



University of Lapland Research Assessment Exercise 2022–2023

Edited by Erja Salmenkivi, Petra Falin,
Pirjo Kleemola-Juntunen, Taina Saarenpää



LAPIN YLIOPISTO
UNIVERSITY OF LAPLAND
Pohjoisen puolesta – maailmaa varten

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Tiivistelmä

Lapin yliopiston tutkimuksen arviointi 2022–2023 on toinen yliopistossa toteutettu tutkimuksen arviointi ja ensimmäinen kokonaisarviointi, joka kattaa koko yliopiston tutkimustoiminnan vuosilta 2015–2021. Arvioinnin tärkein tavoite oli muodostaa kokonaiskuva yliopiston tutkimuksen laadusta, volyymistä, vaikuttavuudesta ja sen kehittämiskohteista.

Prosessin aikana yliopiston tutkimushenkilökunta muodosti keskuudestaan 14 arviointiyksikköä, joista jokainen tuotti oman itsearviointiraporttinsa. Varsinaisesta arvioinnista vastasi kansainvälinen ulkopuolinen paneeli, joka arvioi kaikki yksiköt. Lisäksi paneeli laati yliopistotason palautteen Lapin yliopiston tarpeisiin. Arvioinnin toteutusta valvoi Lapin yliopiston hallituksen nimeämä ohjausryhmä ja sen toimeenpanosta vastasi Lapin yliopiston tutkimuksen arvioinnin koordinaatiotiimi.

Paneelin arvio perustui yksiköiden laatimiin itsearviointiraportteihin, täydentävään määrälliseen aineistoon ja haastatteluihin. Arviossaan paneeli totesi, että Lapin yliopistolla on paljon ylpeyden aiheita ja potentiaalia kehittää tutkimustaan kansainvälisesti korkealle tasolle. Kuitenkin yliopiston koon ja tutkimusalat huomioon ottaen yliopiston kannattaa keskittyä kehittämään erityisesti tutkimuksen huippuja, jotka raportin sisältämissä arvosanataulukossa on merkitty tähdellä. Samalla paneelin mielestä on myös tärkeää pitää huolta erilaisten tutkimuskohteiden mahdollisuuksista nousta tutkimuksen keskiöön tulevaisuudessa.

Paneelin vaikutelma arviointiyksiköistä oli se, että vain olemassa oleviin tutkimusprojekteihin perustuneet yksiköt vaikuttivat toimivilta, kun taas vain tätä arviointia varten muodostettuja yksiköjä ei jatkossa kannata ylläpitää. Ennemminkin paneeli suositti monitieteisten tutkimusinstituuttien perustamista tiettyjen teemojen kuten arktisen alueen tai sukupuolentutkimuksen ympärille. Nämä instituutit voisivat tukea tutkimusyksiköjä ja tutkimuskeskuksia vierailevien luennoitsijoiden ja professorien ohjelmien laatimisessa ja yliopiston yhden ilmeisen vahvuuden, monitieteisyyden, kehittämisessä ja kansainvälisen näkyvyyden lisäämisessä.

Paneeli suositti myös toimintavalmiuksien vahvistamista erityisesti tutkimuksen tuessa ja tutkimuksen johtamisessa kaikilla yliopiston tasoilla. Taloudellisista haasteista huolimatta paneeli ehdotti, että osa tutkimusrahoituksesta suunnattaisiin suoraan tukemaan tutkimustoimintaa ruohonjuuritasolla. Lisäksi paneeli painotti sisäisen ja ulkoisen viestinnän parantamisen tarvetta sen mukanaan tuomasta taloudellisen panostuksen tarpeesta huolimatta.

Foreword

It is a great pleasure to welcome the completion of the Research Assessment Exercise (RAE) 2022–23 of the University of Lapland (ULAP). The Board of the University of Lapland initiated the first assessment of research in order to gain an overview of ULAP’s total research activity covering the period 2015-2021. The previous international evaluation carried out in 2013 was narrower in focus, as it concentrated on the strategic focus areas of ULAP. For this assessment, the whole research community was divided into 14 Units of Assessment. The Units produced self-assessment reports, which formed the core data for the international external panel to evaluate.

The aim of the evaluation was to produce an overall picture of the content, volume and quality of the University’s research, its academic and societal impact as well as its strengths and areas for development. Our strategic focus areas—global arctic responsibility, sustainable tourism as well as future services and reachability—are defined at the level of the Lapland University Consortium (LUC). This assessment report, which is based on a bottom-up self-assessment of functioning research units of the ULAP part of the consortium, gives the University leadership valuable information about the state of affairs in research to inform further development, and it provides evidence about the implementation of the strategy at ULAP. From the point of view of the University leadership, this process and its outcome have been a success. The goals of the assessment have been achieved, and the present report provides valuable input to inform discussions on how to develop research at ULAP. The process has enhanced our self-knowledge as a research community and we are now on solid ground to develop our research together. Furthermore, the lessons learned from this exercise will be used to develop a meaningful follow-up evaluation in the near future.

It is also a great pleasure to note that our research staff are very positively oriented towards ULAP as a place to work and have a strong commitment to taking ULAP’s research to a higher level. Thus, I wish to warmly thank all our personnel of the 14 Units for their dedication and perseverance throughout the assessment process. Special thanks go to Ulla Palovaara from the Planning and Communication Services for providing statistics and to Toni Raja-Hanhela from the University Library’s Information and Digital Services for providing bibliometrics. Finally, I would like to take this opportunity to thank our highly esteemed international external evaluators, who, under the excellent lead of Prof. Sue Scott, have provided us with feedback and recommendations.



Soili Nystén-Haarala
Vice-rector for research

Introduction

The Universities Act (558/2009) stipulates: “The universities must evaluate their education, research and artistic activities as well as the effectiveness thereof. The universities must also regularly participate in external evaluations of their activities and in quality assurance systems. The universities must publish the results of the evaluations they have organised.” Thus, the Board of the University of Lapland initiated the Research Assessment Exercise 2022–2023 in February 2022. The purpose of the evaluation was to produce an overall picture of the content, volume and quality of the University’s research, its academic and societal impact as well as its strengths and areas for development.

The ULAP RAE 2022–2023 is the second research evaluation carried out at the University of Lapland, and it is the first to produce a coherent overall view of research conducted at the University. The previous research evaluation was carried out in 2013, and its focus was on research in ULAP’s strategic profile areas. In the present evaluation, the whole teaching and research personnel of the University was divided into 14 units of assessment that produced Self-Assessment Reports (SARs) highlighting their research output as well as strengths and areas for development. The aim was to provide information that can be used to enhance and support future strategic decision-making and development efforts at the university, faculty and unit level.

The research assessment was designed and implemented following national and international guidelines and commitments to responsible research assessment.¹ The assessment was based on an enhancement-led model utilizing external peer-review, which was informed by self-assessment reports, interviews and metric data. Methodologically, the process applied and adapted concepts from recent research assessments in other Finnish universities. The evaluation period was 2015–2021.

University of Lapland in Brief

Situated in Rovaniemi close to the Arctic Circle, the University of Lapland is the northernmost university in the European Union. It comprises four faculties: Faculty of Art and Design, Faculty of Education, Faculty of Law, and Faculty of Social Sciences. Furthermore, the University hosts the *Arctic Centre*, which is an independent research and science centre focusing on Arctic issues (founded in 1989), and the *Multidimensional Tourism Institute (MTI)*, founded in 2009, which operates under the umbrella of the *Lapland University Consortium (LUC)* and combines all levels of tourism education. A key strategic partner of the university is the University of the Arctic known as *UArctic*, which is a network of over 200 universities, colleges, research institutes and other organizations concerned with education and research in and about the North.

Founded in 1979, the University of Lapland is rather young. Today, it has a staff of about 730, and a degree student population of about 4650. Thus, it is one of the smaller universities in Finland. It has, however, a strong strategy that stresses global Arctic responsibility, sustainable tourism and expertise for the North in the changing world. Furthermore, ULAP is the only university in Finland that offers degrees in Tourism research (situated at the Faculty of Social Sciences), one of two universities offering degrees in Art and Design and Art education, and one of only four universities in Finland that offer full degrees in Law.

The basic funding of the University consists of state and external funding, with the total funding in 2015–2021 ranging between 49.4 and 62.5 million euros (see Fig. 1). The workforce of teaching and research personnel employed at the Faculty of Social Sciences, which is the largest administrative unit of the University, ranges between 72.5 and 83 FTEs. The Faculty of Art and Design is the second largest (55 to 62.3 FTEs), the Faculty of Education (40 to 50 FTEs) and the Faculty of Law (37 to 50 FTEs) are approximately equal in size. Finally, the Arctic Centre has a staff of 28 to 40 FTEs (see Fig. 2).

¹ See, e.g., <https://www.scienceeurope.org/media/3twjxim0/se-position-statement-research-assessment-processes.pdf>; <https://edition.fi/tsv/catalog/book/170>; <https://sfdora.org/>.

The research staff is classified according to a four-stage career model. The first stage of the model comprises doctoral students and project researchers, and the second stage postdoctoral researchers and others who have recently completed their doctorate. The third stage consists of associate (tenure track) profes-

State and external funding 2015–2021 (mil. €)

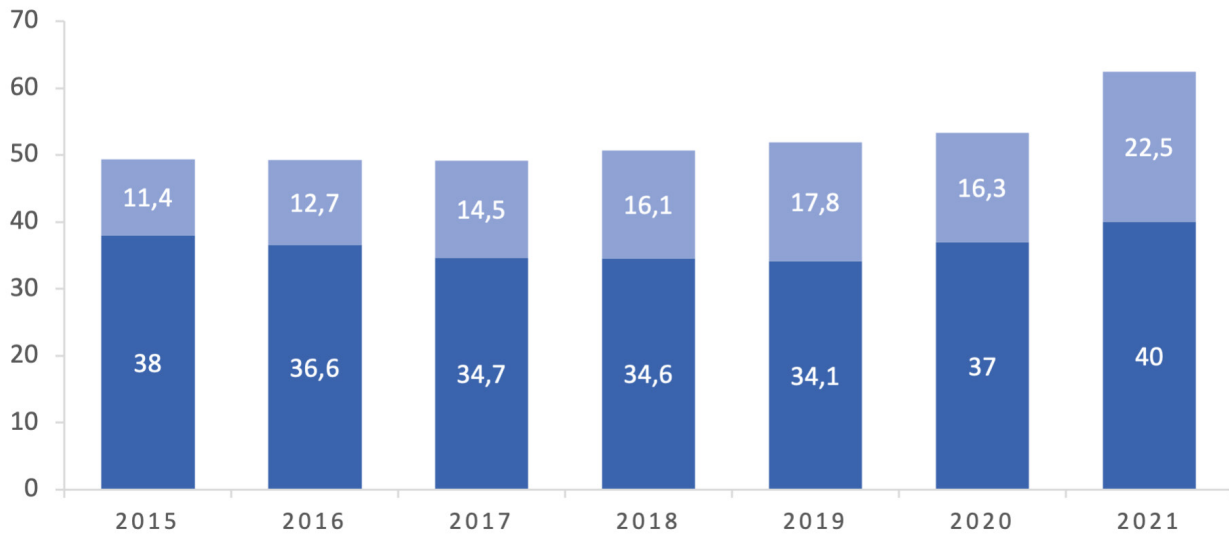


Fig. 1: Funding of the University of Lapland in 2015-2021. Source: Annual reports to the Ministry of Education and Culture. This information is partly available in the education administration’s reporting portal Vipunen at [Vipunen - Education Statistics Finland](#).

FTEs in AC and the faculties

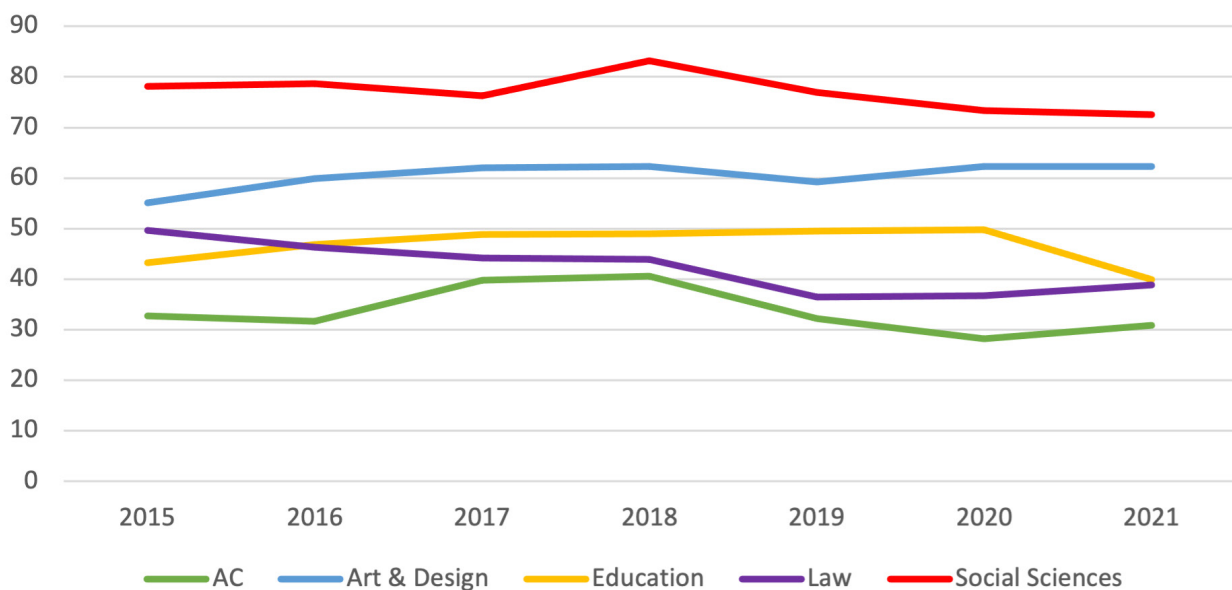


Fig. 2: Full-time equivalent personnel of the University of Lapland 2015-2021. Source: Annual reports to the Ministry of Education and Culture.

sors, senior lecturers and senior researchers, and the fourth consists of professors. The workforce, according to this four-stage career model, is illustrated in Fig. 3. The share of women/men and non-Finnish citizens is illustrated in Fig. 4.

Research and teaching personnel according to four-stage career model, University of Lapland

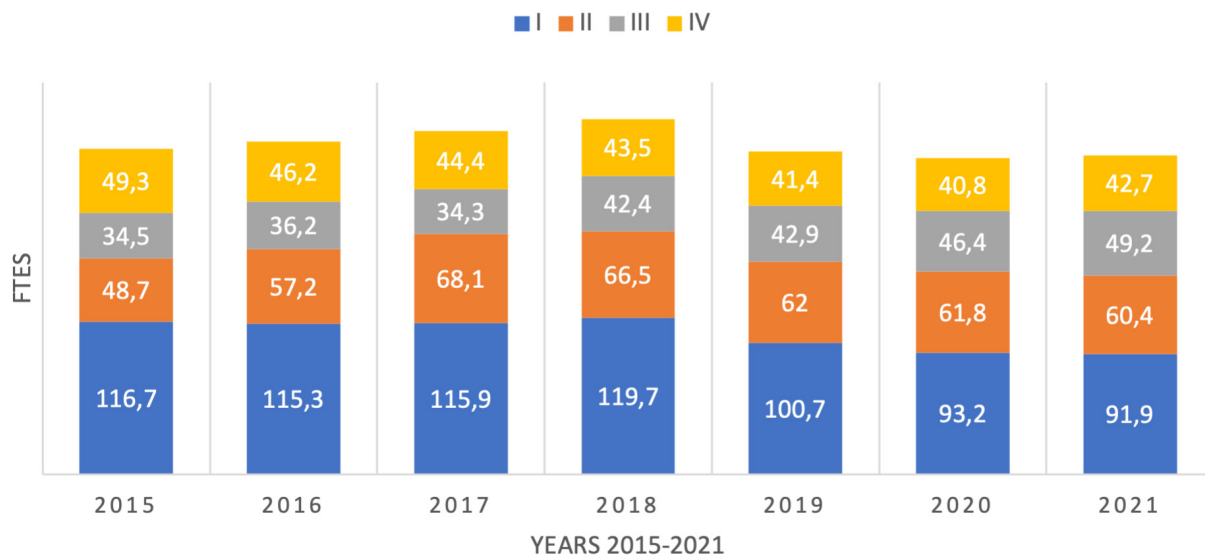


Fig. 3: Teaching and research personnel of the University of Lapland according to the four-stage career model. Source: Annual reports to the Ministry of Education and Culture.

Research and teaching personnel 2015–2021

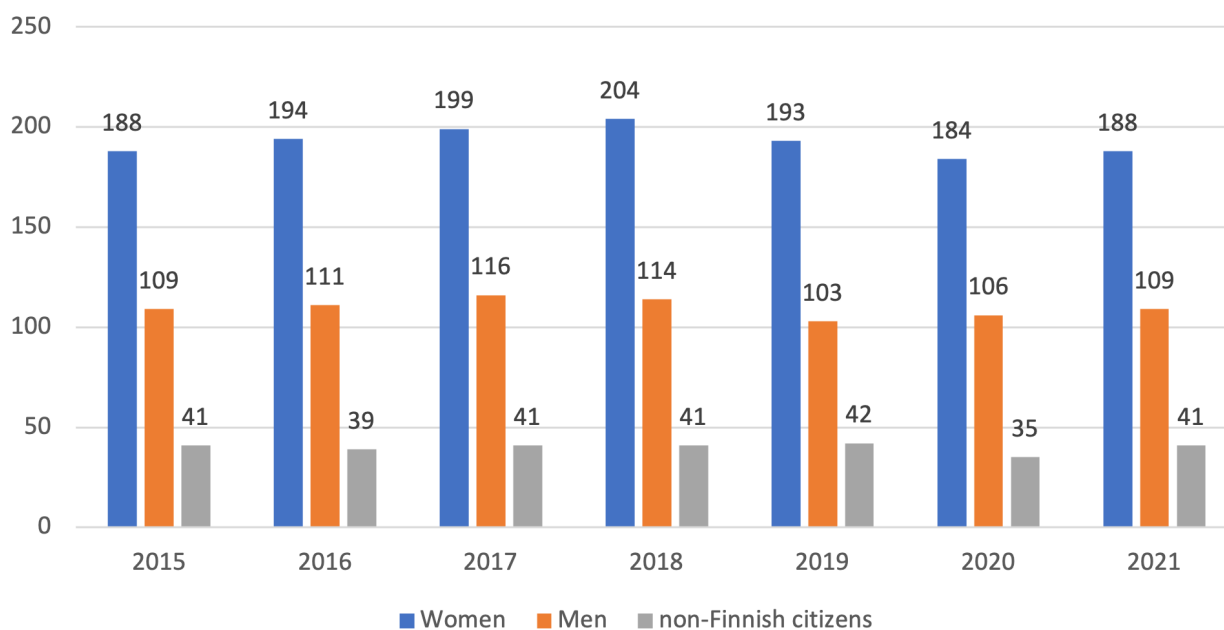


Fig. 4: Share of women/men and non-Finnish citizens at the University of Lapland 2015-2021. Source: Annual reports to the Ministry of Education and Culture.

