touch upon themes of importance to educational sciences. Persson's monograph about Goffman's perspective on social interaction constitutes a penetrating analysis of a theory that has gradually become more famous, cited and used within various Social-Sciences disciplines, including educational sciences.

Persson was given the *Academic Excellence Award* by the research committee in the field of *Language and Society* of the International Sociological Association (ISA) for one of his articles. This is a case of visible international recognition of great importance to the Department, the JFHT and the University. The Goffman perspective on social interaction could be applied to didactic research, resulting in a significant additional perspective. Generally adopted bibliometric measures are usually disadvantageous to any material not published in English, but random samples have shown that Persson's Goffman texts have been noted within the academic community. Persson has also evaluated educational-sciences research projects on behalf of the Swedish Research Council for several years.

Societal impact

'Visibility and clarity' form one of four areas of development in the Lund University Strategic Plan. International, national and regional communication is emphasised as being of marked instrumental value, as it is ultimately a factor in the University's competitiveness. The Strategic Plan stresses the role of the University as an international, national and regional meeting-place where academia and society can work together. The strategy for the JFHT states as an objective that all employees should be visible in the public debate and in other public contexts. The research presentation for educational sciences emphatically states that research should, as far as possible, be relevant for actors in all kinds of educational contexts. Pupils, parents, students, people in skills development, teachers, headmasters, principals, education providers, policy-makers and so on are all mentioned.

The ambition to develop a broad, socially orientated outline of research is explicitly formulated. The report to the SAB of 2012 highlights the third-task (outreach) activities of the University, and the various units within the JFHT are encouraged to disseminate research-generated knowledge widely, making the knowledge created by the University visible to a wider audience through popular-science articles, magazine articles and radio/TV appearances. The JFHT mention their desire to find a way to reward contributions to third-task activities. If teacher education is to be able to fulfil its purpose, it must have a well-developed system for the work-placement part of the programme. In concrete terms, this means that the educational programme must cooperate with municipalities and schools, so that teacher students can carry out an important part of their training in the classroom. The professors are involved in various society-related commissions, and the self-evaluation describes a series of measures, such as involvement in cooperation between municipalities and higher-education institutions with a view to strengthening Skåne as 'a region of education', in the establishment of a steering-group for the teacher-education programmes within Lärosäten Syd (the universities and university colleges in southern Sweden), in the appointment of a reference group for the project *Stödstrukturer för forskarutbildade lärare* ['Support structures for teachers with doctoral degrees'], and of a group that is to assess teachers who apply for head-teacher positions. These measures are integrated parts of the actual teacher-education programme, but at the same time they are examples of how the University implements its third-task activities in practice. The professors also communicate the results of their research to the public outside the University, for example in newspapers and other forums. The responsibility of one of the professors for the building of research and networks relating to practice-based subject didactics requires cooperation with school authorities.

Verdict

An assessment that is to result in a figure has to compare a reality-based amount to a symbolic amount (cf. Linde, 2003). The reality-based amount represents the actual characteristics of the Department's research activities, while the symbolic component of the assessment is expressed using digits (on a scale from 1 to 5), supposedly corresponding to characteristics in the reality-based amount. The consideration of the reality-based amount in the assessment, compressed into a concluding symbolic amount, is therefore a difficult enterprise, especially as the Department was recently established and has not yet had time to completely consolidate its activities. There is therefore a great risk of over-interpretation and fallacies, especially in view of the fact that the description of Departmental activities is based on a summary of information derived from several separate sources, without access to a coherent overall picture. The assessment is also bound to be influenced by the evaluator's previous experiences and frames of reference, which do not always coincide in terms of content and terminology. Even so, I will attempt to make a few summary evaluations and transform them into a symbolic amount.

The research conducted by the professors is well-established and has been deemed solid within their respective disciplines. Research activities at the Department are beginning to assume a clearer structure and more explicitly formulated contents, in the form of programmes and activities, and the research that may be ascribed to the Department contributes to scholarly fields of inquiry in the educational sciences. However, there is good reason to try to give the Department's research an even clearer profile, in accordance with the proposals that have been made, so that it focuses to a greater extent on serving the teacher-education programme. This means that the research is to be conceptualised within a didactic frame of reference targeted at subject didactics and general didactics.

The information on the Departmental website focuses on the teacher-education programme, while some of the other documentation has somewhat different priorities. In this regard, the Department needs to implement a critical review of its research and education function, carefully defining that function, making it it coherent and harmonising all texts that document, provide information about and market the Department. The external funding of research projects requires continued efforts for the Department to be able to improve its research conditions. In this context, the characterisation of the Department's research activities corresponds to the assessment *satisfactory* (2).

However, this characterisation needs to be supplemented. The Department has already taken initiatives that contribute to the development of conditions favouring educational-sciences research in connection to the teacher-education programme. Research within the framework of the Department has been given a significant addition through the creation of the graduate school, which is an important reinforcement of the Department's subject-didactic research potential. The supervision of doctoral students has been organised in a satisfactory manner, and the Department is already able to offer the first courses within its graduate school. The task entrusted to the Department of coordinating the University's collective educational-sciences research makes for increased visibility and clarity, enriching the Department as a research environment. Communication with society outside the University is developing in positive directions, and the professors have been involved in a number of measures geared to creating good educational conditions for teacher students, making their research more visible within the region and improving the conditions that govern research activity. When these traits are added and the evaluation comprises the whole picture, the final assessment is *good* (3).

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Otto Fischer

An evaluation of research in Media History and Rhetoric

By way of introduction, I want to thank the Joint Faculties of Humanities and Theology at Lund University for entrusting me with the task of reviewing the subjects of media history and rhetoric. It has been an enjoyable task in many respects, and it has been exciting and gratifying to become better acquainted with these two research environments, which form vital components of the research landscape in the Humanities. Considering that both of the subjects are 1) relatively newly established environments (media history in 2011, rhetoric in 2008), and 2) relatively small environments, both must be said to evince impressive quality. However, these two circumstances must nonetheless be borne in mind when reading through my evaluation; the fact that they are small and young environments means that a lot of time and energy has had to be invested in establishing the conditions for a viable research environment, rather than producing quantitative, weighty research, as reflected in the discussion below.

In my work on this evaluation, I have used the documents listed in the guidelines for external research examiners as a starting-point, and I refer to them wherever I deem it appropriate. Since my mandate for this evaluation covers two subjects linked to the same department, I have chosen to structure my review so that they are addressed in parallel. I have also attempted to bring the discussion of the two subjects' academic quality, as related to the appended strategic documents, together in a special section just before the overall judgment. In all other respects, the structure of this report adheres to the recommendations in the guidelines.

Content of research

Media History

According to the self-evaluation, the research carried out so far in the subject of media history at Lund University has its main focus on 'the media history of the press', 'media, politics and propaganda', 'media and consumption', 'media practice and media materiality' and 'media use and reading practices'. The submitted publications provide a number of good examples of all these areas. My impression is that the research in media history in Lund has already managed to make a number of important contributions to media-history research both nationally and internationally, and that the research is also well in step with the international forefront in the subject.

Rhetoric

According to the self-evaluation, the research that has been carried out so far in the field of rhetoric at Lund University (i.e. since the subject was introduced in 2008) has had a very clear focus on the area of rhetoric and didactics. It is therefore appropriate to speak of a clear, department-specific research profile. This research profile also gives the research in the subject at Lund University a decidedly interdisciplinary character, the most obvious dialogue partner being the pedagogics subject (something also seen in the co-authorship of articles with pedagogics researchers). As pointed out in the self-evaluation, this is a thematic specialisation that is highly relevant to our time; it also answers the concrete needs expressed by, for example, the school sector, with rhetoric now included on the upper-secondary-school curriculum. The discipline of rhetoric in Lund thus has the opportunity to establish itself as a cutting-edge environment for the field, both in Sweden and internationally. It should be added that some of its research is also published in international pedagogical contexts.

However, it should be pointed out that this disciplinary profile has so far mainly taken the form of doctoral theses. As regards the senior researchers, it is difficult to indicate any concrete advanced research efforts with this specific focus. Since being appointed professor in 2008, Anders Sigrell has had two outstanding research publications, according to the bibliography; but both these publications are primarily focused on the relationship between style and argumentation. Even so, it should be pointed out that he has written a textbook in rhetoric specifically for secondary-school teachers as well as a number of popular-science publications in the field. Anders Eriksson, who also has previous solid research experience in this area of research, has only been in Lund for a short time, and during this time he has not produced any scientific publications in this particular area. His research has instead addressed topic and argumentation. Finally, Sofi

Qvarnström has a slightly different research specialisation. Her latest research publication deals with the Nordic reaction to the Turkish genocide of Armenians in 1915-1916 and with Nordic support for the Armenians.

Naturally, an inevitable consequence of this specialisation is that research in the subject has a narrow profile, and that the scope for research collaboration with other rhetoric milieus is limited.

Extent of research

Media History

The subject of media history at Lund University is relatively small. According to the self-evaluation, there are three senior researchers in the subject, including one temporary senior lecturer. In addition, there are two postdoctoral fellows and two doctoral students (the third doctoral student mentioned in the self-evaluation has now graduated).

According to the researchers' lists of publications (and a Libris search), those active in research over the years 2011–2013 have published 4 research articles, 6 book chapters, 3 theses, 1 book, and 3 anthologies (edited by one of the researchers in the subject). Bearing in mind the size of the subject, and that the scope for research within the framework of the senior lecturers' posts is limited, it must be observed that the subject has produced a remarkable quantity of research.

Rhetoric

It is difficult to give an opinion on research volume for such a small environment as rhetoric in Lund. In terms of quantity, throughout their time in Lund the three researchers between them have written 3 research articles, 1 research review, 6 popular-science articles, 2 book chapters, 1 conference paper and 1 textbook. However, it is important to point out that until 2012, Sigrell was the sole researcher in the subject.

Role of external funding for research

Media History

During its short existence, the subject has succeeded in attracting significant amounts of external funding. According to the self-evaluation, besides small sums from *Riksbankens Jubileumsfond* (RJ; the Bank of Sweden Tercentenary

Foundation) for conferences, it amounts to almost two years of full-time funding from the Ridderstad Foundation, and 40% funding for three years from the Marianne and Marcus Wallenberg Foundation. Another researcher has received funding from Journalistfonden (unspecified amount). On the other hand, the subject clearly has not yet managed to attract funding for a more extensive project from the Swedish Research Council and RJ. However, according to the self-evaluation an application for a large project is currently under review (STINT).

Opportunities for successful future applications exist, not least thanks to the regular subject meetings and to the extensive international co-operation that characterises the subject.

Rhetoric

The self-evaluation speaks of a high degree of external funding. One doctoral studentship is fully funded by the City of Helsingborg, while one of the researchers is said to have external funding for 75% of her post (Swedish Research Council and an associate senior-lecturer, *biträdande lektor*, post). It is also stated that the chair in rhetoric is funded by a donation. However, as far as I understand, the subject has not attracted any very substantial project funding, although applications have been submitted. With a narrow definition of external funding, it appears that the research in the subject, apart from the externally funded doctoral studentship, is primarily funded by the faculty and the university (a donated chair).

From the information available to me, it is difficult to say what measures are being taken to facilitate project applications and suchlike. It is not clear from the evaluation, for example, how such applications might be supported. A recommendation would be for project applications to be prepared and discussed within the framework of the type of informal research meetings that are arranged by media history.

Research environment

Media History

It is my decided opinion that all three disciplines at the Department of Communication and Media (KOM) benefit from the regular departmental KOM seminars. Both media history and rhetoric are naturally interdisciplinary, and there is every reason to suppose that they draw particular benefit from contacts with each other. Collaborations have already been established across disciplinary boundaries. The interdisciplinary supervisor team also appears to me to be an important element for reinforcing and assuring the quality of research and research studies. Moreover, I find that the regular subject meetings appear to serve as a guarantee that research discussions are not limited to the seminar rooms. I imagine that these meetings offer both researchers and doctoral students a social infrastructure, forming an effective counterbalance to the 'soloist' culture that is sometimes held up as a problem in Humanities research.

According to the self-evaluation, the subject has also hosted international visiting researchers and arranged a number of Scandinavian and Swedish research conferences.

Rhetoric

Parts of what has been said above about the research environment in media history obviously also apply to rhetoric. Bearing in mind the size of rhetoric as a subject, it seems reasonable that its own seminar activities are integrated into the shared KOM seminars. However, even in this context I would like to see some form of continual subject-specific colloquium or symposium activities that could be informal in structure, as is the case in media history, with a focus on current research issues/problems of varying kinds.

Relationship between research and teaching

Media History

Media history's funding and activities are largely in research; however, the two full-time senior-lecturer posts are divided between media history and journalism. This means that the teaching activities are split between two subjects and that the senior lecturers have limited opportunities to use their research in their teaching. Conversely, it follows from this that research cannot be expected to derive full benefit from teaching, as would be the case if the posts were exclusively focused on media history.

Rhetoric

On the basis of the self-evaluation of rhetoric, it is difficult to draw any definite conclusions about how research in the subject is integrated into teaching activities. However, it should be stressed that all the research staff are involved in teaching at all levels. The orientation of Lund research in rhetoric towards the theme of rhetoric and didactics also indicates that continual and productive exchanges between research and teaching are likely to be taking place.

Generational balance and plans for future staffing

Media History and Rhetoric

Both media history and rhetoric have relatively young staff, and there are no retirements planned in the near future. However, both environments are small, and if any of the staff were to leave, the impact would be significant. In order to strengthen and develop the subjects, it seems extremely important to recruit further staff on virtually all levels, from doctoral students to professors.

Media History

In order to create the necessary continuity and development, it is my decided opinion that faculty funding for doctoral students should be made available on a continual basis. The need for a professor in the subject will be commented on at greater length below. It also appears very important that the third senior-lecturer post, which is currently held by a temporary member of staff, be made permanent.

Rhetoric

With regard to rhetoric, the presence of a donated chair in the subject is a very great strength. Again, however, faculty funding should be made available for doctoral studentships in order to safeguard the critical mass that the PhD programme requires.

Potential and outlook

Media History and Rhetoric

In my view, the two subjects as well as the research environment as a whole demonstrate a very good potential for development. All the employed researchers are active scholars, and there is every reason to expect further development in this area. If media history is to realise its full potential, however, a chair in the subject has to be established. At postdoctoral level, both subjects are also in great need of investments, for example in the form of a post of associate senior lecturer (or postdoctoral research fellow). Rhetoric has an associate senior lecturer, which is a major advantage. In my view (and that of many others), the postdoctoral level in particular is of decisive importance for the potential of a subject to develop; and in this respect, the faculty/university should support investments aimed at ensuring the continued availability of this type of post.

Output

Media History

As stated above, media history is a very young subject. Bearing in mind that the subject has existed as an independent research subject for less than three years, productivity must be said to be very good. Of course, a large part of this research was initiated by the various researchers in other departmental contexts (this applies in particular to the doctoral students who began their studies in the subject of press history); but even taking this into account, output during the period evaluated must be said to be impressive.

Rhetoric

As discussed above, it is difficult to express an opinion about the quantity of research produced in such a small environment as rhetoric at Lund University. For most of the subject's existence, it has only had one member of research staff. In general, my impression is that it is too early to discuss the question of output in connection with this particular subject.

Language issues

Media History

All the active researchers bar one have published work in English in international contexts (from what I can tell, one of the younger researchers has exclusively published in English). Swedish is the predominant publishing language, though, which is partly attributable to the concentration on Swedish-language material. However, the researchers in the subject are heavily involved in international contexts, including formalised collaborations, and there is every reason to expect that this will also be reflected in the choice of publishing language in the future.

Rhetoric

All the active researchers in rhetoric have published work in English internationally. In a subject like rhetoric, which often has a strong connection to the mother tongue, this must be said to testify to a clear intention to participate in the international research debate. The popular-science articles are of course in Swedish.

Publishing strategies

Media History

Research in this subject is to a relatively large degree published through book chapters, as well as through scholarly articles. During the period studied, there were few monographs; but one of the researchers has obviously been very active as the editor of various anthologies. In addition, a relatively small number of popular-science articles have been written. Quite a few of the publications are available open access. It is of course difficult to distinguish a trend during the short period covered by my review. My perception is that the pattern of publishing in the subject is fairly typical of the Humanities in Sweden, and also relevant to nature of the subject and to those scholarly contexts in which its researchers operate.

Rhetoric

The relatively limited volume of research publications in the subject during the period evaluated means that it is not meaningful to talk about a pattern with regard to publishing. However, it can be observed that while no monographs have been published, research in the subject has primarily been published in the form of articles and book chapters. A relatively large part of the total body of published work consists of popular-science articles and educational materials, which is logical given the subject's research profile. As was the case with media history, it is my judgement that publishing in rhetoric seems typical of the Swedish Humanities, and it appears relevant to the specific subject and to those scholarly contexts in which the researchers operate.

Quality of publications

Media History and Rhetoric

This assessment is exclusively based on the submitted publications from the years in question (for media history 2011–2013, for rhetoric 2008–2013). I have concentrated on the research publications, even though I also comment on popular science and textbooks/chapters in passing. The individual researchers' output is considered first, followed by a summarising comment.

