Evaluation of research in the humanities in Norway

Publication and research personnel. Statistics and analyses

Dag W. Aksnes
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Report 2016:14

NIFU

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Preface

This report was commissioned by the Research Council of Norway and presents the results of a publication and personnel analysis of the humanities in Norway. The main purpose of the report is to provide background information to the ongoing evaluation of the research activities in the humanities in Norway. The report was written by Research Professor Dag W. Aksnes (project leader) and Senior Adviser Hebe Gunnes. Research Professor Gunnar Sivertsen has contributed as advisor.

Oslo, 03.06.16

Sveinung Skule
Director

Susanne L. Sundnes
Head of Research

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Summary

Scholarly publishing – humanities (total)

The analysis shows that more than 13 000 scholarly humanities publications have been published during the period 2011-2015. Both the number of publications and publication points have been increasing over the period, albeit with a decrease from 2014 to 2015. The overall number of publication points within humanities has increased by 7.8 per cent from 2011 to 2015. Thus, there has been an increase in the volume of humanities research measured by publication points.

The analysis has been conducted at the level of panel fields. Archaeology, History and Cultural Studies is the largest field with 22 per cent of the total publication points, and then follows Theology and Religion with 16 per cent. During the period 2011-2015, the growth in publication points has been highest for Media Studies and Aesthetic Studies (22-23 per cent increase).

The University of Oslo (UiO) is by far the largest single institutional contributor to humanities research, and UiO accounts for more than one fourth of the overall publication points. The University of Bergen (UiB) is the second largest institution with an overall proportion of 15 per cent. The Norwegian University of Science and Technology (NTNU) and UiT – the Arctic University of Norway are quite similar in size measured by publication points, these institutions account for 11 and 9 per cent of the national total, respectively. The institute sector is generally a small contributor to humanities research in Norway (5 per cent of the national total).

Slightly more than half (56 per cent) of the humanities publications are published in scholarly journals. Book chapters account for 40 per cent and monographs 4 per cent of the total.

The analysis shows that a majority of the humanities publications have English as publication language (56 per cent). Norwegian accounts for 37 per cent. German is the third most important publication language, accounting for almost 2 per cent of the humanities publications. Then follow French, Danish and Spanish.

Collaboration patterns have been analysed using data on co-authorship. Overall, 7 per cent of the humanities publications had co-author from more than one Norwegian institution. Thus, the extent of cross-institutional national collaboration resulting in common publications is not very frequent within the humanities.

The proportion of the humanities publications having co-authors from other countries is 14 per cent overall. Thus, this indicates that international collaboration is more common than national collaboration.

The personnel in the age group 40-55 years have contributed to half of the publication points. Overall, 39 per cent of the humanities publications were published by female scholars and 61 per cent by male. The overbalance of male publishing within humanities is still below the national average (all fields) which is 64 per cent. On average, a man publishes 21 per cent more publication points than a woman. In all humanities fields, men have higher productivity rates than women. This is, however, a general phenomenon which is not unique for the humanities.

The analysis shows that the younger staff tend to publish more in journals than their older colleagues do. There are also generational differences in the publication language pattern. The younger personnel tend to publish more in English than their older colleagues.

Scholarly publishing – included personnel

The results of the analysis of the institutions and personnel that have been selected for the evaluation are reported in separate appendix reports. The included personnel have published more than 8700 publications during the period 2011-2015. This means that this personnel account for 65 per cent of the total publication output within humanities in Norway. Thus, there is a considerable volume of humanities publications that have been published by personnel not included in the evaluation. This is due to the fact that the evaluation does not cover humanities in total: some institutions that conduct humanities research in Norway are not included (participation is voluntary), and the institutions have made a selection of personnel to be included.

At an overall level, the results of the analysis of the included personnel are, however, quite similar to the ones obtained from the analysis of humanities in total. Slightly more than half of the publications (53 per cent) have been published in journals, 57 per cent have English as publication language. UiO accounts for 29 per cent of the publication output within humanities, while UiB, NTNU and UiT have proportions of 17, 11 and 10 per cent, receptively. Other HE-institutions account for 30 per cent of the total, while the institute sector has a proportion of 3 per cent.

On average, the included personnel have published 5.9 publication points during the 5-year period 2011-2015. There are, however, notable differences across fields: the productivity is highest within Religion and Theology (8.2 publication points per person) and lowest within Aesthetic studies (4.6 publication points per person).

Research personnel

In 2015, there were 3 200 researchers within the humanities at Norwegian higher education institutions, and 650 researchers in the institute sector. Compared with the total population of researchers in Norway, the share of full professor is high within the humanities, close to 25 per cent, while the share of recruitment personnel is somewhat lower than the national average.

Within the humanities the gender balance is rather good at the lower levels of the position hierarchy, while men still hold the majority of the full professorships – even though the share of female full professors in the humanities is somewhat higher than in the overall research population in Norway. There are, however, disciplinary differences in the gender balance.

The researchers within the humanities are rather old, but the generation shift seems to have started, as the share of elderly full professors in the field has decreased from 2010 to 2015. Half of the researchers within the humanities held a PhD in 2015, which is a noticeable increase from 34 per cent in 2005.

1 Introduction

This report provides statistics and indicators of the scholarly peer-reviewed publication output and research personnel within humanities. The report intends to function as a factual background report to the panels involved in the evaluation of the research activities in the humanities in Norway. The aim is to assess the scholarly publication output through recognised publication channels, i.e. the ones that give publications points in the departments' and institutes' basic funding scheme, over the past five years. In addition, an overview of the research personnel within humanities is provided. The analysis encompasses data and analyses at the level of departments/institutions and disciplines within humanities. Included are indicators on issues such as:

- Publication volume
- Publication profile, level and language
- Collaboration as measured through co-publications with authors in other research institutes and higher education institutions; both national and international co-publications are included.
- Research personnel within humanities

The report is structured as follows: The next chapter presents the data and the methodology applied in the study. The second chapter gives an overview of total publication output within humanities. This chapter is not limited to the units and researchers included in the evaluation. Here, all Norwegian publishing within humanities is included. Chapter 3 presents publication data at the level of departments, encompassing the main units involved in humanities research in Norway. Chapter 4 contains data and indicators of the research personnel within humanities. In addition to this report, eight appendix reports have been written. These reports contain publication indicators at panel-levels, based on data of the included researchers and their field-affiliations.

The report contains a large number of tables and figures. Within the scope of this project, we have not been able to give detailed comments on all indicators presented. Rather, we give some examples of how the tables should be read and comment on major patterns.

2 Data and methods

2.1 Data sources

2.1.1 Publication data

The bibliometric study is primarily based on the publically accessible database CRIStin, which is a joint system for registration of scientific/scholarly publications applied by Norwegian higher education institutions and research institutes. The CRIStin publication data (scientific/scholarly publications) are summarised in the Database for Statistics on Higher Education (DBH) and are used for the calculation of the performance based budgeting of Norwegian higher education institutions and research institutes (see text box next page).

The CRIStin database contains data on a variety of bibliographic parameters, including publication type, publication channel, and publication language. In addition, it includes individual data of the authors, such as their institutional affiliations, age and gender. Accordingly, statistics on many aspects of the publication activity can be provided.

The analysis in this report is limited to the publication categories included in the Norwegian performance-based funding system, namely monographs and contributions to anthologies (book articles) published at publishing houses classified as scientific/scholarly by the Norwegian Association of Higher Education Institutions (UHR), and articles in series and journals classified as scientific/scholarly by UHR. The following publication types are qualified: full-papers (regular articles, proceedings articles) and review articles published in journals or books (i.e. not short contributions like editorials, corrections, book-reviews, meeting abstracts, etc.) and books/monographs. Publications which are outside these channels are not included in our analysis. For example, unpublished PhD-dissertations, grey literature such as reports, as well as popular science articles. The analysis covers the publications primarily directed towards the scholarly community, but not other types of research disseminations. This needs to be taken into consideration when interpreting the results.

Publication data are available in CRIStin for the 5-year period 2011–15 and the analysis covers this period. However, in the analysis at department levels (Chapter 4) we are able to include some overall publication indicators for a longer period (2006-2015). The latter analyses are based on aggregated DBH-statistics.

The performance-based basic funding system – publications

The funding formula for publication activity includes two dimensions. First, articles in journals and series (ISSN-titles), articles in books and books/monographs (ISBN-titles) are given different weights. Moreover, publication outlets are divided into two levels in order to avoid an incentive to productivity only. The outlets given extra weight are those defined to be the leading and most selective international journals, series and publishers (limited to about 20 per cent of the publications). The national academic councils in each discipline or field of research participate annually in determining and revising the highest level under the guidance of the Norwegian Association of Higher Education Institutions (UHR). The table below shows the relative weights given the different types of publications at the two levels.

Table 2.1. Publication weights.

Publication type	Outlets at normal level (level 1)	Outlets at high level (level 2)
Articles in ISSN-titles (journals and series)	1	3
Articles in ISBN-titles (books)	0.7	1
Books (ISBN-titles)	5	8

Note: Co-authored publications are shared among the participating institutions.

The formula only includes "scholarly publications". The definition is that a scholarly publication must:

1. present new insight;
2. be presented in a form that allows the research findings to be verified and/or used in new research activity;
3. be written in a language and have a distribution that makes the publication accessible to most interested researchers;
4. appear in a publication channel (journal, series, book publisher) that has routines for external peer review. (Source: "Vekt på forskning" English translation, UHR 2007).

Co-authored publications are shared, and fractionalised publication points are calculated based on the number of author addresses. Publication points are used in the performance based funding system for both the higher education sector and the institute sector (and hospitals). The formula is basically identical across sectors. However, the institutes in the institute sector receive extra credit for publications involving external collaboration (i.e. having co-authors from other institutions). These publications are given extra weight and the publications points are multiplied by 1.25. In order to ensure comparability across sectors, we in this report have used non-weighted publication points also for the units in the institute sector (i.e. no extra credits are given for collaborative articles). It should be noted that the formula for calculating publication points was changed in 2015. However, in order to ensure comparability over time, we have used the old formula described above also for the 2015 publication. Therefore, the publication points presented for this year will deviate from the official publication statistics.
Further information on the publication model, with a particular focus on the humanities, can be found in Sivertsen (2016).

2.1.2 Research personnel data

The analysis of research personnel within the humanities is based on data from NIFU's Register of Research personnel, which is part of the official Norwegian R&D statistics on the Higher education sector and the Institute sector. This register covers researchers/university graduated personnel that participated in R&D at Norwegian higher education institutions, as well as the research institutes and health trusts.[1] The register is based on regular reports from the institutions to NIFU and includes information on position, age, gender, and educational background. The register does not cover special part time affiliations ("bistillinger"), with the exception of adjunct professors/Professor II. Only personnel with a percentage of full-time position of 40 or more are included in the register.

Data on the personnel with a higher degree from a Norwegian institution is based on NIFU's Graduate Register ("Akademikerregisteret"), providing full information on graduates from Norwegian higher education institutions, whereas for persons with a foreign degree, the information is based on information from the HEIs and research institutes (their employer). As a result, data on formal education is lacking for 18 per cent of the research personnel employed in the humanities in the Higher education sector, and three per cent in the Institute sector.

NIFU's Doctoral Degree Register provides information about doctoral degrees awarded from Norwegian Higher education institutions. For personnel within the humanities with a doctoral degree awarded abroad, the information is either obtained from the institutions or from CVs or similar information online, as part of regular control of the data in the Register of Research personnel. This has, however, not yet been done for the 2015 data.

Comparisons between the research personnel in the Institute sector and the Higher education sector by position is somewhat complicated due to the differences in tasks and structure. This is explained more thoroughly in the introduction to chapter 5.

The different personnel samples in the analyses

The presentation of the research personnel is divided in three main levels.

- *First*, there is the overall population of researchers within the scientific field of humanities. There are two ways of extracting this population, either based on the researchers' educational background, or by the disciplinary classification of the units were the researcher is employed. A combination of the two is used in this report. The emphasis is on the units' field of sciences, but due to mergers and organisational changes over the last decades, the number of interdisciplinary units has increased. These units are classified as "other humanities". At these units, the researchers are classified by their educational discipline where this is known.
- The *second* level contains the total population of researchers at the units selected for evaluation, regardless of their educational background. This level is presented in the appendix.
- The *third* level consists of research personnel selected for evaluation. This level is presented in the appendix, mainly related to the second level described above. Not all of these researchers are found in the Register of Research personnel. This is partly due to deviant registration dates – the Register of Research personnel is updated by October 1st 2015, while the selected researchers are affiliated with the institutions by spring 2016. Some of the selected researchers also have dual positions, which means that they have their main position outside the Norwegian research system. In some cases, a person can be counted twice in the dataset, both with their main position at one of the evaluated units, and with the part-time position at another of the evaluated units (i.e. adjunct professors or similar).

[1] The exceptions are positions without any R&D components: university college teachers ("høgskolelærere") and teaching staff paid per hour ("timelærere").

2.2 Methods

2.2.1 Publication analysis

As described in the text box above, the Norwegian system is based on a formula where publication numbers are calculated using a formula with weighting of publication types and publication level. In the analysis of the report, we have used both the weighted indicator "publication points"[2] and the number of unique publications (i.e. full counts). For example, the analysis of collaboration is based on number of publications and not on publication points.

The report contains indicators where the publication output of the institutions and departments is analysed both collectively and individually. Moreover, the analyses are carried out at different field levels: at an overall level (humanities in total), by panel, and by disciplines within each panel.

The evaluation of humanities is based on a field classification system developed by UHR. Here, the humanities is divided into 24 disciplines. Eight panels have been appointed to assess the research within humanities, each covering one or more of these disciplines. The table below shows the field structure of the evaluation.

Table 2.2. Overview of the field and panel structure.

Panel	Panel name	Discipline
1	Aesthetic Studies	Dance
		Art History
		Musicology
		Theatre and Drama
2	Nordic Languages and Linguistics	Linguistics
		Nordic Language
		Norwegian as a Second Language
		Sami and Finnish
		Sign Language and Interpretation
3	Nordic and Comparative Literature	Literature
		Nordic Literature
4	Modern and Classical Languages, Literatures and Area Studies	Asian and African Studies
		English Studies
		Classical Studies
		Romance Studies
		Slavonic Studies
		Germanic Studies
5	Archaeology, History and Cultural Studies	Archaeology and Conservation
		History
		Cultural Studies
6	Philosophy and Studies in Science and Technology	Philosophy and History of Ideas
		Science and Technology Studies
7	Religion and Theology	Theology and Religion
8	Media Studies	Media and Communication

[2] The formula for calculating publication points was changed in 2015. In order to ensure comparability over time, we have used the original formula also for the 2015 publication.

The publication analysis has been adapted according to this classification system. This means that we present figures for each panel field, in addition to figures at the level of disciplines. In the publication system, all journals have been field classified by UHR. However, there are no such classification of the book publications. Therefore, we have developed methods for the classification of books. These methods differ slightly across the different parts of the analyses, and are further described below.

Methods – Chapter 3 (Humanities – a total overview)

Chapter 3 provides an overview of the total publication output within humanities in Norway. The analysis covers all publications within humanities, not only publications from the units and personnel included in the evaluation. Moreover, a few of the publications of the included personnel in the evaluation are classified outside humanities (e.g. social sciences). The latter publications are not included in analysis in Chapter 3. Therefore, the analysis in Chapter 3 is partly independent of the analysis of the publication output of the people who have been included in the evaluation (presented in the Appendix report).

Indicators are calculated for each of the panel levels. Here all articles in journals and series classified within humanities are included. In order to identify the book publications within humanities, and classify them in different disciplines, the following method, consisting of different steps, has been used.

First, an automatized attribution method is applied in the classification. The key information here is the authors/researchers field publication profile for articles in journals. This field profile, has been used as basis also for the field classification of books. For example, if a professor has published four publications and two of them are in journals classified as history, the remaining two book-publications have also been classified as within history. Some authors have published in different field categories; in these cases, the book publications have been assigned more than one category. Alternatively, the most relevant category is used based on manual checks of publication titles. All authors of each publication are used in this classification process.

Not all book-publications can be classified by the method above. For example, if a person has published one publication, only, and this is a book-publication we have no other data that can be used in the classification. The subset of book-publications not identified by method 1 are analysed using other available data:

Data on the panel/field of the included researchers in the evaluation: For example, a book publication by a person who has been reported and classified within English are classified as English.

We are then left with a subset of book-publications that have not been authored by the researchers included in the evaluation. In order to classify the relevant missing humanities book-publications, we have identified the missing publications of the departments encompassed by the evaluation. Here we have used data on the field of the institute as one data source. For example, all book-publications from Department of Philosophy are classified as philosophy. The book-publications of departments covering several fields are classified manually, based on publication titles.

It should be noted that there are four disciplines that are not included in the above classification: Sami and Finnish, Norwegian as a Second Language, Sign Language and Interpretation, and Science and Technology Studies. The reason is that there are no UHR-committees assigned for these disciplines and as a consequence they have not been included in the classification system. The publication channels within these fields are therefore included under other disciplines (mainly Linguistics for the first three disciplines and Philosophy and History of Ideas/History for the last). Moreover, UHR does not apply a distinction between Nordic language and literature. In order to separate these publications, we have reclassified the publications based on publication channels.

Methods – Chapter 4 (Humanities departments – overall figures)

Chapter 4 gives an overview of the publication output at department levels. Included are departments and institutions which entirely or mainly conduct research within humanities. Some humanities departments have, nevertheless, been excluded (mainly at university colleges), either because of a small publication output or because data are not available at department levels. The overview is based on DBH-statistics and covers the period 2005-2015. At some institutions, there have been changes in the organisational structure during the period. As far as possible, we have presented figures corresponding to the current organisational structure. This means that in cases of mergers of departments, we have summed up the publication points of the former departments. When the organisational changes are more complex, for example involving splitting of former departments into different new departments, time series are not presented.