Doctoral degrees per faculty

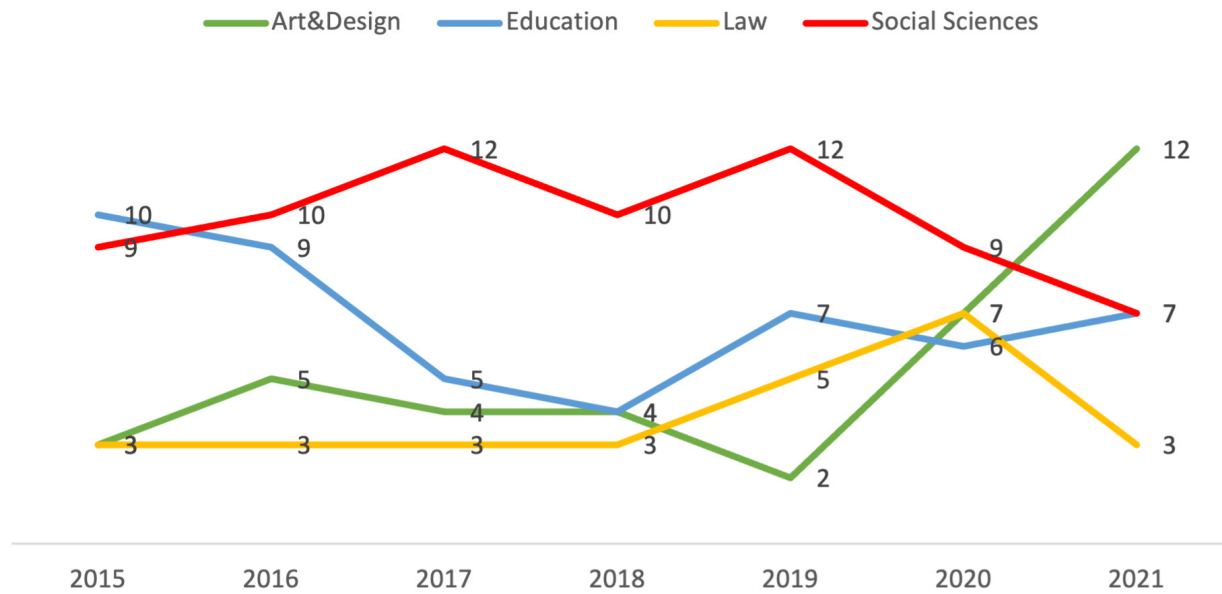


Fig. 5: Doctoral degrees granted per faculty. Source: Annual reports to the Ministry of Education and Culture.

Doctoral education

ULAP's doctoral education is organised in the four faculties, which grant study rights and award degrees. The Arctic Centre has no right nor obligation to award degrees at any level. The doctoral candidates always belong to one of the faculties and to one of the two doctoral programmes of the University. The strategic doctoral education of ULAP is brought together under a multidisciplinary, thematic doctoral programme "the Arctic in a Changing World", which was established in January 2021. The larger doctoral programme, entitled "the Discipline-specific programme", supports the various doctoral paths offered by the faculties and provides a joint structure for the doctoral degrees of ULAP. The number of doctoral candidates has fluctuated in the range of 350–600 over the period 2015–2021. Successfully completed doctoral degrees per year range from 22 to 29. Doctoral degrees per faculty are shown in Fig. 5.

Assessment Goals, Methods, and Process

The Research Assessment Exercise aimed, first, to provide an overview of *the content of research* at the University of Lapland. The focus on content called for and directed towards qualitative assessment methods. The core data consisted of Self-Assessment Reports produced by the Units of Assessment themselves. The intention was to provide an analytical description of the research carried out at the University, the disciplinary and thematic spectrum of research, the key research environments, collaborations, and the relation of each Unit's research to the University's strategy and research profile.

Second, the assessment addressed *the quality and volume of research*. In this context, *research quality* is understood as a set of attributes of the various research outputs by the members of the Units of Assessment, research activities, and the research environment. The assessment of quality, too, was based on Self-Assessment Reports that were supported by metric data and basic information on workforce and external funding. The units were asked to analyse and reflect on their activities, most importantly their research outcomes and the units as a research environment, against their goals and the criteria for excellence. The template for the Self-Assessment Report included an outline of the unit's future plans as well as its strengths and areas of development. The units were also asked to reflect on the meaning of collaboration with their most valued partners outside academia.

Third, the assessment also aimed to address the *impact of research* both within academia and in society. Both of these forms of impact are considered to emerge as long-term outcomes from research that can be examined qualitatively by looking at the content and outputs of research and interaction activities, but also through various quantitative indicators of openness of research, interaction and metric tools. In their Self-Assessment Reports, the units were asked to analyse the novelty, significance and relevance of their research both from the academic perspective (such as how the unit increases research impact, capacity building and international cooperation) and how the units describe and reflect on and envision their various paths to societal impact. Impact may arise, e.g., in the form of leadership, influence, benefits or added value, and research-teaching linkages, but it may also appear as prevention of harm or negative effects. Finally, the units were asked to highlight their most important strengths, weaknesses, opportunities and threats.

Methodologically, the assessment was based on peer-review by an external panel, which was selected from among highly regarded international experts in their fields. The Units of Assessment proposed suggestions for experts to be invited to the panel, the only requirement being that at least one member of the panel was to be familiar with the Finnish higher education sector. The final composition of the panel is provided in detail on p. 21.

The University of Lapland has followed the national recommendations provided in *Good practice in researcher evaluation. Recommendation for the responsible evaluation of a researcher in Finland* (<https://doi.org/10.23847/isbn.9789525995282>). The University further signed the agreement of CoARA (= Coalition for Advancing Research Assessment, see <https://coara.eu/agreement/the-agreement-full-text/>) on November 17, 2022. This marked a shift from using quantitative metrics as proxies for quality and impact towards qualitative approaches to assessment. The international peer-review was based on the Self-Assessment Reports prepared by the Units of Assessment, as well as on interviews with the units. They were supported by a limited number of quantitative indicators. The unit-specific metrics gave a general idea of the publications and artistic activities produced during the evaluation period, but they were not to be used as indicators of quality as such. The panelists were requested not to make comparisons between the different units as they differ in size and have discipline-specific publication cultures. The unit-specific metrics were provided for the use of the units themselves and as assessment material for the evaluation panel members. Only university-level metrics are presented in appendix to the report (See Appendix 2).

The University of Lapland chose not to include the Finnish rating and classification system Publication Forum (JUFO) in the data. JUFO has many limitations such as level quotas, range of quality and impact within levels, and differences between the fields of science. These limitations play a bigger role regarding evaluations based on a smaller number of publications at unit level. Author-based metrics such as citation impact and h-index were left out as well, because they are not based on the scientific or artistic quality and content and are not comparable between different disciplines. All the above-mentioned methodological approaches align with recent position statements, recommendations, and declarations related to research evaluation (cf. note 1 above).

However, the units may have chosen to refer to JUFO classifications as their justification for selection of their publications. The units may also have referred to citations or h-indexes when highlighting research outputs. In these cases, the units have assessed that classifications have certain value in the context of their own field of research or art.

Administration of the process

The Board of ULAP decided on the initiation of the Research Assessment Exercise on February 9, 2022. The Board decided that the rector and vice-rector for research are responsible for implementing the decision. The Research Assessment Exercise was led by the Steering group and managed by the coordination office.

The Steering group

The Steering group of the RAE was appointed by the Board, and its composition included the members of the University's Research Development Committee and three external members from the University Board. The Steering group led the Research Assessment Exercise, set the aims for the assessment, decided the assessment approach, and monitored the implementation of the assessment. The Steering group also

decided the assessment criteria, units of assessment, panel composition, the assessment materials and their use, and the principles and guidelines. The Steering group provided advice for the coordination office on the management and implementation of the assessment.

The Steering group had the right to decide on matters within the scope of the assessment. Where needed, the vice-rector for research was to present matters for the rector to decide.

Members of the Steering group

Chair of the board, prof. Hannele Niemi, chair

Vice-rector for research, Dr. Osmo Rätti (–31.12.2022)

Vice-rector for research, prof. Soili Nystén-Haarala (01.01.2023–)

Vice-dean for research, prof. Rosa Ballardini

Chair of the thematic doctoral programme, Dr. Juha Himanka (–31.12.2022)

Vice-dean for research, prof. Jonna Häkkinen

Member of the board, prof. Markku Ollikainen

Vice-dean for research, prof. Outi Rantala

Vice-dean for research, prof. Heli Ruokamo

PhD researcher Krittika Singh

Research professor Monica Tennberg

Vice-chair of the board, Vice-president, Finavia Olli Väyrynen

The coordination office

The task of the coordination office was to manage the assessment exercise. The coordination office implemented the actions and organised the events, supported the self-assessment, and coordinated and supported the work of the panel. Furthermore, the coordination office provided the secretary for the Steering group, took care of the communications related to the research assessment, and will collect feedback and monitor follow-up measures of the RAE.

The coordination office was led by the Vice-rector for research. Senior specialist Erja Salmenkivi acted as the coordinator of the assessment process and was supported by the other members of the coordination office: Senior specialists Petra Falin and Pirjo Kleemola-Juntunen, and Information specialist Taina Saarenpää.

Units of assessment

The SCOPE² principle of “evaluating with the evaluated” was particularly emphasised in the creation of the Units of Assessment. The administrative units and researchers were given the opportunity to organise themselves into Units rather freely, based on their preferences regarding research assessment. Two workshops were held in June and August (15.06.2022 and 30.08.2022) to discuss various ways of defining the units of assessment for the purposes of ULAP RAE 2022–23 in cooperation with the research community. It was acknowledged that the units can feature existing administrative departments (such as the faculties or the Arctic Centre), or they can be based on research communities that have common interests or common research themes. The overarching idea was to cover all research fields and disciplines of the University of Lapland. Furthermore, some researchers chose their unit of assessment based on the content of their research over their administrative status. Thus, a professor working at the Faculty of Art and Design can be found in the Gender Studies unit, for example, or a professor working at the Faculty of Education can be found in one of the units of the Social Sciences. Also, some researchers chose their unit according to their “home-base”, that is, a person may have worked both in projects of the Arctic Centre or one of the faculties, and they were asked to choose the unit they preferred.

As a result, 14 units emerged, and they cover ca. 97% of the research and teaching staff of the University – only Professors of Practice and some grant researchers are not included in the units. The decision on the “bottom-up” creation of the units of assessment meant that the units feature very different sizes of granularity and are not in fact comparable with each other. This choice, however, enabled achieving the first goal of the assessment, that is, it made it possible to provide an overview of the research carried out at the University.

2 <https://inorms.net/wp-content/uploads/2022/03/21655-scope-guide-v10.pdf>

The Units of Assessment ranged in size from a research group to a whole research institution. **The Arctic Centre** chose to be evaluated as one unit of assessment. The smallest units were found in **the Faculty of Art and Design**, where three of the units were based on existing research groups led by 1-2 professors (LUX, NACER and Service Design). It was also acknowledged that a lot of research done at the faculty was not covered by the just-mentioned research groups and thus, the unit “Artistic research and visual studies” was formed to meet the need to cover all research done at the faculty.

The Faculty of Education has featured the “Media Education Hub” over a decade, and it was used as a base for a unit of assessment. The other unit of the faculty, “Teacher education for Social Justice and Diversity”, on its behalf, features the core strategy of the whole faculty. Gender Studies are organisationally based at the Faculty of Education, but research in this field is carried out throughout the University. Thus, the multidisciplinary Gender Studies unit was formed, and it is coordinated from the Faculty of Education.

The Faculty of Law features four research groups that are somewhat overlapping with each other: 1) “Law, Markets and Environment”, 2) “Law, Technology and Design Thinking”, 3) “Welfare Law”, and 4) “Legal Procedures group”. For the purpose of the RAE, the groups 3 and 4 were combined, as it was considered that group 4 was too small to meet the requirements of a Unit of Assessment. In practice, a person can be a member of several groups, but for the purposes of the assessment, the researchers were requested to be listed in one unit only. Thus, the Units of Assessment do not represent the full diversity of research output of an individual researcher.

Similarly, **the Faculty of Social Sciences** features three thematic multidisciplinary research communities that are somewhat overlapping with each other: 1) “Global Northern Societies”, 2) “Sustainable Naturecultures and Multispecies Future”, and 3) “Wellbeing, Work and Citizenship”. These were used as a basis for the Units of Assessment, with the above-mentioned modification that one person could belong to one unit only.

Self-assessment instructions and schedule

The guidelines for self-assessment and the Self-Assessment Report template were drafted and drawn at the coordination office. The structure and content for the self-assessment was based on the assignment of the Board of the University, and the aim of the template was to achieve the goals of the RAE. The focus on content emphasised making the disciplinary and thematic spectrum of research visible. The units were asked to outline their research profile and research focus areas as well as their research goals, taking the strategy of the University into consideration when applicable. Against the goals set by the units, they were asked to reflect on the quality of their research. The units were further asked to reflect on their academic and societal impact, and they were asked to outline their future plans. Finally, the units were asked to identify up to five items of strengths, weaknesses, opportunities and threats that have most significantly affected research conducted in their units. As Appendix 1 of the Self-Assessment Report, the units were asked to select a list of up to 15 publications or other research outputs of the whole unit and provide justification for the selection.

The guidelines for the Self-Assessment Reports were discussed with the Vice-rector for research Osmo Rätti and with the Steering group of the RAE in August 2022. Following the suggestion of the Steering group, a test unit was formed comprising one representative from each faculty to provide feedback on the guidelines. Based on the feedback, the guidelines were revised, and the final template was approved by the Steering group on October 3, 2022 (see Appendix 1). The template was submitted to the contact persons of the units shortly after. At the end of October, on request of the Strategic Management Group of the University, the deadline for submitting the Self-Assessment Reports was postponed from 31.12.2022 to 13.01.2023, and by 19.01.2023 all reports had been submitted to the coordination office. All SARs were submitted to the external panel via the HOWSPACE platform on 30.01.2023.

Key figures provided by the coordination office

Bibliometric data and information on external funding were provided to the units at the end of November 2022, and the units were requested to provide their corrections by December 7, 2022. After that, only a few slight changes were made (e.g., the output of one emerita professor was added to one of the units).

The unit-level financial charts were based on the accounting data reported for the period 2015-2021 in the financial administration system of the University of Lapland. They displayed the actual realized costs of

research and development activities in the units that had been carried out with external funding. Their classification followed the same categories of external funding that are used in the University's yearly reporting: International competed funding, other competed funding (=national competed funding), structural funds and other external funding.

The unit-level bibliometric data were based on the publication data reported for the period 2015–2021 in the research information system of the University of Lapland (LaCRIS). The publication data is recorded yearly to LaCRIS according to the criteria defined by the Ministry of Education and Culture (MinEdu) for publication data collection. The data in LaCRIS are updated to some extent after the Ministry's publication data collections, which is why the data are not comparable with the figures of the national statistical service "Vipunen, Education Statistics Finland" (<https://vipunen.fi/en-gb/>). About the bibliometrics, see Appendix 2 below.

Interviews

The external panel interviewed representatives of the 14 units, representatives of doctoral candidates, representatives of the University administration, and met with the deans and the vice-deans for research of the faculties. The panel also had a chance to talk to outside stakeholders, who were suggested by the units and who mostly attended their interviews online.

The units chose among themselves three to five persons, depending on the size of the unit, to represent the unit in the interviews that took place during the external panel's site visit week 9 (27.2.-3.3.2023). The units were advised to choose representatives from all career stages of the research staff in order to give an all-round picture of researchers active in the unit. The units and their representatives are the following:

THE ARCTIC CENTRE

AC

- Director Johanna Ikävalko
- Research prof. John Moore
- University researcher Sanna Kopra
- Post-doctoral researcher Lukas Allemann
- Junior researcher Katharina Heinrich

FACULTY OF ART AND DESIGN UNITS AND THEIR REPRESENTATIVES

ART 1: Artistic
Research and Visual
Studies

- Prof. em. Tuija Hautala-Hirvioja
- Prof. em. Silja Nikula
- University lecturer Mari Mäkiranta
- Junior researcher Amna Qureshi

ART 2: LUX

- Prof. Jonna Häkkinä
- University researcher Ashley Colley
- Junior researcher Matilda Kalving

ART 3: NACER

- Prof. Timo Jokela
- Associate prof. Maria Huhmarniemi
- Lecturer Elina Härkönen

ART 4: Service Design

- Prof. Satu Miettinen
- University lecturer Piia Ryttilahti
- Junior researcher Krista Korpikoski

FACULTY OF EDUCATION UNITS AND THEIR REPRESENTATIVES

EDU 1: Media Education Hub

- Prof. Heli Ruokamo
- University lecturer Satu-Maarit Korte
- Junior researcher Janne Väättäjä

EDU 2: Teacher Education for Social Justice and Diversity

- Prof. Tuija Turunen
- University lecturer Suvi Lakkala
- Lecturer Lauri Lantela
- Lecturer Ulla Kemi

Despite its small size, the multidisciplinary **Gender Studies** unit was represented by two professors, one from the Faculty of Education and the other from the Faculty of Social Sciences:

GS

- Prof. Leena-Majja Rossi
- Prof. Susan Meriläinen
- University lecturer Heidi Sinevaara-Niskanen
- Junior researcher Auni Haapala

FACULTY OF LAW UNITS AND THEIR REPRESENTATIVES

LAW 1: LME

- Prof. Soili Nystén-Haarala
- Prof. Rene Urueña
- University lecturer Tomi Tuominen

LAW 2: LTDT

- Prof. Rosa Ballardini
- University lecturer Juhana Riekkinen
- Post-doctoral researcher Jouko Nuottila

LAW 3: WL & LP

- Prof. Mirva Lohiniva-Kerkelä
- Prof. Kirsi-Maria Halonen
- Junior researcher Jaana Kovalainen

FACULTY OF SOCIAL SCIENCES UNITS AND THEIR REPRESENTATIVES

SOC 1: GloNos

- Prof. Laura Junka-Aikio
- University lecturer Tiina Seppälä
- Junior researcher Juho Kähkönen

SOC 2: SuMu

- Prof. Sanna Valkonen
- Post-doctoral researcher Mikko Äijälä
- Junior researcher Birgitta Vinkka

SOC 3: WWC

- Associate prof. Janne Autto
- Associate prof. Anna Nikupeteri
- University lecturer Minni Haanpää
- University lecturer Jaana Leinonen
- Junior researcher Henna Nurmi

University of Lapland Research Assessment Report 2015–2021

The Assessment Panel:

