INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI 2005–2010

RC-Specific Evaluation of DYNASOBIC – The dynamics of social behaviour in context

Seppo Saari & Antti Moilanen (Eds.)

Evaluation Panel: Social Sciences
RC-Specific Evaluation of DYNASOBIC – The dynamics of social behaviour in context

Seppo Saari & Antti Moilanen (Eds.)

Summary:
Researcher Community (RC) was a new concept of the participating unit in the evaluation. Participation in the evaluation was voluntary and the RCs had to choose one of the five characteristic categories to participate.

Evaluation of the Researcher Community was based on the answers to the evaluation questions. In addition a list of publications and other activities were provided by the TUHAT system. The CWTS/Leiden University conducted analyses for 80 RCs and the Helsinki University Library for 66 RCs. Panelists, 49 and two special experts in five panels evaluated all the evaluation material as a whole and discussed the feedback for RC-specific reports in the panel meetings in Helsinki. The main part of this report is consisted of the feedback which is published as such in the report.

Chapters in the report:
1. Background for the evaluation
2. Evaluation feedback for the Researcher Community
3. List of publications
4. List of activities
5. Bibliometric analyses

The level of the RCs' success can be concluded from the written feedback together with the numeric evaluation of four evaluation questions and the category fitness. More conclusions of the success can be drawn based on the University-level report.

RC-specific information:

Main scientific field of research: Social Sciences

Participation category:
2. Research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear breakthrough

RC's responsible person:
Pirttilä-Backman, Anna-Maija

Keywords:
Research Evaluation, Meta-evaluation, Doctoral Training, Bibliometric Analyses, Researcher Community

Series title and number:
University of Helsinki, Administrative Publications 80/128, Evaluations

ISSN: 1795-5513 (Online)
ISBN: 978-952-10-7548-3 (PDF)

Total number of pages: 96
Language: English

Additional information:
Cover graphics: Päivi Talonpoika-Ukkonen
Enquiries: seppo.o.saari@helsinki.fi

Internet address: http://www.helsinki.fi/julkaisut/aineisto/rc_evaluation
## Contents

Panel members ........................................................................................................................................... 1

### 1 Introduction to the Evaluation ........................................................................................................ 5
1.1 RC-specific evaluation reports ........................................................................................................... 5
1.2 Aims and objectives in the evaluation ............................................................................................. 5
1.3 Evaluation method ............................................................................................................................ 5
1.4 Implementation of the external evaluation ....................................................................................... 6
1.5 Evaluation material ........................................................................................................................... 7
1.6 Evaluation questions and material .................................................................................................... 8
1.7 Evaluation criteria ............................................................................................................................ 10
1.8 Timetable of the evaluation .......................................................................................................... 13
1.9 Evaluation feedback – consensus of the entire panel ..................................................................... 13

### 2 Evaluation feedback ....................................................................................................................... 15
2.1 Focus and quality of the RC’s research ............................................................................................. 15
2.2 Practises and quality of doctoral training ........................................................................................ 15
2.3 The societal impact of research and doctoral training ................................................................... 16
2.4 International and national (incl. intersectoral) research collaboration and researcher mobility ...... 17
2.5 Operational conditions .................................................................................................................... 17
2.6 Leadership and management in the researcher community ........................................................... 18
2.7 External competitive funding of the RC .......................................................................................... 18
2.8 The RC’s strategic action plan for 2011–2013 ................................................................................ 19
2.9 Evaluation of the category of the RC in the context of entity of the evaluation material (1-8) ......... 19
2.10 Short description of how the RC members contributed the compilation of the stage 2 material ... 19
2.11 How the UH’s focus areas are presented in the RC’s research ...................................................... 19
2.12 RC-specific main recommendations ............................................................................................. 20
2.13 RC-specific conclusions ................................................................................................................ 20

### 3 Appendices ..................................................................................................................................... 21
The evaluation of research and doctoral training is being carried out in the years 2010–2012 and will end in 2012. The steering group appointed by the Rector in January 2010 set the conditions for participating in the evaluation and prepared the Terms of Reference to present the evaluation procedure and criteria. The publications and other scientific activities included in the evaluation covered the years 2005–2010.

The participating unit in the evaluation was defined as a Researcher Community (RC). To obtain a critical mass with university-level impact, the number of members was set to range from 20 to 120. The RCs were required to contain researchers in all stages of their research career, from doctoral students to principal investigators (PIs). All in all, 136 Researcher Communities participated in this voluntary evaluation, 5857 persons in total, of whom 1131 were principal investigators. PIs were allowed to participate in two communities in certain cases, and 72 of them used this opportunity and participated in two RCs.

This evaluation enabled researchers to define RCs from the “bottom up” and across disciplines. The aim of the evaluation was not to assess individual performance but a community with shared aims and researcher-training activities. The RCs were able to choose among five different categories that characterised the status and main aims of their research. The steering group considered the process of applying to participate in the evaluation to be important, which lead to the establishment of these categories. In addition, providing a service for the RCs to enable them to benchmark their research at the global level was a main goal of the evaluation.

The data for the evaluation consisted of the RCs’ answers to evaluation questions on supplied e-forms and a compilation extracted from the TUHAT – Research Information System (RIS) on 12 April 2011. The compilation covered scientific and other publications as well as certain areas of scientific activities. During the process, the RCs were asked to check the list of publications and other scientific activities and make corrections if needed. These TUHAT compilations are public and available on the evaluation project sites of each RC in the TUHAT-RIS.

In addition to the e-form and TUHAT compilation, University of Leiden (CWTS) carried out bibliometric analyses from the articles included in the Web of Science (WoS). This was done on University and RC levels. In cases where the publication forums of the RC were clearly not represented by the WoS data, the Library of the University of Helsinki conducted a separate analysis of the publications. This was done for 66 RCs representing the humanities and social sciences.

The evaluation office also carried out an enquiry targeted to the supervisors and PhD candidates about the organisation of doctoral studies at the University of Helsinki. This and other documents describing the University and the Finnish higher education system were provided to the panellists.

The panel feedback for each RC is unique and presented as an entity. The first collective evaluation reports available for the whole panel were prepared in July–August 2011. The reports were accessible to all panel members via the electronic evaluation platform in August. Scoring from 1 to 5 was used to complement written feedback in association with evaluation questions 1–4 (scientific focus and quality, doctoral training, societal impact, cooperation) and in addition to the category evaluating the fitness for participation in the evaluation. Panellists used the international level as a point of comparison in the evaluation. Scoring was not expected to go along with a preset deviation.

Each of the draft reports were discussed and dealt with by the panel in meetings in Helsinki (from 11 September to 13 September or from 18 September to 20 September 2011). In these meetings the panels also examined the deviations among the scores and finalised the draft reports together.

The current RC-specific report deals shortly with the background of the evaluation and the terms of participation. The main evaluation feedback is provided in the evaluation report, organised according to the evaluation questions. The original material provided by the RCs for the panellists has been attached to these documents.
On behalf of the evaluation steering group and office, I sincerely wish to thank you warmly for your participation in this evaluation. The effort you made in submitting the data to TUHAT-RIS is gratefully acknowledged by the University. We wish that you find this panel feedback useful in many ways. The bibliometric profiles may open a new view on your publication forums and provide a perspective for discussion on your choice of forums. We especially hope that this evaluation report will help you in setting the future goals of your research.

Johanna Björkroth  
Vice-Rector  
Chair of the Steering Group of the Evaluation  

Steering Group of the evaluation  
Steering group, nominated by the Rector of the University, was responsible for the planning of the evaluation and its implementation having altogether 22 meetings between February 2010 and March 2012.  

Chair  
Vice-Rector, professor Johanna Björkroth  

Vice-Chair  
Professor Marja Airaksinen  

Chief Information Specialist, Dr Maria Forsman  
Professor Arto Mustajoki  
University Lecturer, Dr Kirsi Pyhältö  
Director of Strategic Planning and Development, Dr Ossi Tuomi  
Doctoral candidate, MSocSc Jussi Vauhkonen
Panel members

CHAIR
Professor Hebe Vessuri
Social anthropology
Venezuelan Institute of Scientific Research, Venezuela

VICE-CHAIR
Professor Christine Helm
Psychology, neurobiology of early-life stress, depression, anxiety, functional somatic disorders
Charité University Medicine Berlin, Germany

Professor Allen Ketcham
Ethics and social philosophy, applied Social philosophy, ethics of business
Texas A&M University – Kingsville, USA

Professor Erno Lehtinen
Education, educational reform
University of Turku, Finland

Professor Enzo Mingione
Urban sociology
University of Milan - Bicocca, Italy

Professor Giovanna Procacci
Political sociology, transformation of citizenship, social rights, social exclusion, immigration policy
University of Milan, Italy

Professor Inger Johanne Sand
Law, public law, legal theory
University of Oslo, Norway

Professor Timo Teräsvirta
Time series econometrics
Aarhus University, Denmark

Professor Göran Therborn
General sociology
University of Cambridge, Great Britain

Professor Liisa Uusitalo
Consumer behaviour (economic & social theory), marketing and communication research
Aalto University, School of Economics, Finland

The panel, independently, evaluated all the submitted material and was responsible for the feedback of the RC-specific reports. The panel members were asked to confirm whether they had any conflict of interests with the RCs. If this was the case, the panel members disqualified themselves in discussion and report writing.

Added expertise to the evaluation was contributed by two members from the Panel of Humanities.

Experts from the Panel of Humanities
Professor Erhard Hinrichs
Professor Pauline von Bonsdorff
EVALUATION OFFICE
Dr Seppo Saari, Doc., Senior Adviser in Evaluation, was responsible for the entire evaluation, its planning and implementation and acted as an Editor-in-chief of the reports.

Dr Eeva Sievi, Doc., Adviser, was responsible for the registration and evaluation material compilations for the panellists. She worked in the evaluation office from August 2010 to July 2011.

MSocSc Paula Ranne, Planning Officer, was responsible for organising the panel meetings and all the other practical issues like agreements and fees and editing a part the RC-specific reports. She worked in the evaluation office from March 2011 to January 2012.

Mr Antti Molianen, Project Secretary, was responsible for editing the reports. He worked in the evaluation office from January 2012 to April 2012.

TUHAT OFFICE
Provision of the publication and other scientific activity data
Mrs Alja Kaltera, Project Manager of TUHAT-RIS served the project ex officio providing the evaluation project with the updated information from TUHAT-RIS. The TUHAT office assisted in mapping the publications with CWTS/University of Leiden.

MA Liisa Ekebom, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation. She also assisted the UH/Library analyses.

BA Liisa Jäppinen, Assisting Officer, served in TUHAT-RIS updating the publications for the evaluation.