Media History

Temporary senior lecturer Johan Jarlbrink has published three research articles, of which two were appended.

In the article 'Avklippta från historien' ('Cut off from history'), Jarlbrink discusses the importance of scissors as a publishing tool in the journalistic system of the 19th century in a convincing and well-informed manner, exposing a concrete media-related circumstance which affected a certain type of historically significant journalistic activity. The article 'Historien i tidningsklipp – tidningsklipp i historien' ('History in press cuttings – press cuttings in history') studies the interaction between the media, archives and historiography in the light of the contemporary media climate. Both of these articles testify to the capability of an extremely motivated researcher, who tackles original material and complex issues with a good basis in the contemporary international research forefront in media history.

Reader Marie Cronqvist has published four research articles, all of which were appended. The article 'Medier och minne' ('Media and memory') provides a well-informed and clear overview of the research field that has developed on the boundary between memory research, history and media history/theory. 'Vi går under jorden' ('Let's go underground'), 'Utrymning i folkhemmet' ('Evacuation in the Swedish welfare state') and the English-language article 'Survival in the Welfare Cocoon' exemplify Cronqvist's research on Cold War culture, presenting exciting material that is skilfully related to important historical and theoretical issues. Cronqvist's research is well in step with the international forefront of research in terms of both theory and method, effectively combining perspectives from film studies and history research.

The appended anthology, *1973. En träff med tidsandan* ('1973. Meeting the spirit of the time'), produced in collaboration with other researchers, is exceedingly interesting, contains many exciting and high-quality contributions and also represents partly innovative work in respect of method.

Reader Patrik Lundell has published four research articles, of which three are appended. Furthermore, he has edited four anthologies in the field, of which two are appended.

The article 'Legitimacy through responsibility: Neutrality as a resource in the international press visit to Sweden in 1923' adopts an approach closely related to the discipline of press history. It demonstrates convincingly how both national and local parties mobilised the contemporary journalistic system to market a positive image of Sweden abroad. The article 'Participation, representation and media system: Habermasian paths to the past' is an ambitious attempt to develop Habermas' ideas on forms of publicity by adding a media-history perspective. 'From enlightened participation to liberal professionalism: On the historiography of the press as a resource for legitimacy' highlights the importance of a history of the press that combines perspectives from media history and institution history. The same perspectives are developed in 'The medium is the message: The media history of the press'. All of these articles yield an unequivocal picture of Lundell as an extremely dedicated, skilled and theoretically motivated researcher who simultaneously deals with complex historical material and advanced theoretical reflections.

The three appended anthologies, produced by Lundell in collaboration with other researchers, are all exceedingly interesting, focusing on key research issues and filling important gaps in research.

The thesis *Global Lifestyles. Constructions of Places and Identities in Travel Journalism* by Emilia Ljungberg analyses two travel magazines over a 30-year period. The approach is discourse analysis, and postcolonial and globalisation-theoretical perspectives are successfully combined. The scope of this evaluation does not permit a thorough discussion of the thesis; I will be content to say that I see it as an excellent example of research that does great credit to the environment and the PhD programme.

Overall, the picture of research quality in the subject of media history in Lund must be said to be impressive at the very least. It is also exciting to see how well the perspectives represented by the different researchers both complement one another and conduct a process of internal correspondence.

Rhetoric

Anders Sigrell's purely scholarly output during his time in Lund comprises, according to his appended list of publications, 5 research articles or book chapters in what can be regarded as primarily academic contexts. In addition, he has written 3 popular-science publications, 5 conference papers and 3 articles/chapters which seem to me to have a primarily practical/didactic focus, 1 research review, and a textbook.

The following publications were appended: two research articles (both in English), 1 book chapter with a practical/didactic focus, and the textbook *Retorik för lärare.*

The two research articles, one of which was co-written with a researcher in political science, testify in my view to a dedicated and motivated researcher, whose research in the areas that the articles concern (rhetorical argumentation analysis) is well in line with the forefront of research. In one of the articles, Sigrell investigates how a deeper understanding of the concept of metonymy can lead to renewed insights in argumentation analysis. In the co-authored article, a particular fallacy is discussed in a well-informed and articulate manner. With these articles, I find that Sigrell makes valuable contributions to research on the boundaries of argumentation theory, stylistics and rhetoric.

The textbook *Retorik för lärare* has limited academic value in this particular context, as might be expected. Nonetheless, I find it remarkable that the book builds so little on current research in both didactics and rhetoric, and that the fairly extensive theoretical arguments that are – somewhat surprisingly – included reflect (or discuss) the philosophical context they apparently presuppose to such a limited degree. The argument that the necessity of representation and the arbitrary nature of linguistic signs form a precondition for rhetoric as an opportunity to make absolutely free choices would need to be developed quite considerably in order to convince. Similarly, I find that the ethical and existential implications of this freedom would need to be highlighted and discussed in considerable depth. The appended book chapter mostly varies ideas presented in greater detail in the textbook.

Associate senior lecturer Sofi Qvarnström has produced two research articles during her time in Lund (one in press) and one conference paper, as well as 3 research reviews. In my view, the two research articles bear witness to an extremely skilful researcher who successfully manages to combine methods from comparative literature, rhetoric and media history. In this context, great value should be attached to them as indicators of the academic quality of research in rhetoric at Lund. The conference paper also provides a strong indication of the quality of Qvarnström's work, as do the research reviews, among which I particularly want to highlight the well-informed, articulate and extremely thought-provoking review of the Swedish translation of Aristotle's *Rhetoric.*

Reader Anders Eriksson's research during the very short time he has been in Lund has comprised, according to the list of publications, 5 research articles, 1 popular-science article and a final project report to the Swedish Research Council. Of these, 3 research articles were appended. Two of the research articles convincingly demonstrate Eriksson's ability to draw theoretically advanced conclusions of major importance for argumentation analysis with a focus on the theory of topic, based on the extensive research he has carried out on Aphthonius and Progymnasmata pedagogy. In my view, they bear witness to Eriksson's scholarly ability and provide valuable insights into research on the subject in Lund. The third article, which Eriksson co-wrote with an American colleague, has a focus on rhetoric and didactics and offers valuable insights into a project about online real-time teaching with both Swedish and American students. The arguments pursued convincingly demonstrate both the difficulties and the possibilities involved in projects of this type.

For doctoral student Niklas Håkansson, a presentation of his thesis project, published in *Rhetorica Scandinavica*, has been appended. The presentation provides a good overview of an interesting project, with major potential in that field of rhetoric and didactics which the self-evaluation emphasised as a focus area for rhetoric in Lund. There is every reason to expect that research of the kind outlined in the presentation will be valuable not only within rhetoric, but also in didactics.

The licentiate thesis of PhD student Lisa Källström has been appended (in the subject of Swedish specialising in didactics; but she is now, judging from the presentation on the website, a doctoral student in rhetoric). The licentiate thesis sheds light on the image of Swedishness held by German students of Scandinavian studies from an intercultural perspective. The thesis provides an exciting introduction to the subject, but the specialisation in visual rhetoric that the website claims will characterise the doctoral thesis is basically absent. Therefore, it doesn't really have any obvious bearing on the quality of rhetoric research in Lund. The same can be said of the two appended anthology chapters, which present the main ideas of the licentiate thesis in a condensed form.

Lecturer Sara Santesson has written 4 peer-reviewed conference papers together with other researchers, with a focus on writing popular science, in which she persuasively demonstrates the pedagogical benefits of integrating rhetorical perspectives and rhetorical practice into teaching. In addition, she has appended three teaching-resource texts that testify to her great skill as an educational resource writer and educator. In particular, I would like to draw attention to the book *Retorik för naturvetare. Skrivande som fördjupar lärandet* ('Rhetoric for natural scientists. Writing that deepens learning'), which is not so much a textbook aimed at students as an appeal, grounded in pedagogical and rhetorical theory, for the importance and benefits of integrating popular-science writing into science-degree programmes. The ideas are convincing, and the book should be very useful.

The overall picture of research in rhetoric in Lund is that of a strong research environment with great potential for the future.

Scholarly impact

Media History and Rhetoric

In my personal opinion, bibliometric reviews provide poor measurements for gauging the impact of Swedish Humanities research. Only one of the researchers in media history and none of the rhetoric researchers is visible in searches on Web of Science and Scopus (and the only scholar found there is uncited). Why this is the case is fairly obvious if one considers the above discussions pertaining to the language choices and publishing strategies observable in the two subjects. To conclude on that basis that the subjects lack scholarly impact *in the research contexts of relevance to them* would of course be absurd.

It should be added that Google Scholar gives completely different results for citation frequency, but the impossibility of differentiating between student essays and more advanced academic publications may make those figures less interesting in a strictly bibliometric respect. Personally, however, I would like to claim that the extent to which research is cited and referred to in graduate projects etc. is in fact an important measure.

Nonetheless, in the discussion of the two environments' scholarly impact below, I will proceed from other considerations.

Media History

The subject is unique in Sweden; despite the fact that media-history research interests have had a major impact on Humanities research in Sweden in recent years – for instance in history of ideas and science, comparative literature, history of technology and rhetoric – media history in Lund is the only research environment that explicitly bears that name. This gives the environment a unique position in many ways. There is every reason to presume that the potential for growth is significant, and that the environment has a key role to play in the national research landscape. It is also my firm conviction that a chair in the subject is a prerequisite in the long term for positive and stable development of the environment. A chair would be of major importance not only for the subject itself, but also for Lund University and for the Swedish research climate in this and associated subjects.

I also share the assessment of the self-evaluation that the loss of the third senior lecturer would entail a serious setback for the research environment.

The leading representative of the subject has a large international network and maintains active collaboration with departments in Germany and England. This is of course a definite strength and constitutes a major advantage for the development of the subject. However, the fact that the subject is so small entails a risk that its representatives will 'spread themselves too thin', and I wonder what impact it will have on the research activities in Lund when two of the permanent senior lecturers are away on international research visits (at the same time)? The solution cannot of course be to limit international collaboration, but I still want to draw attention to this circumstance, because it clearly shows the need to expand the staff.

As regards the contributions of the individual researchers to the research community, it should be pointed out that Cronqvist is a member of the board for *Scandia: Tidskrift för historisk forskning*, a member of the editorial committee for the book series *Mediehistoriskt arkiv*, a member of the reference group for teaching and learning in higher education for the HT faculties and a member of the New Society of Letters in Lund. Lundell is a member of the editorial committee for the National Library of Sweden series *Mediehistoriskt arkiv*, an honorary associate of the Centre for Media History, Macquarie University, Sydney, and a member of the New Society of Letters in Lund (currently a deputy board member).

From what I can find, the researchers in the subject regularly participate in international and national conferences.

Rhetoric

Rhetoric in Lund forms a research environment of importance to the subject of rhetoric, a subject which is relatively small even at national level. Its representatives in Lund participate regularly and enthusiastically in the national academic debate. Research in the subject in Lund has so far had a clear profile, with a specialisation in rhetoric and didactics. With a newly recruited associate senior lecturer who has a different specialisation, and with the planned admission of two new doctoral students with potentially different research interests, a noticeable broadening of the research interests in the subject is likely to ensue. The fact that there has so far been such a strong concentration on a specific theme has probably been both an advantage and a disadvantage for the development of the subject. This concentration has no doubt produced very positive effects for the research that has been carried out, but the subject has also risked appearing narrow and relatively isolated in relation to other environments, nationally and internationally.

As regards the contributions of the individual researchers to the research community, Sigrell is a member of the editorial committee of the leading Scandinavian journal for rhetoric, *Rhetorica Scandinavica*. Until 2010, he was also the Swedish editor-in-chief of the journal. Sigrell is a member of the New Society of Letters in Lund and currently serves as its Vice-President. Qvarnström has been a member of the editorial committee for the journal *Rhetorica Scandinavica* since 2012, and she was a member of the working committee for Svenska Litteratursällskapet ('The Swedish Society for Literature'), Uppsala, in 2010–2013.

From what I can find, the researchers in the subject regularly participate in international and national conferences.

Societal impact

Media History

The researchers appear relatively frequently in the media, and a couple of them also give regular lectures at upper-secondary schools. The subject must therefore be said to be exemplary in its involvement in 'third-task' (outreach) activities.

Rhetoric

With regard to third-task activities – interaction with society outside the academy – rhetoric in Lund must be said to have done an excellent job. The researchers in the subject appear regularly in the media, and representatives of the subject have held a large number of public lectures and taken on a number of professional-development and popular-education engagements. In this context, the didactic specialisation with a focus on the needs and duties of schools should be emphasised. The specialisation as such (as well as the publication of an appreciated textbook aimed at schoolteachers) has been of great importance with regard to the ability and ambitions of the subject to pursue effective interaction with the surrounding society.

Research in media history and rhetoric related to applicable strategic documents

Since the goals and strategies listed in the university's *Strategic Plan, Lund University 2012–2016*, are given concrete expression in the HT faculties' corresponding plan, I have left the LU plan out of the discussion.

Media History

Strategic Plan for the Joint Faculties of Humanities and Theology 2013–2017: In terms of the goals listed in the plan, it can be said that media history meets the goal of passing on knowledge through communication within the discipline and that the staff researchers collaborate with society at large in a way that makes them visible. Even so, bearing in mind the relevance of the subject to the contemporary debate and the contemporary media landscape, there is in my opinion scope for even greater visibility. With regard to the question of whether the knowledge gained through research is put to use in the educational activities, I refer to the arguments above on the interaction between research and teaching in the subject. Within the scope of my evaluation powers, the goal can therefore be considered to be fulfilled or on its way to being fulfilled. With regard to the strategies listed in the plan, the subject must be considered to adhere to the strategy of cross-boundary collaboration within and outside the university, taking into account the collaboration with the other subjects at KOM. It is more difficult to state an opinion regarding collaboration with other faculties. As regards national academic collaboration, Lundell's role as editor of the series *Mediehistoriskt arkiv* deserves special mention, as does his particularly active work on editing anthologies and arranging conferences. In this way, the subject also plays a key role nationally. Collaboration in the form of graduate schools does not appear to have taken place. If this were to happen, it would be a very important and welcome initiative that would further vitalise the subject at national level. There is every reason to presume that the subject in Lund would be a key player in such a graduate school. With regard to the other forms of collaboration listed, the data do not yield a clear picture of how this might be taking place. However, there is doubtless major potential. With regard to internationalisation, the researchers in the subject publish their work in English in international publications to a high degree, while the objects of study are often Swedish, which corresponds well to the first three items in the HT faculties' plan. They have often worked actively both in hosting visiting researchers from other countries and in providing their own researchers with opportunities to spend time abroad, which corresponds well to the two following items. From the data provided, it is not possible to decide whether the subject is actively involved in efforts to facilitate study and work placements abroad, transfer credits from periods of study abroad to its own programmes, support international experiences for technical and administrative staff, promote language skills among students and staff, disseminate experience gained from time abroad and highlight the financial and social costs of internationalisation. (A number of these areas are probably a matter for the departmental and faculty levels rather than for the subject level.) On the other hand, it is clear that the researchers in the subject are heavily involved in the establishment of international networks. As regards quality enhancement, the data give me no grounds for an opinion, and in any case the majority of these areas are the responsibility of the faculty or department. As regards leader, teacher and employee excellence, the subject colloquia should ensure a good discussion climate in accordance with the first item. In respect of the other items, the available data give me no grounds for an opinion. As regards the areas for development mentioned in the faculty plan, there are no grounds for expressing an opinion on an individual subject; all these measures belong at faculty level.

Rhetoric

Strategic Plan for the Joint Faculties of Humanities and Theology 2013–2017: In terms of the goals listed in the plan, it can be said that rhetoric meets the goal of passing on knowledge through communication within the discipline very well and that the subject's researchers collaborate intensively with society at large in a way that makes them highly visible. In particular, there is reason to mention Sigrell's very extensive engagements in the media, in conjunction with relevant rhetorical events, and his work in the sphere of educating the general public. On the subject of whether research-based knowledge is implemented in the educational activities, I refer to the discussion above on the interplay between research and teaching in the subject. Within the scope of my evaluation powers, the goal can thus be considered to have been well met. As regards the strategies stated in the plan, the subject must be said to adhere to the strategy of cross-boundary collaboration within and outside the university, taking into account the collaboration with the other disciplines at KOM. The intensive collaboration with other rhetoric departments should be highlighted in this connection, as well as the close collaboration with pedagogics and with research environments in the natural sciences (Sigrell and Santesson respectively). Collaboration in the form of graduate schools does not appear to have taken place. If this were to happen, it would be a very important and welcome initiative that would further vitalise the subject at national level. There is every reason to presume that the subject in Lund would be a key player in such a graduate school. With regard to the other forms of collaboration listed in the HT faculties' plan it is, for instance, clear that there is cooperation with both schools and regional bodies. As regards internationalisation, the researchers in the subject publish their work in international publications to a high degree, while the objects of study are often Swedish, which corresponds well to the first three items under this heading. However, there does not appear to have been any active exchange with international research environments. From the data provided, it is not possible to determine whether the subject is actively involved in efforts to facilitate study and work placements abroad, transfer credits from periods of study in other countries to its own programmes, support international experiences for technical and administrative staff, promote language skills among students and staff, disseminate experience gained from time abroad and highlight the financial and social costs of internationalisation. (A number of these areas are probably a matter for the departmental and faculty levels rather than for the subject level.) As regards quality enhancement, the available data give me no grounds for an opinion, and in any case the majority of these areas are the responsibility of the faculty or department. As regards leader, teacher and employee excellence, participation in the departmental supervisor team should play a major role. With regard to the other items in the faculty plan, the data give me no grounds for an opinion. As regards the areas for development mentioned in the plan, there are no grounds for expressing an opinion on an individual subject; all these measures belong at the faculty level.