Professor Sue Scott (Chair), Newcastle University and University of Helsinki

Professor Pertti Alasuutari, University of Tampere

Professor Hanna Johansson, University of The Arts, Helsinki

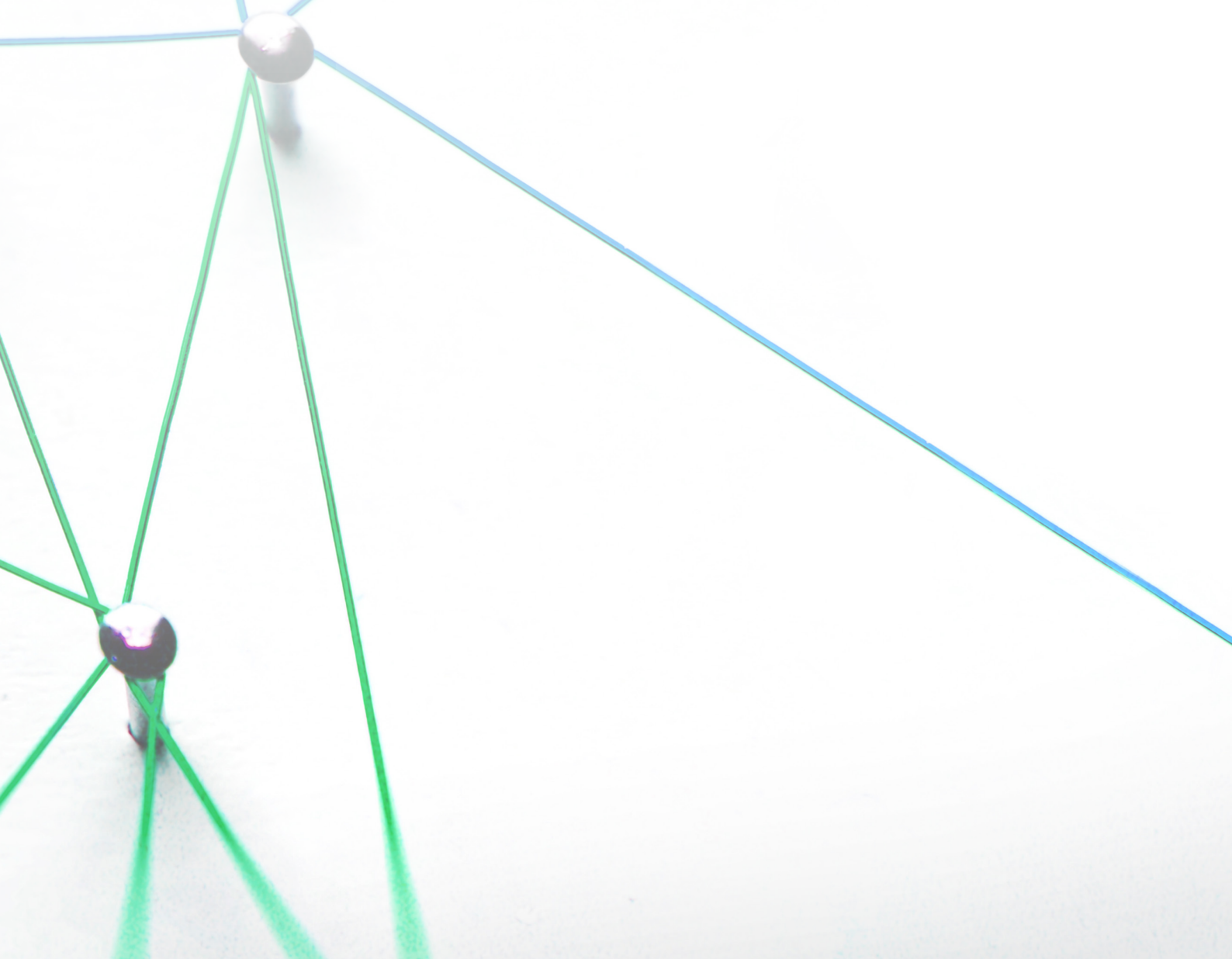
Associate Professor Nina Kirchner, University of Stockholm

Professor Paul Kirschner, Open University of the Netherlands

Professor, Cecilia Magnusson Sjöberg, University of Stockholm

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Summary of Panel Feedback

The University of Lapland (ULAP throughout the rest of this report) has much to be proud of and has clearly made a significant commitment to the development of research across the whole institution in recent years. The 2015-2021 Research Assessment Exercise (RAE) is testament to this commitment. While the RAE Evaluation Panel commends the leadership at ULAP for this commitment, we do have some comments to make, in the spirit of collegial criticism. More detail is to be found in the Feedback section of this report, but what follows is a summary of the key points.

The staff we met seemed to be very positive about the university as a place to work, and in the main, also positive about developing research to a high standard. However, we consider that, given the size and scope of ULAP, it is not feasible to develop research excellence across all areas, so we have recommended that consideration is given to concentrating on potential 'peaks' of research focus, while ensuring that future research developments are still possible. We consider that all staff should be encouraged to engage in high-level scholarship and social engagement.

We gained the impression that the research Units, except where they mapped onto pre-existing centres and projects, were largely seen as a means of facilitating the RAE, and the panel is unconvinced of the utility of retaining them in their current form. We recommend that ULAP consider establishing overarching Research Institutes which could then support research centres, clusters and projects as well as fostering new research developments. We have made some suggestions about specific areas such as The Arctic Centre and Gender Studies, as exemplars. We strongly suggest that ULAP make more of its apparent facility for inter-/cross-disciplinary research.

We have stressed the importance of developing a strong internationalisation strategy with opportunities for visiting professors and schemes for doctoral and post-doctoral researchers. We have also underlined the need for capacity building and for, whenever possible, extending tenure track and longer-term opportunities for researchers. We have made recommendations about the need for strong research support and for the development of leadership at all levels across the university. While we acknowledge the financial challenges, we recommended that there should be some devolution of financial support for research, in the form of seed corn and bridging funds, as well as to support for research-related activities. Finally, we have stressed the need for improving communications both internally and externally, particularly via the development of the website or by developing a research portal and engaging fully with social media in order to raise ULAP's profile nationally and especially internationally.

We have found undertaking this RAE an extremely interesting, if at times challenging, process. It is our view that while we are fully cognisant of the drawbacks of using metrics, especially in the Arts and Social Sciences, the chosen methodology meant that we were unable to undertake any in-depth comparative analysis to make the kind of qualitative judgements of research outputs which are only possible with close reading. Given these limitations, we hope that we have been fair and balanced in coming to our decisions about the grades and that the narrative will be seen to offer support and useful advice to ULAP's researchers.

We would like to thank the University for giving us this opportunity, and all the colleagues to whom we spoke in the course of the evaluation, but most especially Erja Salmenkivi and the professional services staff who supported us through the process. We wish ULAP well in its future development.

The Unit Grades

The overall pattern of grades, with an average of just above 3 on a 5-point scale, is probably about what we would expect in a small, non-metropolitan university with little science in its discipline mix, or a little better. It should be noted, however, that much of the information which the panel received was selective so that the grade average for the University as a whole would be likely to be somewhat lower. What is important for the ULAP's future plans is whether the Units appear to be on, or have clear potential for, an upward trajectory and where we think this is clearly the case, the grade is marked with a star.

Artistic Research and Visual Studies	2.5/3
Lapland User Experience Design Research Group (LUX)	3*
Northern Art, Community and Environmental Research (NACER)	3/3.5
Service Design Research Group ("Co-Stars")	3
Media Education Hub (MEH)	3/3.5
Teacher Education for Social Justice and Diversity	2/2.5
Global Northern Communities and Societies (GloNos)	2.5
Sustainable Naturecultures and Multispecies Future (SuMu)	3.5/4*
Wellbeing, Work and Citizenship (WWC)	2
Gender Studies	3.5/4*
Arctic Centre	3
Law, Markets and the Environment (LME)	3
Law, Technology and Design Thinking (LTDT)	3.5
Welfare Law (WL) and Legal Procedure (LP)	2.5*

Section 1.

Introduction and Background

The 2013 research assessment exercise

The Panel received the report of the 2013 Research Evaluation and read it with interest. However, it had a much more limited focus than the 2015-2021 RAE.

The focus was on research in ULAP's specific profile areas set at that time:

1. Research on the people, societies, and the environment in the Arctic and Northern areas; and
2. Regionally influential, yet internationally oriented research on tourism; as well as the three strategic focus areas which further specified the research profile:
 - i. Sustainable development, law, and justice
 - ii. Northern welfare and changing work
 - iii. Service Design.

The overall purpose of the evaluation was:

- to produce information about the current status and quality of University of Lapland research in relation to the international standard of research conducted in the profile areas
- to assess the relevance of the selected profile areas while considering the nature of the research and operational environment of the University of Lapland
- to help recognize the strengths and weaknesses of the University of Lapland as a research and operational environment in its selected profile areas
- to note the improvements that are required and to provide guidance on how to secure the quality of research in the profile areas in the future
- to review the needs for graduate schools and researcher training in the two profile areas, considering also the three strategic focus areas.

We commend ULAP for presenting the 2015-2021 assessment panel with a much broader base of information on which to build our assessment. One of the challenges for the panel, however, was not being able to make any sensible comparisons with the earlier exercise and therefore having no very clear understanding of the development of research at ULAP over the intervening period.

Research Assessment Exercise 2015–21

The Board of the University of Lapland decided in February 2022 to conduct a Research Assessment Exercise (RAE) in 2022–23. The implementation of the assessment was monitored by the Steering group appointed by the Board, led by the vice-rector for research and coordinated by the coordination office.

The purpose of the RAE was to produce an overall picture of the content, volume and quality of the university's research, its academic and societal impact, and its strengths and areas for further development. The RAE was to be completed by autumn 2023. As recommended both nationally and internationally, it was to be undertaken by an impartial external panel of internationally acknowledged experts in their fields, who would be informed by self-assessment reports from the 14 research Units. The external panel was requested to conduct the assessment and give a numeric evaluation on a scale of 1-5 as well as provide written feedback based on the reflective self-assessments of the Units. The quality of the Unit's research output was to be assessed against the goals set within the Unit by looking at the research questions, ac-

tivities, results, and outputs of the Unit. The results and outputs of the Units were to be considered and compared to international standards within the fields of the research concerned, including any disciplines or activities with specific national tasks or roles within Finland.

Establishing the Units of Assessment

Two workshops were held (15.06.2022 and 30.08.2022) to discuss various ways of defining the Units of assessment for the purposes of the ULAP RAE 2022–23 in cooperation with the research community. It was acknowledged that the Units could feature existing administrative departments (such as the faculties or the Arctic Centre), or they could be based on research communities with common interests or common research themes. Overall, a whole faculty was considered to be too large to function properly for the purposes of the evaluation. It was therefore decided, by the RAE steering group, to define research areas as Units. For statistical reasons, each individual was assigned to only one Unit of assessment, although in practice researchers can be members of more than one Unit. Some Units were based on pre-existing, even long-standing, research groups whereas others were newly defined for the purposes of the RAE. Some researchers chose their Unit of assessment in relation to the focus of their research rather than their administrative base whereas others chose according to their “home-base” where their research crossed over two administrative areas.

The Assessment Panel found it challenging to find a way to apply the common criteria equally when some Units had only been in existence for a few months and others for a number of years.

The Self-Assessment Reports

Self-assessment is a key part of a responsible research evaluation. The goal of the self-assessment was to produce the core data of the RAE and to make visible the goals and plans of each Unit of assessment. The reports were intended to be truly self-critical and reflective and to form the central background material for the international external panel when carrying out their evaluation. The Self-Assessment Reports (SARs) were to be compiled within each Unit, and members of the Unit were invited to decide among themselves how to carry out the process. The reports were structured according to a common template but the use of any subheadings, or the inclusion of other significant information was decided within each Unit. Units were invited to support their conclusions by referring to the results from the bibliometric analysis, other aggregated statistical data for the Unit, and any other information source that they found relevant. The focus was to be on describing and self-assessing activities following the three assessment themes: a) academic content and quality, b) academic and societal impact, and c) strengths and areas for development of the Unit. In the case of recently re-organised or completely new Units, the expected focus would be on describing future plans or current work.

Panel Selection

The Research Units were asked to put forward the names of potential evaluators in their fields and their first-choice suggestions were accepted wherever possible. The Chair was appointed on the basis of her experience of chairing other research evaluations in Finland.

Panel Membership and field of expertise

Professor Sue Scott (Panel Chair), Newcastle University and University of Helsinki (Gender Studies)

Professor Pertti Alasuutari, University of Tampere (Social Sciences)

Professor Hanna Johansson, University of The Arts, Helsinki (Art and Design)

Associate Professor Nina Kirchner, University of Stockholm (Arctic Research)

Emeritus Professor Paul Kirschner, Open University of the Netherlands (Education)

Professor Cecilia Magnusson-Sjöberg, University of Stockholm (Law)

The Grading Scheme

To ensure comparability across lead evaluators and Units, we have utilised the grading definitions developed for the UK Research Excellence Framework (REF) 2021. The REF grades were from 4*, the highest

grade, to Unclassified, the lowest, but given that ULAP asked us to grade each Unit from 1 to 5, we have translated 4* to 5 and Unclassified to 1. As a result, our grading definitions are as follows:

- 5 Quality that is world-leading in originality, significance and rigour.
- 4 Quality that is internationally excellent in originality, significance and rigour but which falls short of the highest standards of excellence.
- 3 Quality that is recognised internationally in originality, significance and rigour.
- 2 Quality that is recognised nationally in originality, significance and rigour.
- 1 Quality that falls below the standard of nationally recognised work. Or work which does not meet the published definition of research for the purposes of this assessment.

For the purposes of comparison, it is important to note that, across the whole of UK Higher Education in the Research Excellence Framework results of 2021, 41% of Units submitted received a grade of 4* (5 in ULAP system), 43% Grade 3* (4), 14% 2* (3) and 2% 1*(2). However, it is also important to stress that a national research evaluation system has been in place in the UK since 1986, and also that, in the 2021 REF, the highest grade of 4* tended to go to Units in large, highly research-intensive institutions, which included a significant amount of STEM (Science, Technology, Engineering, Medicine) in their portfolio. Also, the UK has the competitive advantage of English being the dominant language of international research. In REF 2021, each individual eligible academic entered into the REF could potentially have between 1 and 5 of their outputs (publications or other forms of eligible output) submitted. The overall total for each subject area (called a Unit of Assessment, UoA) was related to the size of Unit. Most institutions carried out internal processes, prior to the REF deadline, which enabled them to exclude outputs which were thought unlikely to reach an overall grade of 2* (or even of in some cases 3*). This meant that some individuals had four or even five of their outputs submitted whereas others only had one. This approach emerged as a result of the funding model in which national funding is only allocated to UoAs which obtained an overall grade of 3* or 4, with 4* being funded at a significantly higher level than 3*. While it seemed both sensible and feasible to utilise the UK grading framework, we could not use the methodology of the REF within the ULAP RAE. In the UK REF, individual assessment panels across the STEM disciplines decided to what extent they would rely on metrics, with some going very much in this direction. On the other hand, in the social sciences and humanities (where strong arguments have been put forward against reliance on metrics, and where they were only taken into account in relation to research funding and doctoral student numbers) assessment panel members evaluated each output submitted by reading it and assessing its quality against the criteria described above. These criteria were applied without regard to where the output was published or otherwise presented. Thus, for example, journal impact factors played no part. With regard to developing our methodology, the ULAP Research Evaluation panel found itself caught somewhat betwixt and between in relation to evaluation methodologies. We respect the university's decision to follow the San Francisco 'DORA' agreement, thus avoiding journal hierarchies. However, this meant that, on the one hand, we had no access to overall metric data should we have wished to make this type of assessment, while on the other hand, we did not have the alternative option of making a fully qualitative assessment of the outputs for each Unit. While we did have access to 15 outputs from each Unit, we were not given any clear and comparable criteria as to the basis for their selection, and in any case, we simply did not have time allocated for a close reading of them all. We therefore had to satisfy ourselves with reading abstracts and considering their relationship to the core foci of the Unit, and the likely national or international impact of their publication context. This alongside our close reading of each SAR and questioning of the Unit members who came to be interviewed forms the basis of the assessments which follow. In addition, we have drawn on our collective knowledge of research, and research organisation and support, across the international higher education sector in order to make recommendations and suggestions for the further development of research at ULAP in the final section of this report.

The Interviews Process

In all the meetings with Unit members, the discipline/area specialist evaluator on the panel took the lead in asking questions but all panel members participated in the questioning and were involved in the discussion and assessment.

It was not always entirely clear on what basis the particular individuals we met were selected. The guidance was that they should be research-active individuals at a variety of career stages, but we had no way of ascertaining how they were selected in the context of the larger Units. Overall, the academics we met seemed very willing to talk to us openly, but some were disadvantaged by not having been involved in the establishment of the Unit they were representing, and a number seemed to be reluctant to see themselves in a leadership role with regard to the Unit. Some interviewees seemed unclear as to the exact purpose of the Units and most had no knowledge about how they would be supported in the future. Even the Deans whom we met were not always able to answer our questions about ULAP's financial structures. There was little clarity about the number of Full-Time Equivalent (FTE) positions in any given Unit, or about the balance of the contractual status of members across the Unit. However, despite these lacunae in their background information, we met a large number of highly intelligent, enthusiastic and committed individuals, across all areas, who engendered confidence in the possibility of ULAP developing a stronger research profile over the next few years provided that adequate support is available.

The Report

The production of this report has been a joint process led by the Chair. Each specialist evaluator took the lead in drafting the relevant sections of the report which were then commented on by other panel members and finalised by the Chair. A list of comments and recommendations was produced, and the Chair took responsibility for organising and expanding these and for the overall structure and editing of the draft report which was then sent to all panel members for further comment before being finalised.

Section 2.

The Faculty of Art and Design

Introduction

There are clearly two quite separate areas of research within this faculty. The first one concentrates on contemporary art, art history, artistic research, and art education, and the other is focused on industrial and service design. The aims and methods of these two are, and must be, different. It is also crucial to recognise and clearly articulate the different objectives they have.

It is important to see the differences between the four research Units of the Faculty of Art and Design and to decide which is the best way to support each Unit. The Units 2 and 4 are obviously more practice-, problem-solving-, and business-oriented than the Units 1 and 3 that are based on creative artistic, humanistic, educational research. ULAP should recognise the importance of the basic research scopes that it wants to support. In addition, there are many good reasons why it is also important to maintain support for fields that do not necessarily get external funding easily.

In the case of the Faculty of Art and Design, it is important to find a balance to support both fields —the fine-arts and education-oriented and industrial design-oriented work— in the right way, i.e., so that both parts of the faculty can develop their research projects and achieve their long-term goals.

Those Units that are more business-oriented should also get support from the University, but it can be a different kind of funding, for example to offer bridge or seed money to support the time between awards or to enable more working hours to be allocated to research. In both cases, ULAP must guarantee that these scopes have enough possibilities to continue their long-term work and even develop new approaches.

ART1: Artistic Research and Visual Studies

Overall Grade 2.5/3

Content and quality of research

The artistic research and visual studies Unit was formed for this assessment, and it covers all research done at the faculty. This means that the Unit is not solid, but it represents the diversity of research conducted at the faculty since it was founded in 1990. The nature of the Unit gives rise to certain qualitative unevenness to content, quality, and impact of the research.

The Unit has two main areas of study: Artistic research and Visual studies and art history. The Unit undertakes interesting collaborations between these two research areas, and the two fields seem to be feeding each other well. Artistic research is understood quite broadly in this Unit. It consists of applied art, practice-based as well as practice-led research. Part of the research carried out in this Unit is ambitious and innovative, but the Unit (as a whole) is unbalanced and to some extent scattered.

Some of the artistic researchers in this Unit do important collaborations with other universities, for example with the University of the Arts Helsinki and with Aalto University, including co-editing of important volumes of the RUUKKU journal. This collaboration is relevant and produces good-quality artistic research, which makes the research also nationally and partly internationally significant. The Unit's researchers have published also in JAR (*Journal of Artistic Research*), which is an important journal of artistic research in the European level.

Societal impact

The most notable societal impact of this research Unit is its strong connection with the local environment and culture. This is obvious in many research projects carried out by the Unit. This link to the local situation/condition is well argued especially because the research questions and methods exceed the geographical conditions and are relevant also more generally.