HELSINKI UNIVERSITY LIBRARY
Provision of the publication analyses
Dr Maria Forsman, Chief Information Specialist in the Helsinki University Library, managed with her 10 colleagues the bibliometric analyses in humanities, social sciences and in other fields of sciences where CWTS analyses were not applicable.
Acronyms and abbreviations applied in the report

External competitive funding
AF – Academy of Finland
TEKES - Finnish Funding Agency for Technology and Innovation
EU - European Union
ERC - European Research Council
International and national foundations
FP7/6 etc. /Framework Programmes/Funding of European Commission

Evaluation marks
Outstanding (5)
Excellent (4)
Very Good (3)
Good (2)
Sufficient (1)

Abbreviations of Bibliometric Indicators
P - Number of publications
TCS – Total number of citations
MCS - Number of citations per publication, excluding self-citations
PNC - Percentage of uncited publications
MNCS - Field-normalized number of citations per publication
MNJS - Field-normalized average journal impact
THCP10 - Field-normalized proportion highly cited publications (top 10%)
INT_COV - Internal coverage, the average amount of references covered by the WoS
WoS – Thomson Reuters Web of Science Databases

Participation category
Category 1. The research of the participating community represents the international cutting edge in its field.
Category 2. The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.
Category 3. The research of the participating community is distinct from mainstream research, and the special features of the research tradition in the field must be considered in the evaluation.
Category 4. The research of the participating community represents an innovative opening.
Category 5. The research of the participating community has a highly significant societal impact.

Research focus areas of the University of Helsinki
Focus area 1: The basic structure, materials and natural resources of the physical world
Focus area 2: The basic structure of life
Focus area 3: The changing environment – clean water
Focus area 4: The thinking and learning human being
Focus area 5: Welfare and safety
Focus area 6: Clinical research
Focus area 7: Precise reasoning
Focus area 8: Language and culture
Focus area 9: Social justice
Focus area 10: Globalisation and social change
1 Introduction to the Evaluation

1.1 RC-specific evaluation reports

The participants in the evaluation of research and doctoral training were Researcher Communities (hereafter referred to as the RC). The RC refers to the group of researchers who registered together in the evaluation of their research and doctoral training. Preconditions in forming RCs were stated in the Guidelines for the Participating Researcher Communities. The RCs defined themselves whether their compositions should be considered well-established or new.

It is essential to emphasize that the evaluation combines both meta-evaluation and traditional research assessment exercise and its focus is both on the research outcomes and procedures associated with research and doctoral training. The approach to the evaluation is enhancement-led where self-evaluation constituted the main information. The answers to the evaluation questions formed together with the information of publications and other scientific activities an entity that was to be reviewed as a whole.

The present evaluation recognizes and justifies the diversity of research practices and publication traditions. Traditional Research Assessment Exercises do not necessarily value high quality research with low volumes or research distinct from mainstream research. It is challenging to expose the diversity of research to fair comparison. To understand the essence of different research practices and to do justice to their diversity was one of the main challenges of the present evaluation method. Understanding the divergent starting points of the RCs demanded sensitivity from the evaluators.

1.2 Aims and objectives in the evaluation

The aims of the evaluation are as follows:

- to improve the level of research and doctoral training at the University of Helsinki and to raise their international profile in accordance with the University’s strategic policies. The improvement of doctoral training should be compared to the University's policy.2
- to enhance the research conducted at the University by taking into account the diversity, originality, multidisciplinary nature, success and field-specificity,
- to recognize the conditions and prerequisites under which excellent, original and high-impact research is carried out,
- to offer the academic community the opportunity to receive topical and versatile international peer feedback,
- to better recognize the University’s research potential.
- to exploit the University’s TUHAT research information system to enable transparency of publishing activities and in the production of reliable, comparable data.

1.3 Evaluation method

The evaluation can be considered as an enhancement-led evaluation. Instead of ranking, the main aim is to provide useful information for the enhancement of research and doctoral training of the participating RCs. The comparison should take into account each field of science and acknowledge their special character.

---

1 The panellists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics or comparable analyses.

2 Policies on doctoral degrees and other postgraduate degrees at the University of Helsinki.
The comparison produced information about the present status and factors that have lead to success. Also challenges in the operations and outcomes were recognized.

The evaluation approach has been designed to recognize better the significance and specific nature of researcher communities and research areas in the multidisciplinary top-level university. Furthermore, one of the aims of the evaluation is to bring to light those evaluation aspects that differ from the prevalent ones. Thus the views of various fields of research can be described and research arising from various starting points understood better. The doctoral training is integrated into the evaluation as a natural component related to research. Operational processes of doctoral training are being examined in the evaluation.

**Five stages of the evaluation method were:**

1. Registration – Stage 1
2. Self-evaluation – Stage 2
3. TUHAT\(^3\) compilations on publications and other scientific activities\(^4\)
4. External evaluation
5. Public reporting

### 1.4 Implementation of the external evaluation

**Five Evaluation Panels**

Five evaluation panels consisted of independent, renowned and highly respected experts. The main domains of the panels are:

1. biological, agricultural and veterinary sciences
2. medicine, biomedicine and health sciences
3. natural sciences
4. humanities
5. social sciences

The University invited 10 renowned scientists to act as chairs or vice-chairs of the five panels based on the suggestions of faculties and independent institutes. Besides leading the work of the panel, an additional role of the chairs was to discuss with other panel chairs in order to adopt a broadly similar approach. The panel chairs and vice-chairs had a pre-meeting on 27 May 2011 in Amsterdam.

The panel compositions were nominated by the Rector of the University 27 April 2011. The participating RCs suggested the panel members. The total number of panel members was 50. The reason for a smaller number of panelists as compared to the previous evaluations was the character of the evaluation as a meta-evaluation. The panelists did not read research reports or abstracts but instead, they evaluated answers to the evaluation questions, tables and compilations of publications, other scientific activities, bibliometrics and comparable analyses.

The panel meetings were held in Helsinki:

- On 11–13 September 2011: (1) biological, agricultural and veterinary sciences, (2) medicine, biomedicine and health sciences and (3) natural sciences.
- On 18–20 September 2011: (4) humanities and (5) social sciences.

---

\(^3\) TUHAT (acronym) of Research Information System (RIS) of the University of Helsinki

\(^4\) Supervision of thesis, prizes and awards, editorial work and peer reviews, participation in committees, boards and networks and public appearances.
1.5 Evaluation material

The main material in the evaluation was the RCs' self-evaluations that were qualitative in character and allowed the RCs to choose what was important to mention or emphasise and what was left unmentioned.

The present evaluation is exceptional at least in the Finnish context because it is based on both the evaluation documentation (self-evaluation questions, publications and other scientific activities) and the bibliometric reports. All documents were delivered to the panelists for examination.

Traditional bibliometrics can be reasonably done mainly in medicine, biosciences and natural sciences when using the Web of Science database, for example. Bibliometrics, provided by CWTS/The Centre for Science and Technology Studies, University of Leiden, cover only the publications that include WoS identification in the TUHAT-RIS.

Traditional bibliometrics are seldom relevant in humanities and social sciences because the international comparable databases do not store every type of high quality research publications, such as books and monographs and scientific journals in other languages than English. The Helsinki University Library has done analysis to the RCs, if their publications were not well represented in the Web of Science databases (RCs should have at least 50 publications and internal coverage of publications more than 40%) – it meant 58 RCs. The bibliometric material for the evaluation panels was available in June 2011. The RC-specific bibliometric reports are attached at the end of each report.

The panels were provided with the evaluation material and all other necessary background information, such as the basic information about the University of Helsinki and the Finnish higher education system.

Evaluation material

1. Registration documents of the RCs for the background information
2. Self evaluation material – answers to the evaluation questions
3. Publications and other scientific activities based on the TUHAT RIS:
   3.1. statistics of publications
   3.2. list of publications
   3.3. statistics of other scientific activities
   3.4. list of other scientific activities
4. Bibliometrics and comparable analyses:
   4.1. Analyses of publications based on the verification of TUHAT-RIS publications with the Web of Science publications (CWTS/University of Leiden)
   4.2. Publication statistics analysed by the Helsinki University Library - mainly for humanities and social sciences
5. University level survey on doctoral training (August 2011)
6. University level analysis on publications 2005–2010 (August 2011) provided by CWTS/University of Leiden

Background material

University of Helsinki
- Basic information about the University of the Helsinki
- The structure of doctoral training at the University of Helsinki
- Previous evaluations of research at the University of Helsinki – links to the reports: 1998 and 2005

The Finnish Universities/Research Institutes
- Finnish University system
- Evaluation of the Finnish National Innovation System
- The State and Quality of Scientific Research in Finland. Publication of the Academy of Finland 9/09.

The evaluation panels were provided also with other relevant material on request before the meetings in Helsinki.
1.6 Evaluation questions and material

The participating RCs answered the following evaluation questions which are presented according to the evaluation form. In addition, TUHAT RIS was used to provide the additional material as explained. For giving the feedback to the RCs, the panellists received the evaluation feedback form constructed in line with the evaluation questions:

1. Focus and quality of the RC’s research
   - Description of
     - the RC’s research focus.
     - the quality of the RC’s research (incl. key research questions and results)
     - the scientific significance of the RC’s research in the research field(s)
   - Identification of the ways to strengthen the focus and improve the quality of the RC’s research

   The additional material: TUHAT compilation of the RC’s publications, analysis of the RC’s publications data (provided by University of Leiden and the Helsinki University Library)
   A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness
     - Strengths
     - Areas of development
     - Other remarks
     - Recommendations

   Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

2. Practises and quality of doctoral training
   - Organising of the doctoral training in the RC. Description of the RC’s principles for:
     - recruitment and selection of doctoral candidates
     - supervision of doctoral candidates
     - collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes
     - good practises and quality assurance in doctoral training
   - Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training.

   The additional material: TUHAT compilation of the RC’s other scientific activities/supervision of doctoral dissertations
   A written feedback from the aspects of: processes and good practises related to leadership and management
     - Strengths
     - Areas of development
     - Other remarks
     - Recommendations

   Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

3. The societal impact of research and doctoral training
   - Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).
   - Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training.

   The additional material: TUHAT compilation of the RC’s other scientific activities.
   A written feedback from the aspects of: societal impact, national and international collaboration, innovativeness
     - Strengths
     - Areas of development
     - Other remarks
     - Recommendations

   Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)
4. International and national (incl. intersectoral) research collaboration and researcher mobility

- Description of
  - the RC’s research collaborations and joint doctoral training activities
  - how the RC has promoted researcher mobility
- Identification of the RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

A written feedback from the aspects of: scientific quality, national and international collaboration

- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

5. Operational conditions

- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).
- Identification of the RC’s strengths and challenges related to operational conditions, and the actions planned for their development.

A written feedback from the aspects of: processes and good practices related to leadership and management

- Strengths
- Areas of development
- Other remarks
- Recommendations

6. Leadership and management in the researcher community

- Description of
  - the execution and processes of leadership in the RC
  - how the management-related responsibilities and roles are distributed in the RC
  - how the leadership- and management-related processes support
    - high quality research
    - collaboration between principal investigators and other researchers in the RC
    - the RC’s research focus
    - strengthening of the RC’s know-how
- Identification of the RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes

7. External competitive funding of the RC

- The RCs were asked to provide information of such external competitive funding, where:
  - the funding decisions have been made during 1.1.2005–31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki
- On the e-form the RCs were asked to provide:
  1) The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation, EU, ERC, foundations, other national funding organisations, other international funding organisations), and
  2) The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.