Verdict

After considering all the above, I am able to give the following judgments (with comments).

Media History

Very good (4). Given the criteria that have been set, this seems to be the most reasonable judgment, and it must be said to be an impressive one in view of the short existence of the subject and of the fact that the active researchers are also heavily involved in teaching. At the same time, it is important to point to possible risks in the future. One problem with media history is of course the smallness of the research environment. However, it is my understanding that active and successful efforts have been made to establish links to larger research environments locally, nationally and internationally. Research in the subject is also highly dependent on external funding, but there have been several successful applications. Nonetheless, there is of course reason to be alert to the relative vulnerability inherent in the size of the environment. Indeed, the subject representatives themselves point to this as a possible problem in the self-evaluation.

Rhetoric

Good (3). Based on the criteria that have been set, this is the appropriate judgment. The subject is still in an intensive period of development, with two newly appointed senior lecturers. For a long time, the professor has been solely responsible for senior research work in the discipline, which explains the relatively low academic output in quantitative terms. There is every reason to believe that the subject has considerable potential for growth as an academic environment. Here, too, the critical risk for the future lies in the smallness of the subject, since rhetoric is another subject with a very small staff (4 permanent members of academic staff, of whom 3 are listed as research staff on the website – it is clear from the evaluation, however, that the lecturer is also involved in research – and 3 doctoral students). Unlike media history, however, rhetoric has a professorship, which entails a more marked presence in both the local and the national research community.

David Birdsong

Lund University Humanities Laboratory: External Research Examiner's report

The present report on the Lund University Humanities Lab follows the instructions and recommended format of the *Guidelines for External Research Examiners, HTRQ14*.

The various sections of this report provide information of both a descriptive and an evaluative nature, and they offer specific recommendations. Two additional recommendations of broad scope are placed in the next-to-last section of the document. In the concluding section, the grade of *Excellent* is recorded and explained.

Content of research

The Lund University Humanities Lab (henceforth LUHL or Lab) was conceived as a research facility enabling investigation in broad humanistic fields such as communication, cognition, and culture. Its scope of support has extended to the natural sciences, medicine and engineering. The diversity of research content is suggested by the fact that, in 2012, the LUHL hosted some 100 users from across all Lund University faculties, as well as from outside the University.

A concrete index of the variety of types of research supported by the LUHL are the research technologies housed and in use at the Lab. Lab space and equipment are dedicated to EEG (for ERP), eye tracking, motion capture, virtual reality, 3-D scanning, articulography, and corpus access.

Other indicators of the content of research are the projects and publications of the LUHL staff, which includes 15 researchers, 2 research engineers, and 2 IT-pedagogues, in addition to the Lab Director. The disciplines and sub-disciplines represented by these individuals include: theoretical linguistics, semiotics, cognitive science, archeology, language processing, language documentation, Pacific languages, second-language acquisition, child-language acquisition, bilingualism, neurolinguistics, visual communication, language documentation, field methods, visual information processing, speech motor control, primate communication, gestured and embodied language, sign language, and hearing impairment.

Motion capture and virtual reality will be expanded in a new facility (HumLab II). These technologies are increasingly used by researchers in archeology, cognitive science, and linguistics. HumLab II will also house a new studio for sound, animation, video, and music. This facility should attract new research and new user groups from music, the arts, and cultural science, while diversifying use by groups already present in the Lab, such as cognitive scientists working on gaming.

The content of research is also evident in the LUHL-external projects that the facility hosts. For example, a guest professor at the Centre for Language and Literature is cooperating on a humanities and medicine project which will involve use of Lab facilities. Other outside projects involve collaborations with the US network PIRE, funded by the NSF, where the research content is neurocognitive aspects of bilingualism, and AHRC, financed by the UK Arts and Humanities Research Council, whose content is language research and teaching in field sites in Europe and Africa.

Broadly speaking, these disciplines are investigated with quantitative empirical methodologies that are driven by, and feed into, well-articulated theories. The viability of the orientation is beyond question, in the sense that the research derives from established (social-) scientific methods. Looking at the viability issue from another angle, by and large the specific projects supported by the LUHL place themselves at a 'sweet spot' in the generational cycle, meaning that the Lab-housed methods and technologies (e.g. eye tracking, EEG, virtual reality) are now quite refined and widely accepted, and the projects themselves apply these LUHL affordances toward defining the cutting edge of inquiry. Thus one perceives high degrees of scientific validity, continuity, and momentum that promote confidence in the viability of the research orientation for the foreseeable future.

Extent of research

As mentioned in the description of this research parameter, one can only approximate the productivity of staff associated in some capacity with LUHL. The 2009 Report to the Scientific Advisory Board of JFHT notes that lecturers are supposed to devote 20% of their faculty-funded time to research, docent/ associate professors 25%, and professors 40%. Assuming from this guidance that, overall, about 25% of LUHL staff time is devoted to research, the volume of research produced by Lab members would appear to be satisfactory. However, the productivity varies considerably among Lab members, perhaps as a function of career momentum, perhaps as a function of assigned duties.

External funding

Researchers from various campus units who come into the LUHL apply portions of their grants toward the empirical data-gathering and data-analysis components of their projects.

Members of the Lab staff have been awarded several major grants. These include: *Language, Cognition and Landscape* (ERC: Burenhult); *Culture, Brain, Learning* (Wallenberg: Strömqvist, Heller, Gullberg, Smith); *EyeLearn: Using visualizations of eye movements to enhance metacognition, motivation and learning* (Wallenberg: Holmqvist); *Embodied bilingualism* (Wallenberg: Gullberg); *How culture shapes gestural behavior* (Sörensen: Graziano); *Crosslinguistic studies of gestures* (Lundborgska Idofonden: Graziano); *The ability to acquire a new language implicitly after as little as 7 minutes with multilingual speakers aged 10 to 90* (Lundborgska Idofonden: Gullberg).

Specifics of funding provided to me are as follows:

- ERC starting grant (Burenhult; LACOLA) for 1.5 MEUR (co-financing from the Faculties 1.2 MSEK/year)
- Marcus and Amalia Wallenberg Foundation grant (Holmqvist; EyeLearn) for 6.0 MSEK (co-financing from the Faculties 462,000 SEK/year)
- Knut and Alice Wallenberg Foundation grant (Strömqvist, Heller, Gullberg; Culture, brain, learning) for 7.4 MSEK (co-financing 825,000 SEK/year)
- Wallenberg Scholar grant (Gullberg; Embodied bilingualism) for 15 MSEK (co-financing 675,000 SEK/year).

The instructions given to External Research Examiners (EREs) indicate that, obvious benefits aside, funding from the Wallenberg foundations and the ERC 'usually require massive co-funding from recipient faculties and universities, often in the form of new appointments of staff one would not ordinarily have taken on'. This concern, and strategies for addressing it, are discussed in the Head of Department's statement on research at the Centre for Languages and Literature. Presumably other JFHT departments have taken up this matter in their self-evaluations and heads' statements. With respect to the LUHL proper, the focal point would appear to be post-docs, specifically those who join the Lab staff as part of an award or other funding given to a senior LUHL researcher. Because individuals brought in to such finite, short-term positions have a way of becoming longer-term or even permanent staff members, it is important to have in place policies for stipulating and enforcing the conditions of employment, evaluation, and retention; see 'Additional recommendations' below.

Research environment

The LUHL is at once its own self-contained research environment and a key component of the research environment of other JFHT units.

To touch on the latter just briefly, it must be emphasized that recruitment and retention of top-notch researchers to Lund can only be enhanced by the existence of the LUHL. Moreover, the Lab's presence (the facility, the personnel, the leadership, the workshops and lectures, the outreach) is a source of inspiration for new ideas, and makes their realization possible. Against this background, I leave it to the other EREs to underscore the importance for the departments they review to make the most of what LUHL has to offer; see 'Additional recommendations'.

As to the research environment within the LUHL proper, the activities suggested in the Guidelines for ERE reports are extraordinarily well represented. In the area of training, during 2012 the Lab offered four long courses to PhD students and senior scholars on campus (covering eye-tracking, ERP, statistics, experimental design) along with five short courses (covering Praat, CLAN, ELAN, CHAT, audio recording). These courses were complemented by lectures and compressed courses on such topics as 3-D modeling, E-Prime and MatLab experimental set-up, and electro-glottography with BioPac. Not to be overlooked in this context are the numerous Lab demos and tours (38 of them in 2012) offered to the Lund community and to interested parties from Berkeley, Penn State, Lodz, Basel, and Ben Gurion; to research groups from national networks; to representatives of U21 Research Leaders Group and MPI-Nijmegen; and to schools and the general public. In 2012 LUHL members gave presentations at prominent conferences in Brazil, Spain, China, Japan, Indonesia, Estonia, and the US. In addition, invited talks were given at NASA, Stanford, and MPI-Nijmegen. Over the course of 2012, LUHL members organized several workshops and conferences, including the Fifth Conference of the International Society for Gesture Studies at Lund (Gullberg) and the 3rd U21 Digital Humanities Workshop at Lund (Lindgren and Petersson). These various activities are indicators of the LUHL's vigorous commitment to developing and promoting their rich research environment that is at once broadly appealing and easily accessed.

One of the hallmarks of Gullberg's leadership of LUHL is scholarly enrichment through collaborations and scholarly interactions, which have been advanced in the form of teams of authors on papers, workshops, and joint projects and grants with other departments and institutions. In this regard, the connections of LUHL with MPI-Nijmegen, Stanford, and Penn State are particularly noteworthy. The 'collegial application culture' mentioned in the CLL Head's statement is an appropriate description of the environment of collaborative research enterprises promoted by LUHL.

Relationship between research and teaching

As mentioned above, the Lab sponsors quite a few long and short training courses of which PhD students and, by application, master's students can avail themselves. These carry between 2 and 7.5 Higher Educational Credits. Examples of LUHL-administered courses include van de Weijer's course on statistics and the master class by Holmqvist on eye tracking.

Regarding teaching within the context of the Lund University academic curriculum, there is no discernible pattern of LUHL researchers' engagement at the undergraduate and master level. For example, for Burenhult, Eriksen, and Frid I could find no curricular offerings at Lund University. In contrast, this semester Gullberg is teaching a Lund graduate course 'Language in the visual modality: Gestures and sign' (LINN15). Holsanova, a *docent* in Cognitive Science, is currently teaching the Lund course 'Language, Communication and Thought' (LINB30). In addition, Holsanova's website indicates a rich and long-term involvement in teaching and supervision at all levels. In these instances there seems to be an optimal relationship between research and teaching.

The list of LUHL staff indicates that there are two IT-pedagogues, Schötz and Johansson. Schötz teaches seven Lab-hosted courses that connect directly to her background and research in acoustics and experimental phonetics; here again the research-teaching nexus is laudable. On Johansson's webpage she states that, in addition to (but seemingly unrelated to) her research in gaze, thinking for time, and expert and children's writing, her role as IT-pedagogue involves helping others use computer programs in their research. The Linguistics and Phonetics website indicates that Johansson also teaches a PhD-level course for Lund on methods in general linguistics (LINRO1). A window on the LUHL website (which features individual staff members on a rotating basis with each new visit to the site) reveals that Johansson also gives a LUHL course each spring on creating a linguistic corpus.

In short, for LUHL researchers (whether LUHL-internal or housed in academic departments) there appear to be no systematic assignments of teaching duties either within the context of the Lund University curriculum or with respect to LUHL-sponsored courses. This situation is not surprising and is indeed understandable given the organizational structure of the LUHL. In instances where staff do have instructional responsibilities, the qualities of the relationship between research and teaching are manifestly felicitous.

This said, for the sake of evaluation and ongoing improvement in teaching, certain kinds of information would be welcome. For example, to benefit Lund University higher administration officials in particular, I would recommend that the LUHL provide documentation of the teaching responsibilities of each staff member, in both general and ongoing terms, and with respect to the specific courses taught within LUHL versus in the Lund curriculum on a yearly basis. (If individual FTEs posted information about teaching and supervising on their websites or CVs, this would also be useful; see Holsanova's website for one example.) Also, if there are policies and mechanisms for surveying students regarding the pedagogical effectiveness of their instructors and the value of their courses, these should be implemented routinely, as should peer classroom observations.

Generational balance and future staffing

Looking at individual LUHL staff members' webpages, it would appear that the oldest personnel are roughly at the mid-career stage. If this is correct, generational balance and staff replacement should not be issues for the next 10 years.

Output

Inasmuch as some personnel participate on LUHL projects and others are user-affiliates of the Lab (i.e. they reside in a variety of University administrative homes), my report on productivity may be redundant viewed in connection with the information provided by EREs for individual JFHT departments. I see my role here as undertaking something of a compilation exercise to give a sense of the aggregate strengths of LUHL researchers. My impetus and point of departure here is the list of publications given on the LUHL website.

Although this list is instructive, in order to properly assess the productivity of individual members of LUHL one would wish to know the percentages of time each member is contractually obligated to conduct research versus executing other responsibilities. Even without this information, though, it is clear that individual researchers in, or users of, the Lab are active, and some extremely so. The quality of publications is addressed in a separate section below.

In looking at the composite numbers of publications by LUHL members, my method involves separating the publications into two groups: those that have been published, are in press or have been submitted in the past 5 years (2008 to present); and those that were published before 2008. The year 2008 is not arbitrarily chosen; it marks the beginning of a surge of publications from the current active generation of scholars, i.e. those researchers who are most relevant to this review.

Journal articles. Between 2008 and the present, 6 journal articles have been submitted, 3 are in press, and 50 others have appeared, for a total of 59. Between 1987 and 2010, 4 other published journal articles are listed.

For three articles, Alferink and Gullberg (2013), Dewhurst et al. (2012), and Nyström and Holmqvist (2010), the page numbers are not provided on the LUHL site, but the lengths (17pp, 22pp, and 14pp respectively) can be determined by looking at the pdfs. One cannot determine the length of the fourth article, by Debreslioska et al., which is at present viewable in an unpaginated online version only.

Among the journal articles, the range of lengths is 5 to 38 pages, with the average article being approximately 16 pages in length. These numbers are in line with figures cited in a recent survey (Waltham, 2009) http://www.nhalliance.org/bm~doc/hssreport.pdf of 8 major US humanities and social science journals: *American Anthropologist, Journal of the American Academy of Religion, American Economic Review, American Historical Review, American Political Science Review, American Sociological Review, Journal of the American Statistical Association,* and *Publications of the Modern Language Association*. According to the report (p. 5): 'Average peer-reviewed article length for the eight journals is 19 pages (range 12 to 28 pages/article). It was noticeable that in the disciplines that are closer to scientific and technical fields the journal article length is somewhat shorter (12pp, for example).'

Books. Since 2008, 6 books have appeared; three of them are dissertations published in outlets of the granting institution. The books' page counts range from modest to massive. For example, Huber's 2008 volume on Makasae is 122 pages in length, while her 2011 dissertation on Makalero encompasses some 673 pages. The Holmqvist et al. 2011 guide to eye tracking is 560 pages long, while the Holmqvist and Pluciennik book on infinity in language is 185 pages in length.

Chapters. Over the past 5 years, 31 of the 34 listed book chapters have been published, or are in press or submitted. The average length of the chapters is around 15 pages, with a range of 5 to 25 pages.

Conference papers. Since 2008 LUHL staff have presented 83 conference papers. Many of these are presented on the website as published meeting abstracts (e.g. Johansson et al., 2012), short papers or posters (e.g. Graziano & Gullberg, 2013; Nyström & Ögren, 2012).

Low productivity. Based on the information available to me, some personnel should be encouraged to improve their research productivity. They need more journal articles, especially articles of whom they are the first author. A large number of conference papers cannot make up for a lack of articles.

Information not available. For some individuals, there is no information to be found on their webpages. In the interests of the credibility of the Lab and evaluating personnel, this unacceptable situation needs to be rectified. Also, though it may not be standard practice, information about the date of receipt of degrees for all individuals would be helpful for assessing scholarly productivity to date.

Documentation of research. Related to the above, individuals would be well advised to improve the documentation of their research productivity and scholarly impact. There are many ways to go about this, but a first step in this direction might be setting up one's User Profile using the My Citations compilation function on scholar.google.com, as Prof. Holmqvist has done; see http://scholar.

google.com/citations?user=n58QJL4AAAAJ&hl=en. The information provided by this service has its limitations, but the set-up process is simple and fast.

Publishing strategies

Overall the LUHL publication record shows a good proportional representation among refereed journal articles, books, and chapters. In the US social-science context, refereed journals with high impact factors and low acceptance rates are the favored venues for publications, with chapters traditionally being regarded as not scrupulously reviewed (although the review process for chapters and for invited articles is becoming more and more rigorous). The LUHL list shows 63 journal articles and 34 chapters. This is a very desirable ratio.