Future Plans of the Research Unit

The incoherence of the Unit became apparent especially in the interview session. The participants were not able to articulate the content, the quality, or the impact of the research conducted in the Unit in a way that would have corresponded to the actual work carried out by the researcher. The Unit seems to be somewhat unbalanced and ad hoc in its organisation. However, the Unit has carried out many important research projects within artistic research and art history, and it has a special place in this area of research especially in Finland. The long-term commitment to well-formed research groups would be beneficial.

SWOT

Visual studies consist of both art history and art-based research. It is not very clearly and explicitly argued how art history and art-based research are linked, and how they differ from each other and how they support and strengthen each other. However, in the overall view, art history adds an important standpoint to the entire faculty. As a part of the humanities, it also adds an important and much needed ingredient to the Unit and increases its validity. The relationship between the different methodologies used and target of each research method could be more clearly and explicitly expressed.

The most notable difference between art historical research and art-based research seems to focus on whether the specific researcher is making art or not. This difference highlights the key challenge of this Unit as well as the ART3 Unit: How to count and value art itself as an important strength area of the Faculty of Art and Design? According to the SAR, artistic research (art-based research) can, for example, "promote sustainable development in the Arctic and beyond and improve societal justice and debates about decolonisation and decolonialised ways of knowing", but what is the role and place of art itself in this context? Art is clearly valued in many ways, but there are no indicators for the artistic work, which is however the crucial part of many teachers' and researchers' profession.

ART2: Lapland User Experience Design Research Group (LUX)

Overall Grade 3*

Content and quality of research

This research Unit is small but very active. The members of the Unit are working in the field of industrial design, and they are producing and designing interfaces and other technological devices that are used in a wide range of contexts from museums to archives as well as everyday wearable items. The research questions of the group are future-life oriented, and the Unit is interested in studying how these technological-related solutions are experienced both at the individual as well as societal level. The Unit's research issues are mostly responding to practical challenges.

The research of the Unit is based on the work of a leading professor, and an adjunct professor's (university researcher) input. They have had a few short-period research assistants and postdoctoral researchers during the assessment period. What is conspicuous is that doctoral students are not paid almost at all according to the information that we got. There should be an organised system that supports doctoral students and help them to obtain funding.

Societal Impact

The research group works with the issues that have direct connection to organization of future society both on a small (individual) and large (societal) scale. The researchers of the Unit are working collaboratively on problems caused by a more and more polarizing world, trying to tackle various kinds of challenges. The researchers of the Unit have been rewarded for their publications.

Future Plans of the Research Unit

The Unit's publications are mostly conference publications and proceedings. The numbers of these publications could be lower and peer-reviewed articles in books or journals could be something to focus on and to stress more in the future.

One of the issues that this Unit faces is the costs of technological devices and infrastructure that are needed to develop the research. These tools, devices and apparatuses are expensive, and more systematic collaboration with the other institutions and universities that need similar infrastructure should be developed.

SWOT

There is active collaboration with a large number of international as well as national partners, of which some are from ULAP. The Unit has succeeded in getting external money continuously, and despite its small size, the Unit has been very productive.

The Unit considers that one of its weaknesses is that it is fully self-funded and ULAP is not really supporting it at all, except the salary of the professor. That is of course true even though the Unit has gotten plenty of external money, and the scope of research is well supported. Still ULAP could form a system to guarantee the continuation of the research for example by reserving seed or bridge money budget.

ART3: Northern Art, Community and Environmental Research (NACER) Overall Grade 3/3.5

Content and quality of research

This Unit has an important responsibility to produce research for art education students and develop this area of study in Finland and abroad, especially in the North. The members of the Unit are also involved in many other research networks. They say that they are leaders of this area in Norden or the North.

Contentwise, NACER is a relatively coherent and well-organised research Unit. It has two focus areas: on the one hand the Unit focuses on art education and its task is to strengthen art education research. On the other hand, it focuses on the applied visual arts. The Unit's pursuit is to establish the concepts and methods for describing and researching the extended field of contemporary visual art that has a connection to social and community-based issues such as socially engaged art.

These two areas of research come together in the Unit's strong connection to the environmental and societal issues, such as ecological and social sustainability. The researchers have developed art-based methods to deal with the different environmental and societal crises. One of the methods is called art-based action research (ABAR) and it is used while seeking solutions to already known environmental problems. It is not, however, clear what the method really is and how it works.

The Unit has used art-based methods and theoretical concepts and tools like *applied visual arts* and *community-based art education* to reach communities beyond art institutions. The Unit has also coined the term *ecoculture* to highlight the connection of communities to places.

Societal impact

This Unit has a strong societal impact through art and art exhibitions. There are no indicators for artistic activity in research and it is therefore difficult to evaluate its significance. However, artistic activity certainly has an impact in society in many senses. This group has societal impact in the field of research and art education, but also in the field of fine arts, applied art in the various contexts and collaboration, as well as in activism. The researchers have produced art catalogues that is one important tool to popularise art and art research.

Future Plans of the Research Unit

The researchers in this Unit have been working intensely for years, and the number of peer-reviewed publications they have produced is high. They publish peer-reviewed articles mostly in the journals in the field of art education. There is a clear potentiality to expand the scope of publications, which is recommended.

SWOT

The researchers in this Unit use art-based research methodology and they do artistic research as well. They have been involved in many international educational and/or research projects that increase the Unit's credibility in the research community of art educators. It is not clearly argued, however, how to count and value art itself as an important part of ULAP's focus areas, although art has seemingly an important position in ULAP.

NACER's goals are connected to ULAP's strategy, and they act as a counterculture to globalisation. From the point of view of qualitative research, however, there is a certain weakness that should be noticed, since the Unit's research-premises are often pre-determined. One example is the argument that NACER promotes decolonialisation and sustainability. How and by what kind of theoretical framework are the researchers promoting these? Would it be better to say that the aim is to analyse these phenomena by using such and such theoretical approach?

ART4: Service Design Research Group (“Co-Stars”)

Overall Grade 3

Content and Quality of Research

This Unit is interdisciplinary but has only one lead professor. The aim of the research group is to support multilevel practical design solutions to everyday life challenges together with different service producers. This Unit seeks to find solutions to future challenges for example for underserved communities. This Unit’s research goals are in line with the strategy of ULAP. Its field of research is global but the focus remains on the different kinds of (mostly) geographical peripheries and margins in the north as well as in the global south.

The Unit uses both service design tools and participatory and art-based methodologies, and combines these with the new models and dialogical methods to develop new kinds of solutions for example to healthcare, tourism, and logistical services.

Societal impact

The Unit’s research has a strong and direct societal impact on the functionality of society. Because the goal of the research group is to invent new tools, models, and methods to improve for example the healthcare system and to respond to other big challenges that society and the world more generally are facing, it naturally has strong connection to societal structures and impact.

Future Plans of the Research Unit

The Unit has potentiality to develop into an important research group, once they have decided whether they want to conduct a) case research; or b) more theoretical research; or even c) speculative research on the meaning and societal importance of service design.

SWOT

The Unit aims to create business opportunities, and, in this sense, it has a potentiality to get R&D funding, as well as to develop entrepreneurship cooperation. The Unit has already developed systematic collaboration with international partners, and it has a strong and diverse international network. The Unit has managed to obtain external funding (for example Academy of Finland and Horizon 2020).

The research and development activities of this Unit aim at problem-solving, and the researchers’ work is very practice-oriented, which might be considered as a weakness. However, more theoretical approaches are mentioned in the plans, for example in the new “Co-Authoring the Pluriverse” project.

Section 3.

The Faculty of Education

EDU1: Media Education Hub (MEH)

Overall grade: 3.5

Introduction

The reason for this grade is a combination of, on the one hand, the apparent quality and quantity of the research outputs but on the other, what we would consider to be a lack of coherence between the different research themes plus the narrow theoretical focus of the Hub.

Research Profile and Organisation

The Unit is rather small given its aspirations, namely, to cover three research areas: media in learning, media in society, media and psychosocial wellbeing. While from what we can see the quality and quantity of the outputs is adequate, to really have an impact, there are too many foci and not enough mass. Each of these areas warrants a group of its own. Also, the last two are not educational topics if we look at the SAR which states that the MEH's "tasks are to teach media education (major subject) and educational use of information and communication technology (ICT, minor subject) and carry out research and development projects in the field". Based on this, the question arises as to whether the second research area (media in society) and possibly also the third (media and psychosocial wellbeing) would not fit better in the Faculty of Social Sciences.

The Unit's research goals sometimes seemed more technologically than theoretically driven. Though the SAR states that the goal of *media in teaching and learning* is "designing meaningful research-based pedagogical practices for digital technologies and the use of media learning" there is little to nothing in the SAR relating to theory-driven or theoretically-based research and design. In the discussions it became apparent that the MEH relies heavily on a philosophical basis (socio-constructivist and socio-cultural) rather than an educational- or cognitive psychological theoretical basis (cognitive and educational psychological). In order to add to the corpus of TPACK (technological pedagogic content knowledge) this philosophical basis is too narrow to meet the needs of the questions being asked. How media affects learning is highly dependent on how learners (and people in general) process information and how the media can facilitate this process. Examples of how this can or should be implemented are the Cognitive Theory of Multimedia Learning (Richard Mayer and colleagues) and Cognitive Load Theory (John Sweller and colleagues). Coming back to the focus/mass dilemma, one reads in the SAR:

'researching media literacy and media education curriculum development to support teaching that will enhance learners' media literacy, competences and ICT skills; continuing to research and develop pedagogical models for online learning environments to help educators utilize digital media and technologies in pedagogically appropriate ways; using the latest mobile technologies; utilizing playful and game-based learning; finding educational uses for simulations research and virtual realities; developing pedagogical models of problem- and phenomenon-based learning and various modes of collaborative learning; utilizing the latest ICT solutions such as AI; and conducting research in various learning contexts, both in educational institutions and businesses, to study learners of different ages.'

With respect to the goals for *media in society* as well as *media and psychosocial wellbeing*, we find the names misleading as the research deals primarily, if not exclusively, with senior citizens. While an extremely important topic in an aging society, this might be better situated in a department or Unit that has a broader scope than education.

Quality and impact of research

This is difficult to gauge as we miss a number of metrics and/or cannot use them. To make a real judgement on this, the panel would need to know the total output, the names of the journals or professional publications in which the Unit has published its work, as well as media exposure including Twitter indices, and so forth. We have thus taken the SAR of the Unit at face value stating that research results have promoted the development of meaningful learning results for students at all educational levels and have produced novel educational designs that leverage digital technologies and topical pedagogical approaches. Strangely enough, this has not translated into an increase in funding as can be seen in Appendix 2 of the SAR.

It is very encouraging that such a small Unit has produced 8 PhD dissertations and successful defences in the period covered. This is a major feat, and we commend the MEH on this. All of the other indicators such as guest editorship, editorial board membership, reviewing for diverse scientific journals, and network membership are sufficient. In order to have a large societal impact, leadership in the just named areas is essential, and that is missing here. There are no editors or associate editors of scientific journals nor is there any mention of being a member of the boards of international societies or international conferences.

Societal Impact

The SAR has not fully differentiated between academic and social impact and, while we appreciate that there is overlap, more clarity would have been helpful. We realise that papers in journals and other outlets which are read by teachers and others involved in education should count as wider social impact as does the work of MEH with the Teacher Education Forum and with the policy organisations, charities and social groups listed in the SAR. The work of MEH with UArctic and the UNITWIN/UNESCO network is clearly important. It is, however, difficult to ascertain the degree of much of this involvement. We consider, for example, the work undertaken within the Academy of Finland, with FERA and the ERC, to be academic impact.

Future plans of the research Unit

We think the comment that follows is true for all of the Units, namely: The plans enumerated are too vague and thus not measurable. Wider exchange, more funding, inviting visiting professors are all good, but how much wider, how much more funding, and how many visiting professors?

SWOT

The Unit's SWOT analysis accurately reflects the vulnerability of the Unit. The panel does not have enough data to assess the financial position of the Unit, assuming that all income was accurately attributed, but it is clear to us that, despite its success and the fact that it has managed to continue for so long under less-than-ideal conditions, it is very vulnerable in its current form.

Further, is "freedom of choice and flexibility" really a strength? This opens the door to even more topics that may be of interest to each individual current staff member as well as new staff members. We think that it would be better to choose one or two foci and to concentrate the limited staffing and financial resources there, especially if the Unit wants to benchmark itself to other Units and departments both in Finland and the rest of Europe/the world.

Conclusion

It was clear from our reading of the SAR and in our interview with the staff that MEH is aiming high and diversified, but well above its possibilities with respect to staffing and funding. Focus, mass, and funding are key issues that the ULAP and the Unit need to rectify to be a key player in the field of media in education and learning through play.

EDU2: Teacher Education for Social Justice and Diversity

Overall grade 2.5

Introduction

In general, we conclude that the Unit's work is academically relevant, fits well with the field's increasing emphasis on social justice and diversity, and the Unit conducts good research with publications showing its recognition nationally and internationally. On the other hand, the Unit has a fairly narrow theoretical focus based on social constructivism and socio-cultural theories which have not been shown to be beneficial for increasing diversity and narrowing the gap between students from different socio-economic strata to the detriment of explicit instruction which has repeatedly been shown to narrow the knowledge and achievement gap.

Research Profile and Organisation

The Unit is rather small seeing its aspirations, namely, to cover four research areas: pre-service teacher education, in-service teacher education, social justice and equal access to education, and diversity in education. While from what we can see the quality and quantity of the output is adequate, as is the case in the MEH Unit, in order to really have an impact, these are too many foci and not enough mass. The first two foci warrant a group of its own as is the case with the latter two. Also, the first and last two are radically different. The first two deal with what would be called pedagogy/didactics and teacher preparation and professionalisation while the latter two are purely socio-cultural in nature and dealing with well-being and inclusivity.

On the content side, the fields of research are not characterised by a cross-section of the field of education and educational sciences, but rather focus on what is known as progressive pedagogies (i.e., the only pedagogy named is problem-based learning and the only psychology named is positive psychology). The emphasis appears to be on socialisation and personification to the detriment of qualification. It sounds as though the Unit's focus is more ideological than scientific.

A more well-balanced approach, including what the fields of cognitive and educational psychology have taught us about how students learn (conspicuously missing in the 'Fields of research') is better for both aspiring teachers (pre-service) and teachers in the field (in-service). Further, the areas of social justice and equal access sound more like a conglomerate of specific interests of the Unit members than a coherent programme.

A well-balanced teacher education programme aimed at effective, efficient, and enjoyable learning and teaching to achieve diversity and social justice should include, at least, the following four areas: Domain Knowledge/Pedagogy/Pedagogical Content/How we Learn (Educational and Cognitive Psychology) and, importantly, the ways in which these intersect.

The research goals deal more with the size and funding of the Unit than content-related goals. One would expect to read in this section thoughts about producing models and procedures for effective and efficient pre- and in-service training for narrowing the knowledge and achievement gap in diverse groups to achieve more social justice for all students. For such a new Unit, this would seem to be imperative as it would form the basis of a coherent research programme. Also, the long-term goals do not reflect content and theory, but rather "goals and targets relevant to a variety of themes, and the EDU2 members will contribute towards these goals through their activities". What does this mean? Finally, looking at Table 3 of the SAR, we again see a focus on funding, recognition, participation with others, and so forth. To actually achieve its goals, the Unit needs to consolidate and develop a recognisable research profile.

Quality and impact of research

If we take the SAR at face value, research results have promoted the development of teacher education, the continuous professional development of teachers in the north and arctic, the development of early interventions and so forth. Strangely enough, this has not translated into an increase in funding as can be seen in Appendix 2 of the SAR.

A critical note here is, again, the narrow theoretical basis presented for these achievements. We read:

- “During teacher education, critical reflective skills as a means to continuous professional development are strived for.” In order to critically reflect on something, there needs to be a rich knowledge base and curriculum. How can one critically evaluate something without the knowledge of what different educational theories entail? As noted, the curriculum here is rather narrow on the side of progressive pedagogies. How can one be critical if this is the case?
- “The results strongly and critically urge teacher education programmes to create learning spaces in which theoretical and practical knowledge and tools for *inquiry-based professional practice* [Note, the italics are ours] are combined in meaningful ways.” This is strange as most international research shows the opposite.
- “The results indicate innovative methods for professional development, such as planned on-the-job learning and *problem-based learning* [italics added].” PBL is notoriously inefficient without explicit instruction to give the learners the knowledge necessary to solve problems. We note nothing is explained relating to how this knowledge is acquired.

It appears from Appendix 1 of the SAR that there is only one PhD and successful defence in the period covered. All of the other indicators such as participation in local working groups, associations, and networks, invited keynotes, publications for stakeholders, professionals and the general public are sufficient. We find no information relating to impact-factors such as guest editorship, editorial board membership, and reviewing for diverse scientific journals. Is there leadership in the just named areas? Are there Unit-members who are editors or associate editors of scientific journals or members of the boards of international societies or international conferences?

Societal Impact

It can be difficult to disentangle the academic and societal impact of research with regard to teacher education (see above). Clearly Teacher Education for Social Justice and Diversity contributes to wider discussion and some expert groups are listed as well as a number of local educational initiatives and policies, and these appear to cover the areas targeted in their plans, although the degree of engagement and impact is quite difficult to determine.

Future plans of the research Unit

We think the comment that follows is true for all the Units, namely: The plans enumerated are vague and difficult to measure with respect to their achievement. We also read: “Currently, the EDU2 is a broad group of researchers. In the future, a more structured form as an established research group will be beneficial.” We fully agree with this. However, the SAR then states that “broadness and support for varying cooperation within and outside the EDU2 group will be important. This positive looseness ensures the academic freedom of research and supports the group members in exploring ascending and even unexpected fields of research with the best possible partners.” We disagree here. What the Unit needs is a recognisable focus and not a variety of interests.

SWOT

The Unit’s SWOT analysis accurately reflects the vulnerability of the Unit. The Evaluation panel does not have enough data to assess the financial position of the Unit, assuming that all income was accurately attributed, but it is clear to us that, despite the Unit’s success and the fact that it has managed to continue for so long under less-than-ideal conditions, it is very vulnerable in its current form. Further, as is the case with the SAR in general, the language is rather vague. What does it mean that “senior members are committed to encouraging junior ones”? How and why is a multidisciplinary approach a strength as opposed to more focus (see future plans discussed in the previous section)? This all is in stark contrast to the first weakness, namely that the “broad scope might induce disintegration of the research and even internal rivalry”. This might be a reason why “EDU2 has not managed to attract as many distinguished external international grants as might be expected.” It is also a reason for the first threat, namely a possible lack of cohesion and commitment.

Conclusion

It was clear from reading of the SAR and in our interview with the staff that EDU2 as a Unit would like to aim high, but this might be well above its possibilities with respect to staffing and funding. Focus, mass, and funding are key issues that the university and the Unit need to rectify to be a key player in the fields of research of this Unit.

Section 4.

The Faculty of Social Sciences

For the upcoming research assessment, in 2021 research personnel in Social Sciences were asked to self-organise into teams whose members share similar interests and themes. This resulted in scholars forming three Units which then produced their self-assessment reports in the autumn 2022. Hence, it is obvious that these Units are quite imaginary: imagined communities that may one day have real impact on, and provide inspiration for, the members, but it is early days for that. Based on the interviews and what we read from the reports, SOC 1 and SOC 2 could build on already existing cooperation, whereas SOC 3 looks more like a plan for collaboration and cohesion on paper only.