Competitive funding reported in the text is also to be considered when evaluating this point.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, innovativeness, future significance

- Strengths
- Areas of development
- Other remarks
- Recommendations

8. The RC’s strategic action plan for 2011–2013

- RC’s description of their future perspectives in relation to research and doctoral training.

A written feedback from the aspects of: scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

- Strengths
- Areas of development
9. Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC’s fitness to the chosen participation category
A written feedback evaluating the RC’s fitness to the chosen participation category
- Strengths
- Areas of development
- Other remarks
- Recommendations

Numeric evaluation: OUTSTANDING (5), EXCELLENT (4), VERY GOOD (3), GOOD (2), SUFFICIENT (1)

10. Short description of how the RC members contributed the compilation of the stage 2 material
Comments on the compilation of evaluation material

11. How the UH’s focus areas are presented in the RC’s research?
Comments if applicable

12. RC-specific main recommendations based on the previous questions 1-11

13. RC-specific conclusions

1.7 Evaluation criteria

The panellists were expected to give evaluative and analytical feedback to each evaluation question according to their aspects in order to describe and justify the quality of the submitted material. In addition, the evaluation feedback was asked to be pointed out the level of the performance according to the following classifications:
- outstanding (5)
- excellent (4)
- very good (3)
- good (2)
- sufficient (1)

Evaluation according to the criteria was to be made with thorough consideration of the entire evaluation material of the RC in question. Finally, in questions 1-4 and 9, the panellists were expected to classify their written feedback into one of the provided levels (the levels included respective descriptions, ‘criteria’). Some panels used decimals in marks. The descriptive level was interpreted according to the integers and not rounding up the decimals by the editors.

Description of criteria levels

Question 1 – FOCUS AND QUALITY OF THE RC’S RESEARCH

Classification: Criteria (level of procedures and results)

Outstanding quality of procedures and results (5)

Outstandingly strong research, also from international perspective. Attracts great international interest with a wide impact, including publications in leading journals and/or monographs published by leading international publishing houses. The research has world leading qualities. The research focus, key research questions scientific significance, societal impact and innovativeness are of outstanding quality.

In cases where the research is of a national character and, in the judgement of the evaluators, should remain so, the concepts of “international attention” or “international impact” etc. in the grading criteria above may be replaced by “international comparability”.
Operations and procedures are of outstanding quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality.

**Excellent quality of procedures and results (4)**

Research of excellent quality. Typically published with great impact, also internationally. Without doubt, the research has a leading position in its field in Finland.

Operations and procedures are of excellent quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality.

**Very good quality of procedures and results (3)**

The research is of such very good quality that it attracts wide national and international attention.

Operations and procedures are of very good quality, transparent and shared in the community. The improvement of research and other efforts are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of very good quality.

**Good quality of procedures and results (2)**

Good research attracting mainly national attention but possessing international potential, extraordinarily high relevance may motivate good research.

Operations and procedures are of good quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of good quality.

**Sufficient quality of procedures and results (1)**

In some cases the research is insufficient and reports do not gain wide circulation or do not have national or international attention. Research activities should be revised.

Operations and procedures are of sufficient quality, shared occasionally in the community. The improvement of research and other efforts are occasionally documented and operations and practices are to some extent in alignment with the documentation. The ambition to develop the community together is of sufficient quality.

**Question 2 – DOCTORAL TRAINING**

**Question 3 – SOCIETAL IMPACT**

**Question 4 – COLLABORATION**

**Classification: Criteria (level of procedures and results)**

**Outstanding quality of procedures and results (5)**

Procedures are of outstanding quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are in alignment with the documentation. The ambition to develop the community together is of outstanding quality. The procedures and results are regularly evaluated and the feedback has an effect on the planning.

**Excellent quality of procedures and results (4)**

Procedures are of excellent quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and management are documented and operations and practices are to large extent in alignment with the documentation. The ambition to develop the community together is of excellent quality. The procedures and outcomes are evaluated and the feedback has an effect on the planning.

**Very good quality of procedures and results (3)**

Procedures are of very good quality, transparent and shared in the community. The practices and quality of doctoral training/societal impact/international and national collaboration/leadership and
management are documented and operations and practices are to large extent in alignment with the
documentation. The ambition to develop the community together is of very good quality.

Good quality of procedures and results (2)
Procedures are of good quality, shared occasionally in the community. The practices and quality of
doctoral training/societal impact/international and national collaboration/leadership and
management are documented and operations and practices are to large extent in alignment with the
documentation. The ambition to develop the community together is of very good quality.

Sufficient quality of procedures and results (1)
Procedures are of sufficient quality, transparent and shared in the community. The practices and
quality of doctoral training/societal impact/international and national collaboration/leadership and
management are occasionally documented and operations and practices are to some extent in
alignment with the documentation. The ambition to develop the community together is of sufficient
quality.

Question 9 – CATEGORY
Participation category – fitness for the category chosen
The choice and justification for the chosen category below should be reflected in the RC’s responses to the
evaluation questions 1–8.

1. The research of the participating community represents the international cutting edge in its field.
2. The research of the participating community is of high quality, but the community in its present
   composition has yet to achieve strong international recognition or a clear break-through.
3. The research of the participating community is distinct from mainstream research, and the special
   features of the research tradition in the field must be considered in the evaluation. The research is
   of high quality and has great significance and impact in its field. However, the generally used
   research evaluation methods do not necessarily shed sufficient light on the merits of the
   research.
4. The research of the participating community represents an innovative opening. A new opening can
   be an innovative combination of research fields, or it can be proven to have a special social,
   national or international demand or other significance. Even if the researcher community in its
   present composition has yet to obtain proof of international success, its members can produce
   convincing evidence of the high level of their previous research.
5. The research of the participating community has a highly significant societal impact. The
   participating researcher community is able to justify the high social significance of its research.
   The research may relate to national legislation, media visibility or participation in social debate,
   or other activities promoting social development and human welfare. In addition to having
   societal impact, the research must be of a high standard.

An example of outstanding fitness for category choice (5) 5
The RC’s representation and argumentation for the chosen category were convincing. The RC recognized
its real capacity and apparent outcomes in a wider context to the research communities. The specific
character of the RC was well-recognized and well stated in the responses. The RC fitted optimally for the
category.

- Outstanding (5)
- Excellent (4)
- Very good (3)
- Good (2)
- Sufficient (1)

The above-mentioned definition of outstanding was only an example in order to assist the panellists in
the positioning of the classification. There was no exact definition for the category fitness.

5 The panels discussed the category fitness and made the final conclusions of the interpretation of it.
1.8 Timetable of the evaluation

The main timetable of the evaluation:

1. Registration November 2010
3. External peer review May–September 2011
4. Published reports March–April 2012
   - University level public report
   - RC specific reports

The entire evaluation was implemented during the university’s strategy period 2010–2012. The preliminary results were available for the planning of the following strategy period in late autumn 2011. The evaluation reports will be published in March/April 2012. More detailed time schedule is published in the University report.

1.9 Evaluation feedback – consensus of the entire panel

The panellists evaluated all the RC-specific material before the meetings in Helsinki and mailed the draft reports to the evaluation office. The latest interim versions were on-line available to all the panellists on the Wiki-sites. In September 2011, in Helsinki the panels discussed the material, revised the first draft reports and decided the final numeric evaluation. After the meetings in Helsinki, the panels continued working and finalised the reports before the end of November 2011. The final RC-specific reports are the consensus of the entire panel.

The evaluation reports were written by the panels independently. During the editing process, the evaluation office requested some clarifications from the panels when necessary. The tone and style in the reports were not harmonized in the editing process. All the reports follow the original texts written by the panels as far as it was possible.

The original evaluation material of the RCs, provided for the panellists is attached at the end of the report. It is essential to notice that the exported lists of publications and other scientific activities depend how the data was stored in the TUHAT-RIS by the RCs.
2 Evaluation feedback

2.1 Focus and quality of the RC’s research

- Description of
  - the RC’s research focus
  - the quality of the RC’s research (incl. key research questions and results)
  - the scientific significance of the RC’s research in the research field(s)

- Identification of the ways to strengthen the focus and improve the quality of the RC’s research

ASPECTS: Scientific quality, scientific significance, societal impact, innovativeness

DYNASOBIC is an RC focusing on social behavior and its dynamic adaption in contexts.

The self-description of the RC is highly reflected and self-evaluative, and all sections are extremely well prepared. Particular thought is given to the dynamics of interaction within the group of researchers as well as the optimization of goal-oriented outcomes, and this general attitude or perspective is also translated into the doctoral training. It appears that insights of the RC’s own research regarding social dynamics in certain contexts (here research and training program) are applied to optimally organize the RC itself. This is a noteworthy unique feature of this submission.

Regarding the research program, the RC consists of 7 research groups with specific thematic foci, but a common theoretical and methodological denominator within a wide, very interesting range. Each research group focuses on different aspects of social psychology, combined with developmental and cultural psychology. The range of topics includes socially relevant behaviors such as 1) values, morality, justice, 2) intergroup relations, identity, ethnicity, 3) everyday thinking, 4) entrepreneurship, and 5) organization and teamwork, as well as 6) health behavior and 7) gender-related social behavior. The RC also considers increasing technological innovations and globalization as new contexts in which social behavior has to be adapted.

The research seems to be of high quality and innovative. The group has been very productive in the past 5 years regarding publications and completion of doctoral theses. For each of the above referenced thematic areas, important results have been produced by the RC and these are presented in relative detail as focused empirical generalizations in the submission. The research undoubtedly is highly significant and likely has high societal impact. Taken together, it appears that this is a great RC, although its full potential may not yet have been reached, as the self-assessment indicates.

Remark

The research focus appears to be almost exclusively centered on social psychology and there little ‘multi-disciplinary integration’. A relatively tight focus of the RC might also represent the strength of this RC. However, potential integration with other disciplines might be an area of development.

Numeric evaluation: 4 (Excellent)

2.2 Practises and quality of doctoral training

- Organising of the doctoral training in the RC. Description of the RC’s principles for:
  - recruitment and selection of doctoral candidates
  - supervision of doctoral candidates
  - collaboration with faculties, departments/institutes, and potential graduate schools/doctoral programmes
  - good practises and quality assurance in doctoral training
  - assuring of good career perspectives for the doctoral candidates/fresh doctorates
• Identification of the RC’s strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.
• Additional material: TUHAT compilation of the RC’s other scientific activities/supervision of doctoral dissertations

ASPECTS: Processes and good practices related to leadership and management

As noted before, the self-description of the practice and quality of the doctoral training is very thoughtful. The RC considers social and contextual determinants of the doctoral training and seeks to improve outcomes of the doctoral training based on such considerations.

The RC has a relative large amount of doctoral candidates. The table of RC members lists 28 current doctoral candidates. The RC appears to be largest doctoral training program in Finland for social psychology, with most PhD’s in social psychology coming out of this RC. With 29 PhDs over the evaluation period, the RC has an excellent output record.

Students are selected based on grades in their Masters theses, but also based on motivation. Supervision is accomplished as a collaborative effort between members of the RC. The mentorship is explicitly meant to involve guidance rather than being very restrictive. For each doctoral student, an effort is made to find the best expert in the domain as a supervisor.

There seems to be a high degree of direct contact and close interaction with supervisors in the doctoral program. Boundaries and hierarchical structures are low. There are daily contacts between student and supervisor.