Chapter 4 includes aggregated statistics for each department and does not contain analyses at field and discipline levels. It should be noted, that many departments will have research covering several fields (panels) and disciplines. As the overview is based on aggregated DBH statistics, we lack data on several of the parameters included in Chapter 3, such as publication channels and language. Thus, the overview is limited to the number of publication points and number of publication points per researcher, i.e. productivity. In the latter indicator, the number of publications points is divided by the number of work-years of personnel in academic positions (mainly comprising Professors, Associate Professors, Assistant Professors, Adjunct Professors, Researchers, Postdoctoral Fellows, and PhD Candidates).

When interpreting this indicator, it should be taken into account that the productivity rate of the different groups of personnel varies significantly. For example, a PhD Candidate generally publishes significantly fewer publications than a Professor (Rørstad & Aksnes, 2015). Therefore, the composition of the academic personnel will influence on the indicator. Moreover, the time available for research differs across institutions. In particular, the academic staff at the university colleges in general has significantly less time for research than the staff at the traditional universities in Norway. In the indicator, all publications credited the units are included as numerator, also publications by for example retired personnel and students. The latter personnel are however, not included in the denominator. Therefore, the two measures are not strictly comparable. Moreover, there is a delay between the time when the research is carried out to the appearance of the publication, sometimes several years. This delay is not adjusted for in the indicator. Therefore, the productivity rate should be interpreted as a rough measure, only.

Methods – Appendix reports (Analyses of humanities fields)

Separate appendix reports have been written for each of the eight panel fields. Included in these analyses are researchers who have been selected for the evaluation. From the Research Council of Norway, we obtained information on the institutions, departments and persons encompassed by the evaluation, including the distribution of personnel on panels and disciplines. This means that only a part of the research output at the different departments will be included.

The analysis includes all publications that have been published by the included staff at the departments/institutes during the period 2011-2015, and which are credited the departments/institutes through the Norwegian performance-based funding system (i.e. the institute/department is listed as an author address). The analysis does not encompass personnel not working at the institutes/departments anymore.

It is important to note that the analysis does not include publications published by a person before he/she became affiliated with their present place of employment. There is a delay between the time when the research is carried out to the appearance of the publication. For newly appointed personnel this means that none or very few of their publications will be included. The basic justification

underlying this methodology is that the evaluation has its focus on the organisational level, and is not an evaluation of individual persons. In a similar way, publications of listed part-time personnel such as Adjunct Professors (Professor IIs) are only included when the part time affiliated departments have been listed as (one of the) author addresses. This means that usually only part of their research output is included.

We have not calculated productivity indicators, i.e. number of publications per researcher. This is due to the fact that we have not available systematic data on the length of each person's affiliations with their present place of employment. As the newly appointed personnel will have none or very few of their publications included, it would be unfair to include them in a productivity analysis. Nevertheless, the ratio between the number of persons included and the number of publications at least give a rough indication of the productivity level, i.e. a high scientific publication productivity or a low.

The analyses in the appendix report encompass the following institutions/faculties/ departments/institutes:

Table 2.3. Overview of included institutions/faculties/departments/institutes.

Universities*	**Other HE-institutions**	**Research institutes**
NTNU, Faculty of humanities	Ansgar University College and Theological Seminary	Norwegian Institute for Defence Studies
NTNU University Museum	The Oslo School of Architecture and Design	Norwegian Institute for Cultural Heritage Research
UiB Faculty of Humanities	Diakonhjemmet University College	Peace Research Institute Oslo
UiB Faculty of Social Sciences	Fjellhaug International University College	Uni Research
UiB University Museum	BI Norwegian Business School	
UiO Faculty of Humanities	Oslo and Akershus University College of Applied Sciences	
UiO Faculty of Theology	Buskerud and Vestfold University College	
UiO Museum of Cultural History	Hedmark University College	
UiS Museum of Archaeology	Lillehammer University College	
UiS Faculty of Arts and Education	Nord-Trøndelag University College	
UiT Faculty of Humanities, Social Sciences and Education	Østfold University College	
UiT Tromsø University Museum	Sør-Trøndelag University College	
University of Agder	Telemark University College	
Nordland University	Volda University College	
	Norwegian School of Theology	
	School of Mission and Theology	
	NLA University College	
	Norwegian School of Economics	
	Norwegian Academy of Music	
	Sámi University of Applied Sciences	

*) Abbreviations: NTNU: Norwegian University of Science and Technology. UiB: University of Bergen. UiO: University of Oslo. UiS: University of Stavanger. UiT: University of Tromsø – the Artic University of Norway.

3 Publication analysis. Humanities – a total overview

In Chapter 3, we will provide an overview of the total publication output within humanities in Norway. The analysis covers all publications within humanities, not only publications from the units and personnel included in the evaluation.

Table 3.1 shows the total number of publications and publication points for the humanities for the period 2011-2015. Overall, more than 13 000 scholarly publications have been published during the period. Both the number of publications and publication points have been increasing over the period, albeit with a decrease from 2014 to 2015. Overall, the number of publication points increased by 7.8 per cent from 2011 to 2015.

In the table, we have also compared the publication output within humanities with the national total (all fields and institutions). As can be seen, the humanities overall accounts for 16.8 per cent of the national publication output. This proportion has been relatively stable during the period. In comparison, the humanities accounts for 7 per cent of the total number of R&D work years (FTEs) in 2013 (comprising the higher education sector and institute sector). Thus, the proportion is significantly higher for the publication output than for the R&D work years. One reason is that media studies is included in the publication analysis, while this discipline is classified as social sciences in the R&D-statistics. Several of the other departments included in the evaluation are also classified as social sciences in the R&D-statistics (e.g. departments of education and teaching). Another reason is that the publication formula has been shown to favour fields where co-authorship is less frequent (i.e. no or few co-authors), such as the humanities (Piro, Aksnes & Rørstad 2013; Aagaard et al. 2014). In fact, this is one reason why the publication formula was changed in 2015. Therefore, it is expected that the proportions will differ, although the deviation still seems quite large.

Table 3.1. Total number of publications and publication points, humanities, 2011-2015.

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

Source: Data: CRIStin. Calculations: NIFU.

Table 3.2 shows how the publications are distributed at panel levels. Archaeology, History and Cultural Studies is the largest field with 22 per cent of the total publication points, and then follows Theology

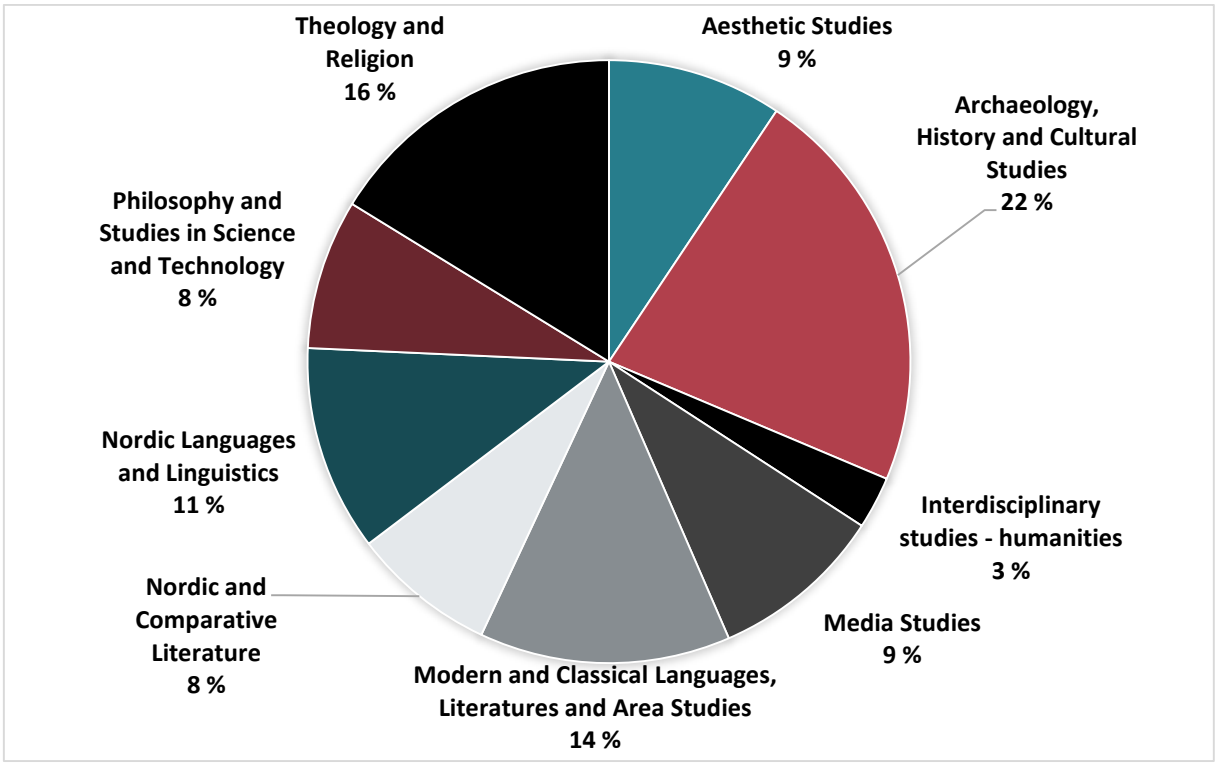
and Religion with 16 per cent. Some publications cover several fields and these are classified as Interdisciplinary studies – humanities accounting for 3 per cent of the publication points. The proportions are also illustrated in Figure 3.1.

Table 3.2. Number of publications and publication points by field, total 2011-2015.

	Publications	Publication points	
Field	**Number**	**Number**	**Proportion of national total, humanities**
Aesthetic Studies	1313	1608	9%
Archaeology, History and Cultural Studies	3107	3768	22%
Interdisciplinary studies - humanities	429	482	3%
Media Studies	1257	1599	9%
Modern and Classical Languages, Literatures and Area Studies	1780	2309	13%
Nordic and Comparative Literature	1053	1324	8%
Nordic Languages and Linguistics	1613	1893	11%
Philosophy and Studies in Science and Technology	1161	1379	8%
Theology and Religion	1971	2784	16%
Total Humanities*	13684	17146	100%

*) Some publications are classified within two or more humanities fields; these are multiply counted. Therefore, the total in the table is higher than the total in Table 3.1.
Source: Data: CRIStin. Calculations: NIFU.

Figure 3.1. Proportion of publication points by field, total 2011-2015.



Source: Data: CRIStin. Calculations: NIFU.

Table 3.3 gives the number of publication points by panel field and discipline. For each discipline, the proportion of publication points has also been calculated (measured as fraction of the national total for humanities). As can be seen, there are large variations in the size of the disciplines in terms of number of publication points, ranging from 19-36 in Sign Language and Interpretation and Dance to almost 2800 in Theology and Religion and 2100 in History (the figure for Sign Language and Interpretation is, however, probably underestimated, see the footnote in Table 3.3, below). Theology and Religion and History account for 16 and 12 percent of the total publication volume in humanities, respectively.

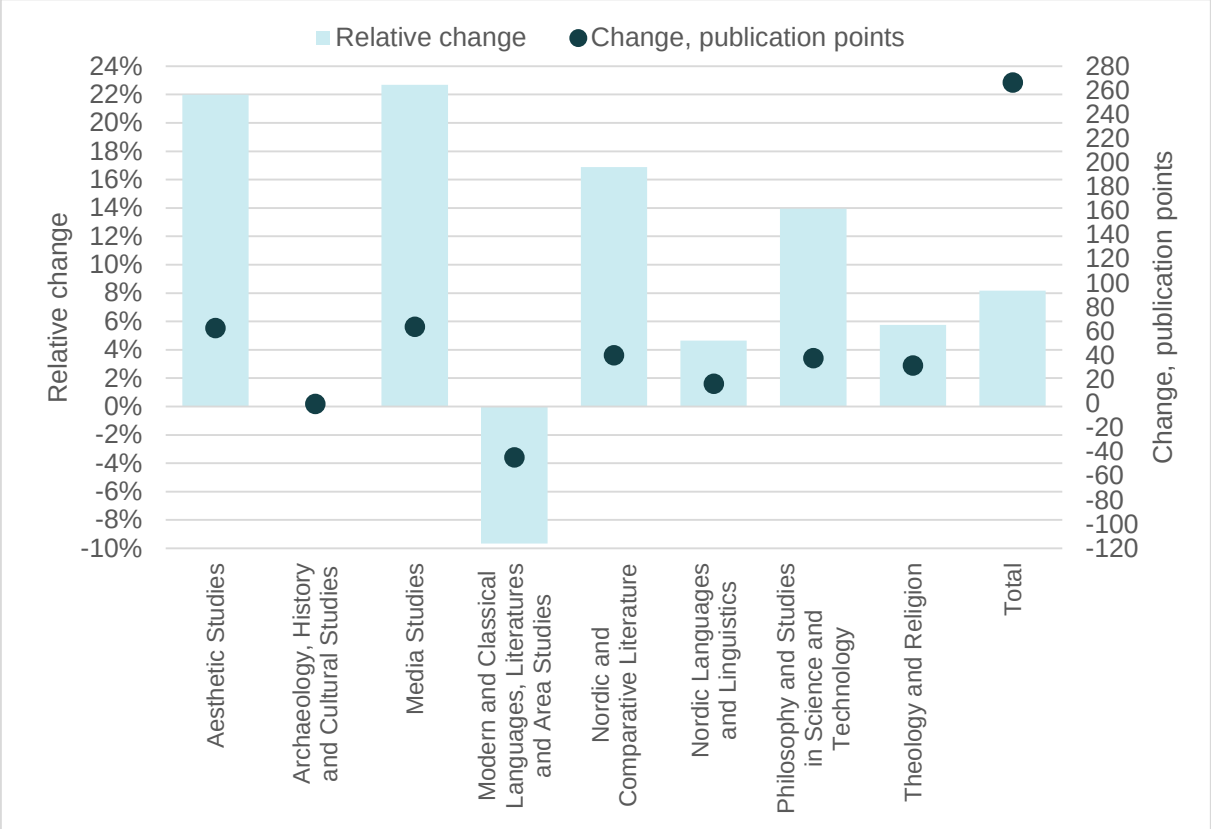
Table 3.3. Number of publications and publication points by discipline, total 2011-2015.

Field	Discipline	No of publication points	Prop of national total, humanities
Aesthetic Studies	Architecture and Design	422	2.4%
	Dance	36	0.2%
	Art History	310	1.8%
	Musicology	659	3.8%
	Theatre and Drama	185	1.1%
Archaeology, History and Cultural Studies	Archaeology and Conservation	1015	5.9%
	History	2123	12.3%
	Cultural Studies	681	3.9%
Interdisciplinary studies	Interdisciplinary studies-humanities	482	2.8%
Media Studies	Media and Communication	1599	9.3%
Modern and Classical Languages, Literatures and Area Studies	Asian and African Studies	486	2.8%
	English Studies	678	3.9%
	Classical Studies	240	1.4%
	Romance Studies	454	2.6%
	Slavonic Studies	342	2.0%
	Germanic Studies	133	0.8%
Nordic and Comparative Literature	Literature	759	4.4%
	Nordic Literature	566	3.3%
Nordic Languages and Linguistics	Linguistics	1071	6.2%
	Nordic Language	756	4.4%
	Norwegian as a Second Language*	54	0.3%
	Sami and Finnish*	52	0.3%
	Sign Language and Interpretation*	19	0.1%
Philosophy and Studies in Science and Technology	Philosophy and History of Ideas	1170	6.8%
	Science and Technology Studies*	209	1.2%
Theology and Religion	Theology and Religion	2784	16.1%

*) A UHR-classification system is lacking for four disciplines: Sami and Finnish, Norwegian as a Second Language, Sign Language and Interpretation, and Science and Technology Studies (cf. Chapter 2). The publication channels within these fields are therefore included under other disciplines. In the table we have shown the number of publications authored by the personnel classified within these fields in the evaluation. Because of this, the figures will be underestimated.
Source: Data: CRIStin. Calculations: NIFU.

As described above, the overall number of publication points within humanities increased by 7.8 per cent from 2011 to 2015. At the level of humanities fields, there are however, large variations in the relative growth rate, and for one field there has even been a reduction (Modern and Classical Languages, Literatures and Area Studies, with a 10 per cent decrease in publication points). The growth rate has been highest for Media Studies and Aesthetic Studies with 22-23 per cent, cf. Figure 3.2. Thus, the latter fields account for a higher share of the humanities publication output in 2015 than in 2011.

Figure 3.2. Change in publication points from 2011 to 2015 by field.



Source: Data: CRIStin. Calculations: NIFU.

Not surprisingly, the University of Oslo (UiO) is by far the largest single institutional contributor to humanities research, and UiO accounts for more than one fourth of the overall publication points. This is shown in Table 3.4. Separate figures are given for the four Norwegian traditional/general universities: The University of Oslo, Bergen (UiB), Tromsø (UiT) and the Norwegian University of Science and Technology (NTNU). These four institutions are also the largest single contributors to humanities research output an overall level.

In the table, we have also calculated the proportions by fields. As can be seen, the proportions vary significantly across institutions and fields. In the fields, Theology and Religion and Aesthetic Studies, institutions classified within the category for other higher education (HE) institutions account for a large proportion of the publication output. This is due to contributions by specialized institutions within these fields, such as Norwegian School of Theology and Norwegian Academy of Music.

The University of Oslo is a particular large contributor within the field Modern and Classical Languages, Literatures and Area Studies, with a proportion of almost 40 per cent. Moreover, in Nordic and Comparative Literature and Archaeology, History and Cultural Studies UiO accounts for approximately one third of the national publication output.

The University of Bergen is the second largest institution with an overall proportion of 15 per cent. Highest proportions are found for Media Studies and Philosophy and Studies in Science and Technology where the institution accounts for 23 and 20 percent, respectively, of the national publication output.

NTNU and UiT – the Arctic University of Norway are quite similar in size measured as overall publication points (11 and 9 per cent of the national total). NTNU has particularly high proportions in

Philosophy and Studies in Science and Technology and Aesthetic Studies (19 per cent), while UiT contributes significantly to Nordic Languages and Linguistics (18 per cent).