SOC 1: Global Northern Communities and Societies (GloNos) Overall Grade 2.5

Introduction

GloNos was founded at the beginning of 2022, and it comprises 25 members who represent several disciplines. The goals the Unit has defined for itself—to study the global-local nexus and the meaning of glocal in the context of Northern communities and societies; to examine critically competing notions of sustainability and sustainability transition, and their impacts on Northern communities and societies; and to promote decolonial and Indigenous approaches and perspectives in the study of Arctic world politics and Northern communities and societies—give GloNos a distinct profile, and also link it to international theoretical discussions. This enables the building of coherence and collaboration among the researchers. We recognise real potential in the Unit, although it has existed only for a short while.

Quality and academic impact of research

In the light of the publications listed for assessment, the Unit's research output is modest, although we do not know how the list was put together; was the objective to showcase the Unit's breath of research themes and disciplines? Amongst the articles and books selected for assessment, there are some publications that would merit a higher grade, but the general picture highlights problems that need to be rectified in the future. Among the 10 articles showcased, only four have been published in academic journals, others in edited books (which are not valued as highly, and often the peer review practices are not equally rigorous). Of those articles, several are practice-oriented, programmatic, descriptive, or centered on illustrating a method, whereas a clear research problem addressed and answered based on empirical analysis is rare although there appear to be one or two exceptions. That interpretation is based on reading the abstracts. As to the books, the Unit lists five pieces as monographs, although with only one exception they are edited books.

In the Unit members' meetings during the past year, GloNos has made plans about how to increase its research impact, capacity building and international cooperation. The main goal they have set for GloNos is to support interdisciplinary thought and future collaboration across disciplinary boundaries. We suggest that there is need to further deliberate on what contributions research in this Unit will make to existing international scholarship. How is it that by doing research in and on the Arctic region and in Northern Finland particularly, researchers will be equipped to further develop social scientific understanding of the world? As is also evident in the overall picture drawn from the Unit's research output, like many other Units, GloNos also tends to stress policy-oriented knowledge production. In this respect, the Unit sees as its strength that its goals align with ULAP's overall strategy, and that certainly is useful when applying for both internal and external funding. Yet, the political rhetoric of, say, ULAP focusing on the Arctic, cannot be directly translated into the goals of scientifically interesting, relevant, and innovative research. It can certainly get its inspiration from practice-oriented projects, but they need to be theoretically refined to publish top-notch scholarly articles.

Societal impact

GloNos members emphasise that their knowledge production, methodological development, and approaches aim to be relevant for, and accountable to, those communities that their research is concerned with and whom it may affect. In that respect, research ethics is important for them. Because of the broad disciplinary and thematic scope of the Unit's research, the list of their potential stakeholders and target audiences is long, ranging from local people and minorities to municipalities, state actors, and business companies. GloNos members have indeed been involved in many kinds of issues related to the Arctic and the glocal world.

GloNos has also made plans on disseminating and marketing their knowledge production better. The plans include yearly thematic workshops in which researchers discuss their work. In addition, the Unit members will start to take turns in writing expert articles for national and regional newspapers and scientific blogs.

Future plans of the research Unit

The Unit is clearly conscious of its future challenges. To address them, the scholars' plan is to enhance collaboration within members of GloNos and to strengthen its links to the international community of scholars in relevant fields. And getting more external and competitive research funding is crucial: without it, it is not possible to initiate long-term research collaboration with academic (and non-academic) partners internationally.

SWOT

The Unit's self-assessment of its strengths, weaknesses, opportunities, and threats follows the same lines of thought. GloNos sees its strong research-orientation and critical theoretical approaches and the strong presence of community-based and Sámi scholars as its strength, but the internal diversity of its members as a weakness. We agree with that assessment and encourage the Unit to think how to sharpen its focus. They also consider that the timeliness of interest in the Arctic and the northern dimension gives them new opportunities, whereas precariousness of research funding is a threat. Increased interest in the Arctic also means that there will be more competition, which requires sharpening the focus of the Unit's research.

SOC 2: Sustainable Naturecultures and Multispecies Future (SuMu)

Overall Grade 3.5/4*

Introduction

As the other two Units, the Sustainable Naturecultures and Multispecies Future (SuMu) got started at the beginning of 2022. During the assessment period, the community has had a total of 39 researchers: 8 professors, 5 senior researchers, 8 post-doctoral researchers and 18 doctoral researchers. Currently, there are 23 active SuMu members from the social sciences, humanities, and natural sciences.

SuMu's focus on "wellbeing of multispecies communities and Arctic natural resource politics in ways that disrupt the nature-culture divide" is highly ambitious. On the other hand, it is a bit ambiguous, combining a universal scientific perspective with localism by restricting the empirical focus on the Arctic (the meaning of which is, of course, ambiguous). SuMu does a balancing act between setting its goals regarding research on the one hand, and societal impact or policy-relevant goals, on the other. The Arctic region is highlighted in the self-assessment report and became a central topic in the interview with the Unit's representatives. This creates the impression that studying "Arctic Indigenous and other earth-based societies" and Arctic politics and governance are self-evident goals. There is a danger of provincialism in such formulations.

One obvious reason for the ambiguous formulations is the need to align with ULAP's mission, Global Arctic Responsibility. It reflects a global trend in which universities are expected to have an impact on society, which is why university strategies are increasingly often mission-based. Aligning with the university's mission is useful when applying for extra resources. However, when planning how to enhance the Unit's academic research, it is better to concentrate on thinking in terms of the theoretical and methodological orientation's uniqueness and innovativeness in comparison to research conducted elsewhere in the world.

Quality and academic impact of research

Based on the list of selected publications (chosen on the basis that they have been published in the Finnish Publication Forum's category 3 journals, i.e., highest category), shows that the Unit members are capable of publishing in highly rated journals, and that SuMu produces interesting and innovative scholarly books. Based on reading the abstracts, most articles are methodological, experimental, and theoretical in their orientation, which is both challenging and promising. It could lead to renewal of the ways in which we think about human reality, which entails the nature and other species. On the other hand, considering the goal of SuMu to conduct research that challenges the nature-culture divide, we would have liked to see how that works in empirical research. The article that is most empirically grounded seems to be quite distant from the main themes of the Unit.

In any case, the high quality of scholarship conducted by SuMu is also evident in the fact that SuMu has been quite successful in receiving external funding. For one thing, its members have been quite successful in getting competed research funding from the Academy of Finland and from other sources. In addition, in 2021, the University granted two-year strategic funding to members of SuMu. It enabled the Unit to hire postdoctoral researchers, encourage co-writing of academic publications, and prepare project and grant applications.

Societal impact

As is expected of universities and their Units nowadays, SuMu also lists the ways it makes an impact on society and policies affecting future development. It has, for instance, developed national level criteria for sled dog and reindeer welfare, disseminated research outputs through media publicity, and prepared MOOC lectures and open access video materials for teaching.

Future plans of the research Unit

In the future, SuMu strives to "form a strong and innovative community of experts on relational human-environment and multispecies approaches that draw from Indigenous and earth-based perspectives and understandings and stabilises the novel research approach of Arctic World Politics". However, SuMu is at a starting stage of community building, goal setting, and sharpening the focus of their work. A future

task would be to strengthen the coherence of the Unit and to build empirical research that shows the relevance of the fascinating theory-building done. And rather than just describing its uniqueness, the Unit should also define its benchmarks nationally and globally: to which research teams or institutions should they be compared, how good are they in comparison to them, and where do they aim to be in, say, five or ten years?

SWOT

The Unit's SAR on its strengths, weaknesses, opportunities, and threats summarises much of what has been discussed above. The Unit's main strength lies in its creative and bold research approaches, whereas the major weakness is its informal position, without its own budget or other administrative structures, which would be needed to make the activities more stable. Its opportunities are seen to lie in the Unit members' existing networks, which can be utilised in developing the activities further: research visits, common projects, publications, teaching, seminar series, conferences, and communication. The main threats are lack of time of the members, who are also engaged in many other activities, and dependence on external research funding.

SOC 3: Wellbeing, Work and Citizenship (WWC) Overall Grade 2

Introduction

Of the three Units of SOC, Wellbeing, Work and Citizenship (WWC) is the least coherent regarding its profile. Currently, the Unit brings together 53 active members: 9 professors, 28 senior researchers or post-doctoral researchers and 16 doctoral researchers. The evaluation statistics show that WWC has had a total of 96 persons between years 2015-2021. Wellbeing, Work, and Citizenship functions as three terms that tie together the members of the Unit. The terms exist in different combinations in the Unit members' research output, but there is no clear idea of how those concepts relate to one another, forming a coherent, shared research approach.

It is understandable that the directive from ULAP's leadership to form a limited number of Units for research assessment in a short time span has made it challenging for everyone to find a suitable community to join in. While teaching is the overriding organising principle regarding administrative structures and hierarchies, in the time span given to the faculties to form the assessment Units, there might not have been enough resources to engage in thorough strategic thinking on what are the themes around which research should focus and how it should be developed in order for the Unit to become a renowned community in that field. Yet, if WWC will develop into a real community of scholars with shared approaches and research interests, they need to be agreed-on at a level of abstraction that enables and enhances collaboration and cross-fertilization of ideas.

This is, of course, already formulated in the Unit's goal setting: to reinforce "novel theoretical perspectives and methodological approaches" and "clarify the shared aims and tasks of the Unit", but it remains unclear what links the three terms—*wellbeing*, *work*, and *citizenship*—together.

The interview with members of WWC also showed that the group is quite scattered and that a shared idea of its future goals is missing. Individual members of the Unit, doing research related to their academic disciplines, will of course continue their work, but a shared idea of a focus that the Unit has, is still missing. The same goes for goal setting related to raising the scientific level of the research conducted in the Unit. Questions such as where they would hope to be in five or ten years' time or what benchmarks they could name in the academic world, were new to the interviewees.

Quality and academic impact of research

When assessing the academic quality of the Unit, it was difficult for us to grasp how the varied themes appearing in the research output related to one another or to the three keywords listed in the Unit's name. The articles selected are divided into three groups, named "Renewing service system in a changing societal context", "Strengthening participation and inclusion", and "Addressing cultures, communities and social problems", described in the report. This also highlights the point that the Unit is quite scattered, put together for the research assessment. The articles selected present a diverse collection of themes ranging from tourism and religion to drug use and Sami social work. The Uniting red thread is that researchers have addressed local phenomena, and in terms of methods used, the approach is qualitative, mostly descriptive, and practice-oriented.

Societal impact

Overall, WWC has a practice- or policy-oriented profile, which can be considered as a strength when assessing the societal impact of the Unit. Accordingly, WWC is quite strong in this area, with its members receiving external funding from sources such as Ministry of Education and European Social Fund. Several research projects have influenced national decision-making by giving research-based statements to the appropriate bodies. The Unit's closest stakeholders are from the social and health care service sectors and municipalities. Actors from education, culture and tourism, and sport services have also been important collaborators in research and development projects of the Unit.

Future plans of the research Unit

As to future development of its research, WWC's SAR does not set any goals but lists ways in which to help researchers in their work: strengthen researchers' collaboration and high-quality research, especially in the form of interdisciplinary projects and co-authored publications; strengthen science communication and profiling of the researchers; and enhance a sense of community and belonging among its members.

It remains to be seen whether WWC will cease to exist after the research assessment exercise or whether it will become more than an imaginary Unit that has nothing to do with the faculty or university's administrative structures. If it is retained, the scholarly community needs to start thinking about its scientific profile in comparison to similar research conducted in the academic world.

SWOT

Despite, or because of, WWC's informal character as a Unit, the SAR considers the Unit's collective nature and a sense of togetherness as its greatest strength, whereas the report's authors could not think of any weaknesses. The discussion of WWC's opportunities pretty much repeats what was said about its strengths: openness of participation. As its threats, the report mentions its diversity with quite different research groups. Its "non-formal organization" is also recognised as a potential risk: organisations need a structure, actors, and shared responsibility to succeed and advance.

The report's SWOT analysis also shows WWC's vagueness as a Unit. When there are no resources allocated to it and, hence, no need to plan its future strategy, the nonexistent underlying narrative (where "we" are coming from and where we could go in the future) makes it difficult to identify strengths, weaknesses, opportunities, and threats.

Section 5.

Gender Studies

Overall Grade 3.5/4*

Introduction

Gender Studies (GS) was introduced at ULAP in 2005 following the development of this interdisciplinary area across Finland and elsewhere in the world from what was originally termed Women's Studies. Given this lengthy period, it could be expected that the Unit would be better established within the University and have more core staff than the current Professor plus one temporary Post-Doctoral Researcher (externally funded by the Academy of Finland).

Gender Studies is arguably the most genuinely interdisciplinary of all the Units at ULAP. Interdisciplinarity is, of course, intrinsic to the field and not in itself exceptional. It is, however, impressive a context where there is only one full-time permanent academic to hold the network together. There appears to be a strong and committed network of staff from across the University who enjoy working together despite the lack of support. Their underlying commitment to Feminist research and theorising is an explanation for their success both internally and in relation to the strong national and international links that they have built, and which support them to work conceptually along lines which are also shaping the international development of the field.

Research Profile and Organisation

The Evaluation panel was very impressed by the intellectual energy, strategic thinking and enthusiasm of the representatives.

A Professor of Gender Studies was appointed in 2005 and later a lectureship was established. The original professor retired in 2021 and was replaced by the current incumbent in 2022, but the lectureship was withdrawn in 2020. It is unclear as to why this was the case other than a general need for savings. When asked about this in the interview, the Unit's representatives said they had never received a clear explanation.

It appears that the undergraduate minor in Gender Studies has a healthy level of recruitment as is also the case at the doctoral level, although in this case, the fees may be attributed to Education generally or to other Faculties, depending on the student's registration, even though supervision is delivered through Gender Studies. This lack of clarity regarding student income, coupled with the fact that affiliated staff are undertaking teaching in Gender Studies outside of their allocated teaching load (the professor also has a very high teaching burden—especially given the commitment to contributing to the training of teachers) therefore potentially compromising their time for research. This was a common pattern in many Universities in the past. Those who wanted to develop the field took on work above and beyond their other duties with the support of those on precarious temporary and part-time contracts. However, the situation is generally much more stable now with Departments or Centres of Women's/Gender Studies flourishing in many Higher Education Institutions across the world either with their own cost centres or as a clear sub-Unit of a larger department—most commonly Sociology. In this regard ULAP is lagging behind.

Much of the funded research linked to Gender Studies is located in the faculties rather than in GS as such. The SAR states that researchers have crossed faculty lines mainly for organising conferences and seminars and have also been active in organising informal gatherings and reading groups to strengthen their expertise on recent academic debates within Gender Studies. These and regular writing retreats have enabled the production of publications. Thus, the wider ULAP benefits from the supportive developmental environment engendered by GS, which seems to lead to successful funding applications and to high-quality

outputs. The Unit's main goals for the future are to knit the network even more tightly and to build more genuinely cross-disciplinary projects across faculty lines as well as to strengthen already established international networks, and to create novel ones. This is laudable but could be seen as more of the same, albeit that this strategy has been successful in the past. With a modicum of extra support, GS could create an even stronger identity externally, which would, in turn, benefit the wider academic community.

Quality and Impact of Research

The Unit's research and outputs are of a high standard and its publications are, in many cases, in internationally reputable journals or with major publishers (and some would certainly be graded individually at 4) but the core Unit is too small to sustain and develop the kind of international, or even national, academic impact and competitiveness to which its members rightly aspire. It was clear from our reading of the SAR and in our interview with the staff that Gender Studies is 'punching well above its weight'. However, if the University wishes to maximise the benefit of this important field, and the commitment of the associated staff, then it needs to rectify a number of anomalies.

Societal Impact

Members of the Unit undertake a range of activities in relation to the media as well as give advice to a range of public bodies. We consider that they are doing well within Finland given their location well outside of the metropolitan area and the time constraints imposed by their 'double shift'.

Future Plans of the Research Unit

The SAR mentions 'the double strategy', which is common in GS generally, referring to an organisational Unit supported by a wider network. While we agree that this pattern is indeed common, and can be very fruitful, in order to be successful and sustainable, the 'organisational Unit' must be of a viable size and not held together by people in the wider network doing a 'double shift'.

The staff we met wish to continue to develop the excellent work that they are already producing and to further develop both national and international networks. While this is a very reasonable aim, in the circumstances we consider that they can only develop further with the right institutional support.

SWOT

The Unit's SWOT analysis would seem to accurately reflect the vulnerability of the Unit. The Evaluation Group does not have sufficient data to assess the financial position of the Unit, assuming that all income was accurately attributed. However, it is clear to us that, despite its success, and the fact that it has managed to continue for so long under less-than-ideal conditions, it is very vulnerable in its current form.

Conclusion

First, we would recommend that the Unit either becomes a separate budgetary entity or (and preferably) has a ring-fenced budget within a faculty, so that it is clear what GS's financial position is. Discussion needs to take place with the existing team about their preferred location within ULAP, but we would suggest that it is not best placed currently (for further discussion see the Commentary and Feedback Section of this report).

Second, financial assessment should take place to ascertain whether Gender Studies can sustain the re-establishment of a lectureship, and if not, a 'business plan' should be put in place to make this possible.

If research in this Unit is to thrive, then some of the teaching and supervisory burden needs to be lifted from the Professor, and the teaching and supervision undertaken by staff linked to the Unit, but whose posts are located elsewhere, needs to be transparent and to count for Gender Studies. An exercise could be undertaken whereby the amount of time such staff spend on GS work is formally allocated and their posts allocated across Faculties so that they are, for example 50/50 or 40/60 or whatever is appropriate in Social Sciences and GS. As a minimum, permanent staff who are part of GS should have their full allocation of research time and this should be apportioned transparently between GS and any other Unit to which they belong.

Section 6.

The Arctic Centre

Overall Grade 3

Introduction

The Arctic Centre (AC) is hosted by the University of Lapland (ULAP) and was established in 1989 as a national institute for research and information on the Arctic in Finland. Hence, it comprises three parts: research, science communication, and the Arktikum science visitor centre.

The AC appears “quasi-permanent” (as a department or similar Unit), with circa 3.5-4 M€ funding per year of which 2/3 is permanently from ULAP, and 1/3 from external funding. In contrast to all other Units, members of AC are not obliged to teach and can instead devote all their worktime to research and science communication. AC has five Units: Global Change, Arctic Anthropology, Arctic Governance, Northern Political Economy, and Northern Institute for Environmental and Minority Law. The Global Change Unit is the only place where research in the natural sciences is conducted (this applies even if ULAP is considered instead of AC). By design, AC has a strong national focus combined with a glocal one: the local Arctic (with Arktikum being “one of Lapland’s main tourist attractions”), the wider Arctic, and the role of the Arctic in global change.

The overarching AC strategy is to bring forward an understanding of the Arctic through multidisciplinary academic research and research co-produced with stakeholders and traditional knowledge holders, and to communicate it to a wider audience. With an overarching strategy at hand, AC’s five Units can align their research directions to these overarching goals.

AC is led by a director, and the AC steering group comprises the director, head of science centre, head of science communication, and the five research Unit heads. The AC director was the only person who did not attend the site visit of the Research Assessment Exercise evaluation team in person but joined the meeting remotely. Technical problems created delays, and the resulting hybrid meeting led to a suboptimal interview situation in which not all questions could be addressed in appropriate detail.