The RC is closely interconnected with national graduate schools for social science (SOVAKO) and social psychology (GSSP), and several candidates have been members of these graduate schools. The RC has a leadership role in the latter graduate school. Summer Schools of the European Association of Social Psychology are also used. There seems to be an excellent network of international collaboration in the doctoral training, with is reflected in external international evaluators and opponents for theses as well as the regular supervision of doctoral candidates from abroad.

It is noteworthy that the RC has regular seminars for all the doctoral students over 3 semesters where the students are more broadly trained, hence they are not only focusing on their own domain/topic but can become familiar with the broader context of their topic in the field. There are also special ‘research development days’ that help develop the research in the RC.

Doctoral students write a monograph instead of an assembly of research publications. While this may decrease the number of publications per student, it ensures that students write a coherent theoretical and research text, integrating their findings with the larger field, which should be commended.

The doctoral training seems to be excellent.

It is commendable that training in the ethical conduct of research will be offered to students starting in fall 2011.

Areas of development: Little information is given regarding efforts to develop career options for doctoral students after they graduate. Little information is given regarding the mobility of the students.

International placement of postdocs could be an area of development.

Numeric evaluation: 4 (Excellent)

2.3 The societal impact of research and doctoral training

• Description on how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).
• Identification of the ways to strengthen the societal impact of the RC’s research and doctoral training.
• Additional material: TUHAT compilation of the RC’s other scientific activities.

ASPECTS: Societal impact, national and international collaboration, innovativeness

The RC is very interactive with society extra muros. The research of this RC directly concerns social interaction and society as a whole. The results of the research have direct societal implications. Because of the nature of the research, the RC members are represented in many national and local committees that
translate research results and theories into policy/practice. The scope of interaction is impressive, multiculturalism, expat professionals, farmer entrepreneurship.

There seems to be seamless integration with public organizations at the state and community level in Finland and even other countries. Research projects are planned and carried out in close collaboration with these organizations, based on societal demand.

Members of the RC have expert positions in committees/institutions that are concerned with social issues (such as intercultural contact, racism, etc) and consult ministries, municipalities, EU, and others.

The doctoral training program in itself is relevant for Finnish society as the majority of PhDs in social psychology have been trained by this RC. After graduation, these trainees have often been employed by private companies as well as by the public sector.

The societal impact of the RC seems quite remarkable.

Numeric evaluation: 4 (Excellent)

2.4 International and national (incl. intersectoral) research collaboration and researcher mobility

- Description of
  - the RC’s research collaborations and joint doctoral training activities
  - how the RC has promoted researcher mobility
- Identification of the RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

ASPECTS: Scientific quality, national and international collaboration

There are ample interconnections with international collaborators from many different countries. This is specifically true for co-supervision of doctoral theses and opponents for the defense.

In terms of the research program, international collaboration and international visibility could be improved. The RC states that they on purpose publish in Finnish journals (in addition to international journals) as many of their topics directly concern Finland. This is a valid point of view. Nevertheless, the international network collaboration could be developed and could also provide opportunities for students to engage in postdocs abroad in order to increase researcher mobility. This is also acknowledged by the RC.

Numeric evaluation: 3 (Very good)

2.5 Operational conditions

- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).
- Identification of the RC’s strengths and challenges related to operational conditions, and the actions planned for their development.

ASPECTS: Processes and good practices related to leadership and management

The RC states several problems regarding the infrastructure and resources that are provided by UH. This concerns access to specific computer programs or other specialized materials. It is stated that the teaching load is high and there are increasing administrative demands. There are no sabbaticals which might be beneficial to increase research productivity. Due to economic constraints there is a merging of units and increasing loss of autonomy. Office space seems to be problem.

The RC should be commended for specifically identifying areas of need in this section rather than stating what is in place. It must be pointed out that the RC has been functioning extremely well given these contextual constraints. The RC states in the beginning that they are still in a developing stage, so the University should consider supporting the needed resources for the RC.
2.6 Leadership and management in the researcher community

- **Description of**
  - the execution and processes of leadership in the RC
  - how the management-related responsibilities and roles are distributed in the RC
  - how the leadership- and management-related processes support
    - high quality research
    - collaboration between principal investigators and other researchers in the RC
    - the RC’s research focus
    - strengthening of the RC’s know-how
- **Identification of** the RC’s strengths and challenges related to leadership and management, and the actions planned for developing the processes

**ASPECTS:** Processes and good practices related to leadership and management

Leadership is informed by knowledge from social psychology. Justice, fairness and motivation are highly valued. Hierarchies are kept low. Close relationships are fostered among members of the RC and doctoral students. There is direct and non-mediated contact. Doctoral students participate in decisions. Decisions are transparent. The work environment seems to be very functioning. The primary responsibility for ensuring a smooth functioning and equal work distribution is carried by the seniors in the RC.

It is stated that more frequent common meetings of the entire RC are needed for organizational purposes, planning and discussion. There appears to be little leadership of the RC as a whole, which is reflected in the absence of a strategic plan for the whole RC. Some form of joint planning seems to be needed for the synergy potential of the RC to be realized.

We see no weaknesses in the management.

2.7 External competitive funding of the RC

- **The RCs were asked to provide information of such external competitive funding, where:**
  - the funding decisions have been made during 1.1.2005–31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki
- **On the e-form the RCs were asked to provide:**
  1) The relevant funding source(s) from a given list (Academy of Finland/Research Council, TEKES/The Finnish Funding Agency for Technology and Innovation, EU, ERC, foundations, other national funding organisations, other international funding organizations), and
  2) The total sum of funding which the organisation in question had decided to allocate to the RCs members during 1.1.2005–31.12.2010.

**Competitive funding reported in the text is also to be considered when evaluating this point.**

**ASPECTS:** Scientific quality, scientific significance, societal impact, innovativeness and future significance

Although the RC states that they need to increase funding, their external fund-raising has been comparatively successful. Funding has been obtained from quite a broad range of agencies, including from AF, TEKES, and EU as well as international and national foundations. There is also significant funding from other national entities, such as four different Ministries of Finland. There is also a relatively large amount of external funding for the doctoral students. The total external funding for the past 5 years sums up to more than 3.5 million Euros.
2.8 The RC’s strategic action plan for 2011–2013

- RC’s description of their future perspectives in relation to research and doctoral training.
  ASPECTS: Scientific quality, scientific significance, societal impact, processes and good practices related to leadership and management, national and international collaboration, innovativeness, future significance

The strategic plan is concrete and substantial, but it is a set of subgroup plans rather than an RC one. This includes further development of future research questions for each subgroup within the RC. The research plans lead to a better integration of the different subgroups with more common points of interest and synergy effects are anticipated. The RC plans to publish more internationally as well as in Finish for broader dissemination.

For the doctoral training several new core courses are being developed and offered starting this fall. The integration of doctoral students into the subgroups will be further improved.

The panel would recommend increasing the participation of doctoral students in international conferences, to give them speaker opportunities and help in English scientific writing.

2.9 Evaluation of the category of the RC in the context of entity of the evaluation material (1-8)

The RC’s fitness to the chosen participation category.
Category 2. The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.

The RC chose category 2 ‘Research is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through’.

The Reviewers assume that this category was chosen because the international visibility and research collaboration could be improved. And it is true, the bibliometric results show a below average impact in international comparisons, with no upward tendency, but the number of publications per post-doc researcher in the categories A1, A3, C1, 2.1 annually, stands up rather well in the context of Helsinki social science. But the RC is doing very good work, in some respects, focused subgroup research, doctoral training, interaction with society, exemplary.

Numeric evaluation: 5 (Outstanding)

2.10 Short description of how the RC members contributed the compilation of the stage 2 material

This information is given in detail in the submission and there was a very well organized 3-stage process that involved all levels of members in the RC.

2.11 How the UH’s focus areas are presented in the RC’s research

Focus area 9: Social justice

The RC fits in:
1. Social justice
2. The thinking and learning human being
3. Language and culture
2.12 RC-specific main recommendations

- Increase publications and impact factor/citations
- Increase international collaborations and international visibility
- Integrate the subgroups better, in a common search for synergy
- Consider multidisciplinarity in research projects
- Increase mobility of students
- Seek dialogue with UH regarding resources

2.13 RC-specific conclusions

All in all, this seems an excellent RC with a highly significant research program and highly successful doctoral training program. Integration with public sector and societal impact are outstanding. Particularly noteworthy is the ‘philosophy’ of this RC that considers good practice and optimal group dynamics and processes within the RC based on social psychological expertise.
3 Appendices

A. Original evaluation material
   a. Registration material – Stage 1
   b. Answers to evaluation questions – Stage 2
   c. List of publications
   d. List of other scientific activities

B. Bibliometric analyses
   a. Analysis provided by CWTS/University of Leiden
   b. Analysis provided by Helsinki University Library (66 RCs)
NAME OF THE RESEARCHER COMMUNITY:
The dynamics of social behaviour in context (DYNASOBIC)

LEADER OF THE RESEARCHER COMMUNITY:
Professor Anna-Maija Pirttllä-Backman, Department of Social Research, Social psychology

RC-SPECIFIC MATERIAL FOR THE PEER REVIEW:

- Material submitted by the RC at stages 1 and 2 of the evaluation
  - STAGE 1 material: RC’s registration form (incl. list of RC participants in an excel table)
  - STAGE 2 material: RC’s answers to evaluation questions
- TUHAT compilations of the RC members’ other scientific activities 1.1.2005-31.12.2010
- Analysis of publications data carried out by both CWTS and UH Library – results of UH library analysis will be available by the end of June 2011

NB! Since Web of Science(WoS)-based bibliometrics does not provide representative results for most RCs representing humanities, social sciences and computer sciences, the publications of these RCs will be analyzed by the UH Library (results available by the end of June, 2011)
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

1 RESPONSIBLE PERSON

Name: Pirttilä-Backman, Anna-Maija
E-mail:
Phone: 358-50-3442897
Affiliation: Department of Social Research, Social psychology
Street address: Unioninkatu 37 A, 00170 Helsinki

2 DESCRIPTION OF THE PARTICIPATING RESEARCHER COMMUNITY (RC)

Name of the participating RC (max. 30 characters): The dynamics of social behaviour in context
Acronym for the participating RC (max. 10 characters): DYNASOBIC

Description of the operational basis in 2005-2010 (eg. research collaboration, joint doctoral training activities) on which the RC was formed (MAX. 2200 characters with spaces):
A common denominator of our research on the dynamics of social behaviour is its societal orientation. We share a strong belief in a “both-and” kind of research within the social sciences, a rare commodity internationally. More often than not, different approaches within the social sciences situate themselves in opposition to one another, leading to a kind of “either-or” thinking. In contrast, our research, which is both basic and applied, draws on main traditions in European social psychology but combines them with other approaches, e.g., from developmental and cross-cultural psychology. Also methodologically, we adopt a “both-and” rather than an “either-or” stand on quantitative vs. qualitative methods, and this goes for our publication policy as well; both articles and monographs, both international and national.