In addition, the journals where Lab members have placed their research tend to be high-caliber outlets, with relatively strong impact factors within their disciplines, low acceptance rates, and distinguished editorial boards.

Books are a bit of a wild card in terms of impact on the field. Some, like the Holmqvist et al. eye-tracking guide, are widely consulted and cited. Many, however, are underutilized. Another consideration is that, for the time being, many books are prohibitively expensive for the single user and for many libraries. Moreover, the relatively low costs of electronic subscriptions to major journals are a factor in their favor. In this light it is understandable that the LUHL publications list shows only 7 books, 4 of which are dissertations.

I would recommend giving consideration to the strategic benefits of publishing in online venues, particularly free-access, peer-reviewed journals such as PLOS ONE, where authors retain copyright. In such venues an extraordinary level of exposure is possible in a short time. For example, in the first 4 days following its publication, a PLOS ONE article by Schwartz et al. on the language of social media received more than 3000 views. (This particular online journal is indexed in Scopus, Web of Science, PsycINFO, etc. and in 2012 had an impact factor of 3.74.) Disseminating work as quickly as possible is especially beneficial for post-docs and doctoral students, who should be encouraged to work closely with their supervisors in strategic planning for online publishing.

Quality of publications

Gullberg is the face of LUHL. She represents the Lab to its users, to Lund administrators, to the general public, and to fellow researchers around the world. She is also the figure that other staff members, particularly PhD students and post-docs, look up to and, in a real sense, emulate. For these reasons, this 'Quality of publications' section and the subsequent 'Scholarly impact' section are devoted to Gullberg's scholarly work. (Another reason for focusing on Gullberg is that she might not have received an adequate ERE examination at the departmental level.)

I am familiar with Gullberg's work in second-language acquisition, gestured speech (and the intersection of the two), French and Swedish as second languages, and neurocognition. In all these areas Gullberg's work has been of unquestioned originality, significance, sophistication, and rigor. A prime example is Gullberg's 1998 dissertation: *Gesture as a communication strategy in second language discourse: A study of learners of French and Swedish*. This was a ground-breaking study both methodologically and conceptually, and indeed can be cited as foundational work for a new sub-discipline of gestured speech among second-language users. Over the years Gullberg has continued to show an uncommon knack for asking new questions and defining new paths for research, as seen in her investigations of the ability of adults to pick up meaningful chunks of a new language with only a few minutes' exposure. Her versatility is demonstrated in her published work with eye tracking, ERP, and behavioral methodologies, and her breadth is suggested by publications in code-switching, syntactic process, lexical acquisition in addition to gesture. Gullberg's originality and forward thinking have brought her worldwide acclaim, as well as the credibility and gravitas necessary for the directing and co-directing of multi-disciplinary projects such as the nationally funded Dynamics of Multilingual Processing project at MPI-Nijmegen several years ago, and the current Wallenberg Network Initiative with Lund and Stanford 'Culture, brain, learning' around the themes of narrative, reading, and improving learning.

Scholarly impact

Gullberg's scholarly impact is notable in several respects. She is Principal Investigator in two major funded studies (Linnaeus Centre Thinking in Time: Cognition, Communication and Learning' and the Wallenberg Network Initiative 'Culture, brain, learning') and PI in the strategic research area eScience:eSSENCE (Uppsala, Lund, Umeå). Gullberg is an editor of three international scholarly journals: *Language Learning, Gesture,* and *Language, Interaction and Acquisition*. She is a member of the board of the Pufendorf Institute for Advanced Studies at Lund, a member of the Royal Physiographic Society in Lund, and a member of the New Society of Letters at Lund. Her honors include Eva and Lars Gårding's Prize in Linguistics (2010) and Wallenberg Scholar (2012).

Since 2005 Gullberg has published 34 journal articles, with another submitted. Of these, she is the sole author of 7 and the first author of 11. She has 8 edited volumes to her name. She is sole editor of one of them and first editor of 5. Overall, Gullberg has an outstanding publication record.

The journals in which Gullberg has placed her articles are among the most influential. For example, among L2 journals, the impact factors for *Studies in Second Language Acquisition, Second Language Research*, and *Language Learning* are at or near the top of the field. Other researchers in L2 gesture have not placed their research in journals with comparable influence.

Summing up Gullberg's scholarly impact, the bibliometric data reveal that Gullberg is an impressive producer of journal articles. The articles on gesture in L2 have appeared in selective and widely read journals, and have received a number of citations that exceed those of her scholarly cohort.

Language issues

Among the articles from 2008 to the present, only one is not in English, this being in French and published by the Laboratoire LIDILEM in Grenoble. All the books and all the edited volumes are written in English. Of the 34 book chapters, all but 4 are in English, those exceptions being in Swedish and published at Lund.

Societal impact

The work done by Lab users and staff addresses fundamental questions of how people produce and process information. As one example, eye-tracking research at Lund has been applied in the domains of reading and scene perception, and has helped us understand how we use our bodies to express meaning. The eye-tracking work has been applied in advertising, consumer decision-making, air-traffic control, and automobile driving. In terms of outreach, Lab members have shared their research and expertise with students in schools, researchers at other institutions, and the general public.

Additional recommendations

The preceding sections of this report contain several recommendations of narrow scope. Here I offer two more, addressing the broader issues of utilization of the LUHL and its administrative status and structure.

Utilization of the facility. The leadership of LUHL has done an excellent job of publicizing the features and benefits of the Lab and ensuring its accessibility. There is little room for improvement in these areas.

The question is, can the facility be used more, and to better effect? (In this regard it was curious that no explicit mention of LUHL was made in the HTRQ14 statement by the Head of the Centre for Languages and Literature.) Consistent with, and expanding upon, earlier reviews of the JFHT, I would recommend that relevant Lund departments do more to: (1) encourage their faculty and students to take advantage of the Lab; (2) document the amount and types of use of the facility by their researchers; (3) explain to Administration why the Lab has or has not been utilized by their faculty. To address (2) and (3) and any number of other issues of utilization, and to help with strategic planning and facility assessment, the LUHL and departments might jointly develop a user survey, and report the results to the Dean of JFHT and other Lund administrators. (Such a survey may already be in use; if so, this is a commendable measure.)

Administrative status and structure. Other reports sent to me have pointed to the need to clarify the administrative status of LUHL. This is a critical step, and I realize there is an ongoing discussion around this concern.

As I understand it, the Lab is at once a support or service facility and a research institute or center. On the original support-facility model, the researchers report to and are evaluated in their home departments. In recent years, however, the Lab has been taking on a parallel institute identity. Among other things, this new direction has meant absorbing increasing numbers of individual researchers who have no affiliation with any existing Lund academic unit. Apparently these are predominantly post-docs, some of whose titles have changed to 'researcher' since the 2011-2012 Annual Report. It is not clear what the expectations of these individuals are in terms of research. Their years since PhD and their publication records are highly variable from one person to the next, and their work beyond the dissertation is mostly multiply-authored. Under these circumstances the two most obvious questions to resolve are: Who assesses their suitability to remain at LUHL beyond the end of their projects or contracts? and: What are the implications of keeping them on?

With respect to the Lab's structural organization, if the Lund higher administration decides that there is value in having both a support facility and a home for researchers and their projects, then I would recommend separate directors for the two entities. A compelling case could be made for having Gullberg, who wears too many hats at present, take on the directorship of the 'Research Institute', supervising projects, administering funding, hiring and releasing staff, setting up partnerships, exchanges, visitors, workshops, lecture series, etc. To assure the stature and credibility of such an institute, and because her research is of such high quality and import, Gullberg should be contractually given generous time to devote to research. With respect to the support function of LUHL, one could imagine the establishment of an administrative unit along the lines of a 'Center for Research Technology' organized and led by someone with the credentials of a Kenneth Holmqvist or of a Peter Wittenberg, who directs the Technology Group at MPI-Nijmegen. In addition to having engineering training and expertise in multiple scientific methods, the research-technology director should have experience in research and teaching, and should be able to articulate visions for cutting-edge research with the most sophisticated technologies.

I could envision the two directors collaborating in leadership missions, while reporting individually to scientific boards and the Lund administration.

In this context it must be noted that over the years the presence of Prof. Holmqvist has been crucial to the success of LUHL. Not only is LUHL historically the outgrowth of his eye-tracking lab, but the Lab's attractiveness has benefited by his stature as one of the world's top authorities in eye-tracking methodology and its application to core research in multiple domains of visual processing. His impact extends to the organization of an international association of eye-tracking researchers and the organization of a major conference in 2013. From 2005 to the present Holmqvist has a record of 38 articles published, in press, or submitted. All are multiple-authored and Holmqvist is the first author of three. He is the first author of two books with prestigious presses. Since 1997 he has 21 book chapters to his credit, for 7 of which he is the first author. With these considerations in mind, one would hope that, if a research-technology center directorship is not on the cards, Holmqvist would continue to contribute in some formal capacity to the eye-tracking operations within LUHL.

Conclusion

On the basis of the information at my disposal, and considering all the areas identified for evaluation, in my estimation the Lund University Humanities Lab merits the rating of *Excellent (5)*.

The strengths of the LUHL reside in the variety and quality of the research affordances, in the management of state-of-the-art technologies, the hands-on support for users of the Lab, the short and long courses offered by staff, the record of external funding, the publication record, and the stature and leadership of the Lab Director, Marianne Gullberg. In keeping with the *Lund University Strategic Plan 2012-2016*, and following the recommendations of RQ08, the Lund Humanities Lab has emerged as a world-class facility.

The stated mission of LUHL is: 'Top-level research and training based on cutting-edge technology and method'. Specifically, 'Lund University Humanities Lab aims at being a top-level infrastructure for research and training in accordance with the guidelines of the Swedish Research Council, that is, to be a facility that is of broad national and international importance, a base for world-leading research that is open and accessible to a large number of users, and with long-term commitments to scientific goals, funding, usage, and data access.

The Lab thus seeks to promote the diversification of research in the Humanities and Theology to improve visibility and impact. The Lab facilitates and enables interdisciplinary research by providing a forum for researchers from all over LU campus. The Lab is also an interface between Academia and external actors in industry and education.' The present report has determined that, in all these respects, the LUHL has amply satisfied its mission.

The establishment of LUHL was an inspired move. Given the Lab's long list of successes as well as its potential, its value to the Lund community and beyond cannot be overestimated.

Henrik Hovgaard Laursen and Hans Kristian Mikkelsen

An evaluation of support for researchers by HT Libraries in connection with HTRQ14

Introduction

The purpose of this report is to evaluate the support provided by the libraries of the Faculties of Humanities and Theology (the HT libraries) in Lund to researchers in these faculties. The evaluation of the support for research will be included in HTRQ14, the main purpose of which is to evaluate the research itself that is carried out at the HT faculties. By including support for research in this evaluation the management of the HT faculties is emphasising that the libraries play – or ought to play – a central role in facilitating the achievement of the aims of research. This inclusion follows naturally from reference to the importance of the libraries in the HT faculties' strategic plan in connection with setting up attractive learning environments and strengthening the infrastructural support functions [1]. It is noted as an aside that otherwise the role of the libraries is often overlooked when academic strategies are noted down on paper.

LUB and the HT libraries

The Lund University Libraries (LUB) have undergone a series of organisational changes in the last fifteen years, during which the management of the libraries was transferred from the central University Library (Universitetsbiblioteket – UB) to the faculties. The HT faculties were the last to complete this move, which took place in 2004–2009. The decentralisation was regarded by the faculties themselves as strengthening the libraries, as can be seen in the responses to a consultant report in 2011, which proposed the reinstatement of a central organisation[2]. In future, Lund University Libraries (LUB) will be a network in which the allocation of roles between the faculty libraries and the University library (UB) must be defined [3, p. 5].

The faculty library in the HT faculties is referred to as the *HT libraries*, which indicates that the decentralisation in relation to UB was accompanied by centralisation in relation to the former departmental libraries. The first step was taken with the building of the SOL Library, serving the Centre for Languages and Literature (Språk- och litteraturcentrum /SOL), which covers subjects that were previously spread through a number of departments and other units. The remaining HT departments will have a joint library in 2014 in the new LUX building. The period leading up to this will be characterised by preparations to move the collections in the five libraries which will be gathered there. These preparations include discarding and cataloguing books, and placing them on the shelves by the Dewey Decimal System.

In addition to 14 student assistants, there are 23 employees at the HT libraries, of whom 20 are librarians. Most of them work in several libraries. Contact with researchers, teaching staff and students in the departments is maintained through the subject librarian function. Several specialist fields are represented among the library staff. The fact that there are many specialists in cataloguing is due to the large holdings of printed materials [3, p. 8]. Between them, the staff at the HT libraries cover process work in a wide sense (lending out, requisitions from other libraries and inter-library loans, accessions, administration of periodicals), teaching, communications (web), dealing with references, and scientific communications.

Different terms are used for the special services provided for researchers: *forskningsstöd* and *forskarstöd* in Swedish, meaning respectively *service for research* and *service to researchers* [3, p. 9], [4, p. 1], [5, pp. 5f]. In the remainder of this report *support for researchers* will cover the whole range of services provided by the libraries for researchers.

Strategy for LU and HT

At present, LU is pursuing four overall strategies [6]:

- Cross-boundary collaboration
- Internationalisation
- Quality enhancement
- Leader, teacher and employee excellence

These goals are made more specific at the faculty level [1], and in this connection it becomes immediately obvious that there is a role for the libraries where the following are concerned:

- ‘collaboration with other disciplines across department and faculty boundaries within Lund University’
- ‘communication of research results internationally (and nationally)’
- ‘international publishing and dissemination of publications’
- ‘supporting the establishment of international networks’
- developing the ‘faculties’ research database’
- developing ‘more efficient publication of research communication, primarily in journals’

The four development areas,
- Attractive learning environments
- Strong environments for research and innovation
- Infrastructure
- Visibility and clarity,

are similarly specified, and here it is emphasised that the HT libraries already contribute to the learning environment and infrastructure. In addition, it is obvious that the libraries have an important role to play in the achievement of the HT faculties’ ambitions in these four development areas, whether they concern improving the study environment, strengthening the possibilities for researchers to obtain external research funding, or making research results visible within and beyond the university.

Support for researchers at Lund University Libraries (LUB) and the HT libraries

In 2012 the LUB network implemented a major project entitled *Examining the needs of researchers for library services* with a view to identifying and submitting proposals for further development of the support and service provided by LUB for researchers at LU. The ambition is to work strategically through support to researchers, which involves general development of overall competence, refinement of specialist expertise and increased collaboration throughout the network and the university [4, p. 1]. The strategic keywords for the future development of support for researchers at LU are

Accessibility – with regard to covering researchers’ need
- to monitor what is going on in the surrounding world
- to find the materials they require
- to be able to archive research data in a way that is secure and allows later application

Proximity – with regard to covering researchers’ needs
- for access to individually relevant forms of support for research
- to find others working in the same field and join networks

Visibility – with regard to covering researchers’ need
- to publish their research
- to have access to a professional and well-structured library network

Especially with reference to the HT libraries, the 2013 LUB report mentions the following needs of HT researchers [4, p. 20]:
- sharing resources
- access to archive material
- introduction to the libraries for new employees
- marketing of resources
- information about the procedure for acquisitions
- open access, parallel publication, bibliometrics, evaluation of research
- copyright

At the HT libraries there is currently support for researchers in the following areas [3, pp. 10–12]:
- information searches
- reference management
- publication strategy
- making research visible through research registration in Lund University Publications (LUP), Open Access, digitalisation
- bibliometrics

In the following areas, the HT libraries are considering establishing support for researchers [3, p. 14]:
- support for research applications and starting projects
- sharing references
- business intelligence
- communication of archive material
- copyright
- research data

The faculty librarian at the HT libraries mentions two prerequisites for continued development in the HT libraries' support for researchers [3, p. 13]:
- Resources must be freed up to consolidate and further develop the present organisation of work to support researchers at the HT libraries. It is important that the two members of staff who are at present responsible for support for researchers are able to spend most of their time providing such support, with the assistance of a third. It is additionally a prerequisite that the subject librarians, who are in daily contact with the study and research environments, are responsible for the basic provision of support for researchers to a greater extent and are enabled to pick up on requirements.
- A reassessment of the way in which support for researchers is marketed – and organised. It has turned out that information about the arrangements for supporting researchers does not reach the researchers, and participation is consequently poor. There is also a need for a closer examination of whether the strategy of focusing on resource-intensive individual support

for researchers, rather than collective support, is functioning as intended, so that no researchers are treated unfairly.

Terms of reference

As previously mentioned, HTRQ14 is first and foremost an assessment of the research carried out at the HT faculties. However, in this particular case, the libraries are the subject of the assessment. Other things being equal, we consider it our task to assess how the libraries fulfil the specified targets. What is good, what is not good, and how can it be done better? [7, p. 2]

In an exchange of emails at the beginning of 2013, the overall question was formulated as

- How do the HT libraries support research at the HT faculties in Lund?

with the following subsidiary questions:

- What is provided in the form of collections (stocks of books, periodicals, electronic resources)?
- What is provided in the form of service to researchers?
- To what extent are the resources of the HT libraries, both in the form of materials and services, known and used by researchers?
- What perspectives for the future do you see – what more can be done or new action taken, and what can be done better?