Considering the “research-glimpses” (provided through the collection of selected publications of which titles and motivation for selection were provided in the SAR), AC has produced work that is excellent in international comparison (e.g., research outcomes published in *Nature Communications*). However, at the overarching and centre-wide level, it appears that AC is mostly nationally oriented. From the SAR it appears that a comparison with other, similar, or complementary centres in Scandinavia, Europe, or the world is lacking, which renders the position, relevance, and role of AC in the international research landscape unreflected and undetermined. Insights gained from adopting a more international perspective could help develop AC’s future strategies.

Content, quality, and academic impact of research

Based on the information provided in the SAR, we find AC’s research content, quality, and academic impact to be good.

We noted positively AC’s confidence in putting their relevance into words, e.g., when they describe themselves as a “flagship”, the “hub of Finnish Arctic Research” and “the key tool for the University to fulfill this target” (*target* referring to Global Arctic Responsibility). We encourage AC to further develop this confidence, both regarding their importance for ULAP, and also with regard to the importance of their research Units. In this process, formulating bold milestone goals as beacons guiding future research (instead of describing current research topics) would be helpful, as would be a comparison to similar centres around the

world. Some efforts towards formulating milestone goals have already been made by the Global Change Unit. We also positively noted AC's greater internationality compared to ULAP in general (in addition to being part of international networks). For ULAP, being a member of international Arctic networks such as the University of the Arctic is certainly valuable, but this alone does not imply that an international research environment is created.

From the material provided, we find it difficult to assess the interaction between AC's research Units. Also, while the references provided showcase the breadth of research conducted in AC's Units, the selection hindered us from identifying whether there is one or a few exceptionally strong lines of research that could be further developed into internationally excellent or outstanding research areas.

Societal impact

Through its science communication Unit and science visitor centre Arktikum, AC is constructed to facilitate societal impact. This construction is not only fairly unique but has also been in operation for 30 years. This puts AC in an excellent position for the future, but also at some risk of continuing as usual instead of exploring additional channels of interaction with stakeholders and the interested public. We perceived a more national than international focus in AC's science communication and stakeholder collaborations, which raises the question of to what extent AC has reflected on its profile in relation to other Scandinavian or international centres with similar or complementary research profiles. A further question is whether AC receives support from ULAP in strategic planning, analysis of the surrounding research landscape and benchmarking with comparators. Based on the information provided in the SAR, we find that the societal impact of AC's research is good.

Future plans

From 2024, AC will have a new structure that will "enable better funding perspectives" and this seems to be designed to create a more flexible research environment topic-wise. It is important to ensure that "flexibility" does not turn into a "random orientation", and a means of achieving this could be through the development of an overall strategy with prioritised long-term directions, seen through the lens of the international research landscape. The new structure will embrace three 5-year programs (Global Change, Arctic Politics and Development, Arctic Societies) with one to three teams in each. The Global Change Unit seems to carry over from the existing structure, but the reasoning behind the formation of the new programmes with respect to the existing Units remains unclear. Likewise, it remains unclear to the panel, as to how the new structure will improve AC's position when applying for external funding, or with regard to early career researchers' better career perspectives.

The SAR also mentions the future development of AKIS, the Arctic Knowledge and Information Service. Unfortunately, during the site visit, time constraints meant that this topic could not be explored. However, it may have potential for complementing Arktikum with a modern component, breaking the pattern of 'business as usual'. Yet, the brief description of AKIS in the SAR is vague, triggering questions as to what extent AKIS would differ from a database or data repository? Such databases can now be designed to be attractive to a general audience, see for instance <https://bolin.su.se/data/stockholm>.

SWOT

We agree that multidisciplinary, diversity and research quality are a strength of AC. Regarding location, it is our perception that AC promotes its location and makes use of it mostly through interaction with people rather than the physical environment (while acknowledging that these, of course, are not independent from each other). For the Global Change Unit, within which natural sciences are included, making use of the local physical environment to a larger extent than what appears to be done now could open for combining local and global change research topics.

Regarding weaknesses identified by AC, location is mentioned again. However, the problem of location is not unique to ULAP, suggesting that one could explore how similarly positioned centres (e.g., University Centre in Svalbard) are dealing with this challenge.

International networks are indeed opportunities, but it needs to be kept in mind that participation in such networks does not automatically render a research environment international.

Among the threats, the termination of collaboration with Russian institutes is mentioned, which necessitates an intensification of collaboration with other partners. We perceive this also as an opportunity to work more strategically with other Scandinavian and Canadian partners.

General Feedback

With a large share of quasi-permanent funding, and no teaching obligations for its members, AC could/should hold great potential, but in order to exploit it to the fullest, the panel considers that some more effort must be made. In particular, rendering AC and ULAP more than the sum of its parts is an urgent task for a strong strategic ULAP leadership on the way to international excellence. What exactly justifies the AC if all of ULAP is Arctic, too? To what extent is the local Arctic relevant for AC? Where does AC (and ULAP) want to be in 10 years from now, and which strengths must be further developed to achieve the long-term goal? Where is potential not fully exploited at present? For instance, currently the natural sciences (via AC's Global Change Unit) do not seem to have a strong anchoring in the local physical environment. Should this be changed? How does AC compare, internationally, to other centres with a strong focus on arctic research (irrespective of discipline)? Widening AC towards an even more international working environment is important in the longer-term perspective and could be facilitated by starting visiting professor/researcher programmes, and affiliation programmes.

Section 7.

The Faculty of Law

The panel understands that the three law Units have been created for the purposes of the RAE from four pre-existing research groups, which were created in 2018, and that Welfare Law and Legal Procedure have been combined and produced a joint SAR. We also appreciate that these groups have permeable boundaries and that researchers can move between them as appropriate and that some activities will be carried out jointly by more than one research group.

Law 1: Law, Markets, and the Environment (LME)

Overall grade: 3

Research profile and organization

LME was established within the Faculty of Law in 2018, emerging from a group that focused on “Natural Resources and Law”. The aim in 2018 was to focus research on the nexus of law, economy, and environmental sustainability, thereby aligning with the LUC 2030 strategy, where emphasis is placed on Global Arctic Responsibility. LME is comprised of six professors, two university lecturers, and four PhD students. The group’s activities since 2018 seem to revolve around “prior experiences of affiliated researchers”, and where common spaces between group members are created by focusing on “particular societal problems” through different disciplinary, interdisciplinary, and methodological lenses. Regarding teaching, LME is offering education and training concerning Sámi rights and law in Finland, and concerning the people, resources, and environment of the Arctic.

Content, quality, and academic impact of research

From the selected publications and descriptions of ongoing and/or completed research projects, LME’s work is presented as ranging from economic, environmental, and social regulations (and the role of developers and conductors of such regulations) in the Arctic, to more concrete applications where natural resources such as oil, mining products, and forests are concerned. Region-wise, the Arctic is represented in LME’s research as both a single nation entity (yet not necessarily Finnish) and also as a multi-national and multicultural circumpolar entity all of which are influenced by other dominant global players and economies of relevance for the Arctic region, such as China. Through involvement with technology (satellite, blue growth) and bioeconomy related projects, LME’s work connects broadly, and in an interdisciplinary way, to relevant sustainability topics. Members of LME publish their research findings in nationally and internationally well-known journals and seem to be connected with the international research community to a greater extent than other Units at ULAP.

From the material provided, we find it difficult to assess the academic impact of the Unit’s research in detail and to understand how LME connects and collaborates with other Units at ULAP. Regarding the latter, one example of an in-house collaboration is mentioned: The JUSTNORTH EU-Horizon 2020 program, led by ULAP’s Arctic Centre (AC), also involves members of LME. The SAR also mentions “Sustainable Tourism” as a research goal. However, it remains unclear how, for example AC’s “Northern Institute for Environmental and Minority Law” complements LME and whether LME has, for example, explored possible collaboration with ART3/NACER (“Northern Art, Community and Environment Research”) which also emphasise sustainable tourism in their SAR.

Societal impact

LME’s theme, by construction, implies that societally relevant questions are intimately connected to the research topics. Thus, statements in the SAR concerning societal relevance may appear as statements of the obvious, yet additionally concretised by examples of activities such as providing advice to the Finnish Ministry of Defense and to the European Central Bank—contributions that are likely to be related to individual group members’ previous and current research foci. As a group, LME strives to accomplish societal impact through collaboration with local, regional, and national indigenous and non-indigenous stakeholders from the public and private sectors alike, with an expressed ambition to eventually include international stakeholders.

Beyond policy-related activities, LME conducts outreach and the dissemination of its research outcomes in formats accessible to public audiences. From the SAR it appears that these efforts are initiated and conducted by individual group members. This raises the question as to how much support, regarding communication, is provided centrally from ULAP, or whether synergies with, for example, the Arctic Centre (for which science communication is a major structural component of the centre) have been, can be, or should be exploited? It also raises the question as to whether it would be possible, and beneficial, for LME to reflect on its societal impact at a more abstract level, including considering how other research Units profile their societal impact internationally.

Future Plans of the Research Unit

The breadth of the research content (see above) does seem to reflect the span of the group members' individual research interests. We note positively from LMEs description of research goals and the future research plans in the SAR that the group strives to "make the whole greater than the sum of its parts", a process that starts small at ULAP and involves building an identity as a group, collaborating within the group, making the group visible, but then extends further to include the building and nourishing of national and international research networks, the creation of international alliances in teaching and education, and the collaboration with global partners outside academia. Most of these processes have already been at least partly initiated.

We encourage LME to continue this development, where discussions of institutional organisation and leadership, funding, and research-inspired teaching and education as well as internationalisation are central components. In this process, we recommend that LME explores forming (or deepening where existing) alliances with other research Units at ULAP so that potential research, teaching and/or communication synergies can be strategically exploited, not least with a focus on acquiring research funding and profiling LME more sharply than expressed now as "to be a site of innovation" in the future.

SWOT

The evaluation panel's impression of LME's strengths and weaknesses coincides with LME's SWOT in the SAR. Regarding opportunities, we strongly encourage LME to investigate whether local (at ULAP) collaborations around common societal challenges can be initiated that would help not only profiling LME, but also ULAP more generally, if unique projects or themes can be identified. This process would be helped by an analysis of how LME (and relevant other groups at ULAP) stand and perform in relation to similar international groups and/or institutions. Regarding threats, an increasingly competitive research environment in the Nordic countries (mentioned as an example) could perhaps be turned into an opportunity if LME could grow into taking a potential role as an international partner in joint applications, if LME succeeds in building a specific and unique competence and research profile attractive to international consortia when applying for international funding. Regarding communication to wider audiences, we strongly recommend that ULAP centrally considers support for selected "flagship" projects in LME, as well as elsewhere in the University.

Law 2: Law, Technology and Design Thinking (LTDT)

Overall grade 3.5

Research profile and organization

Established in 2018, LTDT consists of a mix of senior and junior scholars and advanced undergraduate students. It has currently 33 members, 10 of which are permanent staff. The members of the Unit tackle issues arising from how the law reacts to and provokes technological developments. This relates to issues of ethics and sustainability, as part of the Unit's research focus on how the law can support technological developments that are more respectful of the environment and more inclusive of vulnerable groups and minorities. By employing different methodologies, researchers in the Unit aim at "cross-pollination between law, technology and science".

Research goals

LTDT sets as its research goals to identify, understand and provide novel balanced solutions to societal challenges related to the role of law in technological advances. With these goals, the Unit aligns with the University's strategic area "Future services and reachability", and also with its strategic focus on "Global Arctic Responsibility". The group implements these research goals via five main short- and long-term aims, which are: (1) facilitating intra-faculty discussions and collaborations, (2) ensuring that the highest ethical standards in research are followed, (3) educating doctoral students and undergraduates on issues related to law and technology by promoting research-based teaching, (4) providing a venue to enable collaboration with experts outside the Faculty of Law, promoting multidisciplinary research and internationalization, and (5) promoting visibility of the research.

These goals and means to reach them are well thought-through and will likely enhance research in LTDT. However, as is the case with the SARs of other Units, we would have liked to see more science- and theory-based discussion on the kind of research that LTDT pursues: How does their approach relate to research conducted in other universities' research teams, in terms of its theoretical or methodological orientation, and its scientific quality? Does LTDT have a particular niche, or is it trying to create one? How good are they compared with their benchmark groups in other universities, and where do they aim to be in, say, five or ten years from now? Such goal setting is absent from the SAR. However, when asked about it in the interview, the Unit members could easily name their comparisons: Bologna, Swedish universities, Amsterdam, Oslo, Vienna, Cornell, and Stanford.

Quality and academic impact of research

The 15 research outputs selected for assessment seem to provide an overview of the publishing activity of the Unit. The selection consists of scholarly articles published in esteemed academic journals, Finnish language articles, edited handbooks, a paper in a conference proceeding, a publication intended for professional communities, and a doctoral dissertation (based on published articles). In any case, the publications, and the external competitive funding that the Unit has managed to get, show that LTDT's research is at a high level at least compared with research conducted in other Finnish universities.

Societal impact

LTDT conceives of its societal impact as consisting of several elements: scientific presence, research-based and multi-disciplinary education, law and policy preparation support, skill development for industry and practitioners, and democratizing science. That is, LTDT's societal impact is composed of serving different target groups: researchers, students, policymakers and legislators, the industry, and the public. The SAR also lists plans on activities relating to each target group and what they have done in each case. This categorization of societal impact is well constructed and presented in a table form.

Future plans of the research Unit

LTDT seems to have a well-planned future. It will continue researching topics related to law, technology and society, with a special focus on some topics. It will also aim to start more international research pro-

jects and strengthen international networks and collaborations with key international cooperation partners. Third, it will aim at enhancing its national visibility to better target national stakeholders on key topics. These plans seem realizable.

SWOT

LTDT's analysis of its strengths, weaknesses, opportunities and threats is similar to that of other Units. Although the Unit looks like a real organ on paper, it has a meagre or non-existent status in the university administration, and it is a challenge for it to motivate its members in actively participating in the Unit. Its activities are also dependent heavily on external funding, which may have a bearing on the scientific focus in that funding parties could narrow its focus by offering funding to more 'targeted' or limited areas. That would "force the group out of its bridge-building, multidisciplinary, and critical position".

Law 3: Welfare Law and Legal Procedure

Overall Grade: 2.5*

Research Profile and Organisation

The SAR for this Unit is actually rather difficult to follow, having no sub-headings.

Research in this Unit is presented as novel in that it explores the intersection between law and social research. We are not clear in what sense this is novel when there are many other Departments and research centres which focus on socio-legal matters. The focus here is on critical analysis of legal and social systems, phenomena and interventions, as well as interdisciplinary research across law, social work, political science and economics. This is indeed a broad sweep, and no definition of the concept of 'critical analysis' is provided in this context, leaving its meaning unclear. Is it a theoretical position? Under this 'umbrella' are a plethora of substantive topics as well as the development of methodological and ethical aspects. The research is described as problem-based and focused on the social issues of the day, but we are given little sense of what the key research questions are. Rather, we are told that a very wide range of research methods are utilised across multi-disciplinary projects and that their research is cross-cutting in relation to different legal fields. We are left wondering whether there is a core here or just a pick and mix of methods, and also how researchers are supported to develop these multifarious methodological skills. The topics covered are all important and in need of thorough academic analysis, and it may be that this is occurring, but the account does not make this sufficiently clear.

In terms of structure, all we are told is that the Unit is co-ordinated by a professor and has 18 members from the faculty and 'some others'. While we realise that the Unit *qua* Unit is new, research across the WL and LP research groups has been extant since 2018, so a little more could surely have been said about how this has been organised and supported.

Research goals

The SAR states that the research goals relate to identifying and providing new solutions to challenges concerning the ongoing transformation of society and the role of law in this development, including the areas of individual human rights, responsible and effective public expenditure, and the creation of a socially and economically sustainable public sector. Ethics and social responsibility are seen as important across most areas of research. These goals are said to be linked to the ULAP strategy 'Future services and reachability'. No clarification is given with regard to what is meant by transformation, which is interesting given that many social and legal challenges are not new but recalcitrant. The SAR goes on to give quite a degree of detail about four goals relating to: public service, market regulation, legal protection, and crimes against the person and other violations. We are also told that issues relating to Sámi law are reflected in the Unit's work but given no detail. The areas set out are important, albeit rather diverse for one Unit to cover, but apart from stating that research is being carried out, there is not really sufficient clarity about how, specifically, these goals are, or will be, met within the research.

Quality and academic impact of research

Of the 15 outputs that were listed for the panel five are in English, two in European, and three in international journals. Both the monographs listed are in Finnish and two of the outputs are PhD theses. We realise that aspects of the Unit's research have specific national relevance and are bound to be in Finnish, but the areas covered by the themes listed in the research profile are mostly of international relevance and, therefore, publication in English in international peer-reviewed journals is to be encouraged if the research, which they present as novel, is to reach a wider audience and have academic impact. The Unit appears to be having some funding successes but, in the main, from national sources. The work supported by the European Social Fund is interesting and important but not, strictly speaking, research. The multi-disciplinarity of the research is to be welcomed and encouraged as is the problem-solving approach, provided that it has a strong academic basis. The Unit appears to be well networked internationally and interviewees were able to easily list law Faculties around the world against which they wish to benchmark.

Societal impact

The work of the Unit has a clear societal impact if the Unit's research outputs are utilised as teaching material and also have influence in the legislative field in Finland and, to some extent, in Europe more widely. There seems to have been some influence on the work of the Ministry of Justice and influence via membership of a Working Group on law reform. It is not clear why we were given information about teaching collaborations as these are not really relevant unless they lead to research collaborations, although members' engagement in the training of future lawyers clearly has potential for societal impact.

Future plans of the research Unit

The Unit identifies the need to develop the organisation and cohesion of the group in order to develop future joint research projects. They also wish to open up opportunities for post-doc researchers—primarily in order to retain some of their PhD students, but no details are given about how they might achieve this. We would strongly support their aim to capitalise on existing international links both within the Unit and in relevant areas in other Faculties in order to build a strong network rather than ad hoc individual contacts.

The development of welfare law across the Arctic five may help to support their desire to develop research focusing on Northern borders and cross-border health and social care as well as e-welfare. With regard to this latter topic, we would encourage them in the development of research focusing on digital social challenges and the introduction of AI.

The Unit aims to strengthen research across the different legal areas to make it easier to identify new research themes. They give the example of the current Academy of Finland application 'Towards a fairer and more coherent administrative sanctions system' which aims to develop a new theoretical approach to sanctions.

SWOT

The Unit identifies its strengths more clearly here than in the rest of the SAR. They identify their historical links to the 'national legal order' and seem to realise that they need to have a more international focus if they really want to engage with the big social challenges of our time. They understand the problems associated with research which is too tightly linked to individuals and the challenges of changing this culture. While their areas of research are topical, and therefore potentially fundable, they consider that research which focuses on economic issues may do better than research which seeks to explore well-being. They also identify increasing teaching loads with no staff increase as potentially preventing the growth of research.

Section 8.

Feedback and Recommendations

General Comments

The University of Lapland is very much influenced by its location in Finnish Lapland, on the edge of the Arctic, and this in turn affects its size and scope. On the positive side, the university engenders a strong sense of attachment and the majority of the staff that the panel met appear to enjoy working at ULAP. This latter factor, along with the compact nature of the campus, is highly positive in relation to the development of an interdisciplinary research community. On the other hand, ULAP's size and discipline mix means that it is very difficult for the University to move much further up the national research rankings. This is a limitation, but also provides for a certain amount of freedom and means that, while the university needs to play to all its current strengths to increase its position, it has an opportunity to focus on developing specific aspects and on increasing its international reputation, as well as on maintaining its value as a local and regional resource.