The institute sector is generally a small contributor to humanities research in Norway (5 per cent of the national total). However, in Archaeology, History and Cultural Studies the sector accounts for 10 per cent of the national total.

Table 3.4. Distribution of publication points by field and institution/sector, total 2011-2015. Proportions.

Field	UiO	UiB	NTNU	UiT	Other HE-sector	Institute sector	N (No publication points)
Aesthetic Studies	19%	12%	19%	1%	44%	5%	1608
Archaeology, History and Cultural Studies	32%	15%	12%	10%	22%	10%	3768
Media Studies	26%	23%	9%	4%	32%	5%	1599
Modern and Classical Languages, Literatures and Area Studies	39%	18%	8%	12%	18%	6%	2309
Nordic and Comparative Literature	33%	17%	9%	12%	29%	1%	1324
Nordic Languages and Linguistics	28%	10%	11%	18%	32%	1%	1893
Philosophy and Studies in Science and Technology	29%	20%	19%	7%	19%	5%	1379
Theology and Religion	18%	10%	5%	6%	59%	2%	2784
Total humanities	28%	15%	11%	9%	33%	5%	17146

Source: Data: CRIStin. Calculations: NIFU.

Table 3.5 shows how the publications are distributed according to publication channels. Overall, monographs account for 4 per cent of the publications, book chapters 40 per cent and journal articles 56 per cent. At the level of fields, however, there are notable variations. For example, the frequency of journal publishing ranges from 48 per cent in Nordic and Comparative Literature to 63 per cent Philosophy and Studies in Science and Technology.

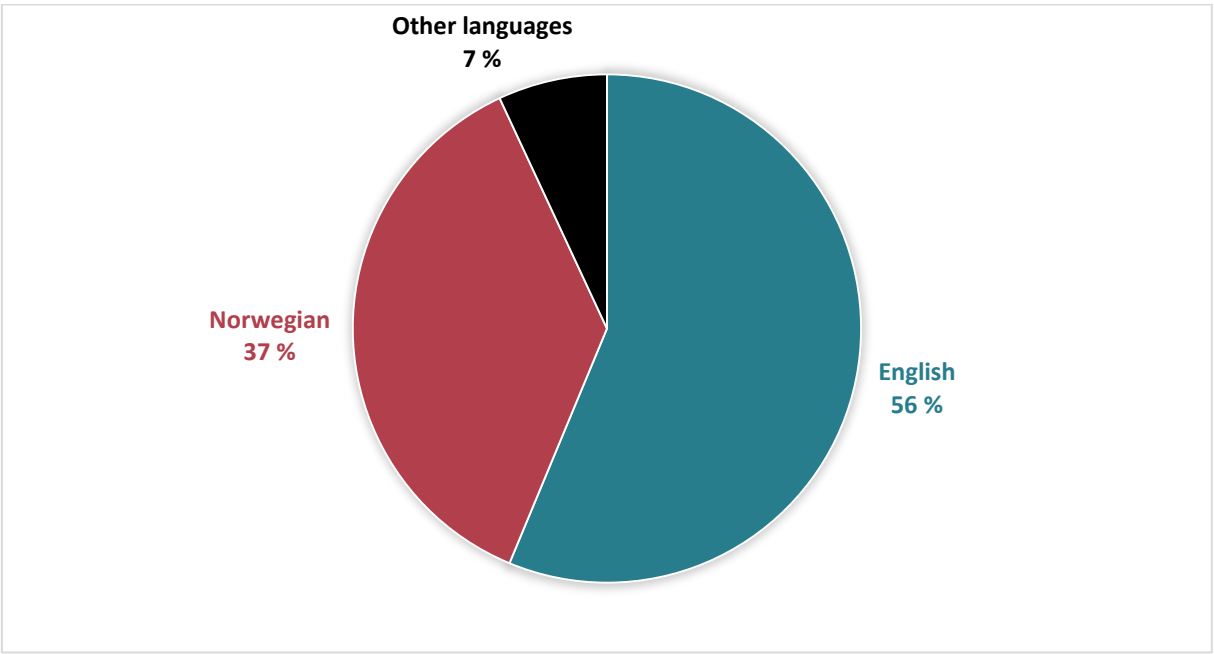
Table 3.5. Distribution of publications by field and publication type and level, total 2011-2015. Proportions.

Field	Proportion of monographs	Proportion of book chapters	Proportion of journal articles	N (No publication)
Aesthetic Studies	2%	37%	60%	1313
Archaeology, History and Cultural Studies	6%	45%	49%	3107
Media Studies	4%	45%	51%	1257
Modern and Classical Languages, Literatures and Area Studies	4%	38%	58%	1780
Nordic and Comparative Literature	6%	47%	48%	1053
Nordic Languages and Linguistics	3%	37%	60%	1613
Philosophy and Studies in Science and Technology	4%	33%	63%	1161
Theology and Religion	6%	39%	55%	1971
Total Humanities	4%	40%	56%	13684

Source: Data: CRIStin. Calculations: NIFU.

The analysis shows that a majority of the humanities publications have English as publication language (56 per cent). Norwegian accounts for 37 per cent and other languages for 7 per cent, cf. Figure 3.3. A previous study (an evaluation of the publication indicator (Aagaard et al., 2014)) also showed that the publication language pattern has changed over time. For humanities, the proportion of Norwegian language publications decreased from 55 per cent in 2005 to 48 per cent in 2011.

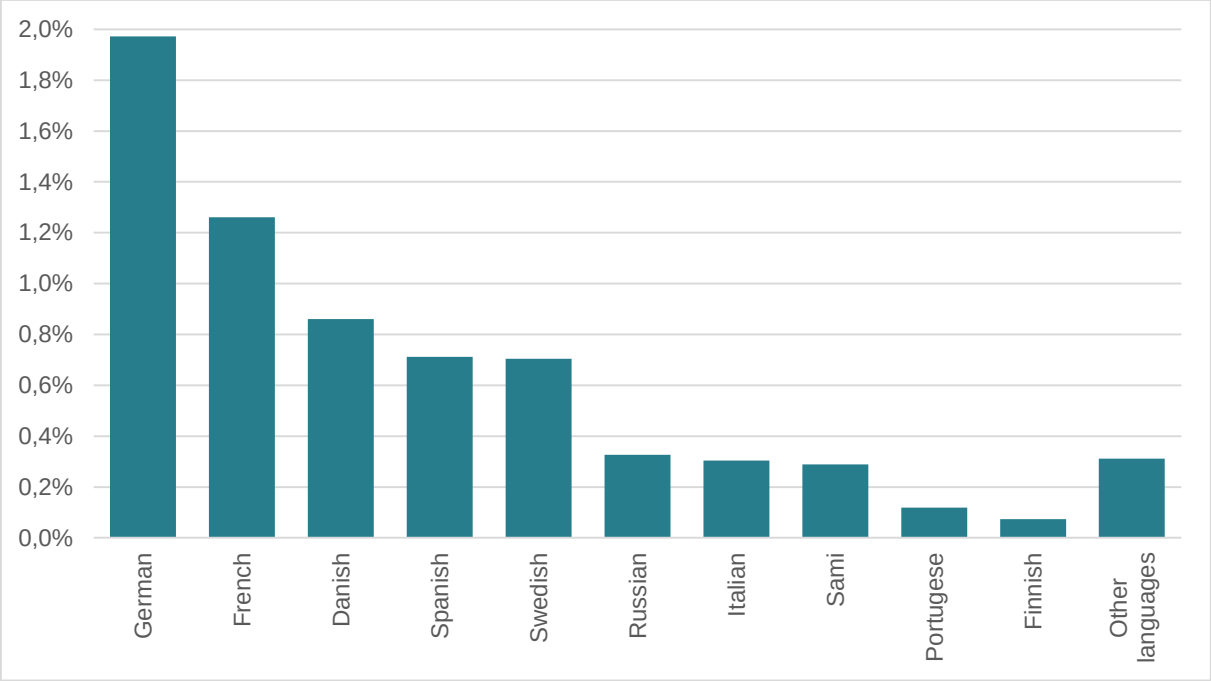
Figure 3.3. Publication language, proportion of publications, total 2011-2015.



Source: Data: CRIStin. Calculations: NIFU.

German is the third most important publication language, accounting for almost 2 per cent of the humanities publications. Then follow French, Danish and Spanish, cf. Figure 3.4.

Figure 3.4. Publication language, proportion of publications with "other languages", total 2011-2015.



Source: Data: CRIStin. Calculations: NIFU.

At the level of humanities fields, the proportion of English publishing is highest in Modern and Classical Languages, Literatures and Area Studies and Philosophy and Studies in Science and Technology (67-68 per cent), and lowest in Nordic and Comparative Literature (27 per cent) cf. Table 3.6. In this table we have classified Norwegian and other Scandinavian languages together. Here, the proportion is highest for Nordic and Comparative Literature (66 per cent).

Table 3.6. Distribution of publications by field and publication language, total 2011-2015. Proportions.

Field	Norwegian/Scandinavian	English	Other languages	N (No publication)
Aesthetic Studies	35%	64%	2%	1313
Archaeology, History and Cultural Studies	46%	50%	3%	3108
Media Studies	35%	63%	1%	1258
Modern and Classical Languages, Literatures and Area Studies	13%	68%	18%	1780
Nordic and Comparative Literature	66%	27%	7%	1053
Nordic Languages and Linguistics	38%	56%	6%	1613
Philosophy and Studies in Science and Technology	30%	67%	3%	1161
Theology and Religion	45%	53%	2%	1971
Total Humanities	39%	56%	5%	13686

Source: Data: CRIStin. Calculations: NIFU.

As part of the analysis, we have also investigated the frequency of open access (OA) publishing within humanities. Generally, publications can be openly available when published in open access journals or books (so call “gold” OA), through self-archiving (e.g. institutional repositories) or by author payment in so-called hybrid journals. Due to lack of data, it is not possible to examine the total incidence of open access publishing covering all these alternative publishing models. However, in the Directory of Open Access Journals (DOAJ) there is a list of pure OA journals (gold). Based on this list, we have calculated the proportion of articles published in OA journals. The results are given in Table 3.7.

Overall, 9 per cent of the journal articles were published in gold open access journals. This proportion varies from 3 per cent in Theology and Religion to 16 per cent in Media Studies. It should be noted that the frequency of OA journals generally is higher in some fields than in others, and this probably explains some of the variance at field level. There are currently plans for making several of the Norwegian scholarly journals open access. Thus, the proportion of OA publishing is likely to increase in the future.

Table 3.7. Number of journal articles and proportion in Open Access (OA) journals (“gold”), total 2011-2015.

Field	Number of journal articles	Proportion in OA-journals
Aesthetic Studies	790	8%
Archaeology, History and Cultural Studies	1529	5%
Media Studies	639	16%
Modern and Classical Languages, Literatures and Area Studies	1031	12%
Nordic and Comparative Literature	503	11%
Nordic Languages and Linguistics	962	13%
Philosophy and Studies in Science and Technology	731	8%
Theology and Religion	1092	3%
Total Humanities	*7596*	*9%*

Source: Data: CRIStin. Calculations: NIFU.

We have also analysed the collaboration patterns of humanities using data on co-authorship. Generally, co-authorship is much more common in natural sciences/medicine than in social sciences/humanities. In many humanities fields, the proportion of co-authored publications is very low, and it is less common to write a publication together with other researchers.

Table 3.8 shows the proportion of the publications that involve national collaboration manifested by co-authorship (publications having author addresses from two or more different Norwegian institutions). In addition, the proportions of the publications having foreign author addresses are shown.

Overall, 7 per cent of the humanities publications had co-author from more than one Norwegian institution. Thus, the extent of cross-institutional national collaboration resulting in common publications is not very frequent within the humanities. There are some differences at field levels and the proportion is highest within Philosophy and Studies in Science and Technology (10 per cent) and lowest within Nordic and Comparative Literature (3 per cent). It should be added, however, that co-authorship data have limitations as indicator of collaboration. For example, the writing of anthologies may involve collaboration, but this is not necessarily reflected through the writing of joint co-authored articles.

The proportion of the humanities publications having co-authors from other countries is 14 per cent overall (data available for the 2015 publications, only). Thus, this indicates that international collaboration is more common than national collaboration. The proportions are highest for Philosophy

and Studies in Science and Technology and Nordic Languages and Linguistics (18 per cent) and lowest for Nordic and Comparative Literature (4 per cent).

Table 3.8. Collaboration. Proportion of publications with external national and international co-authors, total 2011-2015.

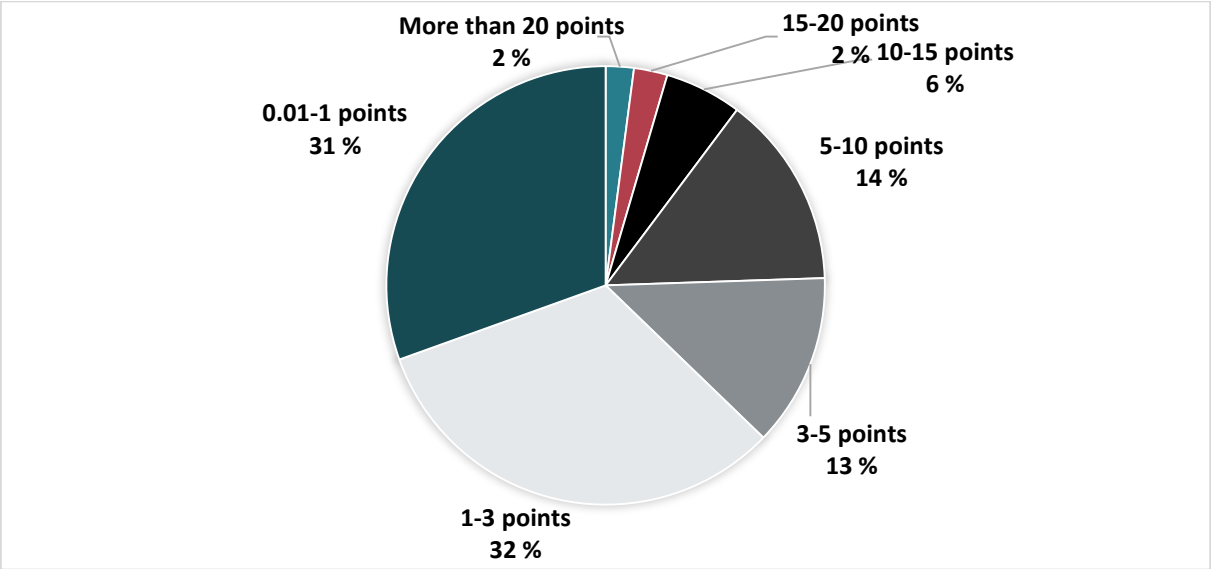
Field	Number of publications	Proportion of publications with external national co-authors	Proportion of publications with international co-authors*
Aesthetic Studies	1313	9%	11%
Archaeology, History and Cultural Studies	3107	8%	17%
Media Studies	1257	9%	13%
Modern and Classical Languages, Literatures and Area Studies	1780	5%	14%
Nordic and Comparative Literature	1053	3%	4%
Nordic Languages and Linguistics	1613	7%	18%
Philosophy and Studies in Science and Technology	1161	10%	18%
Theology and Religion	1971	7%	6%
Total Humanities	13686	7%	14%

*) Based on 2015 publications, only.
Source: Data: CRIStin. Calculations: NIFU.

In the remaining part of this chapter we have analysed how the publication activity is distributed at the level of individual/research personnel. Figure 3.5 shows how the publishing personnel is distributed in publication productivity categories (total number of publication points 2011-2015). In total, almost 4500 people have contributed to at least one humanities publication during the period. It is a general phenomenon that there are large differences in the publication output between researchers: a relatively small proportion of researchers contribute to the majority of the publications. As can be seen, such a skewed patter also holds for humanities. In total, 10 per cent of the publishing personnel have contributed to more than 10 publication points during the period, while almost one third of the personnel have 0.01 to 1 publication point within humanities, only. The latter category probably consists of people who are more involved in other activities than research, for example, personnel mainly involved in teaching activities, students and researchers in other fields who by occasion have published within humanities. It should be noted that non-publishing personnel are not included in

these calculations.

Figure 3.5. Distribution of the publishing personnel by number of publication points (proportions), total humanities, 2011-2015.



Source: Data: CRIStin. Calculations: NIFU. N (number of publishing individuals) = 4487. Non-publishing personnel are not included in the calculations.

The personnel have further been classified according to age groups: below 40 years old, 40-55 years old, and more than 55 years old. In total, the middle age personnel have contributed to half of the publication points, while 18 per cent, only, have been published by people below 40 years old. These proportions vary across humanities fields. For example, within Theology and Religion, 42 per cent of the publication points have been published by the older personnel (above 55), while this proportion is 22 per cent within Media Studies. Obviously, these differences will reflect differences in the age composition of the academic personnel (cf. Chapter 5). At the same time, it is a general phenomenon that the productivity is increasing by age, reaching a peak late in the career, and declining thereafter (Rørstad and Aksnes, 2015). Therefore, the age distribution of the personnel will only to a certain extent correspond with the publication age distribution.

Table 3.9. Distribution of publications by age groups, total 2011-2015.

Field	<40	40-55	>55	Number of people with publications
Aesthetic Studies	19%	52%	29%	649
Archaeology, History and Cultural Studies	15%	48%	37%	1115
Media Studies	20%	58%	22%	431
Modern and Classical Languages, Literatures and Area Studies	20%	54%	26%	538
Nordic and Comparative Literature	15%	48%	38%	356
Nordic Languages and Linguistics	24%	46%	30%	627
Philosophy and Studies in Science and Technology	23%	53%	24%	559
Theology and Religion	12%	46%	42%	529
Total Humanities	18%	50%	32%	4487

Source: Data: CRIStin. Calculations: NIFU.