We have chosen to structure the report closely around the subsidiary questions – with a section on the stocks of materials and a section on the support provided for researchers. Both these sections consider to what extent researchers know about what is offered and make use of it. In the final section we consider how future service to researchers can be organised.

In the course of our task of assessment, we have received a number of documents which describe the work of the HT libraries to support researchers in different ways and from different angles. We have also received strategy papers from the university and faculties, documenting the immediate surroundings in which the libraries have to operate. Finally, we were able to study how the HT libraries describe their activities on the Internet.

In June 2013 we paid a visit to the HT libraries. In this connection interviews were arranged with a group of researchers, a group of librarians (all with the function of subject librarian) and a group consisting of three employees at the HT libraries (including the faculty librarian) with main responsibility for support for researchers (referred to below as the 'research support group'). We owe them all our thanks for their willingness to place themselves at our disposal.

Summary

The evaluation of the HT libraries' support for researchers is concerned with the materials and services made available to researchers. The overall provision of support is summarised in the following sections: stocks, retrieval, the research process, publication of research and research data. The current situation is outlined in the concluding proposals for an action plan, and we discuss how the HT libraries can find the best ways to achieve their aims.

We RECOMMEND:

1. ensuring that the uncatalogued piles are eliminated, both by discarding what is not to be included, and by incorporating what is to be included as quickly as possible. In connection with this, clear guidelines should be drawn up for dealing with donations, so that only books that would be bought in any case are incorporated, and so that no one is tempted to speculate in increasing the size of the collections in this way.
2. that the HT libraries clearly signal that students, researchers and teaching staff are all included in the target group, and that new initiatives must as far as possible benefit all users, or not be for the benefit of one group at the expense of another. Strengthening communications across the board, with focus on 'a good story', could pave the way for better understanding of the situation and intentions of the library. In this way more researchers will probably also assume a greater share of the responsibility for putting forward proposals for new acquisitions.
3. that the HT libraries assume joint responsibility for search systems, primarily LUBsearch, and databases. This will involve on the one hand making an active contribution, so that LUBsearch can be optimised by the person in charge at UB, and on the other hand informing users of the qualities of LUBsearch, so that it can become the natural choice for users with regard to subject searches.
4. that the HT libraries strengthen the management of references (including reference sharing) as a locally provided service by enhancing the subject librarians' expertise.
5. finding a member of staff who is interested in professional social networks, and getting this person, perhaps together with a researcher, to investigate the possibilities of disseminating and seeking information through researcher networks.
6. allowing the monitoring of funds and opportunities for grants to remain with the appropriate LU units.
7. that there should at all times be one member of staff included in a research project, whose task it is to provide subject-specific information searching. If this is financed through the research grant, it will be possible to pay for this staff member's time, compensating the library for the loss of manpower.

8. that publication of research should be regarded as a single, coherent area, in which all subject librarians should acquire expertise. The faculty management should consider carefully in what ways they can persuade researchers to take more interest in this strategically central area.
9. that researchers and librarians together analyse the requirements and the best technical solutions for storing and sharing data. We believe that it would also be an advantage to look at the Harvard Dataverse Network and Linked Open Data.
10. that the management of the HT faculties and HT libraries jointly formulate a support strategy for researchers, for instance by creating an order of priority for our recommendations. This strategy could be presented at a whole day seminar at which all researchers, librarians and management staff would take part, in order to start an actual programme of support for researchers, when the move into the LUX library is completed.
11. that the HT management consider what methods they will use to persuade researchers to accept the offer of support for research. One method could be an obligatory visit from a subject librarian in connection with the appointment of a new researcher.
12. that the management of the HT libraries should listen to the wishes of librarians for professional development aimed at improving their ability to give support to researchers.
13. that the HT researchers take a positive approach to the offer of support for researchers and contribute to the formulation of the strategy. However, there must be no doubt that the faculty management carries the final responsibility for implementation of the support for research as an important means towards the necessity of making the HT faculties' research visible.
14. that any savings from rationalisation through establishing the LUX library should be spent on initiatives that secure the professional development of the librarians.
15. that the HT libraries contribute to cooperation in LUB over consolidation of support for researchers.

The HT libraries' stocks of materials

Stocks

As mentioned above, the HT libraries were built up over a comparatively short period. The collections of printed materials consist predominantly of books from the old departmental libraries. The moves to the SOL (Centre for Languages and Literature) library in 2004 and to the LUX library in 2014 provide good opportunities to review the stocks with critical eyes. At present many of the staff's working hours are spent on selecting the books that will be placed on the open shelves of the LUX library. (About 80% of the books in the HT libraries are on the open shelves.) The books that are removed are either handed over to UB, where they will be stored in closed stacks, or discarded. Many of the books have not been catalogued (which also still applies to a number of languages at the SOL library), so a major task of cataloguing is in progress there. Similarly, all the books on open shelves must be assigned Dewey Decimal Classification numbers or shelfmarks [3, pp. 7–8]. Thus the figures in the statistics over the stocks of printed materials are not correct: as a quantity of the material is not yet catalogued, the total stock is far greater than indicated.

The researchers expressed during the interview that the quality of the collections is very uneven, and the critical voices spoke loudest. This is understandable with regard to the sections of the collections which originally came from the old departmental libraries, since these were uncoordinated and obsolete for various reasons. Nevertheless, it is not acceptable that important titles from donations lie uncatalogued for years, not incorporated into the collections. The experience of the move to the SOL library was not forgotten: at that time the collections of books were packed hastily, and they were not unpacked until much later. Together with the quantities of uncatalogued materials, this meant that many books were, and to some extent still are, inaccessible. The group of researchers found this memory might be a factor behind reduced commitment to centralising the libraries at faculty level. Apart from this, the amalgamation of the collections in recent years was not regarded with undivided satisfaction, since it led to the disappearance of the local reference libraries. Thus access to some materials had become more difficult, with the side effect that small professor libraries were springing up again. Some subject fields and languages other than Swedish and English are not well covered in the collections; one researcher observed that after ten years the library still lacked the necessary materials in his research field. They could on the other hand be borrowed from other Swedish libraries, which were stronger in that area. Two of the researchers mentioned that they preferred to go abroad to make use of some of the big, old university libraries, which possess collections that are far superior to anything that is possible in a university library in Sweden, especially since UB – before decentralisation – had failed the researchers and had become a students' library. Concern was expressed about the decision to give lower priority to acquisition of series of monographs and periodicals: their continuity can counterbalance person-dependent acquisition programmes, and selection of books as individual titles is very time-consuming for the researchers. There was additional concern that discarding and terminating subscriptions would lead to deterioration of the collections. There must be books in a library, and the wish of the faculty library to become a meeting-place as well met with little understanding. The researchers considered loan statistics to be insufficient as a means of indicating levels of use of the literature, because many users consult books frequently on the open shelves, without a formal loan being registered. There were varying attitudes to whether e-books and loans from other libraries could compensate for deficiencies in the libraries' own stocks of printed books. The sceptics emphasised that it was not possible to make one's own notes in e-books (although one would hope that they do not do it in the library's printed books either?), and that one does not have the energy to read from cover to cover. Conversely, others considered it a matter of habit, and emphasised the potential for dissemination via e-books as most important. With regard to periodicals and source texts, there was general agreement that e-resources fulfil all requirements. There was only limited support for inter-library loans as an alternative to acquisitions, because inter-library loans take time. In general, there was great satisfaction with the efforts of the librarians in connection with acquisitions: books are bought proactively, and requests for new acquisitions are dealt with fast and efficiently. The librarians often buy books before the researchers themselves have noticed new publications. This indicates the strength of the subject librarian system.

The librarians found that LUB does in fact have most of the materials that are requested, both printed and electronic. Much of the older literature that is not held locally in the HT libraries could be found at UB. If the materials were really unavailable locally, the libraries were quite open to suggestions for acquisitions. Young researchers in particular were asked to put forward suggestions, so that their research fields were also covered. When it comes to inter-library loans, the librarians do not experience any impatience among the researchers. In addition, they observed that many requests for inter-library loans result in acquisitions instead. With regard to suggestions for acquisitions of new electronic periodicals and databases, they ensure as far as possible that there is a reasonably broad interest before buying. They are also willing to acquire e-books, but the researchers' attitude to them varies: some are keen to read them, while others request loans of printed books, even when the library has an e-book. Preparations are being made for PDA (patron-driven acquisition) and a trial will be run within the next year.

The task of selecting books for the library is primarily carried out by the researchers, but to a lesser extent the librarians themselves also select books. It is important that the researchers collaborate here, as they are in possession of the necessary subject knowledge. *The research support group* mentioned that delivery of new books, including cataloguing, can be done in as few as four days, when books are ordered express through Internet booksellers. However, they are tied by a contract with Dawson Books, whose delivery times can unfortunately be very long (up to six months!). At that time an invitation to tender had been sent out, with a view to entering into new contracts for both ordinary and express delivery. The group also said that acquisition is preferred rather than inter-library loans. When informed of the statement from the interview with researchers that professor libraries are being built up again, the faculty librarian (who was a member of the research support group) said that if that was the case, then the library had not fulfilled its objective. She added that it might be due to the fact that the library had been focusing on students, and consequently the library had become less private. The staff were well aware that the ambition of making the library a meeting place was not warmly welcomed by the researchers. Previously (1991) it was necessary to have earned 40 credits in order to be allowed into UB at all. Anyone who did not was obliged to sit in unstaffed book collections; there had thus been a great need for more to be done for the students.

Conclusion

There is still a considerable proportion of uncatalogued books in the total holdings. This gives rise to unnecessary loans from other libraries and lack of commitment among the researchers, for instance when they see that donations can lie about without being attended to for long periods. In practice the books cannot be found in the library if they cannot be retrieved via the catalogue. There should therefore be no uncatalogued materials, and a policy for dealing with donations should be formulated, if it does not already exist. To the extent that statistics of use of the libraries have any influence on what is acquired or purchased and what is dropped or discarded, it is necessary to ensure that the statistics show an accurate picture, and that they also register use on site without formal loans. To improve the quality of the collections and strengthen use of them, it is crucial that greater efforts are made than at present to include the researchers in the acquisition of new materials, both printed and electronic.[4] In addition, the management should ensure that an accession policy is drawn up, not least in order to ensure that resources are distributed reasonably between the subject fields. The system of subject librarians, which functions well, is key to this, since through their direct contact they can provide information about the possibilities of acquiring new e-resources, announce when they are obtained, and give guidance in the most advantageous way of using them. What is needed is 'a good narrative' about the amalgamation of the collections. Instead of focusing on dropping printed series of monographs and discarding duplicate copies – or setting up meeting places instead of arranging books – attention can be drawn to the advantages of e-resources, starting out with the positive way in which e-journals were received. There is also a chance to explain what possibilities are opened up for students, teaching staff and researchers when the collections of books are all gathered in a common shelving system. It can be explained that in fact users do not have to wait a long time for inter-library loans, because a great many inter-library loans are replaced by acquisitions – which, when ordered as

4 This is supported by one of the conclusions in connection with the HT libraries' tasks in the LUB project: 'A number of researchers are dependent on materials which are not easily accessible, from libraries and archives outside Lund University. Mapping requirements should provide the basis for possible new subscriptions and purchases as well as information about these collections.' [4, p. 20]

express deliveries at least, are available within a week. With regard to e-books, critical eyes should examine the quality provided; similarly, different business models should be tried out, possibly in collaboration with other libraries.

- We RECOMMEND ensuring that the uncatalogued piles are eliminated, both by discarding what is not to be included and by incorporating what is to be included as quickly as possible. In connection with this, clear guidelines should be drawn up for dealing with donations, so that only books that would be bought in any case are incorporated, and so that no one is tempted to speculate about increasing the size of the collections in this way.
- We RECOMMEND that the HT libraries clearly signal that students, researchers and teaching staff are all included in the target group, and that new initiatives must as far as possible benefit all users, that is, they are not to benefit one group at the expense of another. Strengthening communications across the board, with focus on 'a good narrative', could pave the way for better understanding of the situation and intentions of the library. In this way more researchers will probably also assume a greater share of the responsibility for putting forward proposals for new acquisitions.

Retrieval

Over the past few years, new library systems have been introduced several times. In 2013 LUBsearch replaced Summon as the discovery system for all resources in the library (articles, journals, theses and books). On the LUB website www.lub.lu.se there is a search field for LUBsearch, and it is similarly possible to enter from the left hand menu, from which the Lovisa catalogue and all LU's electronic resources are also accessible. From the HT libraries' site www.htbibl.lu.se there is a link to LIBRIS as well as to Lovisa and LUBsearch.

In general, *researchers* prefer to search in the Swedish research libraries' common catalogue, LIBRIS, rather than the local catalogue, Lovisa: LIBRIS tells them what is available in the whole country, and has a better searching system than the one provided by LUB. The local system is only used after that, to find the titles that have been identified in LIBRIS, and which have been shown to be available from LUB. Assistance from the librarians is only sought when broad subject searches are involved, while if it is a matter of searching for field-specific subjects, users manage in other ways. Very often colleagues and literature lists from books and journal articles serve as the most important sources for subject field searches. At the same time it is generally believed that the HT libraries have the resources, but they are just difficult to get hold of at times. There is a general attitude among researchers that literature searches are a personal matter, for which one does not ask for help from a librarian. Nevertheless, they admit at the same time that they do not have the necessary literature searching skills, which include sufficient knowledge of what options are actually available in the form of databases and the like. They have the impression that LUB does in fact have the most important databases, although they are not necessarily representative in all respects. (MLA is mentioned, for instance, as a very central database, with certain deficiencies with regard to languages other than English.) There was consensus among the researchers that it is important to be able to draw inspiration from actually seeing the books, which means being able to browse on open shelves.

The librarians recognised the fact that researchers look for known titles. They typically refer to the librarians when dealing with items other than books, such as reports or journals. However, there are many older titles dating from before 1957, which are not searchable in the catalogue. There are consequently many requests for inter-library loans through LIBRIS. If the answer is not found in either the local system or LIBRIS, researchers often resort to Amazon – which the librarians fully understand, because Amazon provides some useful information for use in subject searches. The librarians have the impression that the researchers with whom they have built up good relationships also ask for help with subject searches. This is where the importance of the subject librarians really shows up: good contact is a prerequisite for the exploitation of what the library has to offer. Expectations of the new LUBsearch discovery system are high, as it gives access to all resources, both printed and electronic. One of the librarians had demonstrated the system to some researchers, who expressed their pleasure at the visible improvements compared with earlier systems.

The research support group did not consider it a problem that Lovisa is not suitable for subject searches and/discovery, since it is possible to use LIBRIS, from which there is direct access to Lovisa, and it is also possible to limit a search to LU. It could be a problem that the new LUBsearch (introduced at the New Year) was not especially researcher-oriented. Searches produce 'random' results, because users are searching in a very large quantity of data of highly variable metadata quality. The librarians too had difficulty in fully understanding what actually happens when a search is run. For users, the search looks like Google, which leads them to expect that they can assume that the first results found are the best. It is important for users to learn that they are dealing with a system in which faceted navigation is vitally important. Once they learn that, they have an extremely good instrument at their disposal. Apart from this, the library also possesses other resources which provide more precise findings, for example with the help of thesauri, and it is important to draw the attention of users – not least researchers – to these.

Conclusion

It is clear that there is an essential task for the HT libraries in instructing researchers in the use of LUBsearch. Even though responsibility for the systems lies with UB, it is the faculty libraries – and, in this case, the HT libraries – that are in contact with the users. The current situation is that researchers use LIBRIS first and foremost for subject searches, and then order materials through Lovisa.

To judge from the researcher group's own statements, knowledge of LUBsearch is not particularly widespread. Thus there is a need for information about the existence of the new system and about its strength in subject-specific searches, also covering the ways in which LUBsearch is a stronger tool than LIBRIS. The guidance should be discreet, taking the form of 'help for self-help' in a way that will enable the researchers to carry out their own searches afterwards. There is also a constant need to inform researchers about where the strengths of the databases lie, including how they compare with LUBsearch. With this help, the researchers will be able to carry out better searches even if they prefer to do so without help from the librarians. The faculty librarian is well aware of how important it is for HT researchers to feel confident that the systems are adjusted to serve their interests – in other words, the way to the researchers' hearts goes through the systems.[5]

- We RECOMMEND that the HT libraries assume joint responsibility for search systems, primarily LUBsearch, and databases. This will involve on the one hand making an active contribution, so that LUBsearch can be optimised by the person in charge at UB, and on the other hand informing users of the qualities of LUBsearch, so that it can become the natural choice for users with regard to subject searches.