The history, development, and overall size and scope of the university make it very unlikely that research which can compete internationally can be developed across all Units, even in the medium term. While ULAP is clearly 'punching above its weight' with regard to research funding and outputs within some Units, other areas are not able to compete. This being the case, a review of the discipline mix in relation to teaching, research, knowledge exchange and societal impact is to be recommended, but is beyond the remit of this evaluation. What we would suggest is that there is a choice to be made between *either* developing international research in a number of key interdisciplinary fields *or* letting many flowers bloom—and then perhaps wither and die (i.e., determine foci and then concentrate most of the mass on those, while leaving room for the possibility of new flowers growing). Rather than having the same expectations that all academic staff should engage in externally funded research, the focus could be on targeted support for existing peaks of research excellence and the development of others which meet the University's strategic goals, alongside the encouragement of and support for high levels of scholarship across the whole university. This is not to argue for a split between academic contracts which include research, and those which are teaching only, but rather a realistic expectation of what can be achieved given staff numbers (particularly those on permanent contracts), teaching loads and the paucity of both internal and external funding. We suggest that ULAP carry out a focus and mass exercise in order to fully access the viability of research across the whole University. A more focused model would acknowledge that, for some, research and associated external funding will be their main focus, while for others, teaching, scholarship and social engagement will play a more significant part. This should not exclude individuals from developing research skills and undertaking research activity in future. It should also be recognised that excellent research in the arts and social sciences can be undertaken at very little cost.

Research Structure

While the panel understands the democratic impetus for the establishment of the research Units, especially for the purposes of the RAE, we would not recommend that they continue in their current form. We make the following suggestion about the future structure of research at ULAP: We suggest that a Research Institute be established within each of the four Faculties (plus an Arctic Research Institute – see below). Key areas of research development and externally funded research projects and programmes would be situated within these Institutes and would have some ring-fenced funding. To work through an example: We suggest that Gender Studies be designated as an Interdisciplinary Research Group and that it be moved to the Faculty of Social Sciences—potentially under the umbrella of a Social Science Research Institute—which would seem to be a more logical and supportive home for the kind of research undertaken. The

alternative would be to establish Gender Studies as an autonomous entity, but experience suggests that this creates an extra layer of administrative burden, which would detract from research development. We recognise the truly interdisciplinary nature of Gender Studies so it should continue to be possible for academics from across the university to be members, and for Gender Studies to have a key role in encouraging and supporting inter-/transdisciplinary ways of working more widely.

The research institutes, as well as containing funded research projects and research clusters for further development, would have a role in supporting researchers at all career levels, including doctoral students, to develop their research and publishing skills. The threshold for institute membership is for the university to determine. Institutes would be foci for visiting scholars, and seminar and lecture programmes as well as for discussion of ways of ensuring that the research has societal as well as academic impact. They would not need to have physical space but would require some designated administrative support—which could be shared across Institutes—and also acknowledgment of the need for designated time for meetings and seminars.

All such institutes should be engaged in cross-cutting interdisciplinary themes and a programme of development in inter-/transdisciplinary methodologies would facilitate this as would a visiting expert seminar/lecture series.

Research Focus

ULAP is a small, primarily liberal arts institution, and as such it needs to focus much of its energy and attention on the areas where it can develop research excellence while not excluding other areas which are of national and local importance. However, if ULAP is to produce more research which makes both academic and societal impact, then it needs to think strategically about form of this research as well as the topics and questions covered. We hope that our assessment and grading will give some guidance with regard to future development. Below we suggest some overarching themes which could help ULAP to be more distinctive.

Methodology

ULAP's research profiles are largely defined in practical and policy-relevant terms, for example, developing the Arctic region, saving the planet by enhancing sustainable development, and empowering the indigenous population, but the majority of ULAP's research in social sciences, education, and law is qualitative and descriptive. The question then is how can this research advance those practical goals? This makes it difficult to answer practical questions, such as: what causes the unwanted consequences of tourism, or inequality, or, to put it another way around, what policies would right the current or historical wrongs, improve things, or empower people? Critical research based on qualitative case analyses can problematise self-evident assumptions or show how existing policies have unintended, adverse consequences, but to do this well requires stronger theoretical approaches. ULAP is unlikely to be able to compete with larger institutions with regard to the development of more quantitative approaches, but it could support the development of excellence in qualitative methods which serve practice-oriented research. We also recommend that the Units clarify and strengthen their theoretical thinking. By supporting this approach ULAP is much more likely to be able to engage in international academic debate as well as offer critical analysis of local and regional issues.

Interdisciplinarity

Interdisciplinarity is clearly a key area of strength within ULAP, and this is to be welcomed, celebrated and supported. Inter-/Multi-/Transdisciplinarity is a major challenge for researchers and cannot be produced from the top down. Many major research funders and programmes are seeking to support interdisciplinary work, but it takes more time to develop than more discipline-focused research, and large multi-disciplinary teams do not always produce the best outcomes. However, ULAP seems to be particularly successful in fostering researchers who welcome this way of working—probably because of its small size and discipline mix. From this base, researchers could be encouraged and supported more to work with colleagues at other universities working in areas not represented in ULAP's portfolio. ULAP should see its facility for inter-/transdisciplinary research as a key aspect of its brand which would attract visiting academics, doctoral students and post-docs. Interdisciplinarity could form a key strand of research training and development in the new Graduate School and discussion of how to undertake excellent inter-/transdisciplinary research could form the basis of international symposia etc.

Arctic Research

ULAP's location and its centrality to the nexus which is the University of the Arctic is extremely important in a number of ways, not least in the development of research which focuses on the region and its indigenous people—the Sámi. However, this focus is not sufficient to sustain the university and it needs both an appropriately diverse portfolio of research, with a global reach, and to develop its local research in such a way as to ensure its significance beyond the region by supporting it to become genuinely glocal. Being in and of the Arctic may well be necessary for ULAP, but it is not sufficient, and this may be a challenge to some members of the academic community.

We suggest that the Arctic Centre needs to work even more strategically with other Arctic and Finnish Universities, especially if it is to be genuinely inter-/transdisciplinary, as its natural science capacity is somewhat limited. ULAP also needs to make a strategic decision about the degree of Arctic and local focus. While this area is, of course, important, it needs to be in proportion and must not exclude research that is global or has potentially global reach. The other side of this coin is to ensure that the Centre's work in/of/on The Arctic is genuinely glocal, that is to say that it draws on and informs global research and has societal impact beyond the Arctic. More clarity is needed in relation to where the Arctic and Sámi-focused research is genuinely unique and how this can be communicated more widely.

We also suggest that greater clarity is needed with regard to the relationship between the Arctic Centre's research and its educational and knowledge transfer focus in order to ensure that time and skills are used most appropriately. We recommend that AC's research be located within a new 'Institute for Arctic Research' with separate academic leadership, and with a stronger external focus as well as acting as an umbrella for research on and in the region across the university.

Internationalisation

ULAP should further develop its internationalisation strategy and be aware that successful international strategies begin within the institution. We understand the challenges of working in a language which is not one's first, making it essential that all research-active staff are supported to improve their academic English—where necessary, as this is the basis of international communication. While we also recognise the importance of communicating in Finnish, it is crucial that publication in English continues to be encouraged, and that it is supported, especially where the content has potentially international reach.

The location is extremely attractive especially for shorter visits (from one to three months), but parochialism is never attractive to international visitors. While visitors with research leave from their institutions are relatively low cost, it is money wasted if they do not contribute as much as possible to the institution during their stay. Central support is needed to co-ordinate a programme of visitors and to ensure that they are supported. These visits need to be based on strategic collaborations which are expected to lead to future research collaborations in key areas.

The Panel strongly recommends that the University also develops a systematic scheme for International Visiting Professors (three months to one year) with the possibility of returning if research funding is attracted. In addition, we recommend the introduction of cross-disciplinary three-to-five-year Doctoral Fellowships to support the Research Institutes. These initiatives would raise ULAP's international profile and provide an injection of new research ideas. We realise that this has financial implications, although in the case of the Visiting Scholars and Visiting Professors, these would be relatively minor, as salary costs would be covered by their employing institution.

Staffing Matters and Capacity Building

Location of the University and the fact that it seems to be a good place to work is ironically a potential drawback in that staff turnover is likely to be low, making new influences and energy a rarity. In addition, fewer than 50% of the academic staff are on permanent or even long-term contracts, which is a major challenge for the development of research. We understand the challenges within the Finnish Higher Education funding system but would encourage ULAP to do all it can to extend its tenure-track process and to make more longer-term (five-year) research-led appointments wherever possible, first, so as to retain very able, career-young staff, and second, to be able to attract strong international scholars.

We recommend that ULAP undertake a transparent analysis of the time available for research across all areas of the university and establish realistic expectations about the time available for research based on adequate workload planning.

Leadership and Support

Leadership does not only come from the top of an organisation, but should ideally be distributed right through it. Research requires a specific kind of leadership related to knowledge and expertise. However, specialist knowledge is not necessarily held by the most senior members of any given research team. For this reason, leadership, at different career levels, is to be encouraged if all aspects of research are to flourish rather than it being concentrated in a small number of roles. However, it is also crucial that senior leadership within ULAP is seen to be supportive of research and research development. The RAE is one way that the University has indicated that it takes research extremely seriously, but assessment is only one aspect, and without sufficient support and follow-up, be this resources or time, assessment can simply seem like an extra burden which takes energy from research. It is crucial that the leadership of research is built into career development, and that time is allocated for training, if required. For example, being a Principal Investigator (PI) for the first time can be daunting, and some academics will avoid it if they do not have sufficient support. This means that it is important that colleagues share their experiences, but this is more effective if it is co-ordinated rather than ad hoc. If it is not already the case, then ULAP should access a leadership programme to ensure the development of research leaders, and also to ensure the sustainability of senior roles to support research across the University. In particular this should encourage the development of the Professoriate, so that they all have wider responsibilities as strategic research leaders as well as focusing on their own research. It would be helpful to less experienced researchers, who aim to be PI's, if there was a system of mentoring across ULAP. Experienced researchers do not necessarily have to be in the same Unit, or even the same field, to give helpful advice with funding applications and publications.

The panel did not have the opportunity to fully understand what support is routinely available pre- and post-award, suffice to say that this kind of support, within the University's professional services, is crucial if researchers are to be able to focus fully on the more academic aspects of the research. With regard to other areas relevant to the wider context of research findings and outputs, particularly with regard to fields such as design, we had some concerns that staff were not fully cognisant of matters relating to intellectual property and suggest that clear guidelines are made widely available. We would also suggest that the University's ethical guidelines are regularly updated to take account of the changing digital and online spheres.

Research Funding and Budgets

It seemed to the panel that many of the researchers we spoke to, even at senior levels, were not as knowledgeable as we would have expected about the finances and budget of the university. We therefore suggest that there is some discussion about how to render these matters more transparent so as to engage the academic community more fully in financial matters and the related decision making. We strongly recommend that some provision be made for some devolution of financial support for research developments. We appreciate that there is not a great deal of 'free-floating' money, but larger awards do come with overhead payments and some of this could be passed down to Deans or Unit leads (or Institute Directors – if our suggestions above are operationalised) so as to provide seed corn and bridging money to facilitate high-quality funding applications and retain key staff between awards. Such monies could also be used to develop the international visitor schemes and symposia suggested above.

In order to facilitate these developments, it is perhaps necessary for ULAP to develop a research support strategy involving alumni and key stakeholders. It seems to the Panel that the University does a great deal to support its stakeholders and that perhaps some of them might be in a position to give something back.

Communications

Last but by no means least we would stress the importance of a strong communications strategy for research and researchers. The ULAP website, as is often the case, is strongly focused on students and teaching and learning. It is important to tell the world what you are doing, both through the website, and also on social media, and to make information about research projects and research expertise highly accessible

both internally and externally. It is also important to have good internal communications about research opportunities, events and successes—email is not enough. If ULAP wants to increasingly be seen as a place where excellent research happens then it needs to shout about it to the outside world and to further encourage a positive research culture inside the University as well. Put simply, ULAP needs to develop better internal and external communications strategies and improve the website for both internal and external users. Of course, creating a strong research brand and web presence needs expertise and therefore has a cost, but if done well, it will both encourage and support research.

Appendices

Appendix 1. Template for the self-assessment report¹

University of Lapland, Research Assessment Exercise 2022–2023

Guidelines for self-assessment

The Board of the University of Lapland decided to initiate a Research Assessment Exercise (RAE) at the University of Lapland in February 2022. The purpose of the evaluation is to produce an overall picture of the content and quality of the university's research, its academic and societal impact, and its strengths and areas for development. The 2022–2023 RAE will be the second research evaluation at the University of Lapland and the first overall research assessment covering the whole spectrum of research at the university in 2015–2021. The implementation of the assessment is monitored by the Steering group of the RAE appointed by the Board of the University (9 February 2022) and coordinated by the coordination office led by the vice-rector for research. The evaluation will be completed by autumn 2023.

Self-assessment is a key part of a responsible research evaluation. The goal of the self-assessment is to produce the core data of the RAE and to make visible the goals and plans of each unit of assessment (henceforward: unit). A good self-assessment is truly self-critical and reflective. The self-assessment report will be the most important background material for the international external panel when carrying out their evaluation. The peer-review carried out by the members of the external panel will provide beneficial feedback for further development of the assessed units at the University of Lapland.

The self-assessment report should be compiled within your unit, and members of the unit may choose among themselves how to carry out the self-assessment and write the report. The report should be structured according to the headings listed in the template below, but you can freely decide on the use of any sub-headings, or alike, or include other information significant to your unit. Support the conclusions by referring to the results from the bibliometric analysis, other aggregated statistical data for the unit, and any other information source that you find relevant. The maximum length of the report is 40 000 characters with spaces (app. 10 pages/ 5250–6000 words) in total (appendices excluded).

Focus should be on describing and self-assessing activities following the three assessment themes: a) academic content and quality, b) academic and societal impact, and c) strengths and areas for development of the unit. In case of a recently re-organised or completely new unit, the members of the unit can focus more on describing future plans or on-going work. Activities of 2022 are encouraged to be included in the reflections on future plans of the unit.

The report should be submitted as one aggregated document per unit in English by **13.1.2023 at 12.00** to online form (<https://forms.office.com/r/XivtiWT2Mq>).

1 The template follows the models from recent assessments in other Finnish universities, especially those of the University of Helsinki and the LUT University, see: [research_assessment_final_report_2018-2019.pdf \(helsinki.fi\)](#) and [RIA_Report_2019.pdf \(lut.fi\)](#).

Self-assessment report

Name of the unit:

1. Research profile and organisation (max. 3000 characters)

Guidelines:

- Please outline the research profile of the unit, including information about the unit's research fields and disciplines. What are the main contents and focus areas of the research carried out by the members of the unit?
- Please provide a description of the unit's organization and leadership and/or coordination (faculties, institutes, departments, informal networks and communities)
- Please specify any specific (local / national / international) tasks, roles or responsibilities that the unit has or which have an effect, e.g., on its priorities for research targets or resource allocation.

2. Research goals (max. 5000 characters)

Guidelines:

- In order to be able to evaluate the quality of your research, you are first asked to outline the research goals set in or for the unit. The description may entail short-term and long-term goals and targets of the past, present and future depending on the history of the unit. In the case of a new organisation, description can focus on future goals instead of past ones. Reflecting on the goals, you are asked to assess the quality of the research results achieved within the unit. Quality may be defined by the significance, the reliability, and the validity of any kind of research activities or outputs. The diversity of activities should be acknowledged, such as peer reviewing, training, mentoring and supervision of PhD candidates, leadership roles as well as research communication and interaction with society.
- Please outline the current research goals in the unit.
- Please take into consideration the **University of Lapland Strategy** in your current goal description.

3. Quality and academic impact of research (max. 12 000 characters)

Guidelines:

- Please name and describe some of the most important results of the research carried out in the unit during the assessment period 2015–2021 and provide relevant justifications on why those have been selected. Results are often answers to a research problem or a research question. Consider the importance of a result by answering the question: Why is the result significant?
- Please describe how the unit increases research impact, capacity building and international cooperation (e.g., education, training of PhDs, mobility of researchers, etc.)
- There are some criteria for quality listed in Appendix 3, but feel free to point out other ways of defining quality.

4. Societal impact (max. 8000 characters)

Guidelines:

- Societal impact is understood here broadly, and considered to emerge as a long-term outcome from research. Impact may arise, e.g., in form of leadership, influence, benefits or added value, and research-teaching linkages, but it may appear also as prevention of harm or negative effects. Please, consider the following questions when assessing the impact of your unit to the surrounding society:
 - a. What are the target areas set for impact in your unit?
 - b. Who are the potential stakeholders and audiences beyond academia that could benefit from the research results and skills of the members of the unit?
 - c. What are the goals related to the unit's societal impact target areas? Consider also the past and future long-term targets in the unit (if applicable).
 - d. What are the activities related to the dissemination and communication of research outputs in the unit? Please give examples and provide evidence/data from recent years as appropriate.
 - e. Assessed against the goals set in the unit, how well do the outcomes match the goals and level of ambition?

5. Future plans of the research unit (max. 5000 characters)

Guidelines:

- In order to benefit from the peer-review and feedback of the external panel, please outline some of the most important future plans of the unit. How does the unit support the research goals set for its members? How could the unit provide better support?

6. Strengths, weaknesses, opportunities and threats of the unit (max. 7000 characters)

Guidelines:

- Please identify up to five items of strengths, weaknesses, opportunities and threats that affect most significantly research conducted in your unit.
- Strengths and weaknesses are usually considered to be inner factors whereas opportunities and threats are of external origin.

Strengths

Weaknesses

Opportunities

Threats

Appendix 1: A selected list of up to 15 publications or other research output for the entire unit (published during the evaluation period 2015-2021).

Guidelines:

- For publications, please provide the following information: Title of the publication, year when published, name of the Series / Journal, type of the publication (e.g., article, monograph, etc.), and if available, link to the publication. Mark peer-reviewed publications with 'p-r', other publications with 'other'.
- Other output may include patents, data, teaching material, research tools and artistic works and processes.
- Please, provide justification for the selection.