In Table 3.10 we have added an additional variable: the gender of the publishing authors. Overall, 39 per cent of the humanities publications were published by female scholars and 61 by male. However, the overbalance of male publishing within humanities is still below the national average (all fields) which is 64 per cent. At the level of humanities fields, men and women contribute equally to the publication output in Aesthetic Studies and Nordic Languages and Linguistics, while the female proportion is 26 per cent, only, in Theology and Religion.

The gender gap is generally largest for the category of older scholars. For example, in Theology and Religion male scholars above 55 contribute to 38 per cent of the publications within the field, while the similar figure for female above 55 is 8 per cent.

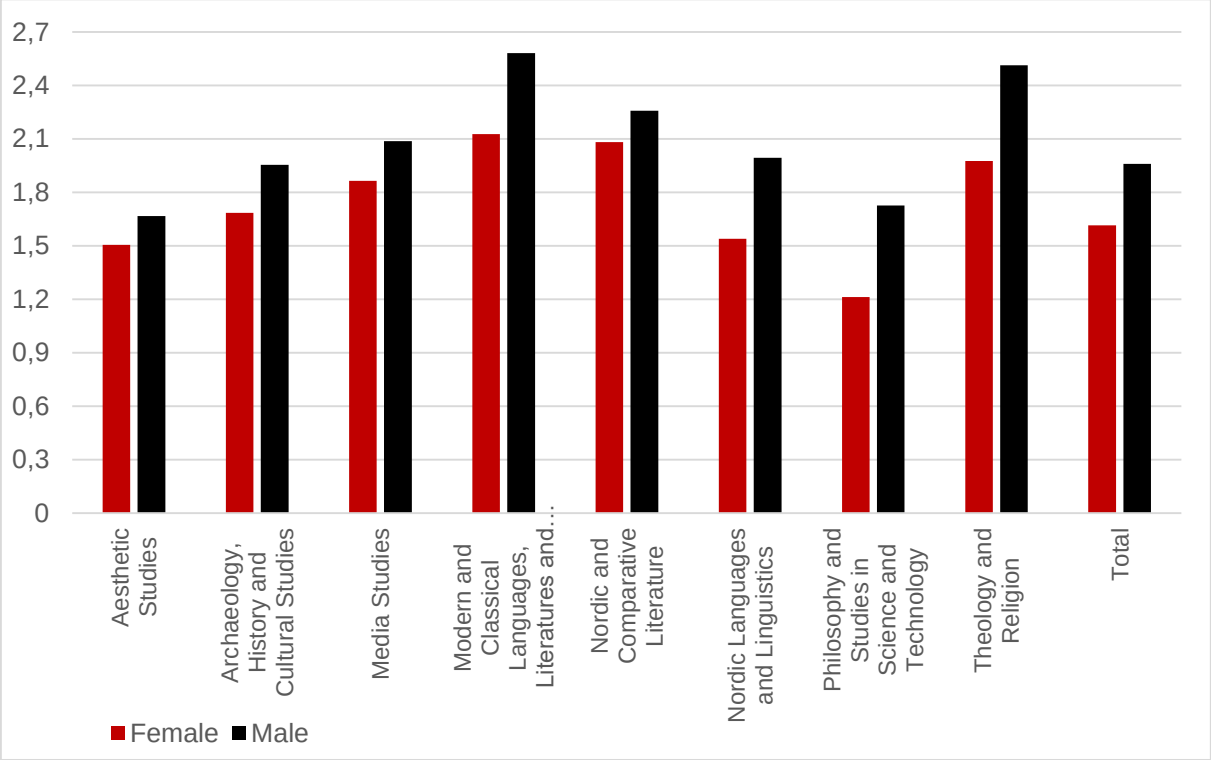
Table 3.10. Distribution of publications by gender and age group, total 2011-2015.

Field	<40		40-55		>55		TOTAL	
	M	F	M	F	M	F	M	F
Aesthetic Studies	11%	11%	21%	25%	19%	14%	50%	50%
Archaeology, History and Cultural Studies	10%	7%	26%	17%	30%	11%	66%	34%
Media Studies	12%	11%	32%	21%	18%	5%	62%	38%
Modern and Classical Languages, Literatures and Area Studies	14%	11%	24%	22%	17%	13%	55%	45%
Nordic and Comparative Literature	8%	8%	20%	21%	26%	16%	54%	46%
Nordic Languages and Linguistics	14%	14%	16%	21%	20%	15%	50%	50%
Philosophy and Studies in Science and Technology	17%	10%	32%	14%	21%	7%	70%	30%
Theology and Religion	9%	4%	27%	14%	38%	8%	74%	26%
Total Humanities	12%	9%	24%	19%	24%	11%	61%	39%

Source: Data: CRIStin. Calculations: NIFU.

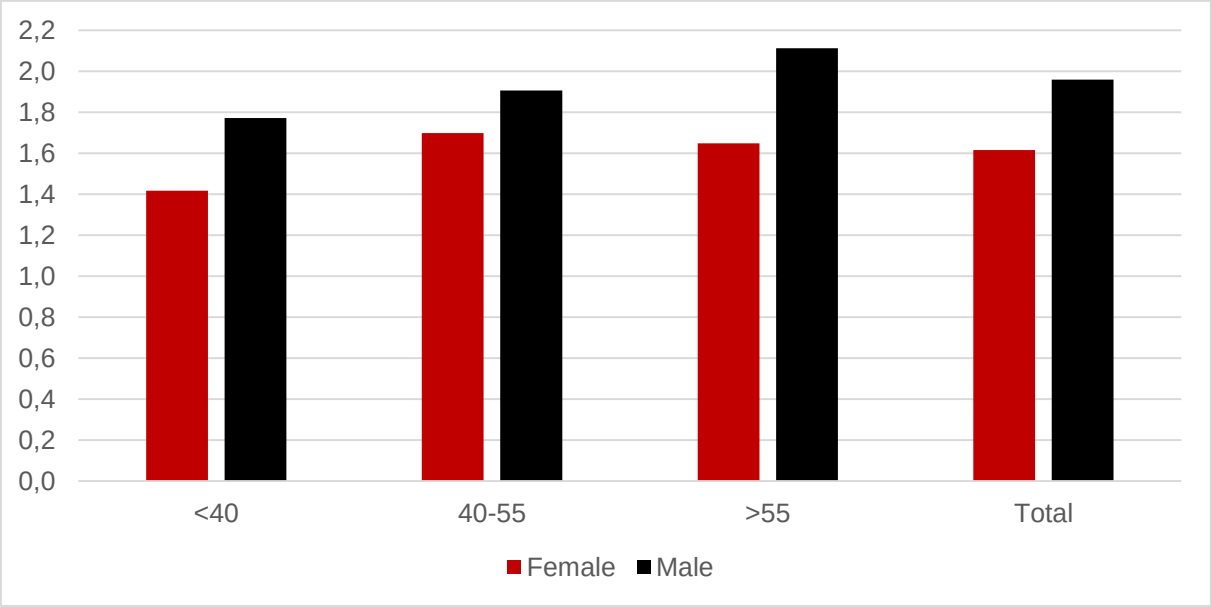
Figure 3.6 shows the average annual number of publication points per person by gender. On average, a man publishes 21% more publication points than a woman. In all humanities fields, men have higher productivity rates than women. This is, however, a general phenomenon which is not unique for the humanities and many previous studies have found that female researchers tend to publish fewer publications than their male colleagues do. A recent study of Norwegian university researchers, found that a woman on average has 10-20 per cent lower productivity rate than a man (Rørstad & Aksnes 2015). A partial explanation is that the proportion of female researchers decreases within the hierarchy of positions. Particularly among professors, which is the most prolific group of academic personnel, there are fewer females while there is more gender balance among PhD students. Nevertheless, studies have also shown that differences in publication rate among men and women can be found at all levels of academic positions (Rørstad & Aksnes 2015). This also holds for humanities, cf. Figure 3.7 below. In all the three age categories, the females publish fewer publication points than men.

Figure 3.6. Average number of publication points per year per person, total 2011-2015.



Source: Data: CRIStin. Calculations: NIFU. Non-publishing personnel are not included in the calculations.

Figure 3.7. Average number of publication points per year per person by age groups, total 2011-2015.



Source: Data: CRIStin. Calculations: NIFU. Non-publishing personnel are not included in the calculations.

We have next analysed whether there are generational differences in the publication patterns of the humanities scholars. Table 3.11 shows the proportion of journal articles and monographs for humanities fields by age groups. Overall, the personnel below the age of 40 publish 68 per cent of their publications in journals, while the corresponding figure for the personnel above 55 years old is 51

per cent. Thus, the younger staff tend to publish more in journals than their older colleagues do. This pattern holds for all the different humanities fields. For monographs there are less differences, but this publication type only accounts for a few percentage points of the total publication output.

Table 3.11. Distribution of publications by age groups and publication type, total 2011-2015.

Field	Proportion of publications in journals			Proportion of publications as monographs		
	<40	40-55	>55	<40	40-55	>55
Aesthetic Studies	66%	57%	60%	1%	2%	3%
Archaeology, History and Cultural Studies	61%	49%	49%	4%	6%	4%
Media Studies	65%	50%	38%	3%	4%	5%
Modern and Classical Languages, Literatures and Area Studies	70%	58%	50%	5%	3%	5%
Nordic and Comparative Literature	69%	46%	41%	2%	6%	6%
Nordic Languages and Linguistics	66%	61%	53%	2%	2%	5%
Philosophy and Studies in Science and Technology	75%	64%	55%	2%	4%	4%
Theology and Religion	67%	56%	53%	6%	6%	4%
Total Humanities	68%	56%	51%	3%	4%	4%

Source: Data: CRIStin. Calculations: NIFU.

There are also generational differences in the publication language pattern. The younger personnel tend to publish more in English than their older colleagues do. This is shown in Table 3.12. At an overall level, the personnel below 40 years have 66 per cent of their publications in English, while this proportion is 50 per cent for the personnel above 55. This finding holds for all the humanities fields, albeit to varying degrees.

Table 3.12. Proportions of English-language publications by age groups, total 2011-2015.

Field	Prop of publications in English			
	<40	40-55	>55	Total
Aesthetic Studies	75%	68%	57%	64%
Archaeology, History and Cultural Studies	58%	54%	47%	50%
Media Studies	73%	64%	53%	63%
Modern and Classical Languages, Literatures and Area Studies	67%	72%	64%	68%
Nordic and Comparative Literature	27%	29%	25%	27%
Nordic Languages and Linguistics	71%	59%	44%	56%
Philosophy and Studies in Science and Technology	77%	69%	59%	67%
Theology and Religion	57%	54%	51%	53%
Total Humanities	66%	60%	50%	56%

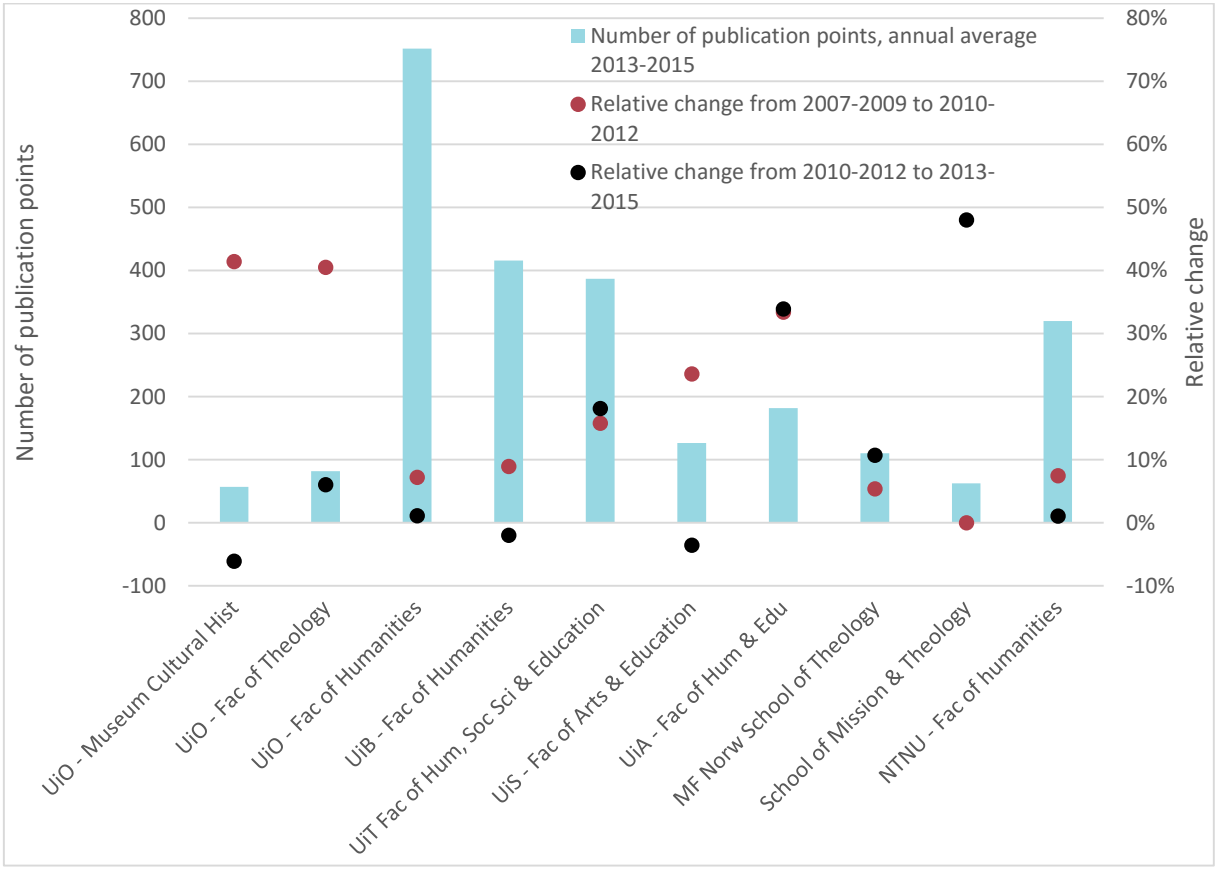
Source: Data: CRIStin. Calculations: NIFU.

4 Publication analysis. Humanities departments – overall figures

This chapter contains indicators of the publication output at department levels. Included are departments and institutions which entirely or mainly conduct research within humanities. Some humanities departments have, however, been excluded (mainly at university colleges), either because of a small publication output or because data are not available at department levels. Moreover, departments/faculties within arts and humanities which are not included in the evaluation, have been omitted. The overview is based on aggregated DBH-statistics and covers the period 2006-2015. The analysis is limited to the number of publication points and number of publication points per researcher, i.e. productivity.

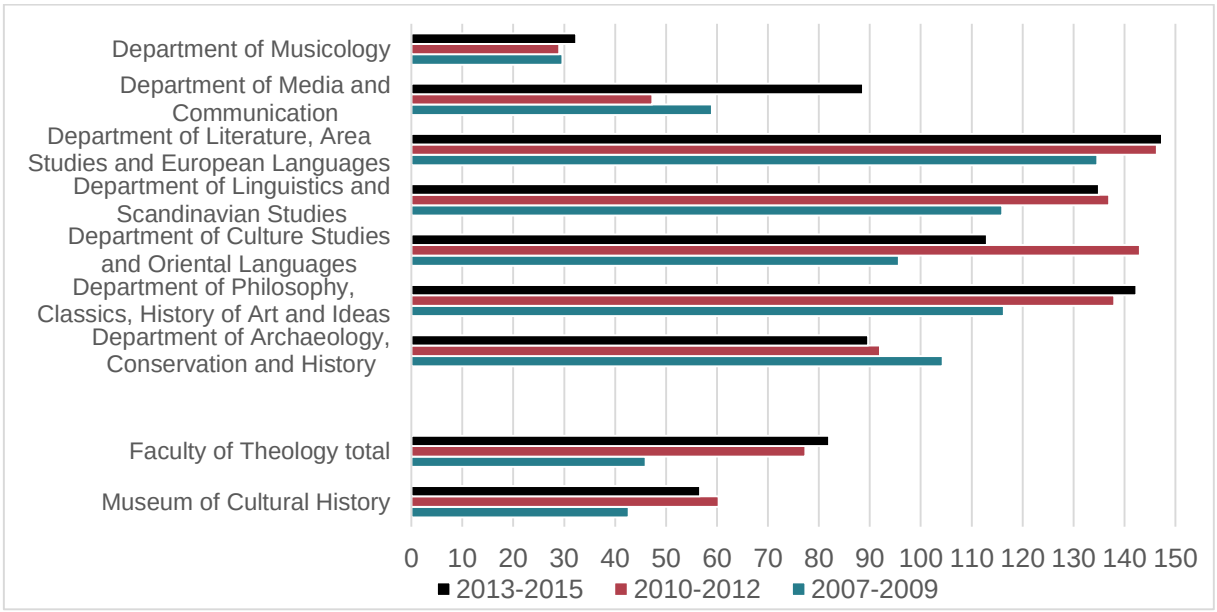
Figure 4.1 shows the annual average number of publication points for the three-year period 2013-2015 and the relative change in publication points from 2007-2009 to 2010-2012 and from 2010-2012 to 2013-2015 for the largest institutions and faculties. The Faculty of Humanities at the University of Oslo (UiO) is by far the largest contributor with an annual average of approximately 750 publication points during the period 2013-2015. Next follows The Faculty of Humanities at the University of Bergen (UiB) with 415 points. All institutions and faculties increased their publication output from 2007-2009 to 2010-2012. The increase was largest for the UiO - Museum of Cultural History and UiO - Faculty of Theology (41%). From 2010-2012 to 2013-2015 the increase was generally lower, and for some institutions and faculties the number of publication points decreased (UiO - Museum Cultural History, UiB - Faculty of Humanities, UiS - Faculty of Arts & Education).

Figure 4.1. Annual average number of publication points for the three-year period 2013-2015 and relative change in publication points from 2007-2009 to 2010-2012 and from 2010-2012 to 2013-2015. Selected institutions and faculties.



Source: NSD/DBH.