Our aim is to understand and explain the dynamics of social behaviour in context. Key research questions relate to behaviour as broadly defined, as well as how it affects and is affected by social and cultural contexts. Our research community is organized around seven research groups, each with their specific thematic focus and field of application. Despite the diversity of themes and fields of application, our theoretical and methodological approaches constitute a shared knowledge base, which stimulates productive communication and synergetic research activities within the community. The benefits of the increasing convergence in research activities over the last years are clearly visible, for example, in our regular days of research development as well as in the combined expertise and shared responsibility for organizing doctoral training for younger scholars, whose research increasingly spans over more than one of the seven areas of expertise in our community.

3 SCIENTIFIC FIELDS OF THE RC

Main scientific field of the RC’s research: social sciences
RC’s scientific subfield 1: Psychology, Social
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 1 MATERIAL (registration form)

RC’s scientific subfield 2: Social Issues
RC’s scientific subfield 3: --Select--
RC’s scientific subfield 4: --Select--
Other, if not in the list:

4 RC’s participation category

Participation category: 2. Research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through

Justification for the selected participation category (MAX. 2200 characters with spaces): The majority of our research is published in high status, refereed, international social psychological and psychological journals. Productivity has been at a high level for a relatively long period of time, being consistently supported by highly competitive national research funding. Likewise, doctoral training has also been steady and productive for a substantial period of time. While our work as individuals is recognised internationally and although some members of our community have reached top positions on the international scientific scene, as a community we have yet to fulfil our potential and secure a leading international role. It takes time and demands resources to test and validate in different contexts multi-theoretical and -methodological research, and, in some cases, to go even further by translating its results into interventions and good social practice.

5 Description of the RC’s research and doctoral training

Public description of the RC’s research and doctoral training (MAX. 2200 characters with spaces): Our research focuses on how human beings affect each others’ thinking and behaviour, how people relate to each other, how interaction between individuals and groups evolves, and how the social context affects human development and vice versa. Theoretically we are based in classic and established European social psychological works, such as social identity theory and social representations theory, while the research on values, justice and morality draws also from developmental psychology and the research on immigration from cross-cultural and acculturation psychology. In terms of areas of application, the focus is on immigration, acculturation, health and well-being, organizational behaviour, and lay conceptions of environmental issues. In terms of the development of new theoretical and methodological approaches, increasing globalization and technological innovations need to be seriously considered as new contexts within which humans behave: As contexts and human behaviour are thought to co-evolve and exist in an interdependent and mutually influential relationship, rapidly changing contexts also imply complex and highly dynamic human relationships and systems of behaviour.

Our research is organized around seven research groups, each with their specific thematic focus and field of application: (1) Values, emotions, morality and personality, (2) Intergroup relations, identity, ethnic minorities and immigration, (3) Everyday thinking, (4) Entrepreneurship, (5) Organisations and teams, (6) Health behaviour, and (7) Gender. Research related to the social psychological analysis of technology is an emerging theme. Besides the fact that most of the members teach in the same curriculum and meet daily, the community organises common days of research development on a regular basis.
Our community members engage in joint doctoral training, which has produced a clear majority of all the PhDs in social psychology in Finland. The training is organized partly by the discipline of social psychology and partly by the national doctoral school in Social Psychology, which is led by our research community. The school is part of the national doctoral programme in Social Sciences.

Significance of the RC’s research and doctoral training for the University of Helsinki (MAX. 2200 characters with spaces):

Social reality is the product of human interaction. Our research community addresses many pertinent societal questions: how to decrease negative tensions between different groups and promote good intergroup relations, how new identities are constructed in a rapidly changing world, how to promote pro-social and healthier behaviour, etc. Besides applied research, our research community also places a strong emphasis on such basic social questions as values and trust. High quality social psychological research is essential to the academic profile of a multidisciplinary university. The research conducted in our community combines the individual, interactive and societal levels of analysis, maintaining that, although interdependent, these levels cannot be reduced to each other. For example, although issues of identity construction in interaction are related to institutional and psychological processes alike, they cannot be reduced to either one, and although attitudes are, of course, strongly related to and influenced by societal and local circumstances, they are, at the same time, also determined by psychological processes which can be relatively independent of the context.

Due to globalization, and, for example, technological innovations, there is an increasing complexity in societal processes and challenges to social life. This also means that there is an increasing need for research-based social psychological knowledge. Our research community has demonstrated its capacity to produce high quality research and to educate high quality experts with doctoral degrees, making us also an important contributor to doctoral training at the University of Helsinki. The increasing proportion of our international doctoral students fits well into the UH goals of strengthening the international profile of this university.

Keywords: General:
Social psychology, social behaviour, social context.

Specific:
Values, emotions, morality, personality, intergroup relations, social identity, ethnic minorities, immigration, social representations, entrepreneurship, organizations, health behaviour, gender

Justified estimate of the quality of the RC’s research and doctoral training at national and international level during 2005-2010 (MAX. 2200 characters with spaces): Our original research results are published mainly in good, refereed, international social psychological and psychological journals. Productivity has been at a high level for a relatively long period of time, being consistently supported by highly competitive national research funding.
The majority of all doctoral students doing their PhD’s in social psychology in Finland have been trained by our research community. The yearly number of PhDs has stabilized at five. One indicator of the high quality of the theses produced is the fact that we are able to attract top level international researchers to act as pre-evaluators of the theses and as opponents to the dissertations. Benchmarking discussions with scholars from leading universities around Europe are thus regularly undertaken in connection with the vitas.

At the national level, the high quality and productivity of our community reflects the fact that our research community is the largest and most influential social psychological unit in Finland. Our international recognition has resulted in a steady increase in our impact upon international research in relation to complex social behaviour in context. In contrast to most research communities in our field, we have been able to produce high quality doctoral theses in which both quantitative and qualitative research methods are employed.

Comments on how the RC’s scientific productivity and doctoral training should be evaluated (MAX. 2200 characters with spaces):

Doctoral training:

Proportion of foreign leading experts as pre-evaluators and opponents.
# LIST OF RC MEMBERS

**NAME OF THE RESEARCHER COMMUNITY:** DYNASOBIC

**RC-LEADER**
A-M. Pirttilä-Backman

**CATEGORY**
2

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>PI-status (TUHAT, 29.11.2010)</th>
<th>Title of research and teaching personnel</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahola</td>
<td>Salla</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Berg</td>
<td>Päivi</td>
<td>Postdoctoral Researcher</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Collavin</td>
<td>Elena</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Finell</td>
<td>Eerika</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Hankonen</td>
<td>Nelli</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Haakkala</td>
<td>Ari</td>
<td>Professor</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Haybatollahi</td>
<td>Mohammad</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Heikama</td>
<td>Klaus</td>
<td>x</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Henning-Lindblom</td>
<td>Anna</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Jaisinska-Lahti</td>
<td>Inga</td>
<td>x</td>
<td>University Lecturer</td>
<td></td>
</tr>
<tr>
<td>Jurva</td>
<td>Katrina</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Jaujärvi</td>
<td>Solle</td>
<td>Postdoctoral Researcher</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Järvenpää</td>
<td>Pirkko</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Kasea</td>
<td>Raul</td>
<td>Postdoctoral Researcher</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Koivula</td>
<td>Nina</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Kosonen</td>
<td>Liisa</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Lampinen</td>
<td>Airi</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Lehtinen</td>
<td>Vilma</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Leikas</td>
<td>Sointu</td>
<td>Postdoctoral Researcher</td>
<td>Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Liebkind</td>
<td>Karmela</td>
<td>x</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Liimakka</td>
<td>Satu</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Lipponen</td>
<td>Jukka</td>
<td>Research Coordinator</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Lönnqvist</td>
<td>Jan-Erik</td>
<td>Postdoctoral Researcher</td>
<td>Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Myyry</td>
<td>Liisa</td>
<td>University Lecturer</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Mäkönen</td>
<td>Tuuli-Anna</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Mäkinemi</td>
<td>Jaana-Plia</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Niska</td>
<td>Mira</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Ojala</td>
<td>Ann</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Peltola</td>
<td>Solli</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Pettonen</td>
<td>Peter</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Pekkarinen</td>
<td>Laura</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Pirttilä-Backman</td>
<td>Anna-Maija</td>
<td>x</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Pivetti</td>
<td>Monica</td>
<td>Postdoctoral Researcher</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Portman</td>
<td>Anneli</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Pyysäinen</td>
<td>Jarkko</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Sakki</td>
<td>Inari</td>
<td>Postdoctoral Researcher</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Salo</td>
<td>Mikael</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Seppälä</td>
<td>Tuuja</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Silfver-Kuhalampi</td>
<td>Mia</td>
<td>University Lecturer</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Tamminen</td>
<td>Sakari</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Wahlström</td>
<td>Mikael</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Vainio</td>
<td>Annukka</td>
<td>University Lecturer</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Vanoni</td>
<td>Sirku</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
<tr>
<td>Verkasalo</td>
<td>Markku</td>
<td>x</td>
<td>University Lecturer</td>
<td></td>
</tr>
<tr>
<td>Vesala</td>
<td>Kari</td>
<td>x</td>
<td>Senior Researcher</td>
<td></td>
</tr>
<tr>
<td>Yli-Piäkä</td>
<td>Anu</td>
<td>Doctoral candidate</td>
<td>Social Psychology, UH</td>
<td></td>
</tr>
</tbody>
</table>
Name of the RC’s responsible person: Pirttilä-Backman, Anna-Maija

E-mail of the RC’s responsible person: 

Name and acronym of the participating RC: The dynamics of social behaviour, DYNASOBIC

The RC’s research represents the following key focus area of UH: 9. Yhteiskunnan oikeudenmukaisuus – Social justice

Comments for selecting/not selecting the key focus area: Of all the ten key focus areas of the University of Helsinki, our RC represents most strongly ‘social justice’. Our research has focused on moral behavior, argumentation and emotions, principles and perception of justice, discrimination, marginalization, ethnic minority membership, animal, human and peoples’ rights, and equality in health. However, our research relates also to ‘language and culture’ (e.g., identities, religion, multiculturalism), as well as to ‘globalization and social change’ (e.g., immigration, value change) and ‘the thinking and learning human being’ (e.g., everyday thinking, health interventions).

Description of the RC’s research focus, the quality of the RC’s research (incl. key research questions and results) and the scientific significance of the RC’s research for the research field(s).

Our RC has examined fundamental societal questions from a social psychological perspective with a focus on determinants and consequences of stability and change. Using a variety of quantitative and qualitative approaches, we have published a total of 101 articles in international refereed journals, 9 Finnish language textbooks, 154 other publications and 12 doctoral theses. The RC consists of 8 subgroups (sg), with overlapping memberships and topics.