The HT libraries' service to researchers

In this section we will deal with what is referred to as *pure research support* [3]. Therefore general services such as loans from other libraries, accession and (general) information searching – which are also used by researchers – will not be included. At present, as mentioned in the introduction, support for researchers is provided at the HT libraries in the form of handling references, publication strategies, making research and evaluations visible, while introduction of further services is also under consideration. Instead of discussing individual existing or possible future forms of research support one by one, we will gather the discussion under the following main headings:

- Support for the research process
- Support for the dissemination of research
- Support for handling research data

5 'It is important that the system maintains high quality, and the HT libraries need to make their opinions heard in order to protect the needs of the HT faculties. First of all it is a matter of ensuring that the researchers' use of the system gives a positive impression, but as a secondary effect it also involves the HT libraries' relations with the researchers. The faculty librarians represent the systems to their own users, and if the systems are not of sufficiently high quality, it reflects on confidence in the HT libraries. Thus it must be a goal to seek collaboration on system questions within LUB.' [3, p. 16]

The research process

Support for *handling references* is already established. It is appreciated by the researchers, although most of those we spoke to had not made use of the library's offers. Some had taught themselves to use a system (EndNote, Zotero) on their own, while others preferred to use their own databases. They considered the librarians' courses very useful for students and young researchers, however. The librarians regard teaching and instruction in using reference-handling tools as an important and indisputable element in the library services, and they also mentioned it as an example of successful research support, i.e. with good participation of researchers on the courses. (Thus the researchers we spoke to appear not to be fully representative on this point.) The actual teaching is done by the research-support group together with a couple of librarians. At the same time, experience shows that the more local and personal the service that is offered, the better the attendance and backing for the courses.

Neither researchers nor librarians at HT consider it the library's task to seek out and mediate the researchers' participation in *professional social networks*, although the librarians observed that since librarians are 'more digital' than researchers in general, it was conceivable that they could provide technical support for building networks. The focus-group interviews in the LUB project revealed that there is in fact a need for participation in a network, especially where a new project is concerned. The network contributes to the formation of ideas and the establishment of contacts with relevant peers and colleagues. Social media are becoming increasingly important in professional networking and the sharing of research results, although this is still not common in the Humanities and Theology [4, p. 45].

The researchers did not expect help from the library to find *funding for research*, but considered that the expertise connected with applying for funds was to be found elsewhere at LU. Nor did the librarians believe that they had the appropriate knowledge to help researchers in this respect. The LUB project mentions *strategic business intelligence* as one of the most important needs of researchers. It was not clearly demonstrated what role the libraries might play here.[6]

In the spring of 2013 a librarian was attached to a major research project on a trial basis, to carry out *specifically subject-related information searches*. Both groups were satisfied with the results of the trial. The researchers were glad to have the librarian in the team right from the initial phase, while the librarian gained a deeper insight into the project and thus into the subject area [3, pp.

6 'Our study showed that researchers need support, for example to monitor providers of funds strategically, and in that way facilitate the grant process. It is important to work together with other agents within Lund University, and thus "market" the individual fields of expertise, which should reduce the risk that researchers miss important information or do not discover relevant forms of support that are available.' [4, p. 1]

11–12]. At the interview the librarians expressed considerable interest in taking part in research projects, but were well aware that this activity would be a drain on resources. The researchers we spoke to saw an increased need for the librarians to obtain the best reference works in the individual subject fields, and to monitor what was going on in the different subjects together with the researchers.

Conclusion

Reference-handling tools have an immediately obvious value for most researchers. Several different programs exist, and it appears logical that the libraries will continue providing this basic service, extended, if required, by *reference sharing*, which is under consideration [3, p. 14]. It would also appear logical to consolidate the services offered by the library by ensuring that all subject librarians have the expertise to help in this way. The researchers' participation in social networks is at present regarded as primarily the researchers' own business. However, in other subject areas the role played by these networks is increasing, and developments should therefore be followed, even though their significance in the HT area still appears to be minimal. This will harmonise with the strategic plan for the HT faculties 2013–2017 [1], in which one of the priorities is support for setting up international networks. With regard to funding for research, we consider that LU's Research Services is the right agent, and that the libraries should keep a low profile. The researchers and librarians agree that librarians are required for advanced information searches in connection with research projects. Here it is a prerequisite that the librarians have expert knowledge of the subject field. At the interview with the research-support group it was mentioned that librarians must first and foremost be information specialists, not subject specialists, and therefore there is no scope for allowing employees to take part in subject courses or sections of them. As a librarian, one is a member of the group alongside the researcher, who is the person assumed to have the necessary insight into the subject. With reference to the subject librarians, considerations of general robustness are given higher priority than specialist subject knowledge: subject librarians are regularly replaced or redeployed in other sections, which makes the libraries more robust but detracts from specialisation. In our opinion subject specialisation should be accommodated, for instance by making subject-specific information searches a permanent offer within certain limits.

- We RECOMMEND that the HT libraries strengthen the management of references (including reference sharing) as a locally provided service by enhancing the subject librarians' expertise.
- We therefore RECOMMEND finding a member of staff who is interested in professional social networks, and getting this person, perhaps together with a researcher, to investigate the possibilities of disseminating and seeking information through researcher networks.

- We RECOMMEND allowing the monitoring of funds and opportunities for grants to remain with the appropriate LU units.
- We RECOMMEND that there should at all times be one member of staff included in a research project, whose task it is to provide subject-specific information searching. If this is financed through the research grant, it will be possible to pay for this staff member's time, compensating the library for the loss of manpower.

Publishing research

A takes various factors into consideration: the circulation of a journal or publisher, and the quality of their scientific publications, the extent to which a journal or publisher is indexed in the subject's most significant bibliographies, and which journals and publishers publish the largest numbers of articles in the researcher's field of specialisation. The HT libraries already provide help of this kind both individually and as courses and seminars. However, these have on the whole been very poorly attended. Some of the researchers who took part in our interview believed that they were best at finding relevant channels for publication, but they were also pleased with the expert help of the librarians. Another explanation of the failure to attend could be that publishing articles in journals is only predominant in certain fields (such as linguistics). Nevertheless, it is a pattern that is changing. The librarians knew of the difficulties of persuading researchers to attend courses, but had also observed that local and subject-specific courses mediated by the subject librarian had greater chances of success than courses of a more general nature.

It would be unthinkable to draw up strategies for publication without knowledge of the *impact* (or power of penetration) of journals. Before it became possible to quantify the impact of a journal using IT-based technologies like citation analyses, journal impact factors and the like, the choice of a channel for publication was based on ideas about the prestige of a journal or publisher, or based simply on gut instinct. During the interview some of the researchers mentioned that they themselves were best placed to assess where to publish their research, in contrast to others, who said that an impact analysis of their research had led them to change their publication channel to one where their research had the greatest outreach. Considered from the point of view of the institution (university, faculty), *bibliometrics* is generally a very important area: when competing with other universities or faculties for funding, it is important to know what concepts such as *impact* and *H-index* cover. It is well known that bibliometric indicators are not particularly suited to HT subjects in general, but this does not mean that one can afford to ignore them. On the contrary, it is necessary to know their significance in order to be able to present valid arguments. The libraries have an important role to play here. The librarians were keen to work on the subject, partly on the basis that the results they had produced were regarded as highly useful by the researchers involved.

Strictly speaking, *making research visible* refers to registration of publications in Lund University Publications (LUP). Here the librarians' task is partly to validate the data that the researchers themselves have entered into LUP, and partly to provide assistance with entering data. In a wider sense, making research visible also covers publications of articles under the auspices of LU. The HT libraries have been involved in the establishment of departmental electronic journals and series of papers, as well as in digitalising the journals Scandia and RIG and adapting them to electronic versions. One researcher expressed great satisfaction with the help given by the library in adapting a journal as an e-version. This calls for specialist knowledge which is not associated with traditional library activities, but is more like the work of a publisher. During our interview, a librarian mentioned that the thorough cataloguing of journals was an absolutely essential element in making material visible. Many libraries economise on this classic, and in some people's eyes obsolescent, library discipline; but regardless of whether printed or electronic publications are involved, metadata of high quality are important for retrieval of faculty publications, and therefore for making them visible.

Possibly because *open access* is a relatively new field, and perhaps because OA was originally a field from which the original publishers made no financial gain (although this has changed with the concepts of gold road and green road OA), at many universities the work involved in open access has been assigned under library services, which is also the case in the HT faculties. The work involved in OA is a natural extension of making material visible, since OA contributes significantly to the spread of research. There is also a political aspect, since Sweden has signed the 2004 Berlin Declaration on Open Access. Finally, many funding bodies, including the Swedish Research Council, demand that research findings must be made freely available [8]"note":"Examensarbete (30 högskolepoäng. Here, too, the HT libraries have contributed technical and professional input, to the satisfaction of the researchers.

Conclusion

As mentioned, the HT libraries have been active in all areas mentioned above in research publication. The researchers' commitment to the area appears slight, but on the other hand the faculty management considers the area of crucial importance to the interests of the institution, and this is also reflected in the strategic priorities of the HT faculties, such as communication of research results and international publication and dissemination of publications, and also for more effective publication of research communications [1]. The librarians, in their capacity of subject librarians, are accustomed to providing information about the offers of guidance and instruction in the individual subjects, but actual support is provided by the research-support group, who have built up extensive and highly respected expertise. Considering the obvious limitations of traditional bibliometrics in the HT subjects, it would also be logical to assign a librarian to investigate whether Altmetrics – bibliometrics applied to social media – would be a relevant supplement to it [9].

- We RECOMMEND that research publication should be regarded as a single, integrated area, in which all subject librarians should develop expertise. The faculty management should consider carefully in what ways they can persuade researchers to take more interest in this strategically central area.

Research data

Data processing has still not become established as a research support service in the HT faculties. On the other hand, the LUB project mentions collection, storage and re-use of research data as one of the challenges that the LUB libraries should work on together [4, p. 48], and the area is stated as being one of the three central items that require increased accessibility.[7] It transpired during the interview that the researchers were not familiar with data processing as a possible concern for the library or in communication. It was assumed that the university IT section stored data, and they felt well provided for through the central LU servers (where a back-up is made daily) and technologies like Dropbox. The discussion opened people's eyes to the perspectives of collaboration and communication in re-usable data, and many projects and areas were mentioned for which data sharing could be useful (the Pompeii project, osteology research in archaeology, the Folklife Archive and the European Cultural Heritage Project). At the start of the discussion the attitude among the librarians, like the researchers, was sceptical, but the librarians too could immediately see the many possibilities, and could inform us that the Humanities Laboratory had shown an interest in data processing. The librarians believed that they could make a contribution in their core professional area: handling metadata.

Conclusion

Research data, partly as the data gathered, worked on and applied in the research process, and partly as the data that form the basis for publications, are required by

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7 'Increased accessibility … by working out a joint strategy to support collection, storage and re-use of raw data. The question of how raw data can and should be gathered and saved for future use is one that affects the whole of Lund University. It is not only a matter of archiving raw data, but also involves spreading the material and making it possible to re-use it. Making common methods and interests visible across subject boundaries should add value for researchers and further possibilities for collaboration. Additionally, a number of financiers require some form of plan for archiving, and to prevent several local and more or less permanent archives taking up time and energy from the researchers, LUB and Lund University should jointly introduce a policy and a long-term alternative for storing and re-using raw data in various forms.' [4, pp. 1–2]

those taking part in the same project and by colleagues reading the publications. In a digital world it is absolutely necessary to have a stable store of data available. There are many factors associated with communications in sharing data, which we have mentioned above in the discussion of researcher networks. Whether it is necessarily the libraries' responsibility to contribute to this is an open question.

- We RECOMMEND that researchers and librarians together analyse the requirements and the best technical solutions for storing and sharing data. We believe that it would also be an advantage to look at the Harvard Dataverse Network and Linked Open Data. [10]

Proposals for a plan of action

As described in the introduction, the organisation of libraries at LU has undergone a considerable change from a centralised university library to a network structure with faculty libraries as the fundamental elements. Most recently, it has been emphasised that this is the preferred form of organisation, with the rejection of a proposal in a consultant report (2011) to reinstate centralisation. We consider it as a strong point that there is agreement over the structural framework under which LUB, including the HT libraries, will be developing in the years to come.

The LUX library will open next year. This means that the HT libraries will be gathered in two buildings, the Library of the Centre for Languages and Literature (SOL Library) and LUX. When the move is completed, there will be considerable benefits to be reaped from synergy. Until then the staff at the libraries that are moving to LUX will be occupied with preparations for the move, and first and foremost with getting the book collections ready. From the conversations we have held it was clear that these activities loom large and take up considerable resources.

At the same time, the HT libraries have some overall strategic decisions which must be followed. The libraries are often strikingly absent from strategies from universities and faculties. The HT faculties' strategy is an exception, partly since it explicitly mentions the contribution of the HT libraries to the learning environment and infrastructure, and partly in the way that in specifying details of the overall strategic goals for the university, areas are mentioned in which the HT libraries can easily recognise themselves. We regard this as a clear advantage, and the close relations between the library and the faculties are mentioned as a strength in the faculty librarian's SWOT analysis [3, p. 15]. We can only add our advice that the management should maintain this inclusion in the future.

The managements of both the HT faculties and the HT libraries are aware of the problems in relation to support for researchers. The library has changed its standpoint considerably over a short period: from seeing itself as a provider of traditional library services to regarding itself as an integrated element in the faculty's research and publishing activities. In the library, staff are aware of the researchers' sometimes hectic conditions and shortage of time, and they are ready to provide decentralised, personal services when they fit in with the researchers' work.

It is clear, nevertheless, that the HT libraries are facing a considerable challenge in 'selling' support for researchers to the group for whom it is intended, i.e. the researchers. The researchers appear first and foremost to be concerned about whether they can gain access to the materials they need, which also include e-book packages, which can lead them to unknown titles and areas for research. Their commitment is more lukewarm when it comes to the forms of research support that are offered, and many of them regard the requirement for increased communication of research as coming from above. We do not believe that it is only a question of the HT libraries becoming better at marketing [3, p. 16]; it is also a matter of finding other means to transform the support for research from programme to reality. Where resources are concerned, the HT libraries are quite well provided for in comparison with other university libraries: with one librarian to 12.5[8] researchers, it should be possible to cover the researchers adequately.

The management also faces a special task where the librarians are concerned, since much of their time is at present spent on weeding, cataloguing and assigning Dewey classification. Even though there is great willingness to improve qualifications so as to able to support researchers, the allocation of courses is somewhat sporadic, and the librarians do not feel they are sufficiently equipped for the task. Instead one can sense a certain frustration over the poor attendance at the courses and workshops they run on support for researchers. There is a need for enhancement of the subject librarians' qualifications in the field of support for researchers, so that they do not simply have to pass on the tasks to the research-support group. An upgrade of qualifications will cost resources now, but will pay for itself in the longer term.[9]

Thus the managements of the HT libraries and HT faculties together are faced with two tasks: to lead the researchers to the well, and to enhance the librarians' qualifications. To draw the researchers in, both the stick and the carrot can be used. If they can be convinced that the SOL and LUX libraries are not only for students, but equally for them as researchers – and if the libraries succeed in obtaining access, with their help, to the resources of knowledge they are seeking – there will be greater chances of also persuading them to accept the offers of support for researchers. If the HT management makes use of its

8 It is stated on the HT faculties' website that there are approximately 70 professors, 25 research fellows and 150 doctoral students, amounting to approximately 250 researchers altogether [11]. The library employs 20 librarians, some of them part time [3, p. 7]. This gives an overall ratio of 20:250, i.e. 1:12.5.

9 'Since working with support for researchers is fairly complicated, it requires time for learning and for a modification of identity which cannot otherwise take place optimally, or may not be possible at all.' [5, p. 59]

authority to make demands, for instance of attendance at obligatory workshops, the researchers will perhaps also see that the working hours spent on the libraries' research support programmes are well spent in a longer perspective.

In their research-support work, the HT libraries have collaborated closely with other libraries under LUB, for instance through the extensive survey of researchers' needs for library services. Through the network there is easy access to ideas and projects in other subject areas which could be of interest in the HT area, which they could make use of between different libraries.

- We RECOMMEND that the management of the HT faculties and HT libraries jointly formulate a support strategy for researchers, for instance by creating an order of priority for our recommendations. This strategy could be presented at a whole-day seminar at which all researchers, librarians and management staff would take part, in order to start an actual programme of support for researchers, when the move into the LUX library is completed.
- We RECOMMEND that the HT management consider what methods they will use to persuade researchers to accept the offer of support for research. One method could be an obligatory visit from a subject librarian in connection with the appointment of a new researcher.
- We RECOMMEND that the management of the HT libraries should listen to the wishes of librarians for professional development to benefit support for research.
- We RECOMMEND that the HT researchers take a positive approach to the offer of support for research and contribute to the formulation of the strategy. However, there must be no doubt that the faculty management carries the final responsibility for implementation of the support for researchers as an important means towards the necessity of making the HT faculties' research visible.
- We RECOMMEND that any savings from rationalisation through establishing the LUX library should be spent on initiatives that secure the professional development of the librarians.
- We RECOMMEND that the HT libraries contribute to cooperation in LUB over consolidation of support for researchers.

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PART III

Appendix

Self-evaluations by subject representatives in the context of HTRQ14: A set of guidelines

Instead of implementing a collective, comparative quality assessment as a follow-up to RQ08, Lund University has instructed its faculties to carry out an individual evaluation of the quality of their research. The Joint Faculties of Humanities and Theology are at the forefront of this work: we will have completed our 'HTRQ14' just before moving into our new LUX building in the late summer of 2014.