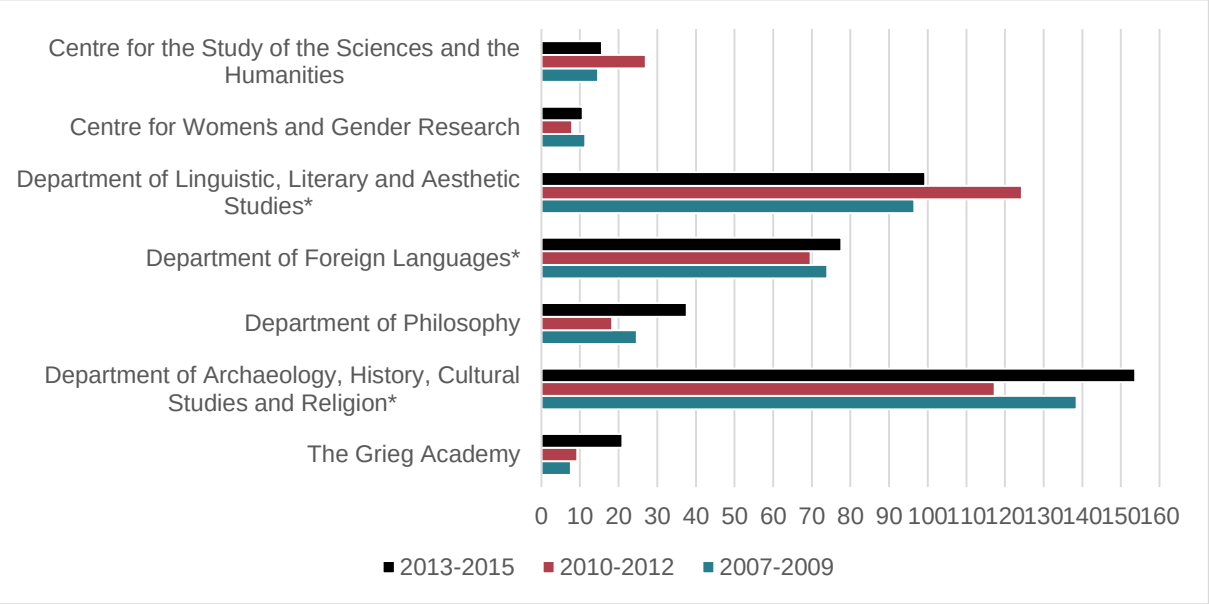
Figure 4.2a. Annual average number of publication points per three-year periods for selected departments, 2007-2015. UiO: Faculty of Humanities, Faculty of Theology, and Museum of Cultural History.



Source: NSD/DBH.

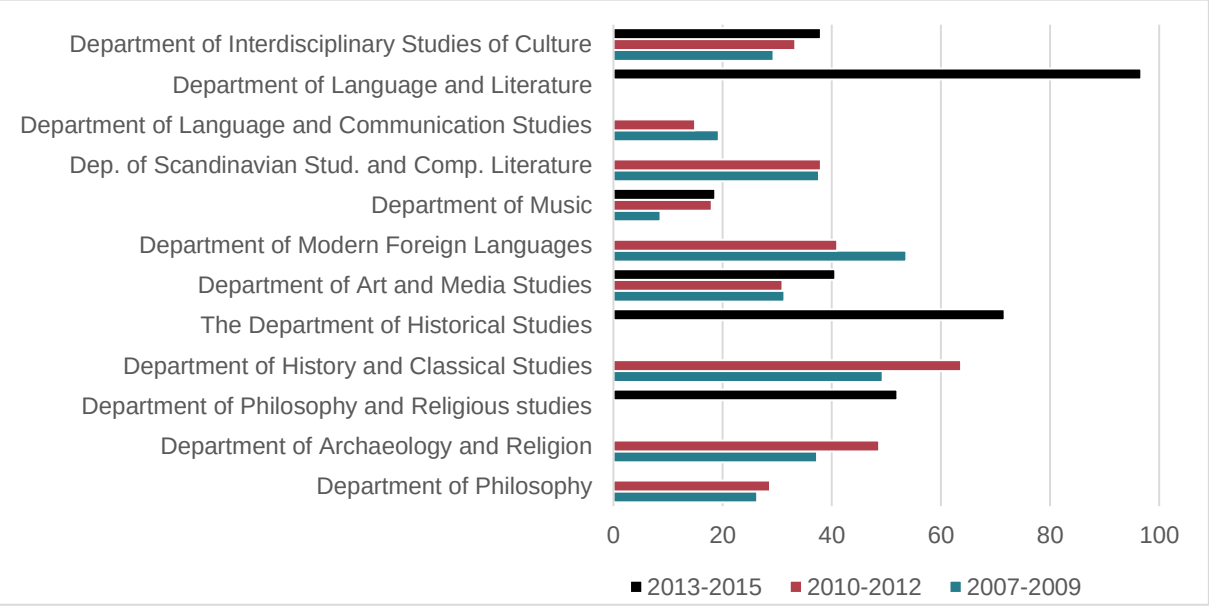
Figures 4.2 a-g show the number of publication points per institution and department, calculated as annual averages for three-year periods (2007-2009, 2010-2012, 2013-2015). While some departments have increased their publication output, others have a decrease. For the majority of the departments there is, however, an increase, particularly from the first to the second period.

Figure 4.2b. Annual average number of publication points per three-year periods for selected departments, 2007-2015. UiB: Faculty of humanities.



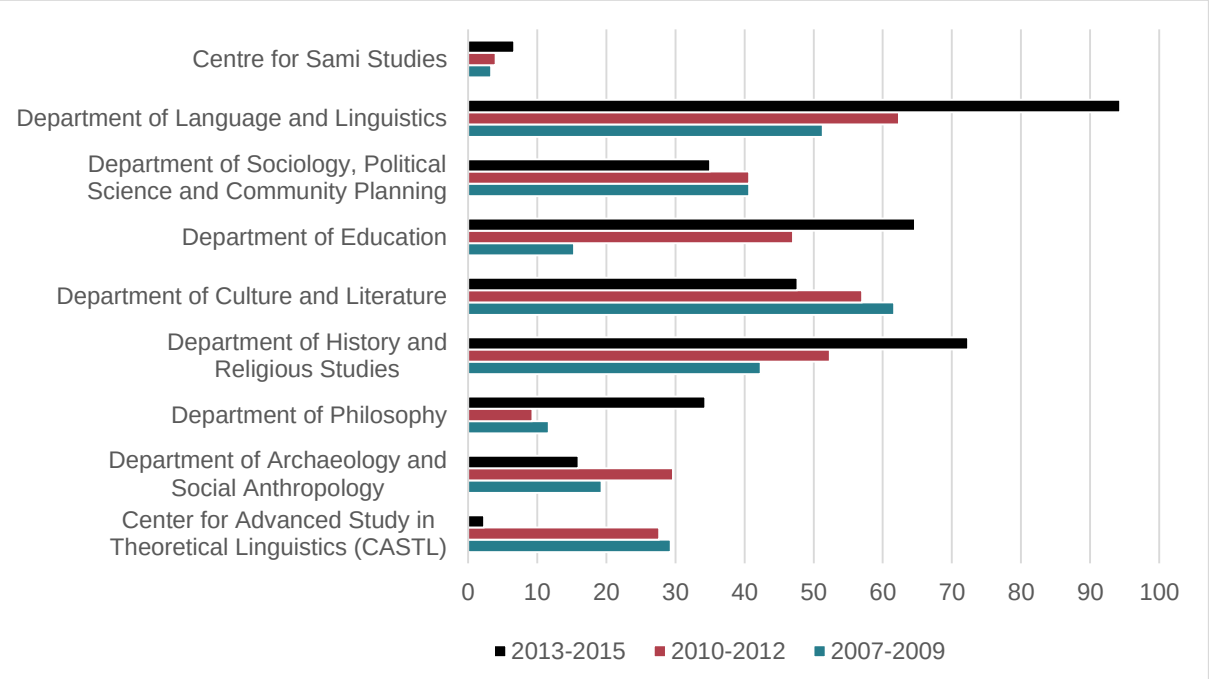
*) Figures not available for 2007, average based on 2008-2009.
Source: NSD/DBH.

Figure 4.2c. Annual average number of publication points per three-year periods for selected departments, 2007-2015. NTNU: Faculty of humanities.



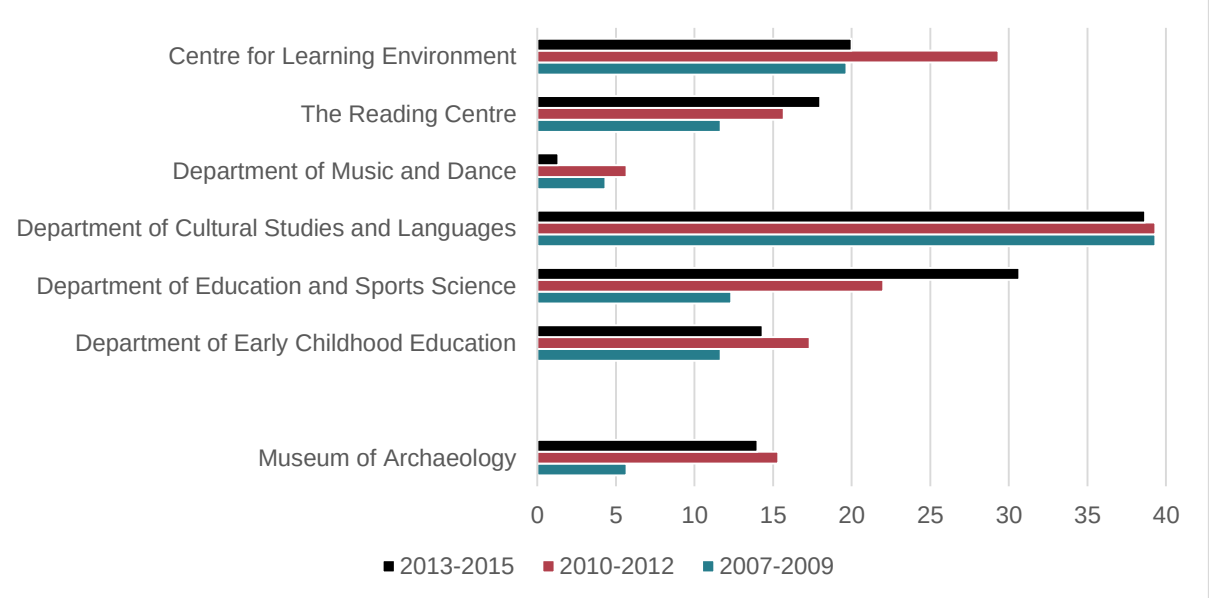
Source: NSD/DBH.

Figure 4.2d. Annual average number of publication points per three-year periods for selected departments, 2007-2015. UiT: Faculty of Humanities, Social Sciences and Education.



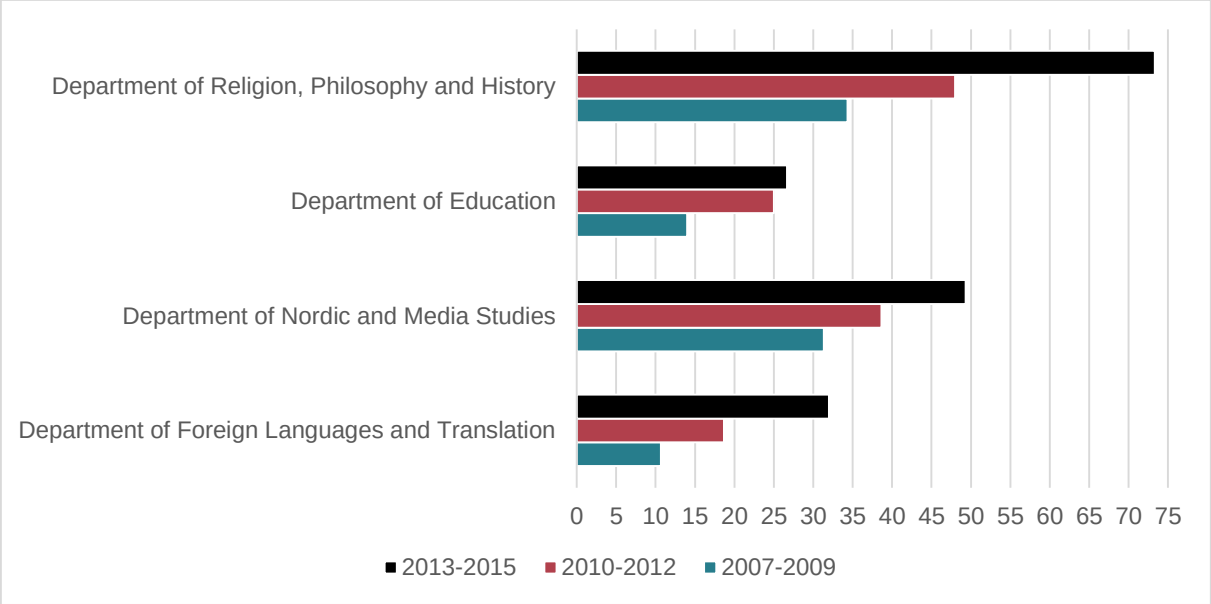
Source: NSD/DBH.

Figure 4.2e. Annual average number of publication points per three-year periods for selected departments, 2007-2015. UiS: Faculty of Arts and Education, Museum of Archaeology.



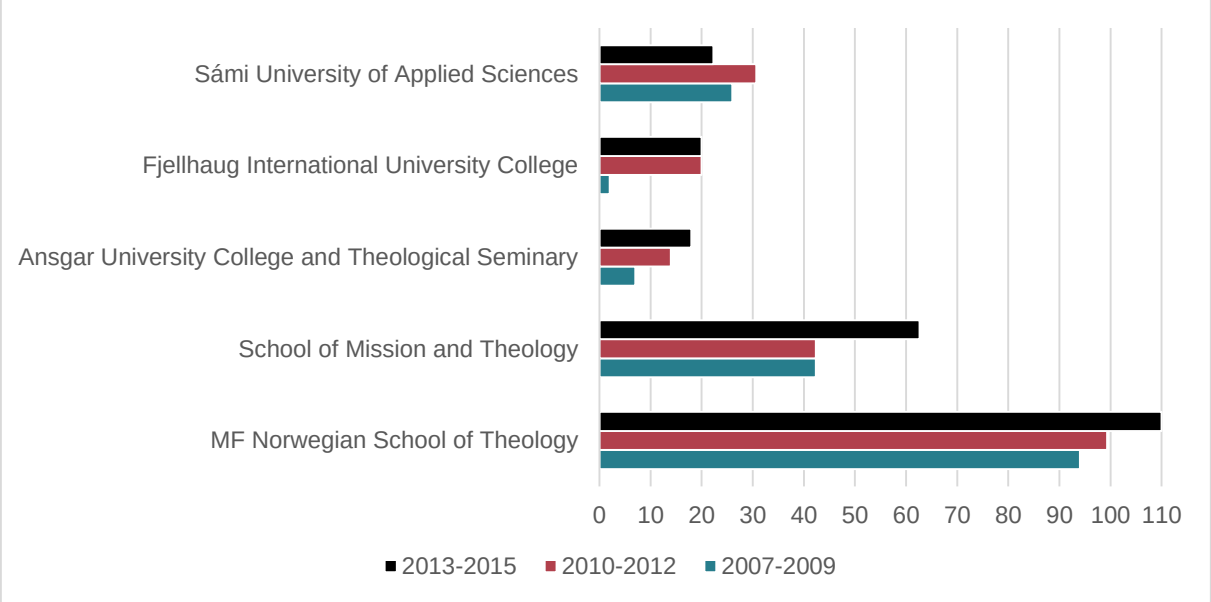
Source: NSD/DBH.

Figure 4.2f. Annual average number of publication points per three-year periods for selected departments, 2007-2015. UiA: Faculty of Humanities and Education.



Source: NSD/DBH.

Figure 4.2g. Annual average number of publication points per three-year periods for selected departments, 2007-2015. Selected other institutions.



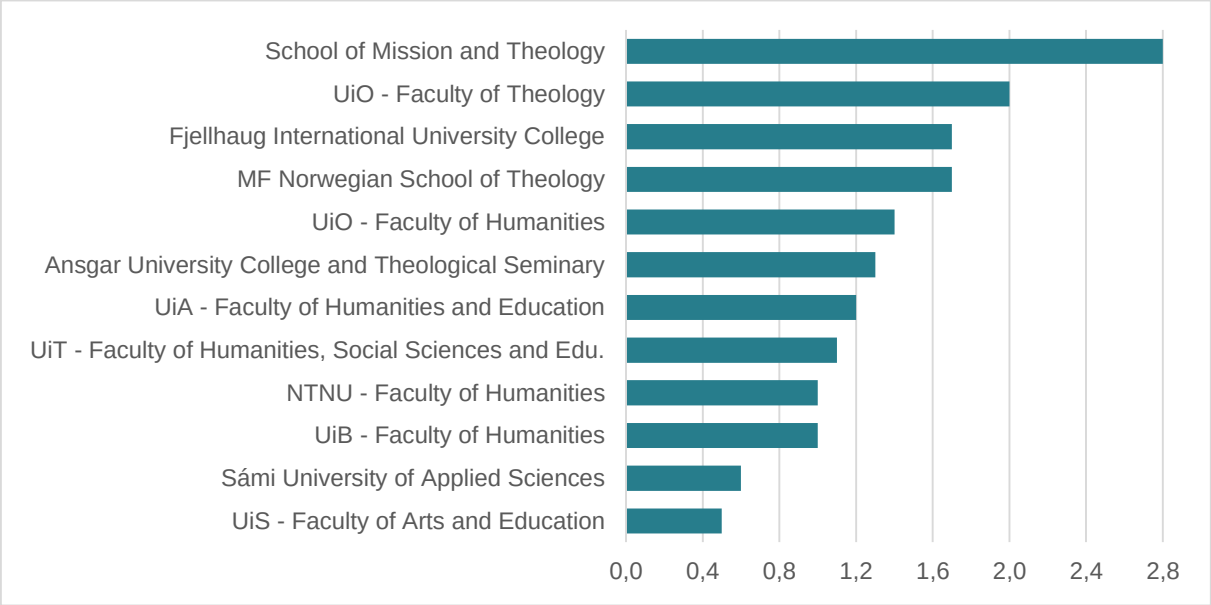
Source: NSD/DBH.