The Values, Morality and Emotions and Personality (VEMP) sg has addressed the role of values in moral behaviour and well-being, relationship between values and personality, value basis of moral emotions, values and emotions in justice and care reasoning, categorization of real-life moral problems, and methodological aspects of value and personality measurement. Findings show that:
- values predict (moral) behaviour only in people who are not oriented to norms
- environment-value congruity is important for well-being in a variety of contexts
- openness-to-change values predict regulatory focus while self-transcendence (ST) values predict volunteering
- in contrast to shame, empathy and guilt have a clear value basis
- advocacy of animal rights and nature preservation are based on empathy and ST values
- sympathy and ST values predict progress on justice and care reasoning
- real-life moral problems can be classified according to the degree of socio-cognitive conflict, which is related to intensity of emotions and complexity of thought
- social desirability scales express response set, response style, and substantive individual differences in personality.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

The Intergroup Relations, Immigrants and Identity sg has addressed factors promoting intergroup harmony and integration in culturally diverse contexts. Cognitive, emotional and narrative construction and expression of identity and outgroup attitudes have been studied. Findings show that:

- perceived discrimination hampers immigrant adaptation and causes dis-identification from and negative attitudes towards the majority
- post-migration integration is promoted by pre-migration acculturation
- social norms influence the relationship between implicit and explicit attitude expression and the link between rare/negative contact experiences and negative outgroup attitudes
- ethnic and national identifications are oppositional only if one’s ethnic identity is perceived to be undermined by the majority
- relational rather than autonomous representations of national identity is associated with negative outgroup attitudes and with blind patriotism.
- with their personal life stories, immigrant narrators engage in political discussions on integration, resisting the marginal immigrant position
- majority language competence does not subtract from minority identity but increases identification with the majority.

The Social Representations (SRs) sg has focused on new foods and policy. Besides unification of previously segregated empirical and theoretical tools, results include:

- SRs are strong predictors of food choices
- the SR of human rights in Cameroon is better structured with respect to their realization than to their importance. Both the realization and importance of political rights were seen as low.
- the resistance to changing the position of women in Cameroon can be better understood by focusing on the nucleus of the SRs of women and female politicians
- besides shared dimensions of the SRs of European integration in the schoolbooks of five countries studied, the core elements were French Europe in France, Ambivalent Europe in Britain, Influential and Unifying EU in Germany, Enabling and Threatening EU in Finland, Skeptical EU in Sweden and EU as a World Model in the Franco-German textbook.

The focus of the Social Construction and the Social Psychology of Entrepreneurship sg has been on identifying the construction of actor attributes in small businesses, farming, and related policies. Findings show that:

- individual actors construct attitudes, identities, skills, and personal agency in their talk and self-presentation by using their own experiences, activities, relational situations, available cultural frames, values, and discourses as resources. A scarcity of resources manifests as failed or not credible constructions
- our qualitative attitude approach provides a comprehensive methodological tool-kit for analysing context-specific processes of the construction of actor attributes
- entrepreneur identity is strongly associated with personal control, self-efficacy, innovativeness and risk-orientation, whereas producer identity is not
- the size of business, the structure of clientele, and business diversification are associated with personal control and entrepreneur identity
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

- farmers who have quit farming do not make self-blaming attributions, but attribute the quitting to their own choice or external systemic causes.

The Health and Well-Being sg has focused on psychosocial predictors of health and health behaviours and various interventions in order to understand the processes of health behaviour change. Findings show that:
- anger control compared to other hostility dimension was the strongest predictor of cardiovascular diseases and the association with depressive symptoms was stronger among females
- by focusing upon psychosocial mediating processes of health behaviour change in interventions, links between dynamic changes in e.g. self-efficacy and prospective changes in physical activity, healthy eating and weight can be established, which elaborates prior research on static levels of psychosocial determinants
- different personality traits affect intervention outcomes in an interplay with cognitive and social factors.

The Organizational Psychology sg has addressed multiple organizational identifications and the complex relationships between employee perceptions of justice and group identification Findings show, inter alia, that
- the consequences of organizational identification depends on the level of identification
- perceived justice is positively related to externally rated departmental level academic performance

The Gender sg has focused on how gender is given meaning in physical education (PE) and young women’s possibilities for embodied agency. Findings show that:
- in PE, the access to the contextual ”positions of expertise” is not socially and materially equally distributed
- PE teachers repeatedly mention the naturality of gender differences
- women use different strategies of agency in relation to socio-cultural body ideals (irony, differentiating oneself from the cultural ideals, collective resistance)
- ”strategies of the mind” (reflection, cultural criticism, feminist consciousness) are insufficient to change a self-critical bodily habitus, which demands a change on a bodily level.

The emerging Technology sg has asked how social psychological phenomena are intertwined with technological development and how this should be reflected in social psychological theories. The sg has addressed existing technology (control centres), new innovations (social network services, virtual & augmented reality) and developments in new biotechnology.

Our results make a substantial contribution to the field and appear in high quality, internationally refereed journals. Our dissemination strategy emphasizes the necessity to publish also in Finnish. Societally important research questions have developed in an atmosphere of fluid boundaries between our established subgroups and surrounding local and international communities.

• Ways to strengthen the focus and improve the quality of the RC’s research.

The members of the RC can further identify, sharpen and recognize their shared interests, work more collaboratively and in this way find more synergy. Although there is already a shared notion of basic theoretical and methodological tools, the subgroups could consider more joint research projects. The RC
could also increase international collaboration both by engaging existing international networks in joint
research and by expanding the international network. More efforts need also to be made in order to
increase a degree of multidisciplinarity of the research activity of our RC, and this could also familiarize
the RC with new international collaborators.

### 2. Practices and Quality of Doctoral Training (Max. 8800 characters with spaces)

- **How is doctoral training organised in the RC?** Description of the RC’s principles for recruitment and
  selection of doctoral candidates, supervision of doctoral candidates, collaboration with faculties,
  departments/institutes, and potential graduate schools/doctoral programmes, good practices and
  quality assurance in doctoral training, and assuring good career perspectives for the doctoral
  candidates/fresh doctorates.

  Annually, 8-10 new doctoral candidates have been accepted to social psychology, 1-2 of which have
  been from abroad. The main selection criterion besides the research plan has been the grade for
  Master’s thesis (at least 4/7). Those with a major other than social psychology have taken extra exams.
  One of the professors is responsible for the doctoral studies in general, but the selection is made in
  mutual understanding with all possible supervisors. The earlier low-threshold admission policy, guided
  by the philosophy that in doctoral work, individual motivation is more important than supervision in
detail, led to a broad spectrum of topics. In recent years, availability of a supervisor who is expert in the
field for the proposed doctoral research emerged as an increasingly important criterion, and the
acceptance rate of the candidates has been around 50%. Altogether, 29 doctoral students got their
degrees during 2005-2010 in social psychology, 12 of these are listed as members of our RC, while the
rest have a more loosely defined relationship with the RC.

  PIs supervise theses in their special domain. A thesis may have several supervisors, e.g., docents from
  the outside of the department (e.g. National Institute for Health and Welfare, Institute of Occupational
  Health, Aalto U). The dominant supervisory philosophy has been one of a “midwife helping a doctoral
  student reach her goal by providing guidance geared to the student’s individual needs” rather than a
  production manager. In principle, an attempt is made to find the best Finnish expert in the domain to
  supervise a thesis. In practice, due to the rigid accounting and reward system in Finland, this is not
  always possible. However, it has been circumvented by barter; “you supervise my student (from HU), I
  supervise your student (from TU)”. In our RC, professors from foreign universities (e.g. U Western
  Ontario, California, Berkeley, Aarhus, Linköping) have also served as supervisors.

  Examples of collaboration in supervision across department and faculty borders are numerous, e.g.,
education, anthropology, sociology. One central institution is the Finnish National Graduate Programme
in the Social Sciences (SOVAKO), in which there is a national Graduate School of Social Psychology
(GSSP), with all permanent Finnish social psychology professors serving in it. The GSSP has also
organized special courses on international publishing as well as international courses on e.g., Ethnic
Relations, Social Representations, or Value Change, where teaching has been given by prominent
scholars in the field. Within SOVAKO, our doctoral students have also been affiliated with the Helsinki-
based Population, Health, and Living Conditions School, which has offered courses on health-related
topics. In 2005-2010, a total of 13 doctoral students in Helsinki have had funding for a total of 209
months within the SOVAKO doctoral programme.

  Subgroups of our RC are also important contexts for doctoral students. For instance, the VEMP group
has had almost continuous FA funding since 1998, and gathered several post docs, postgraduate, and
graduate students to its biweekly meetings. It produced five doctoral theses 2005-2010. In addition to
occasional visitors, the regular participants include scholars and students from nine countries. The group
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

has research collaboration with senior faculty members from U Western Ontario and Brunel U. Similar groups now work in other special domains of our RC. For example, the group ESSO (Social Psychologists on Ethnic Relations) gather senior and junior researchers and doctoral students on these topics in its monthly meetings. SoRe (Social Representation group) meets nowadays biweekly.

European Association of Social Psychology (EASP) and its Summer Schools have also been an important part of doctoral training. Within the 6-year period, four doctoral students have participated in these (by now highly competitive) two-week courses. In the steering committee of the European Social Cognition network funded by the European Science Foundation the RC has participated in producing high quality annual Transfer of Knowledge conferences for doctoral students as well for seniors of the field. In addition, the Intergroup Relations sg has been providing the Summer School on Immigration and Development of the European Society of Developmental Psychology (ESDP) and Jacobs Foundation with both teachers and doctoral students working with intergroup relations in adolescence. Students and their supervisors are also encouraged to seek out other more specialized courses as well as to participate in international and national conferences (as credits are earned for posters and presentations). The Social Psychology unit was a member of the European Doctorate in Social Representations (SR) 1995-2004. What is left from this membership is a network that has been useful in organising international doctoral training (e.g., biannual Northern Workshops on SR), which includes a large number of prominent teachers as well as doctoral students from foreign universities.

To guarantee that all doctoral candidates receive a sufficient common social psychological Allgemeinbildung beyond their specialty, they take three semesters of postgraduate seminars together. This provides an opportunity to get broadly acquainted with other approaches and methods than their own, as well as to become more familiar with the significance of their field in society. The major way in securing the quality of the doctoral theses has been to invite top scholars in the field to serve as pre-examiners and official external examiners. In this, we have been at least moderately successful. Within the past 6 years, reviewers of doctoral work of our students have come, e.g., from Ghent University, Harvard University, University of Bielefeld, University of Jacksonville, Indiana University, California State University, EHESS, ISCTE, University of Kent, University of Linz, University of Utrecht, and University of St Andrews. Also, part of the quality control takes place through the review process of the journals to which the articles composed from thesis work are submitted. However, since not all social psychological problems lend themselves to being sliced into articles, monographs remain an essential form of publishing Ph.D. work in our discipline.

Each student makes a personal study plan at the beginning of the studies, and they have an annual reporting responsibility of their proceeding and plans for the next year. Those doctoral students who have full time funding can have almost daily contact with their supervisors, while those working on their studies part time meet their supervisors on less regular basis. Those students holding a position in the GSSP have also individual follow up groups to monitor and guide the whole PhD process, including the supervision.

A large proportion of fresh doctors in our RC have found a post doc position in Finland or abroad and some with relevant organisational experience have risen to prominent positions in the business world (e.g., senior personnel manager in a large energy corporation) or have established their own company.

RC’s strengths and challenges related to the practises and quality of doctoral training, and the actions planned for their development.