The subjects' self-evaluations constitute a basis for a fair assessment which does not only look to the past – RQ08 is of course an important point of reference – but also focuses on the future to a high degree. A self-evaluation is intended to provide a clear picture of where the subject is today, but also to communicate a sense of where it is heading.

To those of you who have been entrusted by your Heads of Department with the demanding work of writing the self-evaluations for your respective subjects, as far as possible with the support of your colleagues, the Research Committee (the RC) of the Joint Faculties of Humanities and Theology would like to extend its thanks in advance. We hope that you will not merely experience the task as a source of stress but also be able to regard it as an opportunity to increase the visibility of the research activity within your respective disciplines, at the department, faculty and university levels. This is a chance to showcase what is good, point out existing shortcomings and state what is required for everything – whether good or less good – to become (even) better.

This document is to be seen as a source of help and guidance, not as a prescriptive order for certain types of information. If anything appears to be irrelevant to your research activities, simply leave it out. You know your subjects best, and you have an audience – a Departmental management, a Research Committee and a Faculty Board, an External Research Examiner (an ERE) and a Scientific Advisory Board – who are really going to listen to you.

What is the purpose of the self-evaluations?

The self-evaluations of the subjects are intended to give Heads of Department and EREs the kind of knowledge, and documentation, that they cannot obtain from any other source than the 'factory floor' of research, the everyday work reflected in the research staff's activities. These activities include seminars; collaboration within and outside the subject, including participation in networks; research trips and conference participation; choice of research issues, methods and theories; and attitudes and policies relating to external grant providers.

The initial selection of publications is also to rest with the subjects: it is at that level that there is most knowledge of how representative different publications are of what has been achieved within the subject in recent years. A further selection at the department level will be necessary, but the subject's own selection – for which reasons should be stated – provides an informed basis for this. As the time-frame for the self-evaluations is to cover the period after RQ08, the publications must date from 1 January 2008 onwards.

The size of subjects and Departments varies a lot within the Joint Faculties. The RC therefore leaves it to the Heads of Department to decide on the number of publications they want from each subject.

How are the self-evaluations to be structured?

Description of the current situation

First, a general account of the research carried out within the subject should be provided, partly as an independent activity and partly as a component of education at various levels. The following information should be included in this section:

- the number of researchers, including doctoral students, and their form of employment/proportion of research time within their employment;
- the presence of research with external funding within the subject, with a retrospective look at how successful the subject is today in this regard as compared with the period covered by RQ08;
- the relative significance of direct government funding of first- and second-cycle studies for appointments (is the subject in great need of external grants in order to ensure the survival of employment positions, or is staff composition largely dictated by the needs of first- and second-cycle education?)
- the links to research in first- and second-cycle education; and
- the presence of Master's and doctoral students in the environment and their significance for research development and quality.

Another important element in the description of the current situation is the subject's research profile in relation to other Swedish higher-education institutions and to the subject as a global phenomenon – what is the subject's Lund profile, and how does that profile stand up nationally and internationally?

Publishing and research communication

What publication traditions and communication strategies characterise the subject in Lund? Which language/s are used for what purposes? How does the subject manifest its participation in third-task (outreach) activities?

The situation in relation to RQ08

How was the subject presented in RQ08? What conclusions were drawn from that report? Were any investments/changes made as a direct result of RQ08, and if so, what consequences did they have? With hindsight, would it have been possible to act differently and in better ways, and if so, what lessons can be learned from these insights?

SWOT analysis

The descriptive part of the self-evaluation is followed by a transition to the analysis-evaluation part. (The last question under 'The situation in relation to RQ08' may form a starting-point.) What features of the subject's research – from the point of view of content, methodology, impact, external funding, productivity – can be considered successful? What weaknesses emerge? What measures with regard to the work situation of researchers – e.g. time for research, other resources (IT, libraries, travel grants, etc.), employment set-up, special support initiatives – have led to good results, and what measures have shown to be less profitable? What is the status of the subject within the Department/Faculty/University? To what degree does the subject appear to be in line with LU's ambitions and strategies?

Future perspectives

Which way does the subject want to go in the future? Which subject areas, research methods, problems and issues are considered interesting to develop? What collaboration opportunities – national and international, within the subject and across subject boundaries – does the subject want to examine more closely? How could the existing research staff's capabilities and interests be stimulated in promising directions? What is the thinking with regard to future staff changes, such as retirements and new recruitment, the latter including doctoral students?

Length and deadline

Some subjects within the Joint Faculties of Humanities and Theology are only represented by one or two researchers, while others employ dozens. This makes it difficult to indicate a standard length for the self-evaluations. 5-10 'normal' A4 pages would seem to be a reasonable framework, however.

The self-evaluations are to be submitted by email *by 1 April* to the Head of Department (or to the head of research where applicable), with a copy to the secretary of the RC Martin Degrell, Martin.Degrell@kansliht.lu.se.

On behalf of the Research Committee of the Joint Faculties of Humanities and Theology

Marianne Thormählen
Dean of Research

Statements by Heads of Department in the context of HTRQ14: A set of guidelines

The statements that Heads of Department will submit to the Research Committee (the RC) of the Joint Faculties of Humanities and Theology, by *15 April* via email to the secretary of the RC Martin Degrell, Martin.Degrell@kansliht.lu.se, differ from the reports they filed in the spring of 2011. At that time, the task was to a great extent to describe the situation, development and future prospects within the individual subjects. In the winter and spring of 2013, this task is assigned to the subjects themselves, which are to carry out self-evaluations as a way of providing documentation for HTRQ14. The information that the RC needs from the Heads of Department will partly be based on the annual accounts of research submitted by individual staff-members whose duties include research, as was the case in 2011 as well; but this time the information requested from Heads is mainly about research-related conditions at the Department as a whole, considered from the perspective of its management.

As the size of Departments varies considerably within the Joint Faculties of Humanities and Theology, it is difficult to provide a standard for the length of the statements from Heads of Department. A framework of between 10 and 20 'normal' A4 pages would appear reasonable, however.

Although the Heads of Department do not need to address conditions pertaining to individual subjects, the RC would still request that they study the subjects' self-evaluations, not least because it is valuable for them to be aware of how the subjects view themselves. In cases where the perception of a Head of Department as regards conditions within a subject deviates from the picture provided by the self-evaluation, the Head of Department should consult the author of the report and see whether it is possible to agree on a formulation in the self-evaluation which reflects the point of view of both. If this proves to be infeasible, the Head of Department will make a note of his/her differing view in his/her own statement, allowing the two points of view to be passed on in the process; a lack of consensus in the perception of academic activity is nothing unusual.

The questions below are to be seen as a source of help for Heads of Department when it comes to structuring their statements on research activities at their Departments. They are intended as guidelines, not as a questionnaire in which each individual question must be 'ticked off'.

Questions on the terms and conditions of researchers

How well do researchers (that is, staff-members whose duties include research) themselves consider that they have been able to utilise the time for research which they were assigned 'on paper', i.e. according to their duties plans? What factors interfered most with the research time?

Are there perceived differences between different categories of employees (postdocs, *forskare*, senior lecturers, professors) concerning the degree to which allocated research time in the duties plan corresponds to the employee's own impression of the time he or she has actually had for research?

Does the Department take any measures to make it easier for researchers to dedicate an unbroken period of time to research during the semester? If so, what measures?

What type of wishes/complaints concerning research conditions do researchers express in their regular individual interviews with Heads (*medarbetarsamtal*)? What possibilities are there to meet these wishes/resolve these complaints within the framework of the Department's activities?

What does the Department do to facilitate research travel and conference participation?

What does the Department do to make it easier for its staff-members to organise conferences, symposia and workshops?

How do researchers view their participation in 'third-task' (outreach) activities?

Questions concerning external research funding

How do Heads of Department view the proportion of external funding in the Department's research– is it at a satisfactory level? In cases where a Department comprises subjects that have different 'cultures' with regard to external funding: can subjects in which the proportion is low learn from subjects with a high proportion of external funding, and if so, how?

What measures does the Department take to motivate its employees to apply for external grants, and is anything done to help and support those that do so? If so, what?

What view does the Departmental management take of the so-called co-financing problem? Is it ever the case that the Head of Department does not approve an application for external funding because of the cost of co-financing?

Is it ever the case that the Head of Department does not approve an application for external funding because a successful application would entail employing applicants/co-applicants, which is perceived to be an excessive responsibility?

Does the Head of Department feel that external funding as a phenomenon steers the content of research in a way that is detrimental to research activities at the Department? If so, provide concrete examples.

How common is it for individual researchers to be unable to complete their externally funded projects during the grant period? If this happens, what are the reasons, and what happens next?

Environment, strategies and collaboration

Does the Department take any measures intended to make it easier for its researchers to find collaborative partners within and outside the Department? If so, what measures?

Does the Department run any seminar activities that cross over subject boundaries? If so, how are they financed?

What long-term planning does the Department have for the individual subjects, and how are the consequences of such planning for staff composition, including retirement and new recruitment, taken into account?

Does the Departmental management have any strategies concerning the following aspects of research?

- contents ('what is being researched');
- organisation (e.g. individual researchers as opposed to research teams, allocation of direct government funding entailing increased research time for successful researchers, postdoc investments);
- postgraduate studies as a part of total research activities (e.g. recruitment aspects, staggering of admissions by subject, allocation of supervision);
- elements of research in first- and second-cycle education;
- the communication and dissemination of research findings (e.g. publication strategies, outreach events and promotion of important publications);
- presence in the research environment (for all categories of researchers, including doctoral students);
- inter-faculty collaboration;
- national and international research collaboration;
- set-up and maintenance of infrastructure;
- cooperation with wider society; and
- 'innovation' in the sense of conversion of research findings into commercially usable products and processes.

Two final questions

Considering the basic conditions that prevail in HT activities, conditions with which Heads of Department are very familiar, what wishes and hopes are there for the Department's future as a home for high-quality research and as an inspiring workplace for scholars, doctoral students and undergraduates interested in research?

What concrete measures does the Departmental management consider that

a) the Joint Faculties of Humanities and Theology;
b) Lund University centrally should adopt in order to help Departments realise these wishes and hopes?

On behalf of the Research Committee of the Joint Faculties of Humanities and Theology

Marianne Thormählen
Dean of Research

Guidelines for external research examiners, HTRQ14

Addressees and materials

This document is directed towards those colleagues whose assistance the Joint Faculties of Humanities and Theology at Lund University (JFHT) are fortunate enough to have secured for their research evaluation, HTRQ14. The external research examiners (EREs) come to this exercise from a variety of backgrounds, and the research disciplines they will examine are extremely diverse, as is the nature of the humanities and religious studies in themselves. Consequently, these guidelines may contain information which the individual ERE will find irrelevant and/or superfluous, depending on his/her particular task. The Research Committee (RC) of the JFHT hopes that EREs will adopt a tolerant attitude to such sections, recognizing that others may find them useful.

All EREs will start their work with the following materials in front of them:

- The Lund University strategic plan
- The JFHT strategic plan
- Any research-policy document that the individual department might have set up – some departments have them, others do not
- Applicable sections from the RQ08 research-evaluation report (i.e., Parts 1 and 2, plus the relevant review-panel report)
- This set of guidelines
- The JFHT Scientific Advisory Board (SAB) report of 2011
- Reports from the JFHT RC to the SAB, from 2009 to 2013
- Self-evaluations from the disciplines included in the individual ERE's assignment
- Statement from the head of the relevant department
- A selection of publications from each discipline

- On their computer screens: The JFHT website, www.ht.lu.se, and through it the JFHT project database and the publications web page, departmental websites and individual researchers' web pages

Aims and purposes

So what does Lund expect its EREs to accomplish? What are our requirements?

The JFHT need each ERE to give us an expert outsider's view of research at the relevant department/departmental subsection, telling us how we measure up in relation to the aims articulated for our research activities in the two strategic plans (the University's and our own Faculties'). Lund University aspires to be a leading research university, not only in Europe but in the world: are we in the Humanities and Theology pulling our weight in realizing that ambition, and what is the outlook for the years ahead? What are we doing well, what are our weaknesses, and how could we do better?

In order to be able to answer these questions, EREs will need to gain a coherent view of the research conducted at the relevant department/subsection by considering the following parameters:

- The content of research (research fields and areas; 'profile'; the element of cross- disciplinary research)
- The extent of research (approximately how much research scope does each discipline possess in terms of staff time allocated for research?)
- The role of external funding for research
- Research environment (research activities, including those involving doctoral students; research leadership; research infrastructure; participation in local, national and international research networks and collaborative schemes)
- Relationship between research and teaching
- Generational balance and plans for future staffing
- Potential and outlook
- Output (publications, including textbooks and databases) in terms of productivity
- Language issues (English-language publication, publication in Swedish, and publication in other languages)
- Publishing strategies (articles vs monographs, open access, bibliometric considerations) insofar as discernible
- Quality of publications
- Scholarly impact
- Societal impact

These parameters are discussed further below, but two things should be said straight away: a) as far as possible, the RQ08 report should play a part in the EREs' assessments as a point of reference; b) we warmly encourage EREs to formulate recommendations and advice, just as the RQ08 panels did.

It is of great importance for us to see how our research has developed over the past five to six years since the RQ08 exercise. HTRQ14 is, albeit (perforce, Lund University having abandoned its intention to implement an RQ13) faculty-based, in a sense its successor, and there will surely be another evaluation exercise approximately five years from now. Evaluations of research take time and cost money, both of which precious commodities are taken from what would otherwise have been actual research. Their legitimacy is contingent on their ability to tell us where we are, suggest how we can steer our future efforts in profitable directions, and help us think of ways to monitor developments in between evaluations.

Nevertheless, it should be pointed out that the design of HTRQ14 deviates from that of RQ08 in important respects. In addition to the multi-layer structure of HTRQ14, subjects are assessed individually, not as groups. The way in which RQ08 clumped disciplines together caused irritation and disappointment in some quarters; and although the different sizes of subjects may be problematic, the JFHT felt that each subject should be assessed on its own merits (see further below under 'Verdict'). Such individual assessment has a drawback, however: it becomes harder to perceive the over-all significance of a field of research which extends across several subjects. For instance, language acquisition is an essential part of linguistic research in a number of subjects in Lund. If you are one of the EREs who examine several subjects, we would be most grateful if you would comment on the quality of any feature common to two or more of them.

In addition, at least two of our EREs will be looking at research connected with the Linneaus environment 'Thinking in Time', also known as CCL. We welcome any observations on the importance of this interdisciplinary cluster to JFHT research, as well as on its long-term prospects.

Some EREs will be familiar with the constraints under which the Humanities and Theology in Sweden are operating, including the smallness of the research component in most Swedish scholars' lives, the relentless pressures on faculty funding and the distressing paucity of doctoral students (in any one year, only about 20 new postgraduates can be admitted across the entire JFHT, which comprise about 60 research disciplines). For others these realities are less well known, though the RC's reports to the SAB afford some insights. Familiarity with these conditions is obviously an asset when evaluating our activities; but the EREs' focus will be on the quality of what we manage to achieve with the resources we do have, with an eye to how we might improve. We ask our EREs to let their recommendations include ideal visions as well as suggestions that might just possibly be realized within the present system. We will not be in a position to implement any of the former in the short run; but no system lasts forever, and visions are needed if anything is to change.

The assessment process *(from now on, the addressee is the individual ERE)*

We recommend that you begin your work by reading these guidelines and then proceed to studying 'your' department's website, reading the presentations of the department as a whole and of those disciplines that fall within your remit. At this point it also makes sense to familiarize yourself with the JFHT website, the project database and the publications web page (www.ht.lu.se/skriftserier in Swedish, www.ht.lu.se/books in English).

Now that you have a working idea of 'your' department and of the JFHT as a whole, a natural next step is to gain deeper knowledge of both by studying the Head of Department's statement – which is partly based on the individual annual reports on research activities submitted by every salaried JFHT researcher – and the reports to and from the SAB. After that, we suggest you go on to the strategic plans and the relevant sections of the RQ08 report (you will want to keep the latter at your elbow throughout the reviewing process).

Next, it is time to scrutinize the individual disciplines covered by your assignment, reading their self-evaluations, consulting the submitted publications and looking at the web pages of individual researchers.

The researchers' web pages list any research projects they are or have been involved in, with links to the JFHT research-project database. Each individual researcher's web page will also supply information about his/her publications, information taken from the Lund University Publications (LUP) database, Lund University's institutional repository. All Lund researchers are under an obligation to enter their publications in LUP. Some web pages link visitors to other websites where the individual scholar's work is featured; it may be worth while to check those out as well, not least for information about the societal impact (of which more below) of that person's research.

Finally, you will write your report, either in English – which would of course save us the time and expense involved in translation – or in Swedish, Danish or Norwegian. The following section is designed to be helpful as you tackle the parameters set out in the section under 'Aims and purposes' above. As the scope of EREs' tasks varies – some have a lot more ground to cover than others – the size of the report will vary as well, but the RC believes that 15-25 pages / 4,500-7,500 words will be a reasonable length.