While the analyses above show the publication point volume, we will now analyse the productivity of the units, i.e. how the publication volume relates to the input in terms of work years. As described in Chapter 2.2.1, the indicator applied is the number of publication points per researcher. This indicator is publically available through the DBH statistics and is used in the annual reports by the Ministry. As denominator, number of work-years of personnel in academic positions is used (mainly comprising Professors, Associate Professors, Assistant Professors, Adjunct Professors, Researchers, Postdoctoral Fellows, and PhD Candidates). We repeat that when interpreting the indicator, it should

be taken into account that the productivity rate of the different groups of personnel varies significantly. For example, a PhD Candidate generally publishes significantly fewer publications than a Professor. Therefore, the composition of the academic personnel will influence on the indicator. Moreover, the time available for research differs across institutions. In particular, the academic staff at the university colleges in general have significantly less time for research than the staff at the traditional universities in Norway.

In Figure 4.3, we have calculated the number of publication points per researcher at an overall level for selected faculties and institutions (2012-2014 figures (2015 figures are not available)). The average productivity varies significantly across the units, from 2.8 publication points per researcher work year for the School of Mission and Theology to 0.5 publication points per researcher at the Faculty of Arts and Education at the University of Stavanger. Interestingly, the four units with the highest productivity are all theological institutions. Thus, the production of scholarly publications is very high within this field.

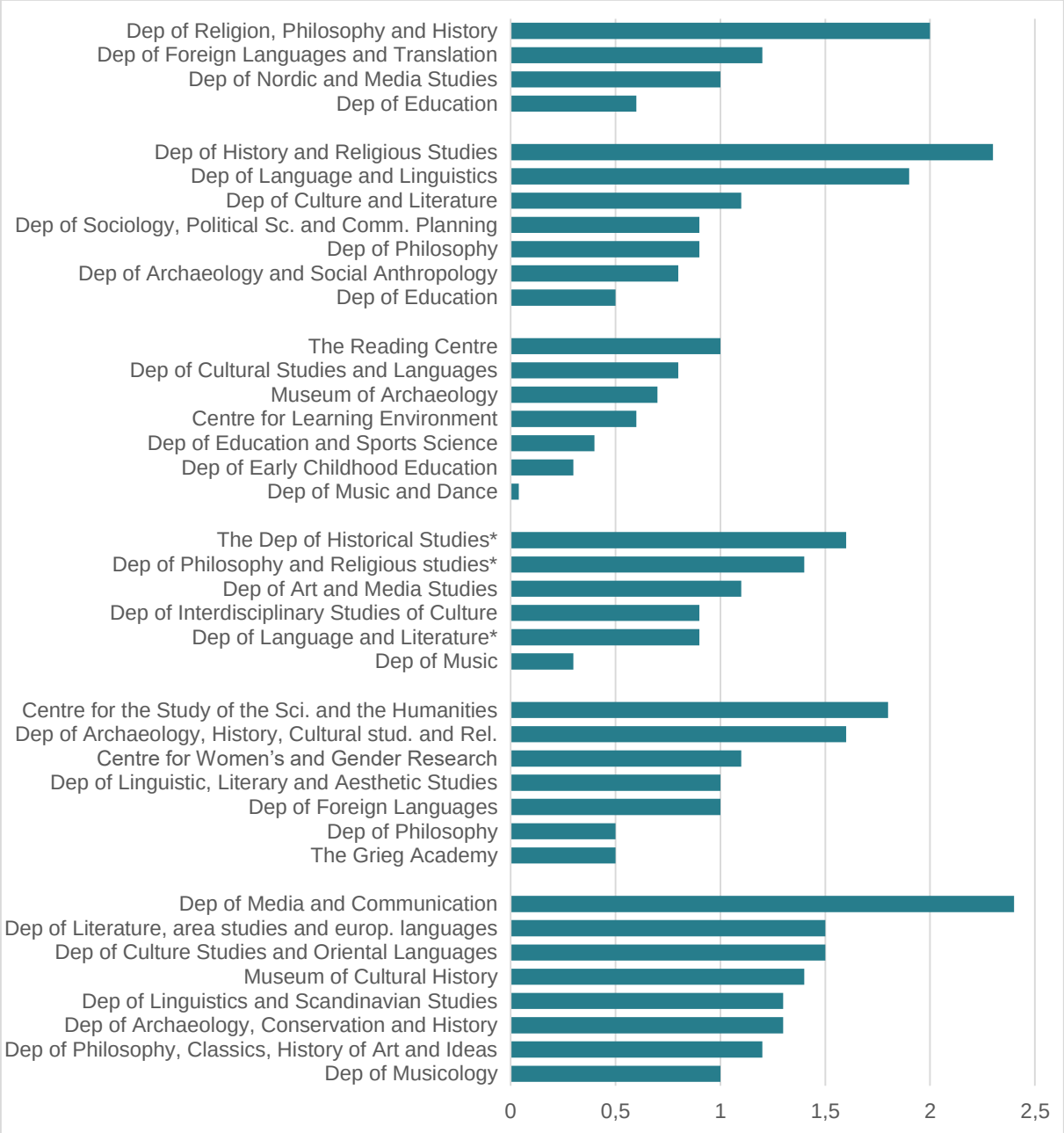
Figure 4.3. Number of publication points per researcher, 2012-2014 average. Selected faculties and institutions.



Source: NSD/DBH.

In Figure 4.4, we have calculated similar figures for selected university departments. Within all universities, there are significant differences in the productivity of scholarly publications. Of the departments shown in the figure, the productivity is highest at the Department of Media and Communication at UiO, with 2.4 publication points per researcher work year, followed by the Department of History and Religious Studies at UiT (2.3), and Department of Religion, Philosophy and History at UiA (2.0). Some of the departments with lowest productivity are within arts, such as Department of Music and Dance at UiS (0.04) and Department of Music at NTNU (0.3). The figures give an indication of how much of the activities at the departments that result in scholarly publications. This relationship is in turn influenced by the time available or devoted to research, the academic profile of the units, and the research qualification and composition of the academic staff. We refer to the self-evaluations for background information on possible factors that may explain the figures of the individual units.

Figure 4.4. Number of publication points per researcher, 2012-2014 average. Selected departments.



Source: NSD/DBH.

Tables 4.1 a-g show how the productivity of the institutions, faculties and departments has developed over time. Figures (annual averages) are shown for the following three-year periods: 2006-2008, 2009-2011, and 2012-2014. While the level of the productivity of scholarly publications has increased over time for some units, there is a decrease for others.

Table 4.1a. Number of publication points per researcher, average for 3-year periods, 2006-2014. UiO: Faculty of Humanities, Faculty of Theology, and Museum of Cultural History.

Department	2006-2008	2009-2011	2012-2014
Department of Archaeology, Conservation and History	1.3	1.2	1.3
Department of Philosophy, Classics, History of Art and Ideas	1.5	1.3	1.2
Department of Culture Studies and Oriental Languages	1.7	1.6	1.5
Department of Linguistics and Scandinavian Studies	1.0	1.0	1.3
Department of Literature, Area Studies and European Languages	1.4	1.3	1.5
Department of Media and Communication	1.7	1.8	2.4
Department of Musicology	1.1	1.0	1.0
Faculty of Humanities total	1.2	1.3	1.4
Faculty of Theology total	1.5	1.9	2.0
Museum of Cultural History	0.9	1.3	1.4

Source: NSD/DBH.

Table 4.1b. Number of publication points per researcher, average for 3-year periods, 2006-2014. UiB: Faculty of humanities.

Department	2006-2008	2009-2011	2012-2014
The Grieg Academy	0.3	0.2	0.5
Department of Archaeology, History, Cultural Studies and Religion		1.7	1.6
Department of Philosophy	0.3	0.4	0.5
Department of Foreign Languages		1.1	1.0
Department of Linguistic, Literary and Aesthetic Studies		1.2	1.0
Centre for Women's and Gender Research	2.5	1.0	1.1
Centre for the Study of the Sciences and the Humanities	1.6	1.7	1.8
Faculty of Humanities total	0.9	1.1	1.0

Source: NSD/DBH.

Table 4.1c. Number of publication points per researcher, average for 3-year periods, 2006-2014. NTNU: Faculty of humanities.

Department	2006-2008	2009-2011	2012-2014
Department of Philosophy	1.1	1.2	
Department of Archaeology and Religion	1.7	2.9	
Department of History and Classical Studies	1.2	1.5	
Department of Modern Foreign Languages	1.4	0.7	
Department of Language and Communication Studies	0.6	0.6	
Department of Scandinavian Studies and Comparative Literature	1.2	1.4	
Department of Art and Media Studies	0.8	0.8	1.1
Department of Music	0.3	0.4	0.3
Department of Interdisciplinary Studies of Culture	1.0	0.6	0.9
Department of Philosophy and Religious studies*			1.4
The Department of Historical Studies*			1.6
Department of Language and Literature*			0.9
Faculty of Humanities total	1.0	1.0	1.0

*) Average for 2013 and 2014.

Source: NSD/DBH.

Table 4.1d. Number of publication points per researcher, average for 3-year periods, 2006-2014. UiT: Faculty of Humanities, Social Sciences and Education.

Department	2006-2008	2009-2011	2012-2014
Department of Archaeology and Social Anthropology		1.1	0.8
Department of Philosophy	0.5	0.5	0.9
Department of History and Religious Studies		1.5	2.3
Department of Culture and Literature	1.2	1.3	1.1
Department of Education	0.4	0.4	0.5
Department of Sociology, Political Science and Community Planning		0.8	0.9
Department of Language and Linguistics	0.8	1.5	1.9
Faculty of Humanities, Social Sciences and Education - total		0.9	1.1

Source: NSD/DBH.

Table 4.1e. Number of publication points per researcher, average for 3-year periods, 2006-2014. UiS: Faculty of Arts and Education, Museum of Archaeology.

Department	2006-2008	2009-2011	2012-2014
Department of Early Childhood Education	0.2	0.5	0.3
Department of Education and Sports Science	0.3	0.4	0.4
Department of Cultural Studies and Languages	0.7	0.8	0.8
Department of Music and Dance	0.1	0.2	0.0
The Reading Centre	0.7	1.4	1.0
Centre for Learning Environment	0.5	0.6	0.6
Faculty of Arts and Education total	0.4	0.6	0.5
Museum of Archaeology		0.9	0.7

Source: NSD/DBH.

Table 4.1f. Number of publication points per researcher, average for 3-year periods, 2006-2014. UiA: Faculty of Humanities and Education.

Department	2006-2008	2009-2011	2012-2014
Department of Foreign Languages and Translation		0.8	1.2
Department of Nordic and Media Studies		0.9	1.0
Department of Education		0.5	0.6
Department of Religion, Philosophy and History		1.3	2.0
Faculty of Humanities and Education total		0.9	1.2

Source: NSD/DBH.

Table 4.1g. Number of publication points per researcher, average for 3-year periods, 2006-2014. Selected other institutions.

Institution	2006-2008	2009-2011	2012-2014
MF Norwegian School of Theology	1.8	1.5	1.7
School of Mission and Theology	1.4	1.9	2.8
Ansgar University College and Theological Seminary	0.3	1.0	1.3
Fjellhaug International University College	0.1	0.8	1.7
Sámi University of Applied Sciences	0.5	0.7	0.6

Source: NSD/DBH.

5 Research personnel analysis. Humanities

This chapter presents some key figures on the research personnel in humanities in Norway, both in the Higher education sector and the Institute sector. The aim of the chapter is primarily to compare the different disciplines within the humanities in Norway. The structural framework for the eight evaluation panels will be presented in the appendix. Unless it is specifically noted in the figures and tables, the distribution by disciplines in the Higher education sector refers to the disciplinary classification of the research. That is, all personnel are classified according to the discipline of their department[3], even if this may not correspond to their educational background.

As an introduction to this chapter, a short explanation of the position structures in the Norwegian higher education sector and institute sector is required. The Higher education sector has a dual set of positions, following two career paths. The first set comprises positions, mainly tenured, combining research and teaching, including full professors[4], associate professors and assistant professors. The second set comprises lecturers, or positions which have teaching as the main task, and that only to a minor extent participate in research. These are college readers, senior lecturers, university and college lecturers and specialist positions allocated at the professional educations in psychology, nursing or dentistry. None of the latter positions are included in this analysis for the humanities.

In addition to these positions, there are temporary recruitment positions: 3-4 year fellowships for PhD students – these are in this report referred to as research fellows[5] – and post doctor fellowships of various length, as well as research assistants. There are also an increasing number of researchers with no or limited teaching obligations, particularly at research centres, but also researchers at regular departments affiliated in projects. These are mainly externally funded.

Unlike the higher education institutions, the units in the institute sector have no teaching obligations. Whereas the higher education institutions have a mix of research and teaching positions, the research institutes only offer research positions. Some researchers in the institute sector still undertake teaching obligations at higher education institutions, and they may hold secondary positions (f.ex.

[3] The researchers are affiliated with a unit, where the field of science is defined by the discipline with the highest R&D activity. Multi- or interdisciplinary units will mainly be classified as “other humanities”.
[4] Up to 1960 there were only a few full professors at each department, but this has gradually changed. From 1993 the possibility of individual professor promotion (“professor by competence”) has contributed to increasing the formal competence of the academic staff, and in 2015 there were more full professors than associate professors at the higher education institutions.
[5] Research fellows are employed at the higher education institutions, and have regular employee rights. PhD students are enrolled at HEIs with a PhD-programme, and encompass both research fellows and other academic personnel writing a PhD thesis (for instance lecturers or physicians working on a thesis in their work time allocated to R&D). An institution might have research fellows without having PhD students.

adjunct professor) at higher education institutions. Furthermore, the research institutes host many PhD-students, but the PhD programmes, education and degrees are the responsibility of the higher education institutions. Some of the research institutes, as well as other institutions with R&D which are not included in the Government's regulations for funding of research institutes, also have special management tasks, such as monitoring water quality, and thus other positions than researchers. The institute sector is rather homogenous, and there is no formal position structure in the sector. Research institutes within the social sciences use a three level classification of their researchers – Researcher I (with full professor level competence), Researcher II (doctoral degree or doctoral level competence) and Researcher III (without a doctoral degree), and NIFU has used this model to implement a three level position structure of the researchers in the institute sector in the Register of Research personnel. This structure is applied to the units included in the evaluation, in order to provide comparable measures for the research personnel in the higher education and institute sectors.

5.1 Researchers with a higher degree in humanities in the Norwegian research system

In 2015, there were close to 5 800 persons with a higher degree in humanities at Norwegian universities, university colleges and in the institute sector. Note that Media studies are classified as social sciences in NIFU's Register of Research personnel, and candidates in this field will not be included in this sub-section (5.1). There were approximately 270 persons with a higher degree in Media studies in 2015, of which 110 were researchers.

Table 5.1 shows that 50 per cent of the researchers with a higher degree in humanities were employed at a university, most of them at departments within the humanities. The high share of humanities scholars within other fields and disciplines is partly due to recent mergers in the Norwegian higher education system. There are several interdisciplinary departments and centres at Norwegian universities which employ researchers with a higher degree in humanities.

Table 5.1 Researchers with a higher degree in humanities in the Norwegian research system by position and type of institution: 2015[1].

	Universities		Univ. colleges etc[2]		Institute sector		Total
	Human-ities	Other fields	Human-ities	Other fields	Research institutes	Museums	
Full professor	382	65	120	97	..	..	664
Associate professor	303	103	153	142	..	..	701
Senior lecturer	51	21	62	75	..	..	209
Other tenured positions[3]	238	105	185	278	..	..	806
Sum tenured positions	974	294	520	592	..	..	2 380
Post.doc	66	23	10	1	1	0	101
Researcher/academic profession[4]	67	32	8	26	222	408	763
Research fellow[5]	317	78	83	64	8	1	551
Research assistant	27	7	0	0	5	0	39
Total research personnel	1 451	434	621	683	236	409	3 834
Administration	*390*	*833*	*40*	*497*	*145*	*13*	*1 918*

[1]Preliminary figures, as statistics on research personnel at health trusts is not updated for 2015. In 2014, approximately 40 humanists were involved in R&D at Norwegian health trusts, 30 in research positions and 10 as technical/administrative staff.
[2]Includes specialized university institutions, university colleges and private colleges.
[3]Includes dean, head of department, lecturer and assistant professor
[4]Includes academic staff and curators at museums
[5]Research fellows are PhD-students which are employed at the higher education institutions, and have regular employee rights.
Source: NIFU/Register of research personnel

One third of the researchers with a higher degree in humanities were affiliated with a university college, specialized university institution or private college within the humanities. Half of these researchers were employed at units within the humanities, the rest mainly at units within the social sciences. Several researchers with a higher degree in the humanities work in education of teachers, which mainly takes place at state university colleges. These units are classified within Education/social sciences.