In 2005-2010, the RC has been instrumental in acquiring positions in the SOVAKO doctoral school. For those selected, the school has meant continuity in funding, better possibilities to concentrate on the PhD thesis and other doctoral studies, access to a variety of good courses, follow-up groups to monitor
the PhD process, and special funds for participating in international summer schools/conferences. At the same time that the RC needs to try to get more of its doctoral students into doctoral schools, it also needs to ensure optimal study contexts for those PhD candidates that work outside the schools. Because the Faculty grant the degrees and carries the final responsibility of doctoral studies, our RC has been active in reforming the Faculty's doctoral studies curriculum. As of fall 2011, the Faculty will regularly offer courses on research ethics, advanced level methods, and research-based leadership. These types of courses have also been previously available, but more on ad hoc basis. Research-based courses on university pedagogy are available at the university level.

3. Societal Impact of Research and Doctoral Training

- Description of how the RC interacts with and contributes to the society (collaboration with public, private and/or 3rd sector).

The public sector (at the state and community levels) has been the primary collaborator with the RC with respect to identifying societal demands of specific research projects as well as in funding them. Some examples:

- MONNI (The More Multicultural School), collaborating with several cities in Finland.
- InterProf (Factors Ensuring Integration Among International High Skilled Professionals in Finland) (collaborating with the EU Chemicals Agency and the City of Helsinki)
- ESoF (Developing the Entrepreneurial Skills of Farmers-project): Collaborating with ministries and regional development organizations in six counties (Switzerland, the UK, the Netherlands, Poland, Italy, Finland) as well as with DGAgri (European Commission, Agriculture and Rural Development).

Members of the RC serve society also by holding several expert positions in various institutions, for example, as Member or Deputy Member of the National Discrimination Tribunal of Finland, as experts in intercultural contact, immigrants, racism and xenophobia consulted both nationally and internationally, by several Ministries, municipalities, various divisions of the Council of Europe and the EU, and as Board Member and Chair of the Social Science Section of the Society for Swedish Literature in Finland.

Additionally, members of the RC disseminate information to wider audiences through the mass media. In certain fields (e.g. organization psychology and the social psychology of technology) the immediate usability of the results is also evident.

Doctors educated within the RC have been employed not only in Finnish academia, but also in, for example, municipalities and private companies, where the usability of the knowledge and abilities developed through their doctoral training are evident.

- Ways to strengthen the societal impact of the RC's research and doctoral training.

The RC could collaborate even more with the non-academic sector in helping to identify important and relevant research questions related to the specific contexts of these sectors.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

4 INTERNATIONAL AND NATIONAL (INCL. INTERSECTORAL) RESEARCH COLLABORATION AND RESEARCHER MOBILITY (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the RC’s research collaborations and joint doctoral training activities and how the RC has promoted researcher mobility.

The RC has had, and continues to have, active collaboration with many foreign universities (e.g. U Bonn, U Western Ontario, Brunel, Groningen, Tallinn, Moscow State U, U Padova, Russian State University of Humanities, City University of New York, U Sussex, U Coimbra, U Bergen, U Stockholm, Hebrew U, U Leiden, CSULA, U Tilburg, U Maastricht, U Konstanz, Harvard School of Public Health, Harvard School of Dental Medicine, Queens U, Canada, Aarhus U, Robert Gordon U, FiBL Research Institute of Organic Agriculture, Lincoln Business School, U Milan, Patna U, Yaounde I), as evidenced by publications produced during the evaluation period or forthcoming publications.

Outside of our own university, we have had active long standing national collaboration particularly with the National Institute for Health and Welfare, Helsinki Institute for Information Technology, Aalto University, MTT Economic Research, VTT Technical Research Center of Finland and the City of Helsinki but also the Finnish Institute of Educational Research, Jyväskylä, and Computer Science, Oulu University.

Recently our doctoral students have done a portion of their doctoral studies, for example, at the University of York, UK, Brunel University, UK, University of Konstanz, Germany, University of California, Berkeley, and Federal University of Santa Catarina, Brazil.

With the University of Lausanne, the RC has organized biannual joint doctoral workshops on social representations, which have been comprised of an international teaching staff. The Population, Health, and Living Conditions Doctoral School has annual meetings with the Centre for Health Equity studies at Stockholm University.

The RC recognizes that there has been a relatively low level of researcher mobility. Consequently, the benefits of research periods in foreign research universities have been, and will continue to be, emphasized. Doctoral students and post docs are particularly encouraged to go abroad. The RC has increased the amount of announcements with respect to open vacancies in international forums. The RC has been active in trying to get international funding for international multidisciplinary projects.

- RC’s strengths and challenges related to research collaboration and researcher mobility, and the actions planned for their development.

The strength is a positive trend; there has been an increase in international collaboration. The challenge is to increase also mobility, especially with respect to collaborating more with international scholars in the field. The only way the RC could significantly try to increase mobility is to first of all arrange for better structured research periods in order to allow careful planning of such activities.

5 OPERATIONAL CONDITIONS (MAX. 4400 CHARACTERS WITH SPACES)

- Description of the operational conditions in the RC’s research environment (e.g. research infrastructure, balance between research and teaching duties).

The RC has a competent functional infrastructure in terms of computers, library access and computer programs, which are decided upon and purchased at higher administrative levels of the university and Faculty. However, when, for example, access to some journals or other resources is not available within
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

these well established systems, there are hardly any resources available to access them by alternative means. For example, up until recently we were able to purchase more specialized computer programs on demand, but after having lost most of our economic independence at the unit level (from 2010 onwards), this may prove to be more difficult or perhaps even impossible.

All members of the RC community do research and teach. The professors' and lecturers' teaching load is relatively high, due to the large number of students (especially undergraduate students and students who have social psychology as their minor). Students who are preparing their PhD thesis in GSSP have been teaching 5 % of their total working time.

The Finnish university system is lacking the sabbatical system which would be beneficial, especially in an environment where the time for research has been decreasing due to increased administrative tasks. The latter, in turn, have surfaced because of continuing organizational changes within the university.

As a consequence of these changes, our RC community faced a loss of its longstanding research assistant resources at the beginning of 2010. These resources were equally divided between professors and lecturers. The assistants not only facilitated all teachers' research activities especially during funding breaks, but also gave those students interested in research inside experience about academic research work. Now the assistant work force exists only within externally funded research projects.

• RC's strengths and challenges related to operational conditions, and the actions planned for their development.

The basic level of the infrastructure is good, but resources related to specific, specialized, or less widespread needs are scarce or nonexistent. Teaching loads continue to be high and the challenge is to cope with this and with the concrete worsening in our conditions which are at least partly caused by the forced merge of units and concomitant loss of autonomy for our RC.

In addition, office space is limited on the central campus where our unit is located. Particularly for new and large projects this space limitation is quite a challenge.

L6 LEADERSHIP AND MANAGEMENT IN THE RESEARCHER COMMUNITY (MAX. 4400 CHARACTERS WITH SPACES)

• Description of the execution and processes of leadership in the RC, how the management-related responsibilities and roles are distributed in the RC and how the leadership- and management-related processes support high quality research, collaboration between principal investigators and other researchers in the RC, the RC’s research focus and strengthening of the RC’s know-how.

Justice has been found to be a strong predictor of productivity and wellbeing, which is also true in the university context (see e.g. Lipponen & Wisse in the evaluation material of our RC). As our RC believes in good research based practices also with respect to leadership and management, principles of justice are among the key guiding principles in our everyday practices.

The way we have chosen to collaborate is based upon notions of integrative process development. Concretely, this means that the coordinator makes room and organizes premises for a common discussion on aims (of individuals, subgroups, Faculty, university) and concrete action plans. The RC has a low level of hierarchy, which in practice has meant unmediated and direct interpersonal contact, which has in turn resulted in increased participation, cooperative decision making and decision execution, and an all around smoother functioning work environment. It has meant also that there has
been a more equal distribution of work, even though the seniors of the RC carry the primary responsibility of ensuring the smooth functioning of the subgroups.

At the University of Helsinki every employee makes an annual work plan. The faculties give guidelines for the teaching duties. The premise is that everybody belonging to the academic staff does research and teaches. The head of the discipline discusses and agrees about the work plans of professors, lecturers and doctoral students working in the doctoral schools. PIs discuss the work plans of all other members in their research groups. PIs are individually and collaboratively responsible for acquiring additional funding for the RC.

Joint courses are organized for doctoral students and RC members with respect to e.g. new and innovative methods which are being used in the field.

- **RC's strengths and challenges related to leadership and management, and the actions planned for developing the processes.**

  The RC is small enough for ensuring transparency in decision making, management and other organizational processes. From another perspective, however, it is too large to rely only on biweekly meetings of the subgroups. In order to benefit from all of its members' expertise and knowledge, the RC as a whole should have more common workshops and seminars for disseminating information, discussion and action planning. So far the RC has had biannual research development days, which in the future should be held at least once or twice a year.

  Also the relatively large number of sgs is a challenge for the RC. Smaller and newer subgroups need more input from the coordinator of the whole RC. Starting August 2011, the RC will be strengthened by a new fixed term professor (Social Psychology of Information Technology, a shared post with the Helsinki Institute of Information Technology), which will facilitate and give more coherence to the activities of this newly formed subgroup dealing with technology. The sg focusing on gender will continue and strengthen collaboration with other gender rese

### 7 EXTERNAL COMPETITIVE FUNDING OF THE RC

- **Listing of the RCs external competitive funding, where:**
  - the funding decisions have been made during 1.1.2005-31.12.2010, and
  - the administrator of the funding is/has been the University of Helsinki

- **Academy of Finland (AF)** - total amount of funding (in euros) AF has decided to allocate to the RC members during 1.1.2005-31.12.2010: **2380000**

- **Finnish Funding Agency for Technology and Innovation (TEKES)** - total amount of funding (in euros) TEKES has decided to allocate to the RC members during 1.1.2005-31.12.2010: **70000**

- **European Union (EU)** - total amount of funding (in euros) EU has decided to allocate to the RC members during 1.1.2005-31.12.2010: **130000**

- **European Research Council (ERC)** - total amount of funding (in euros) ERC has decided to allocate to the RC members during 1.1.2005-31.12.2010:
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC STAGE 2 MATERIAL

- **International and national foundations** - names of international and national foundations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the foundations: University of Helsinki Foundations (=rahastot)
    - 220000 eur
  - University of Helsinki (Heine network)
    - 45000 eur
  - total amount of funding (in euros) from the above-mentioned foundations: 265000

- **Other international funding** - names of other international funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations: European Social Fund
    - 230000 eur
  - total amount of funding (in euros) from the above-mentioned funding organizations: 230000

- **Other national funding** (incl. EVO funding and Ministry of Education and Culture funded doctoral programme positions) - names of other national funding organizations which have decided to allocate funding to the RC members during 1.1.2005-31.12.2010, and the amount of their funding (in euros).
  - names of the funding organizations: City of Helsinki 30000 eur
  - CIMO (Center for International Mobility) 30000
  - SOVAKO (The Finnish Doctoral Program for Social Sciences) 480000 eur
  - Helsinki University Doctoral Programme 60000
  - Ministry of Agriculture and Forestry 210000 eur
  - Ministry of Defence 40000 eur
  - Ministry of Education and Culture 200000 eur
  - Ministry of Employment and the Economy 20000 eur
  - total amount of funding (in euros) from the above-mentioned funding organizations: 600000