Appendix 2

Key figures provided by the coordination office

Appendix 3

You can consider the following indicators for quality of the output of your research activities:

- Significance (nationally / internationally)
- Criticality
- Integrity
- Reliability / trustworthiness
- Validity / credibility
- Transparency / open access
- Inter-, cross- and/or multidisciplinary
- Originality / novelty
- Visibility / interaction
- Ethicality
- Societal and global responsibility

Appendix 4

Assessment ratings of the External Panel will be conducted according to a five-step numeral scale. The outline of the scale of the assessment is the following:

	Content and quality	Impact	Research environment
5 Outstanding	The Unit's research exhibits quality that is internationally outstanding in terms of originality and significance. Work at this level is able to generate significant interest within the international research community.	The Unit is internationally acknowledged as a leading unit in its field. Members of the Unit take frequently part in leadership and expert tasks in the field. The Unit is exceptionally dynamic and wide-ranging in its interaction with the society and demonstrates clear examples of significant influence on the society.	The Unit is outstandingly positioned for the future. Operations and procedures are of outstanding quality, transparent and comprehensively shared in the Unit. The research environment functions outstandingly.
4 Excellent	The Unit conducts excellent internationally recognised research. The Unit has a track record of solid discoveries, findings or openings.	The Unit is among the leading groups in its field. Members of the Unit take part in leadership and expert tasks in the field. Cooperation between the Unit's research activities and the society provide substantial impact in terms of their reach and significance.	The Unit is excellently positioned for the future. Operations and procedures are of excellent quality and comprehensively shared in the Unit. The research environment functions excellently.
3 Good	The Unit's work is of undisputed relevance in terms of academic research. The Unit conducts good research, which is well recognized nationally / internationally.	The Unit has a solid position in the research community as a respected centre of expertise. The cooperation between the Unit's research activities and society is at the level expected of established academic units in the same field.	The Unit is adequately positioned for the future. Operations and procedures are of good quality and shared in the Unit. The research environment functions well.
2 Fair	The Unit conducts fair research in terms of academic standard. There are clear areas that can be improved.	The Unit is in the process of establishing its position in the academic community. Interaction with the society plays an undersized role in the Unit's activities.	The Unit is only fairly positioned for the future. Operations and procedures are of fair quality and shared only occasionally in the Unit. The research environment functions fairly.
1 Emerging	The Unit does not yet achieve sufficient results in its field.	The Unit has not yet established its position in the research community. There is only little activity in interaction with the society.	The Unit is not adequately positioned for the future. Operations and procedures are not systematic, and the research environment needs to be improved.

Appendix 2.

Bibliometric data of the University of Lapland

Publication data have been gathered by the Lapland University Consortium Library. They have been extracted from the publications and artistic activities recorded in the research information system LaCRIS.

The university-level data published as part of the report covers the entire research and artistic output of the University of Lapland during the assessment period 2015–2021. The data are not comparable with the figures of “Vipunen, Education Statistics Finland” (<https://vipunen.fi/en-gb/>), because the data in LaCRIS are updated to some extent after the data collections of the Ministry of Education and Culture (MinEdu).

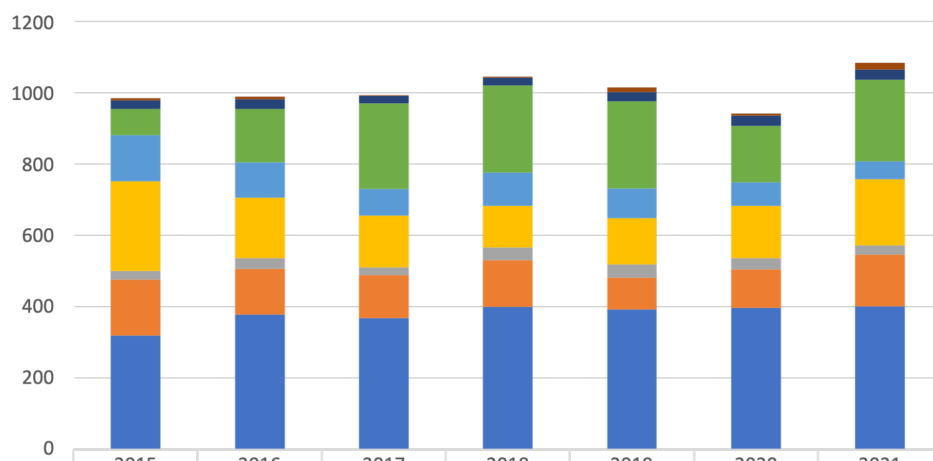
During the assessment process, only unit-level bibliometric data were provided. In the unit-level data, the publications were identified based on the name lists of the researchers provided by each unit. The lists of publications and the tables based on them were reviewed by the units. The unit-level data are only for the use of the units themselves and as assessment material for the external panel. As the research assessment covered approximately 97% of the University’s research, the university-level data also covers publications that were not included in the unit-level data.

Classification of publications

Publications have been classified into publication types according to the publication type classification of MinEdu. It should be noted that public artistic and design activities (F) have been included in the data and that they can also be peer-reviewed outputs. The registration of public artistic and design activities has, however, been somewhat imprecise before 2021. Doctoral dissertations (G4 and G5) have been included in the data.

Open Access Status and International Publication are optional fields in LaCRIS and are not usually reported if the publication is added to the research information system after the data collection by the MinEdu has ceased for the publication year. This explains why this information is not available for all the publications.

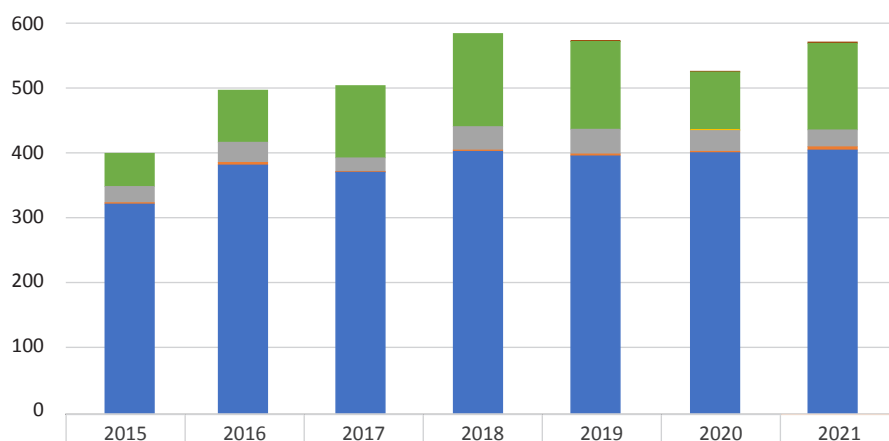
Publications and artistic activities per year (n=7094):



	2015	2016	2017	2018	2019	2020	2021
I Audiovisual material, ICT software	6	7	1	2	13	5	18
G Theses	25	27	22	22	26	29	29
F Public artistic and design activities	73	151	241	246	245	159	230
E Publications intended for the general public	130	100	76	94	84	67	51
D Publications intended for professional communities	253	170	146	117	130	147	186
C Scientific books (monographs)	25	31	21	36	38	32	26
B Non-refereed scientific articles	158	128	122	132	90	108	146
A Peer-reviewed scientific articles	321	381	370	402	395	400	404

The publications that do not have a publication type are left out as well as master's theses and licentiate theses (types G1–G3).

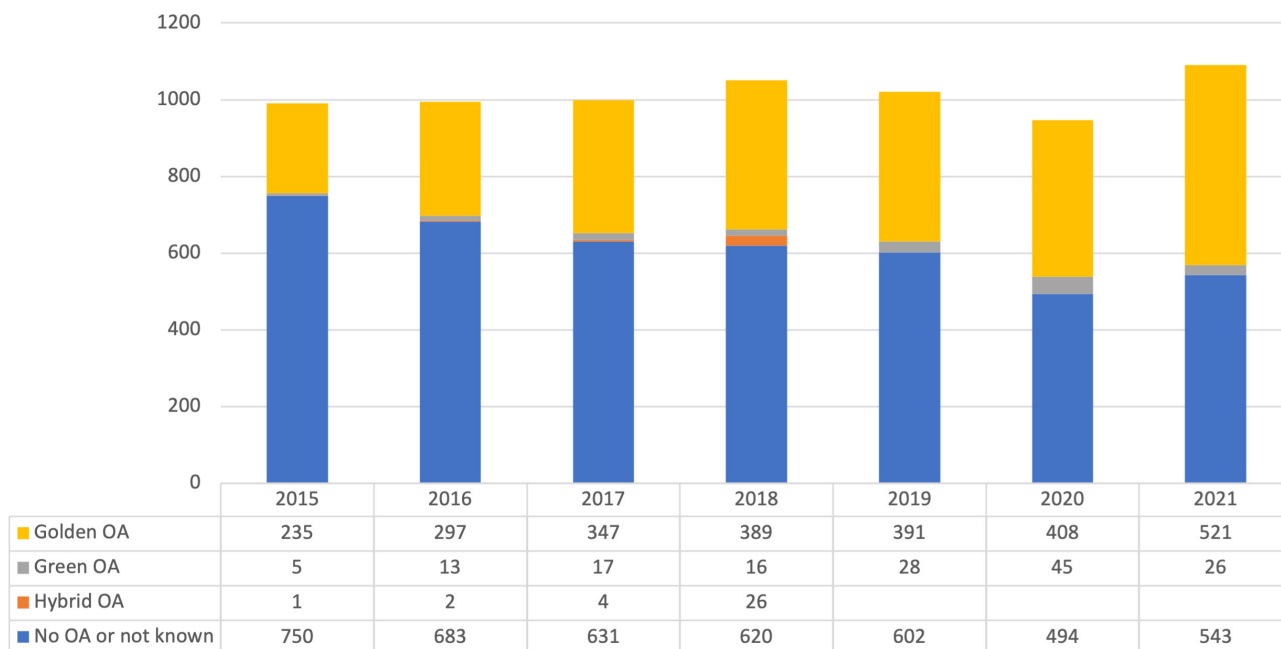
Peer-reviewed scientific publications and artistic activities (n=3646):



	2015	2016	2017	2018	2019	2020	2021
I Audiovisual material, ICT software					1	1	1
F Public artistic and design activities	51	80	111	143	135	89	133
D Publications intended for professional communities						1	
C Scientific books (monographs)	25	31	21	36	38	32	26
B Non-refereed scientific articles	2	4	1	2	3	2	5
A Peer-reviewed scientific articles	321	381	370	402	395	400	404

Peer-reviewed scientific publications and artistic activities contain only the publications that belong to the peer reviewed MinEdu types (A, C) as well as artistic and design activities that have been marked as peer-reviewed.

Open Access status of publications (n=7094):



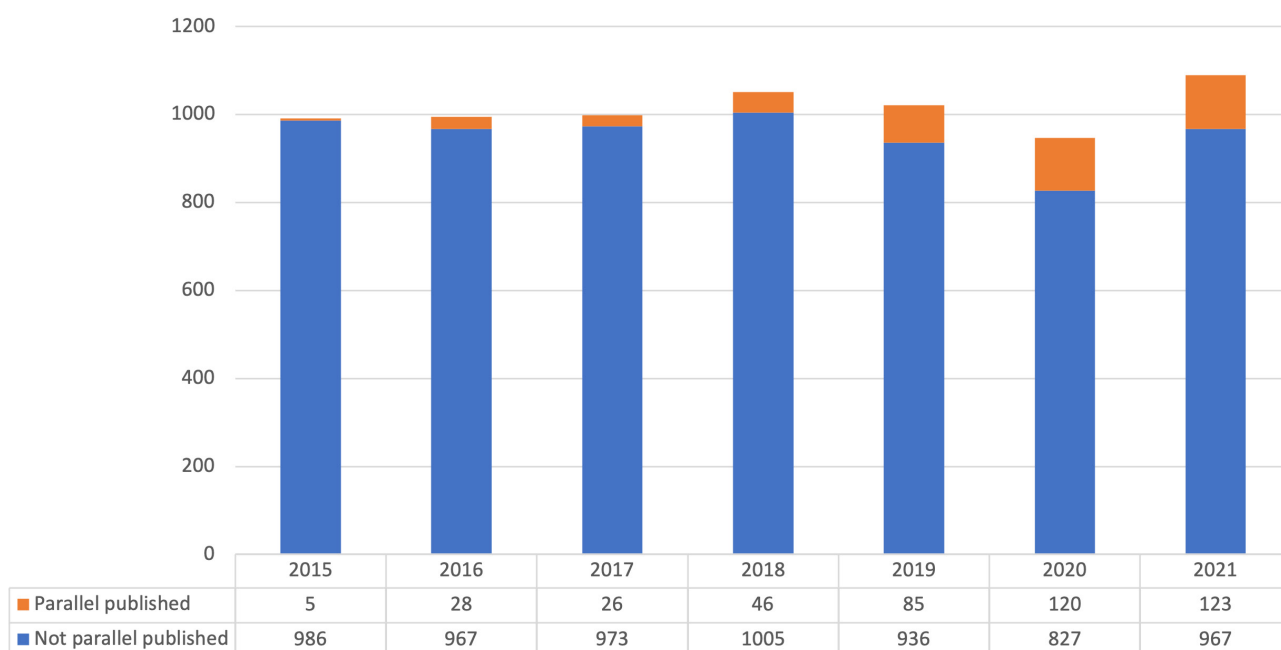
Golden OA: the final version of a publication is made freely accessible online for everyone without restrictions immediately after publication.

Green OA: publication or a version of it is deposited into an institutional repository.

Hybrid OA: individual publication is made openly accessible by paying an extra fee. The publication channel is otherwise behind a paywall. May include an embargo period.

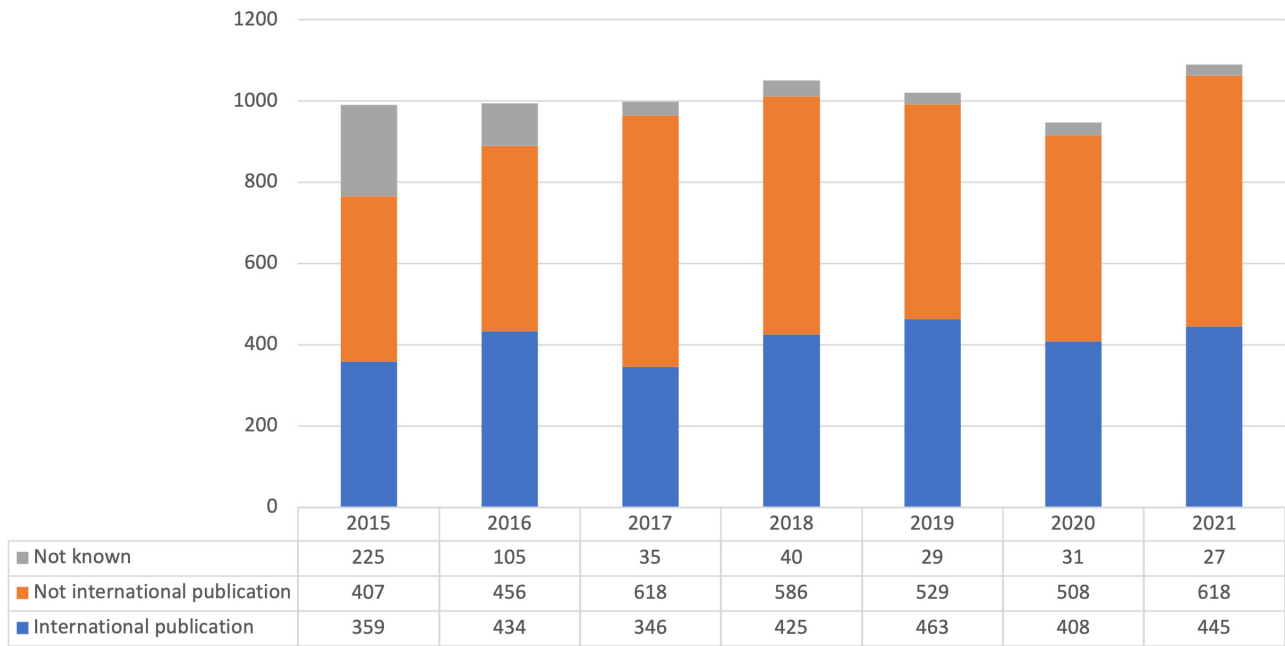
No OA or not known: the publication is not open access or the information is not registered.

Parallel published (n=7094):



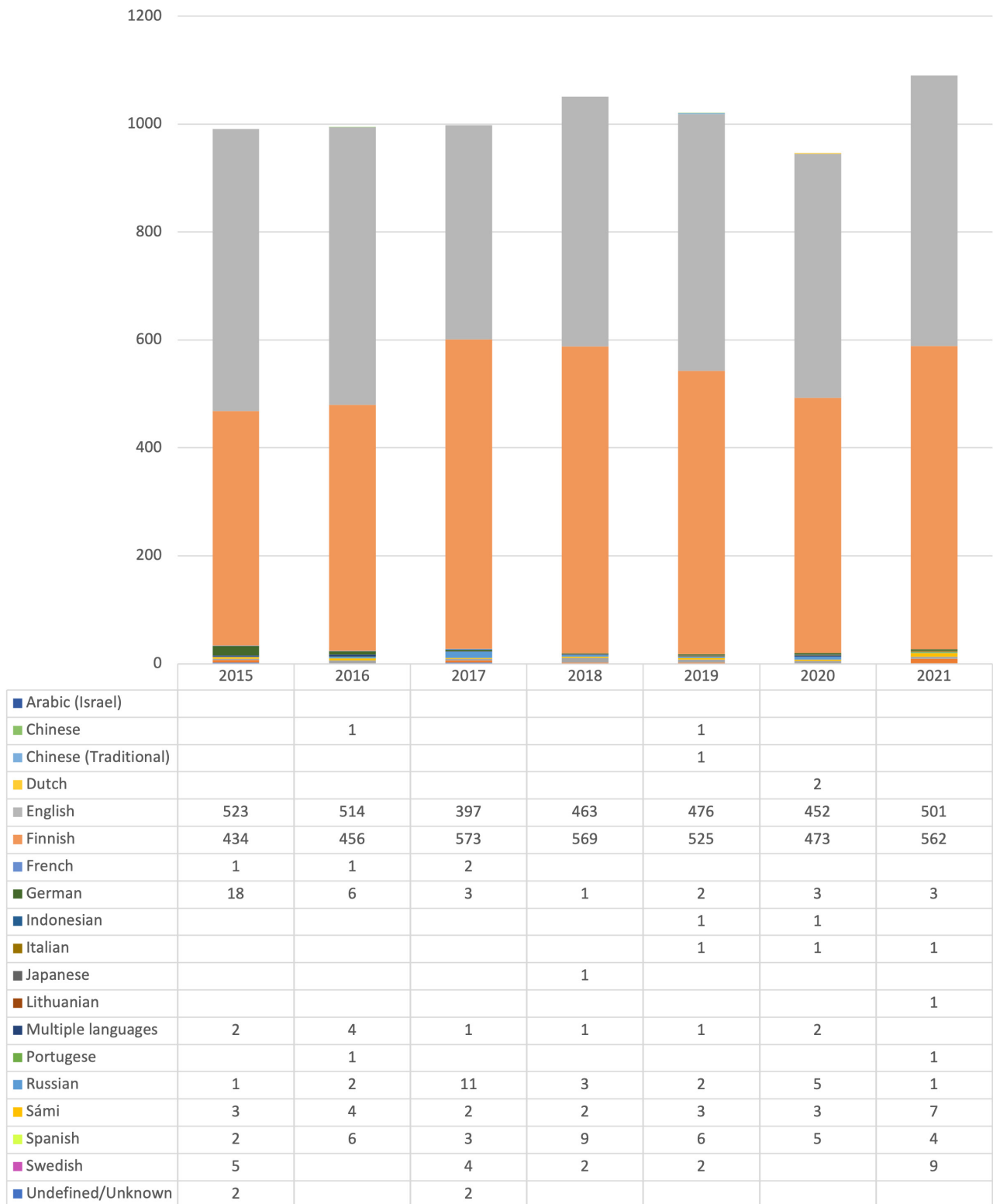
A publication or a version of it is deposited into the institutional repository. Also known as self-archiving.

International publication (n=7094):



The publication has been published by an international publisher.

Original language (n=7094):



The original language of the publication. Only one language can be reported.