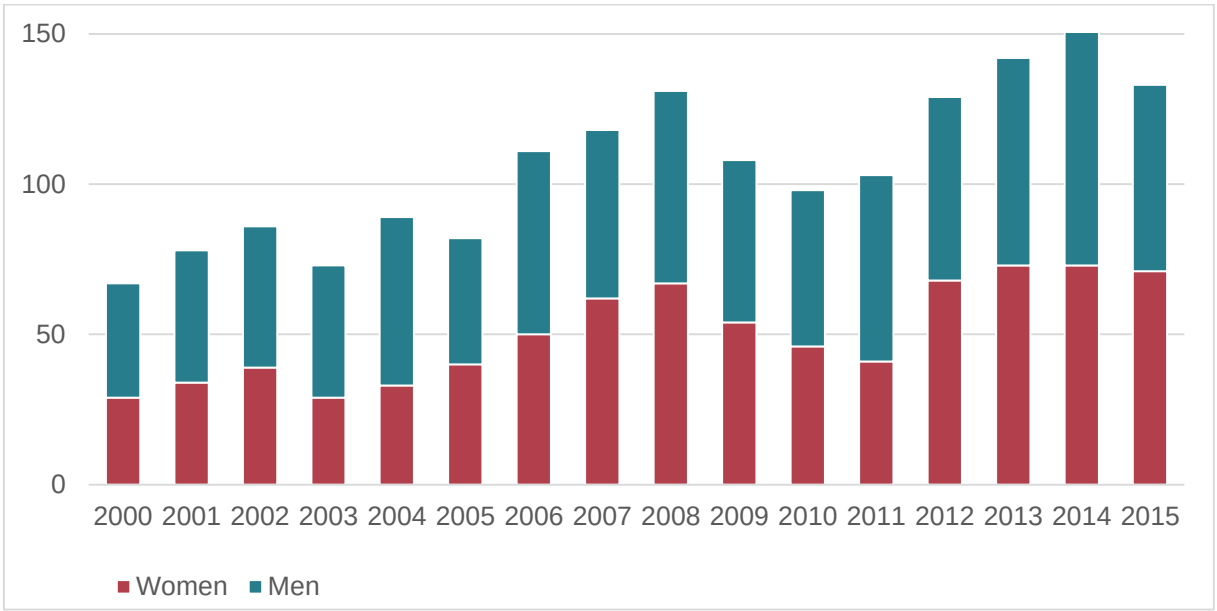
The institute sector has few research units within the humanities, but there are several researchers with a higher degree in humanities employed at research institutes and museums. Six per cent of the researchers with a higher degree in humanities were employed at a research institute in 2015. R&D, and R&D personnel, at non-university museums are classified within the Institute sector, and accounted for 11 per cent of the researchers with a higher degree in humanities in 2015.

Previous studies (Gornitzka & Larsen 2004 and Gornitzka et al 2009) have shown that a high share of candidates with a higher degree in the humanities were employed in the administration at higher education institutions. Table 5.1 shows that more than 1 900 candidates were in technical or administrative positions at a higher education institution or in the institute sector. The majority of these were found in the central administration of the institutions, or with other disciplines than the humanities.

5.1.1 PhD awarded in the humanities

In the period 2000 to 2015, a total of 1 700 doctoral degrees were awarded at Norwegian higher education institutions. 48 per cent of the PhD graduates were women. The highest number of doctorates in the field of humanities was awarded in 2014 (151). There was also a high number awarded in 2008, which was the last year PhD degrees were awarded based on the old PhD-system (pre-Bologna curriculum).

Figure 5.1 Doctorates[1] awarded within humanities in Norway: 2000-2015.



[1]Research fellows in artistic research, who do their dissertation as an artistic performance or equivalent, are not included in the Register of doctoral degrees, and are thus not included in this figure.

Source: NIFU/Register of doctoral degrees

In 2005, the average age at the dissertation was 44 years for PhD graduates within the humanities. The women were slightly younger than the men – 42.6 years compared to 44.5 years. In 2015, the

average age at dissertation was 41 years. The women were still younger than the men, 39.9 and 42.6 years, respectively.

5.2 Researchers in the humanities

In 2015, 3 200 researchers in the Norwegian higher education sector and 650 researchers in the institute sector were involved in R&D at units classified within humanities. The classification by discipline is somewhat different in the two sectors. In the higher education sector, each department or centre is classified within a discipline, such as history, physics etc. In the institute sector, the classification is by field of science. This implies that for figures and tables showing researchers by discipline within the humanities, we only have data for the higher education sector.

Several organisational changes have occurred within institutions performing R&D in the humanities over the last decades. There has been a tendency at faculties in the humanities that small, discipline-oriented units have merged into bigger, interdisciplinary units. An example of this is the re-organisation of the Faculty of Humanities at the University of Oslo in 2005, with departments such as Department of Philosophy, Classics, History of Art and Ideas or Department of Literature, Area Studies and European Languages. There have also been several mergers of higher education institutions in Norway that have affected the discipline structures, such as the merger between the University of Tromsø and the University college of Tromsø in 2009, followed by the merger of the University of Tromsø and the University College of Finnmark in 2013.

Table 5.2 shows the number of researchers within the humanities by discipline in 2015, with a total number of 3 195 researchers in tenured or temporary positions, as well as 650 researchers in this field in the institute sector.

Table 5.2 Research personnel within the humanities in the higher education sector and institute sector by position and discipline: 2015[1].

	Langu-ages	Litera-ture	History, archaeo-logy and cultural studies	Music	Philo-sohpy	Theo-logy and religion	Film and theatre	Media studies	Other human-ities[2]	Institue sector	Total
Full professor	135	66	110	105	59	61	17	43	177	..	773
Associate professor	129	53	87	121	52	37	20	30	180	..	709
Senior lecturer	44	8	6	33	10	10	17	7	40	..	175
Other tenured positions[3]	147	16	37	87	46	34	27	32	246	..	672
Sum tenured positions	*455*	*143*	*240*	*346*	*167*	*142*	*81*	*112*	*643*	..	2329
Post.doc	27	6	27	8	20	15	0	11	34	..	148
Researcher/academic profession[4]	23	3	36	2	16	3	1	5	22	642	753
Research fellow[5]	105	28	96	65	54	48	13	26	128	6	569
Research assistant	2	1	23	0	0	0	0	6	12	5	49
Total personnel	*612*	*181*	*422*	*421*	*257*	*208*	*95*	*160*	*839*	653	3848

[1]Preliminary figures.
[2]Includes architecture, art studies and multidisciplinary studies, as well as Art academies.
[3]Dean, head of department, lecturer and assistant professor.
[4]Includes academic staff and curators at museums
[5]Research fellows are PhD-students which are employed at the higher education institutions, and have regular employee rights.
Source: NIFU/Register of research personnel

We have included researchers in media studies, even though this discipline is classified as social science in the Norwegian classification by field of science. We have also re-classified several of the researchers affiliated with interdisciplinary units according to their education on master's level. Still,

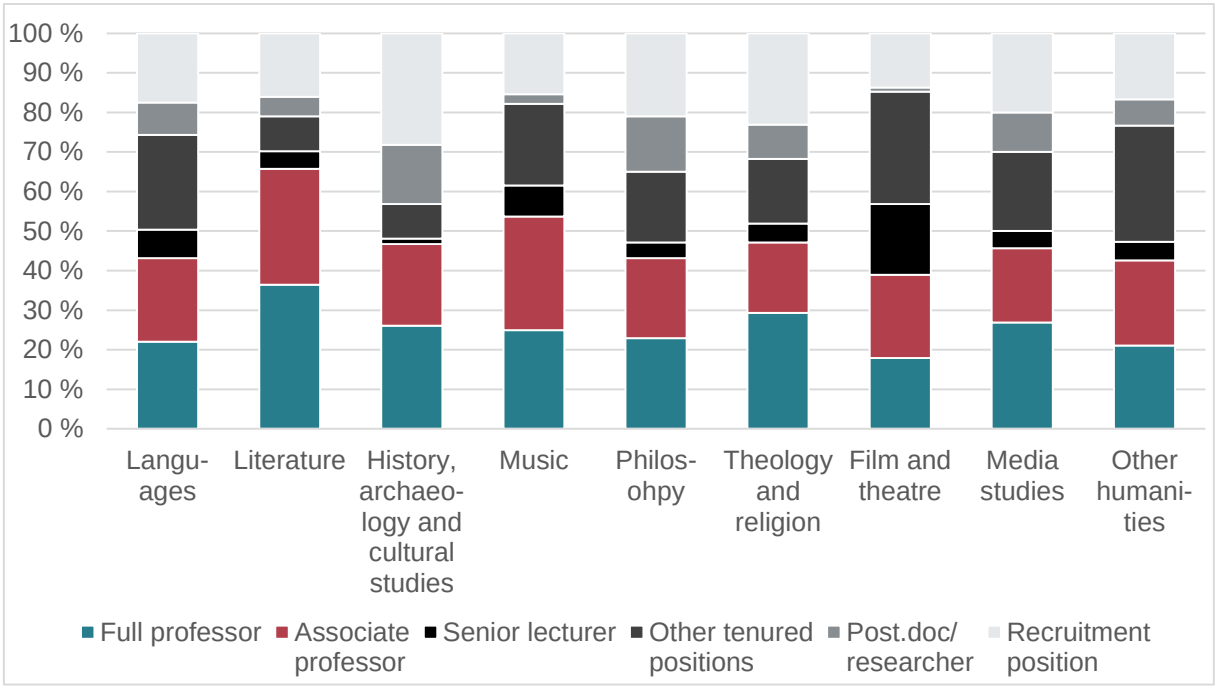
"other humanities" is the largest discipline in the table, as several researchers have an inter- or multidisciplinary education.

We lack information about field of education for several researchers educated abroad. In addition, there is a number of researchers affiliated with departments within the humanities that have their higher education from other fields, mostly social sciences, but also natural sciences and technology.

In 2015, almost three quarters of the researchers within the humanities were employed in tenured positions. The share of full professors was high, 24 per cent. Close to half of the population of researchers in the field were either full professors or associate professors. In the total population of researchers in Norway in 2015, full professors and associate professors both amounted to 18 per cent, and the share of personnel in these positions within the humanities is thus somewhat higher than the average. On the other hand, the humanities had a lower share of research fellows (18 per cent) than the average population (23 per cent), and a lower share of postdocs/temporary researchers (8 to 14 per cent)[6].

Humanities has the highest share of researchers in tenured positions of all scientific fields in the Norwegian higher education sector, 73 per cent. Social sciences had 72 per cent of the research personnel in tenured positions, while the share was 41 per cent for the natural sciences.

Figure 5.2 Research personnel within humanities in the Norwegian higher education sector by type of position[1] and discipline[2]: 2015[3]. Per cent.



[1]Other tenured positions include assistant professors, college readers, senior lecturers, university and college lecturers, as well as deans and head of departments. Recruitment positions include research fellows and research assistants.
[2]Other humanities include personnel within architecture, art studies and multidisciplinary studies, as well as Art academies.
[3]Preliminary figures.
Source: NIFU/Register of Research personnel

The share of full professors was highest within Literature and Theology and religion in 2015, hence 36 and 29 per cent, while the lowest share of full professors was found in Film and theatre studies.

[6] A NIFU working paper from 2015 shows that there are a considerably lower number of post doctor within the humanities than in other fields of science. However, these post doctors are more likely to find employment in the Higher education or Institute sector than post doctors from other fields, see Gunnes & Børing (2015).

The latter discipline had the highest share of senior lecturers, which implies that the discipline has more personnel in the position track focusing on education rather than research.

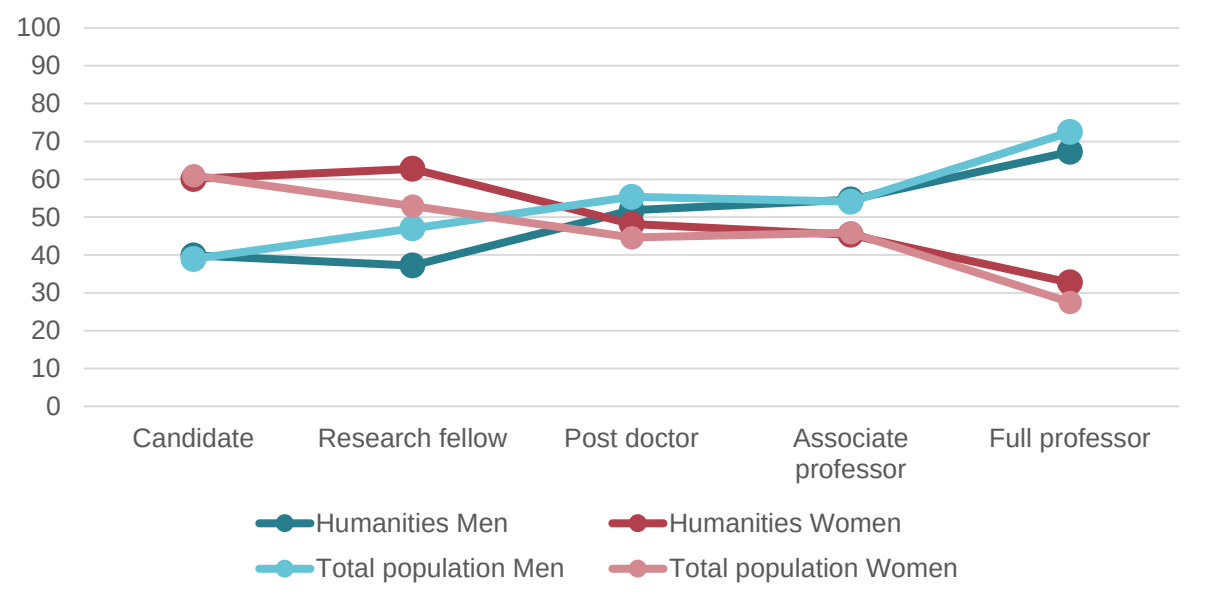
History, archaeology and cultural studies had the highest share of recruitment personnel, as there were a rather large number of research assistants employed within archaeology. The highest share of research personnel in temporary positions was found in History, archaeology and cultural studies (43 per cent) and Philosophy (35 per cent), while the lowest share was in Film and theatre studies (15 per cent). The high share of temporary positions within Philosophy, such as postdocs and researchers, is partly related to the Centre for the Study of Mind in Nature, located at the Department of Philosophy, Classics, History of Art and Ideas at the University of Oslo.

5.3 Gender, age and competence profiles within the humanities

Gender, age and formal qualification of the researchers within the humanities will be discussed in this section, in order to illuminate issues such as gender balance, generation shift and the need for new recruits in the different disciplines.

The gender balance within the humanities, shown in Figure 5.3, indicates that women constituted the majority at the lower levels of the research system, i.e. among candidates and research fellows. At post doctor level, however, there were more men than women, 52/48 per cent. The share is pproximately the same for associate professors, while female full professors within the humanities amounted to 33 per cent in 2015. Compared to the overall population of researchers in Norway, the humanities had the same share of women among the candidates and associate professors.

Figure 5.3 Share of female and male personnel at different stages in an academic career within the humanities and total researcher population in Norway: 2015[1].

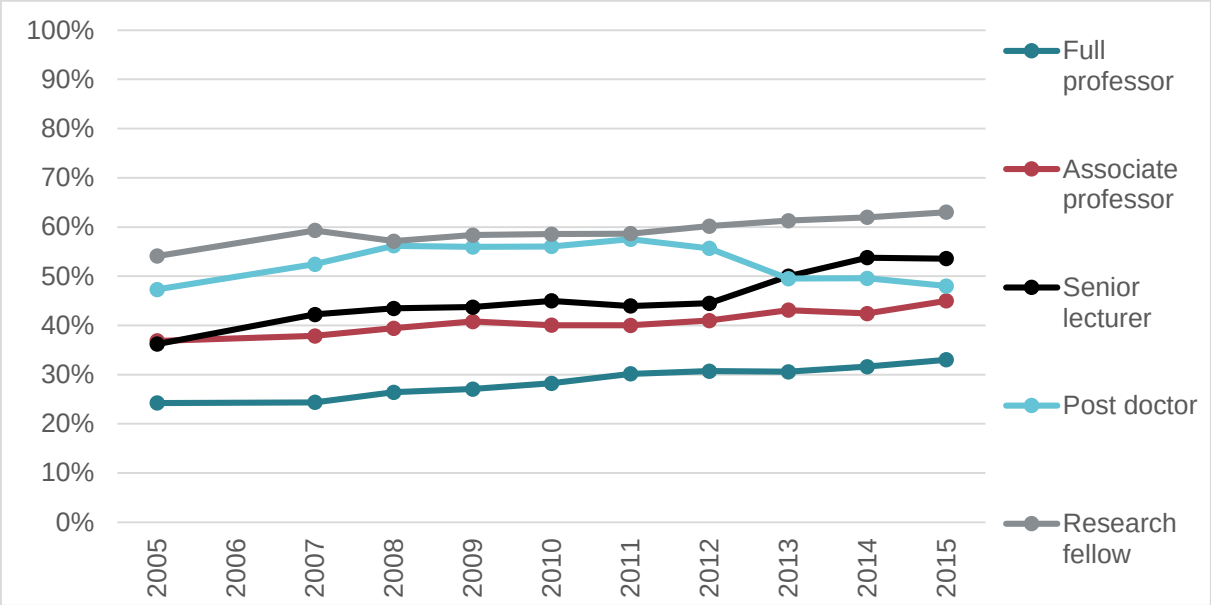


[1]Preliminary figures.
Source: NIFU, Register of Research personnel/DBH

Humanities has been known to have a higher share of female full professors than the average population, and this is also the case in 2015 – but the difference is small, 33 to 28 per cent. At associate professor level, the humanities have the same share of women as the total population, whereas on post doctor level, the share of women was slightly higher in the humanities than in the average population of researchers. Among the research fellows, women accounted for more than 60 per cent.

The share of women in selected positions within the humanities, see Figure 5.4, has been growing steadily from 2005 to 2015, with one exception: the postdoctors. In 2011, 58 per cent of the postdoctors within the humanities were female, and in 2015 the share has decreased to 48 per cent. In 2005, 24 per cent of the full professors within the humanities were female. Ten years later, the share has increased to 33 per cent. For the associate professors, the share of women has increased from 37 to 45 per cent in the same period.