Research parameters *(in the order set out under 'Aims and purposes' above; you do not have to adhere to it in your report)*

The content of research

It is the nature of HT disciplines to contain a great deal of variety, but you will discern certain special research areas which define the 'profile' of the subject. Please describe them, paying attention to any cross-disciplinary endeavours. (If you see opportunities for cross-disciplinary work that have not been made use of, please state them!) State your view of the relative strengths of the research areas you have defined: what level of national and international recognition have they achieved, and how do you judge their respective prospects in the years ahead? How would you characterize the theoretical/methodological orientation of the discipline (insofar as you can distinguish one), and how do you assess the long-term viability of that orientation?

The extent of research

The self-evaluations of each subject will give you a fair idea of the resources with regard to the time available for research. For instance, a professor usually has about 40 % 'own' research within the framework of his/her post, a *docent* (approx. 'associate professor') 25 and a senior lecturer 20. Besides these employment categories, there are temporary postdoctoral research fellows, most of whose time is spent doing research. Adding these percentages together, would you say that the volume of research coming from the subject seems commensurate with the time set apart for it? This can only be a rough estimate on the basis of recent figures; while it would have been interesting to look back to RQ08, individual disciplines have seen considerable changes in staffing since then.

The role of external funding for research

The importance of winning external funding for research is constantly emphasized at all levels in the University. In practice, a senior lecturer will not be able to carry out a major research project without a grant that reduces his/her teaching, and even professors find that without an external grant, their chances of doing time-consuming research, for instance striking out into new fields, are practically nil. Grants to regular staff from the main bodies that support HT research in Sweden, the Research Council and the Bank of Sweden Tercentenary Foundation, are always good news for subjects, departments, and faculties, both financially and in terms of prestige. Do the individual disciplines/the departments/the JFHT do enough to help scholars obtain them? What improvements would you suggest?

A special set of problems adheres to major grants from private sponsors, such as the Wallenberg foundations, and from the ERC in that such grants usually require massive co-funding from recipient faculties and universities, often in the form of new appointments of staff one would not ordinarily have taken on. At the same time, such grants confer tremendous kudos on all concerned and may initiate entirely new research areas. What picture have you formed of attitudes to, and the ability to handle, this set of problems, at departmental and faculty level?

The research environment

Here, your primary sources are the Head's statement and the self-evaluations submitted by the individual disciplines. You will want to study activities such as higher seminars, paying special attention to the presence, supervision and general situation of doctoral students; lectures, including guest lectures and seminars; interdisciplinary meeting-places and collaborative schemes; participation in local, national and international research networks; opportunities to spend time working at other universities, in Sweden and abroad, for all scholars, from doctoral students to professors; conference attendance at home and abroad and the arranging of workshops, symposia and conferences in Lund. You will be interested in the relationship between representatives of the individual discipline and the departmental leadership, and in the level of encouragement shown by the latter with regard to research. Another important aspect is research infrastructure: how satisfactory are, for instance, library resources in general and access to important databases, other electronic resources, equipment, and assistance from technological experts? We would also welcome any observations on the utilization of the unique opportunities offered by the Humanities Laboratory.

The relationship between research and teaching

There are two main issues to be considered here, and you will want to consult both the subjects' self-evaluations and the Head's report: first, to what extent are researchers able to utilize their research expertise in teaching at the undergraduate and master level? Is there any research 'in the other direction', that is, are there any projects where classroom activities serve as providers of empirical data for research? The second issue has to do with staffing policies: for financial reasons, it is very rare for a JFHT subject to give a permanent post to a researcher who will not spend most, or a great deal of, his/her time teaching: a large proportion of a new employee's salary comes from the teaching budget, especially if he/she is a senior lecturer. And not even the most brilliant junior researcher gets a lectureship without good pedagogical qualifications. How would you characterize the impact on research of the element of teaching in a wide sense?

Generational balance and plans for future staffing

Subjects and departments have not been asked to provide the dates of birth of staff-members, but the self-evaluations and the Head's report will give you some idea of the relative ages of senior staff. Please comment on the staffing situation in the long run, say 10 years. What changes do you see coming, and how would you recommend that the department and faculty deal with them? Does there seem to be satisfactory awareness of the long-term perspective?

Potential and outlook

In your assessment work, the emphasis will naturally be on what has actually been achieved, wherever possible in relation to the RQ08 stage, rather than on plans for the future – the stress that the RQ08 report placed on the latter aspect caused some consternation among its recipients, who sometimes felt that it had not been adequately anticipated. However, subjects and departments have been encouraged to look ahead in their evaluations and reports, and the JFHT are very interested in hearing a) your views on the future perspectives they draw up; b) your impressions as regards the potential of individual discipline and of the department as a whole. We would like to know whether you are satisfied with the ability to think ahead that is demonstrated in self-evaluations and the Head's report, and whether you see possibilities that appear not to have occurred to the writers.

Output

The question of productivity was already raised under 'The extent of research', but under this heading we are especially interested in the volume of published research with relation to different staff categories within each subject. Looking at the publishing record of individual staff-members, are there any discernible patterns when it comes to research productivity in the subject? NB: Here, as in respect of 'scholarly impact' (see below), you will want to look back beyond the RQ08 stage: some research projects in our disciplines take years to complete, and it is natural for scholars who are in the early or middle stages of a project to publish comparatively little. But looking back to, say, the year 2000 will give you a reasonably fair idea with regard to people who had positions which included a research component at that time.

Language issues

The RQ08, and comparable research-evaluation exercises in Sweden and abroad, emphasized the desirability of publishing in the international domain, meaning – in practice – in English in internationally prestigious contexts. Some JFHT scholars do publish exclusively or predominantly in such contexts, but others are orientated towards a market dominated either by Swedish or by other major languages, such as French and Spanish. Looking at the publications in the subjects you are reviewing, do you discern any particular strategy when it comes to the languages used for the dissemination of research? Do you see opportunities to transfer research now published in other languages than English to the English-speaking domain? If you feel there are reasons for not attempting such a transfer, instead accepting that research in Swedish (French, Italian, German, Spanish, Russian) can be of the highest quality and should continue to be published in that language, please state them.

The issue is of great importance not least because of the strenuous push towards using bibliometric methods in research evaluation, methods which are notoriously disadvantageous in the context of publication in other languages than English.

Publishing strategies

This topic ties in with the preceding one in that the issue of international publication is relevant here as well. Would you describe the subject as article- or monograph-dominated, and do you discern any ongoing or imminent shifts in the strategies employed by researchers when it comes to disseminating their research? For instance, is there a move towards articles rather than books, and towards journals with high impact factors, irrespective of whether they are in fact the best avenue of dissemination? Are individual scholars and research leaders aware of developments in the international academic marketplace, including demands for open-access publishing?

Quality of publications

While you cannot reasonably be expected to scrutinize the submitted publications, which will be highly diverse, from the point of view of an expert in the relevant research area, your scholarly competence will enable you to assess their contributions to research in the terms commonly applied in research-evaluation contexts, namely:

a) Originality – does the relevant publication put forward fresh, independent and innovative scholarly thinking and insights?
b) Significance – will the subject matter presented in the publication, and the manner of dealing with it, be perceived as being of immediate interest to a considerable proportion of scholars working in the field?
c) Rigour – is the publication ably written and structured, with due attention to previous research, and does it evince clarity, logical accuracy and stringency?

Other concepts you may wish to engage in your evaluation are 'novelty', 'wide applicability', and 'breakthrough/groundbreaking'.

Scholarly impact

Depending on the nature of the subject(s) you are dealing with, various bibliometric instruments may provide you with some idea of the scholarly impact of the work of the researchers you are investigating on the scholarly community in which they operate. If you are logged in at your workplace, the addresses http://isiknowledge.com/wos should work for Web of Science and http://www.scopus.com/home.url for Scopus. Google Scholar is freely available at http://scholar.google.com. If you want assistance in assessing the scholarly impact of one or several researchers or publication channels with the aid of bibliometric instruments, the HT Libraries are standing by to help; in that case please email the Chief Librarian, Ms Viktoria Hörnlund, viktoria.hornlund@htbibl.lu.se, and she will see to it that you receive assistance. However, you will have your own channels, with or without a connection to bibliometrics, for ascertaining how the publications of the relevant scholars have been received in the academy.

As investigators of recent research-evaluation exercises in different countries have spotted, textbooks and other kinds of products – including electronic ones, such as databases and websites – geared towards integrating research and teaching tend to be undervalued in these contexts. Please pay attention to what seems to you to be particularly successful work along these lines: it may well have, or have had, a significant impact on the relevant field of research thanks to the writer's eminent grasp of his/her subject and skills in presentation.

The recognition that an individual scholar has achieved, and the esteem he/she enjoys in the scholarly community to which he/she belongs, are of interest in this context. You will want to look at membership of learned societies, prizes and awards, presence at major conferences (including invitations to deliver keynote lectures), editorships, positions on national and international editorial boards and research committees, research-evaluation assignments such as the one you are currently performing for us, and so on.

Finally, it must be borne in mind that scholarly impact in the Humanities and Theology may take years, even decades, to become apparent, so here – as in respect of quantitative output – you will be looking back beyond the RQ08 stage.

Societal impact

This is becoming an increasingly important variable in the assessment of research, with the United Kingdom leading the way in a direction which many people in the Humanities and Theology feel to be problematic. It is defined as the difference which research can be shown to make to society outside the academy.

The English Assessment Framework speaks of the relevance of research in terms of 'commerce, industry, and the public and voluntary sectors', defining (societal) impact as 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'. This kind of impact may be registered by 'an audience, beneficiary, community, constituency, organisation or individuals' and 'in any geographic location whether locally, regionally, nationally or internationally'. The nature of such impact may be manifested in relation to 'activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding'. As JFHT consultant Josie Dixon of Lucian Consulting points out in her report to the JFHT, '[t]his list gives some indication of the difficulties posed by the demand for concrete statements amenable to measurement and evaluation, in relation to a series of entirely abstract concepts' (p. 15).

While research evaluation elsewhere in Europe, Sweden included, does not (or not yet) attach such great importance to societal impact as the UK REF does, we are under pressure to justify our research in terms of 'innovation' (simply translated as applicability to the development of marketable products and services) and '*samverkan*', 'collaboration/co-operation', which refers to activities where academics and representatives of society outside the academy work together. This kind of pressure is not likely to abate. Consequently, the demand for demonstrable societal impact has to be taken on board. Representatives of our disciplines must be encouraged to think of their research in terms of '[out]reach', and the diligent participation of many of them in so-called 'third task' activities (*tredje uppgiften*, simply defined as communicating the fruits of your learning to audiences outside the academy) will be helpful in that respect. We would ask our EREs to take note of especially commendable efforts in that direction.

Verdict

Weighing your findings together, considering the research resources available to each subject, and allowing the quality of the publications you have been sent to tip the balance in either direction if you find yourself somewhere between two grades, you are asked to grade the subject(s) you have reviewed according to the following scale: Excellent (5), very good, good, satisfactory, unsatisfactory (1).

Excellent, 5: Recognized as holding a leading position in the relevant field wherever that field is studied; meets the highest standards with regard to originality, significance and rigour; a considerable proportion of the research is published in journals and by publishers which operate according to challenging peer-review routines (but see Note 1 below); research environment wide-ranging and very active, with a high degree of internationalization, and producing high-quality doctorates; comprehensive output in relation to the time available for research

Very good, 4: Scholarship of a very high standard with regard to originality, significance and rigour; known and respected in the relevant field wherever it is studied; at the forefront of the discipline in Sweden; lively research environment, with international elements, where doctoral students and senior scholars meet on a regular basis and successfully promote one another's research; good-sized output in relation to the time available for research

Good, 3: Research which has made and/or is in the process of making solid contributions to the relevant field; scholarship pursued with integrity and skill; recognized nationally; evidence of care for and commitment to the research environment in which the subject operates, including adequate attention to the needs of doctoral students; output of acceptable proportions in relation to the time available for research

Satisfactory, 2: Respectable scholarly work of a nature and standard, and at a level of recognition, commensurate with the level of attainment and the working conditions of the person/persons practising it even if there is scant evidence of scholarly impact (see Note 2); output meets expectations; participation in a research environment at a reasonable level of ambition

Unsatisfactory, 1: Work of a standard which falls below the criteria defined above

Naturally, there will be differences of degree within each subject: it is only natural to expect the most senior scholars to produce the best, and the most, research. The RQ08 report awarded quality verdicts on the basis of the best work in the subject, and as long as that work accounts for the greater part of the subject's output, you should do the same.

'Without fear or favour'

It is natural for an ERE to wonder how critical he/she should be; the book (and film) title 'How to lose friends and alienate people' may well spring to mind as you write your report. There are two things to bear in mind here:

First, your report will come into the public domain and be available to anyone who wants to read it, members of the public included, which makes an element of tact desirable, especially in the direction of individual persons. Consequently, you will obviously avoid any element of personal naming and shaming while feeling free to name names of strikingly 'good examples' – persons as well as disciplines and departments – as the RQ08 report did. People who do first-rate work are energized by well-deserved acknowledgement, and there is the 'best practice' element to consider, too: reports may provide helpful pointers by being specific about where good examples may be found and studied. Obviously, it will be of enormous benefit to us to be able to take these good examples to the LU leadership, who have expressed a sense of disorientation in the face of that horn of plenty that is the combined JFHT. For instance, the Vice-Chancellor has uttered a wish for a brief list of things to boast about from our domain, and you will help us provide one, based on impartial external evaluation.

Second, the entire exercise is intended to show us how we could do better, and there is no possibility of doing so without frank, indeed unsparing, criticism. The SAB report and the RQ08 panels did not mince words, and nor should you. Where you see evidence of unsatisfactory activity – or lack of activity – in the domain of JFHT research, at any level, please make your view plain. It may help to bear in mind that such criticism might in fact strengthen already ongoing attempts to pinpoint and solve problems, in which case your input may help clinch matters in a decisive way. If you see difficulties we are not ourselves aware of, so much the better: you might help us put out a slow fire before it has had time to do any serious damage.

The time frame

As an ERE, you will find yourself equipped with all the materials listed on p. 1 by 1 July; please ensure that you have indeed received it all by that date, because it might (for reasons explained in the next paragraph) be hard to fill any gap straight away. Your report is due by 1 October. It is to be emailed to the Secretary of the JFHT RC, Martin Degrell, with a copy to me, Marianne Thormählen; email addresses Martin.Degrell@kansliht.lu.se and Marianne.Thormahlen@englund.lu.se respectively.

Because you may have questions as you start working, it is slightly unfortunate that the month of July is the one when Lund University employees tend to be away from the University, and from their email, for several consecutive weeks. I shall be in London and incommunicada between 4 and 16 July; but Martin will be on duty until the 12th and will try to help you deal with any problems you might have. He then goes on holiday for four weeks and I take over. Ms Hörnlund and her staff probably will not be able to provide service for a couple of weeks in July. But we hope that these guidelines will help you get on with things even at times when no immediate support is forthcoming from Lund.

You may also want to contact the Head of Department directly, for instance if you find that the materials available to you do not provide the information you need in order to make an assessment. In that case, do email those queries to him/her; but you cannot expect to receive a prompt answer until late August.

If any questions arise from your report – say, if we wish for clarification or complementary information in some respect – you will hear from us within three weeks of your having submitted it. Should this happen, we hope you will be able to straighten out any question-mark we might have without delay.

Concluding remarks *(addressed to all EREs)*

By agreeing to help us evaluate our research activities, you are playing a vital part in our efforts to grasp the essence of our multifarious research activities and to transmit a clear and fair idea of those activities to the Lund University leadership and to the world at large. In addition, your work will help us form effective research strategies for years to come. We are extremely grateful to you for undertaking this job and hope you will be rewarded by seeing your judgments and recommendations turned to good use in due course.

If you perceive phenomena which seem interesting and relevant to you, but which have not been taken up above, please tell us about them. Outsiders often see things of which insiders are not aware, so do enlighten us if anything research-related catches your attention even if it does not fit within the parameters discussed in preceding pages.

On behalf of the Research Committee

Marianne Thormählen
Dean of Research in the Humanities and Theology, Lund University

Note 1: As some of the research produced at the JFHT is of excellent quality without being published in English, the emphasis on international acclaim that is an important component in many research evaluations, including the UK REF and the RQ08, has been replaced by expressions such as 'wherever the relevant field is studied'. Likewise, some world-class research is published in Swedish by publishers who do not use peer review. Such circumstances should not demote excellent work to a lower level merely on the basis of the channel of dissemination.

Note 2: This grade will, for instance, be appropriate in the case of a subject with a mere one or two representatives most of whose time is devoted to teaching and administration, but who make(s) documented efforts to keep up with developments in the discipline, producing – for instance – an occasional article and/or conference paper of an acceptable standard.

In the late spring of 2012, Lund University instructed its Faculties to evaluate their research according to their own lights and communicate their findings to the University leadership. The Joint Faculties of Humanities and Theology at Lund welcomed the opportunity to assess the quality of their research according to criteria suitable for HT scholarship. The outcome, named HTRQ14, was an evaluation exercise for which self-evaluations laid the foundation, but whose main body consisted of reports by external research examiners.

This volume contains the examiners' reports, the guidelines according to which these reports as well as the self-evaluations were written, and a section summarizing the findings from every level of the exercise. Beyond providing a detailed picture of HT scholarship in Lund, it has things to say about Humanities and Theology research in general, in Sweden and elsewhere.

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