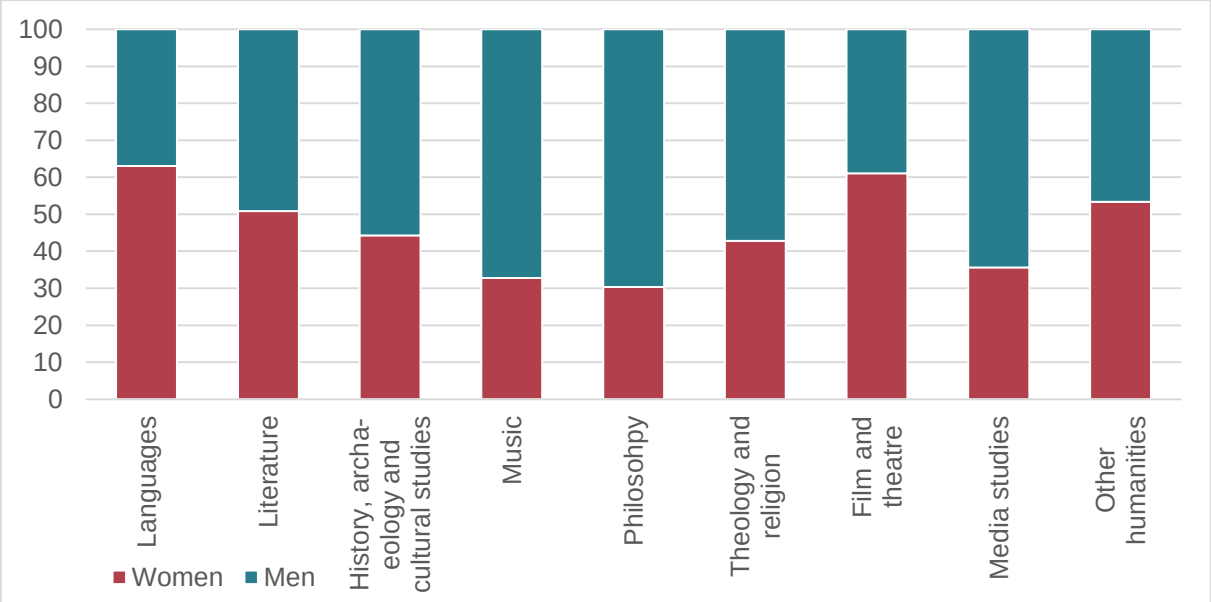
Figure 5.4 Share of women in selected positions within humanities in Norway: 2005-2015[1].



[1]Preliminary figures for 2015.
Source: NIFU/Register of Research personnel

A closer look at the disciplines within the humanities shows that there are variations in the gender balance. Languages, Film and theatre and Other humanities all have more than 50 per cent female researchers, while we find the lowest shares within Philosophy (30 per cent) and Music (33 per cent).

Figure 5.5 Share of male and female researchers within the humanities by discipline: 2015[1].



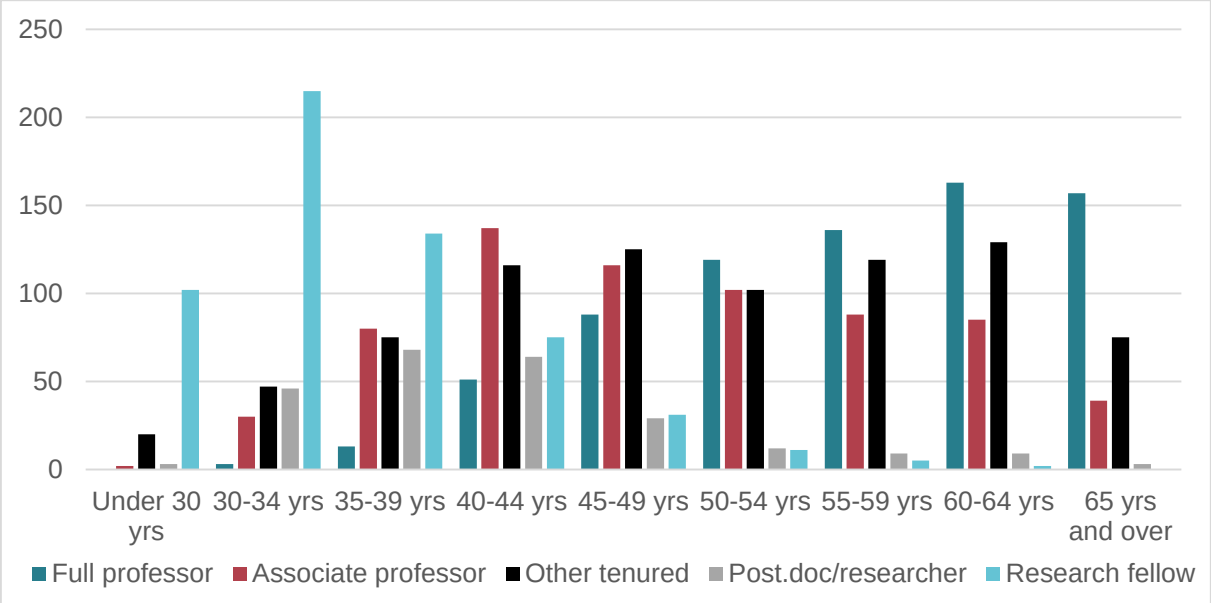
[1]Preliminary figures.
Source: NIFU/Register of Research personnel

Media studies also has a somewhat low representation of women, 35 per cent. The joint category "History, archaeology and cultural studies" covers another male bastion: History (35 per cent women).[7]

The average age for the research personnel is an indicator on the recruitment situation of the different disciplines. High average age for the population of researchers means that the current academic staff is close to the retirement age, and that there are few new recruits to fill in the vacant positions.

Figure 5.6 shows that a large number of the full professors within the humanities were 55 years or older in 2015. The average age for full professors was 57 years this year. The associate professors were somewhat younger, with an average age of 49 years. The postdoctors were on average 38 years old, while the researchers were 44 years. The largest group of the research fellows were between 30 and 34 years old. These patterns indicate that even though the full professors are old, there are younger, qualified researchers that will fill their positions when they retire.

Figure 5.6 Age profile of the research personnel in humanities by position[1] and age group: 2015[2].

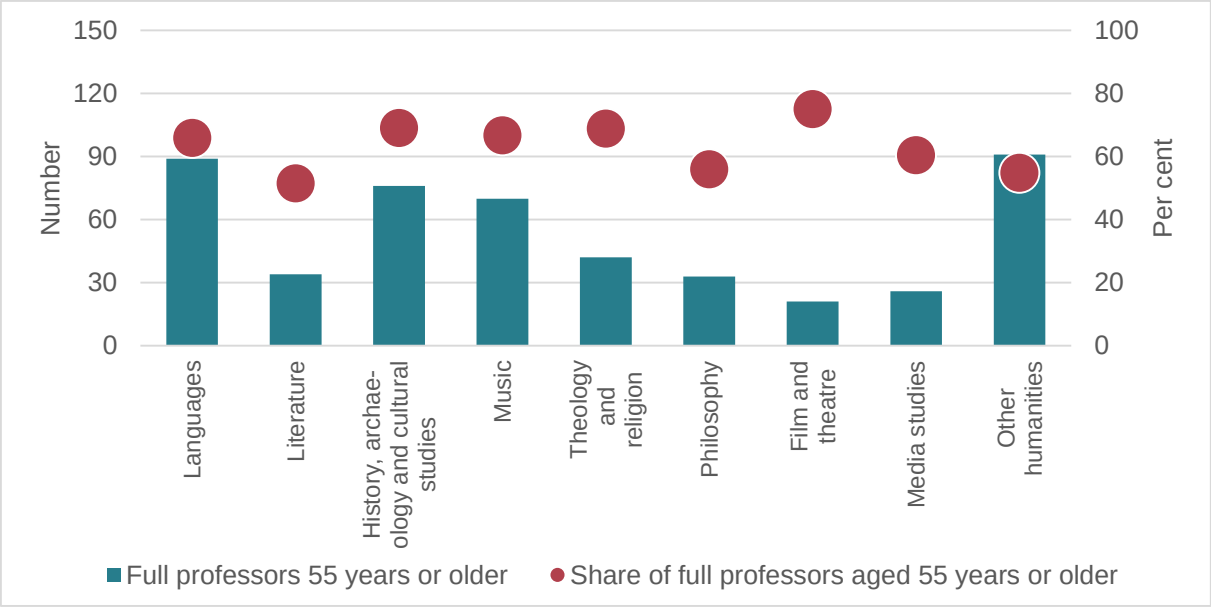


[1]Other tenured positions include assistant professors, college readers, senior lecturers, university and college lecturers, as well as deans and head of departments. Recruitment positions include research fellows (i.e. employed PhD students) and research assistants.
[2]Preliminary figures.
Source: NIFU/Register of Research personnel

In 2015, 62 per cent of the full professors within the humanities were 55 years or older. The highest share of "old" full professors is found within Film and theatre, where 75 per cent were in the oldest age groups, see Figure 5.7. Two thirds of the full professors were 55 years or older within Languages, History/archaeology/culture studies, Music, Theology and religion, while the youngest full professors are found within Literature.

[7] The gender balance in History is described in the report by Egeland et al (2013): "Historie – et guttefag?"

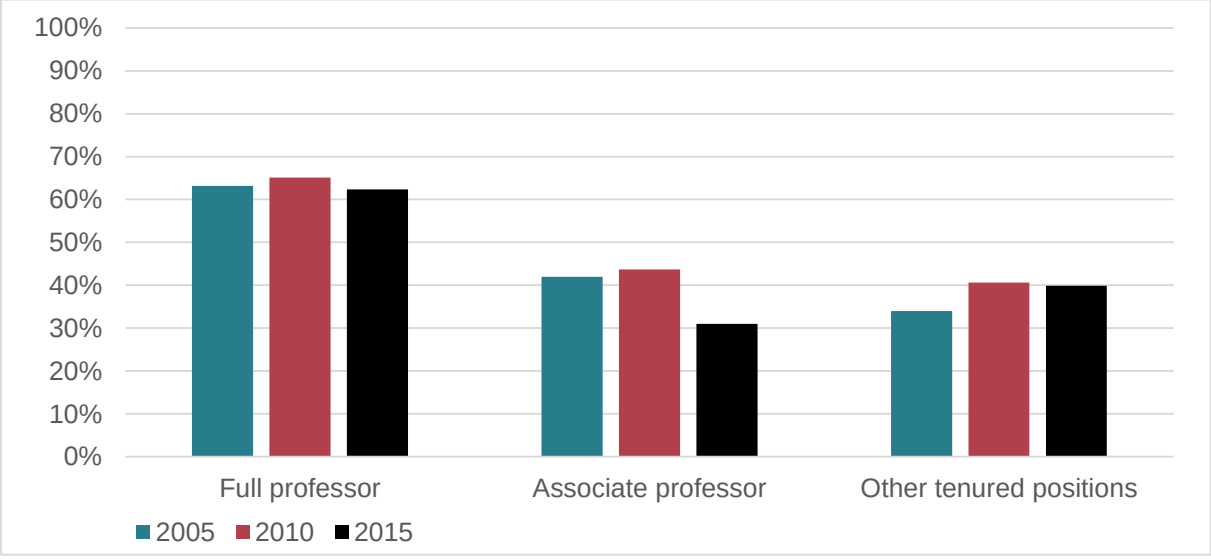
Figure 5.7 Full professors aged 55 years or more, and the share of full professors aged 55 or more within humanities by discipline: 2015[1].



[1]Preliminary figures.
Source: NIFU/Register of Research personnel

Full professors within the humanities have been among the oldest at the Norwegian higher education institutions during the last decade. Figure 5.8 shows that the generation shift in the field has already started. In 2010, the share of full professors aged 55 years or older within the humanities was 65 per cent. Five years later, this share has decreased to 62 per cent. For the associate professors, the decrease in the share of "the elderly" is even more noticeable, from 44 to 31 per cent.

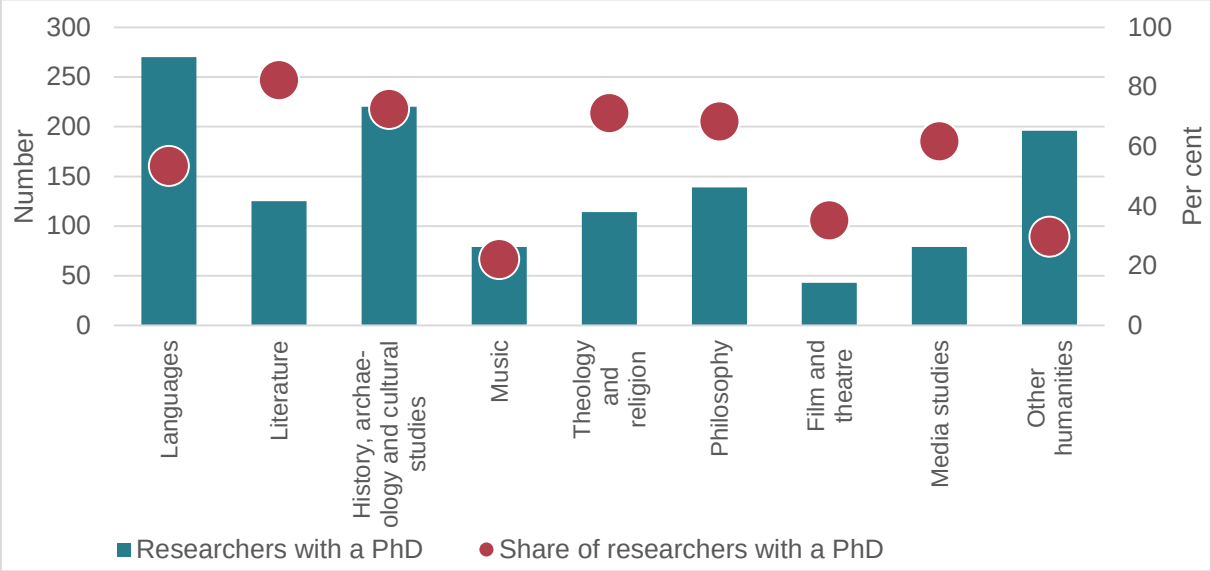
Figure 5.8 Share of researchers aged 55 years or older in selected positions[1] within the humanities: 2005, 2010 and 2015[2].



[1]Other tenured positions include assistant professors, college readers, senior lecturers, university and college lecturers, as well as deans and head of departments.
[2]Preliminary figures.
Source: NIFU/Register of Research personnel

In 2015, half of the research personnel within humanities, exclusive research fellows, had a PhD. The highest share of researchers with a doctorate was found within Literature, where more than 80 per cent of the researchers had a PhD.

Figure 5.9 Share of the research personnel[1], exclusive research fellows, in humanities with a PhD by discipline: 2015[1].



[1]Researchers with a doctorate in artistic research from a Norwegian HEI, i.e. who did their dissertation as an artistic performance or equivalent, are included in this figure, although they are not included in the Register of doctoral degrees.
[2]Preliminary figures.
Source: NIFU/Register of Research personnel

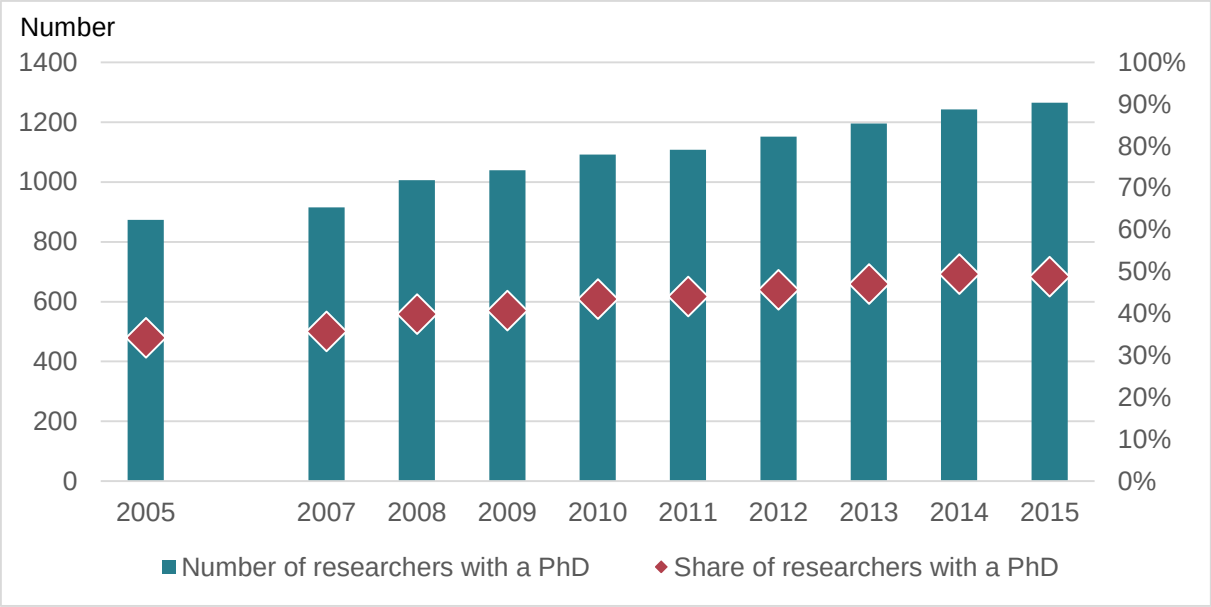
In both History, archaeology and cultural studies and Theology and religion more than 70 per cent of the researchers held a doctoral degree. On the other end of the scale we find Music and Film and theatre where 22 and 35 per cent, respectively, of the researchers had a doctorate. Both disciplines are within artistic research, and other measures than academic publications are taken into account when applications for full professor competence is evaluated.[8]

The share of researchers with a PhD within the humanities in Norway has increased from 34 per cent in 2005 to 49 per cent in 2014, see Figure 5.10. In the same period, the number of researchers with a PhD has increased from 870 to 1265, while the total number of researchers in the field has been rather stable between 2 510 and 2 590.[9]

Note that the numbers on researchers with a PhD for 2015 are preliminary and somewhat uncertain, as only new PhDs awarded in Norway are included – information on dissertations abroad in 2014 and 2015 is not yet updated in the database.

[8] See http://www.uhr.no/documents/Veiledning_professoropprykk_HUM_siste.pdf, under “kunstnerisk kompetanse” (artistic competence/research)
[9] Note that field of science is not a static measure, as it will change due to mergers of institutions and re-organisations of departments and faculties.

Figure 5.10 Number and share of researchers within the humanities in Norway with a PhD: 2005-2015[1].



[1]Preliminary figures.
Source: NIFU/Register of Research personnel

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