8 RC’S STRATEGIC ACTION PLAN FOR 2011–2013 (MAX. 4400 CHARACTERS WITH SPACES)

- **Description of the RC’s future perspectives in respect to research and doctoral training.**
  
  Each sg of our RC has specified its future research questions, which are well grounded in the work done so far. The Values sg will focus on personality x situation interaction, cross-cultural research of moral emotions, the emotional and value aspects of everyday moral problems, nature as a moral issue, as well as stability and change in values, both historically and individually. The aim of the Intergroup Relations sg is to test and develop further prevailing theories and methods within social and cross-cultural psychological research on, and increase understanding of, ethnic and national identity and outgroup attitudes in majority and different kinds of minority groups. In addition, two kinds of research-based interventions for promoting successful intergroup contact, intergroup relations and integration in culturally diverse settings will be developed and implemented: 1) one for potential future migrants from Russia to Finland to be employed at the pre-migration stage in order to promote their pre-migration preparations for migration and post-migration integration in Finland and 2) one for immigrant and Finnish adolescents to be employed in secondary schools in order to improve their intergroup attitudes and combat discrimination. Also, the Health group will in the future focus more strongly on interventions.
The Social Representations sg will extend its studies to encompass value expressions, inclusiveness of the moral universe, fairness, trust and the role of social representations of history in constructing identities and influencing intergroup relations. The main object of the Entrepreneurship sg will be to elaborate theoretically such a social psychological interpretation of agency that would essentially contribute to the analysis of the role of entrepreneurship discourses in the construction of actors in the midst of the contested neoliberal trend in society. The Organizational Psychology sg will study changes in personal values and the developmental processes of multiple identifications in the context of organizational mergers. Additionally, factors which motivate fairness and the role of personal values and perceived justice in how employees react to large-scale organizational changes will be explored. The Gender sg will study the meanings of intersecting social differences (gender, social class, age, locality and ethnicity) in the context of sports activities. Also women’s experiences of giving birth, and the public and expert discussion on birth, will be explored. The newly formed Technology sg will strengthen the position of social sciences in the domain of Finnish technology research. The aims are to contextualize societal studies into technological developments and related design processes in both upstream and downstream phases and to continue contributing to the growing need of societal understanding in technology research. Studies investigating the role of materiality in theories of social interaction and social theory at large will continue.

It is evident that the sgs will have more common points of interest than before and the RC can obtain real synergy effects in the forthcoming years. For example, the Intergroup Relations and Values sgs have already established research collaboration aiming at exploring the process of value change in the context of migration. Inclusiveness of moral universe will connect Values and SR sgs better in the future, etc.

The RC will continue its current strategy to publish both in high quality international forums and in national languages for a wider audience.

The doctoral training of the community will become even more structured and stable as certain core courses (research ethics, philosophy of science, advanced level method courses) will be available and partly obligatory at the Faculty level, starting in 2010-2011. As in the past, and with respect to more specialized courses and summer schools, the RC will rely more upon the resources provided by SOVAKO, EASP etc. The integration of doctoral students into the sgs of the RC has improved substantially during the last five years, and this trend will be further supported in the future. The current international collaboration in doctoral training will be continued and further possibilities will be explored. We expect the volume of the doctoral training to remain at its current level.
Completed PhD theses within the Dynasobic RC (2005-2010).

Berg Päivi
Ryhmärajoja ja hierarkioita. Etnografinen tutkimus peruskoulun liikunnanopetuksesta (Group boundaries and hierarchies: An ethnographic study of the physical education in comprehensive school)
(supervisors: Klaus Helkama, Elina Lahelma)

Collavin Elena
Food Biotechnologies in Italy: a Social Psychological Study.
(supervisor: Anna-Maija Pirtilä-Backman)

Haybatollahi Mohammad
Work Stress in the Nursing Profession. An Evaluation of Organizational Causal Attribution.
(supervisors: Klaus Helkama, Jukka Lipponen)

Kassea Raul
Gender, Politics and Democratisation in Cameroon.
(supervisor: Anna-Maija Pirtilä-Backman)

Koivula Nina
Basic Human Values in the Workplace.
(supervisors: Klaus Helkama, Markku Verkasalo)

Kosonen Liisa
Growing Up Vietnamese in Finland: Looking Back 12 Years Later.
(supervisor: Karmela Liebkind)

Lönnqvist Jan-Erik
Issues in socially desirable responding and personality research
(supervisors: Markku Verkasalo, Sampo Paunonen)

Pekkarinen Laura
The relationships between work stressors and organizational performance in the long-term care for elderly residents.
(supervisor: Marko Elovinio)

Pivetti Monica
Natural and unnatural. Animal welfare and rights activists' representations of animals and animal biotechnology in Italy.
(supervisor: Klaus Helkama)

Sakki Inari
A Success Story or a Failure? : Representing the European Integration in the Curricula and Textbooks of Five Countries
(supervisors: Anna-Maija Pirtilä-Backman, Klaus Helkama)

Silfver-Kuhalampi Mia
The Sources of Moral Motivation: Studies on Empathy, Guilt, Shame, and Values.
(supervisors: Klaus Helkama, Ari Haukkala)

Tamminen Sakari
Calculating life : Nation, Nature, and the Nativisation of Nonhuman Genetics
(supervisors: Nik Brown, Klaus Helkama)
Apart from the external funding listed in the e-form, our doctoral students have gotten funding from the following foundations as individual grant recipients:


Altogether: 390000€

In addition, the University of Helsinki has given full year grants for PhD studies or three month grants to assist with finishing the theses:

Altogether: 40000 eur
1 Analysis of publications

<table>
<thead>
<tr>
<th>Publication type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total Count 2005 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Refereed journal article</td>
<td>8</td>
<td>25</td>
<td>27</td>
<td>22</td>
<td>28</td>
<td>21</td>
<td>131</td>
</tr>
<tr>
<td>A2 Review in scientific journal</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>A3 Contribution to book/other compilations (refereed)</td>
<td>8</td>
<td>16</td>
<td>18</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>A4 Article in conference publication (refereed)</td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>B1 Unrefered journal article</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>B2 Contribution to book/other compilations (non-refereed)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>B3 Unrefered article in conference proceedings</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>C1 Published scientific monograph</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>C2 Edited book, compilation, conference proceeding or special issue of journal</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>D1 Article in professional journal</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>D2 Article in professional hand or guide book or in a professional data system, or text book material</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>D4 Published development or research report</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>D5 Text book or professional handbook or guidebook or dictionary</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>E1 Popular article, newspaper article</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>E1 Popular contribution to book/other compilations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E2 Popular monograph</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
2 Listing of publications

A1 Refereed journal article

2005

2006


2007


2008


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

DYNASOBIC/Pirttilä-Backman


2009


Hanninen, N., Vollmann, M., Renner, B., Absetz, P. 2010, 'What is setting the stage for abdominal obesity reduction: A comparison between personality and health-related social cognitions', Journal of Behavioral Medicine, vol 33, no. 5, pp. 415-422.


Hyysalo, Sil, Johnson, M., Tamminen, S. 2010, 'Virtuality of Virtual Worlds, or, what can we learn from play-acting horse-girls and marginalized developers', Symbolic Interaction, vol 33, no. 4, pp. 603-633.


A2 Review in scientific journal

2008

2010

A3 Contribution to book/other compilations (refereed)

2005

2006
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

DYNASOBIC/Pirttilä-Backman


2007


8
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUIJAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

DYNASOBIC/Pirttilä-Backman


2008


Pyysiläinen, J 2008, ‘The case of Finland: aspiring to demonstrate the significance of entrepreneurial skills with a variety of voices’, in EBMK/AJAP (ed.), Understanding entrepreneurial skills in the farm context, Research Institute of Organic Agriculture FiBL, Frick, pp. 107-166.


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

DYNASOBIC/Pirttilä-Backman


2009


2010


INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010


A4 Article in conference publication (refereed)

2005


2008

Tamminen, S, Lehmuskallio, A, Johnson, M 2008, 'Managing Privacy on Social Network Sites', in Medienamateure: Wie verändern Laien unsere visuelle Kultur?

2009


2010

B1 Unrefereed journal article

2005


2007


2008

Hankonen, N 2008, 'Miten valjastaa käyttäytymistiettyellinen teoria tehokkaan intervention suunnitteluun?', Psychologia, vol 43, no. 1, pp. 73-76.

2009

2010

B2 Contribution to book/other compilations (non-refereed)
2005

2007

2008

2009

B3 Unrefereed article in conference proceedings
2006


2010

C1 Published scientific monograph
2005
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

DYNASOBIC/Pirttilä-Backman

Vesala, KM 2005, Asiakaskunnan rakenne ja yrittäjäidentiteetiin rakennuoput: monialaisten maatilayritysten vaikutusmahtoisuudet markin-ta-arencilla, Helsingin yliopiston sosiaalipsykologian laitoksen tutkimuksia, no. 1/2005, [Helsingin yliopisto, sosiaalipsykologian laitos], [Helsinki].

2006


2007


2008

2009

Myrly, L. 2009, Käsitelystä maanpuolustustahtoista ja siihen vaikuttavista tekijöistä, Puokstusministeriö, Helsinki.


2010

C2 Edited book, compilation, conference proceeding or special issue of journal

2005

2006
Liebkind, K, Sandlund, T (eds) 2006, Räcker det med svensk?: om finlandssvenskans arkneytting till sina organisationer, Skrifter utgivna av Svenska litteratarsällskapet i Finland, no. 684, Svenska litteratarsällskapet i Finland, Helsingfors.

2007


2008
Vesala, KM, Pyysiläinen, J (eds) 2008, Understanding entrepreneurial skills in the farm context, Research Institute of Organic Agriculture FiBL, Frick.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

DYNASOBIC/Pirttilä-Backman

2009

2010
Joutsenvirta, T., Myyry, L (eds) 2010. Blended learning in Finland, Faculty of Social Sciences at the University of Helsinki.

D1 Article in professional journal

2005
Joutsenvirta, T., Hankonen, N. 2005. 'Massakurssi verkkossa'. Piirtoheitin verkko-opetuksen verkkolehti, vol 2, no. 3.

2007

2010

D2 Article in professional hand or guide book or in a professional data system, or text book material

2007

D4 Published development or research report

2005

2007
Mäkiniemi, J, Myllyniemi, J, Nummi, K, Sarasva, M 2007, Verkkoopiskuin laadunarviointi ja kehittäminen kolmen eri menetelmän avulla: Tampereen ammattikorkeakoulun ammatillisen opettajakorkeakoulun opettajakoulutuksen kehittämishanke. ,

2008

2009

D5 Text book or professional handbook or guidebook or dictionary
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF PUBLICATIONS DATA 2005-2010

DYNASOBIC/Pirttilä-Backman

2007

2008

2010

E1 Popular article, newspaper article

2006
Vainio, A, Kauppinen, T 2006. 'Utilitarian and moralistic farmers take equally good care of animal welfare in Finland', Forskningsnytt om ekoologisk landbruk i Norden, no. 1, pp. 18-19.

2007

2008

2010
Haukkala, A 2010. 'Tupakkatuotteiden näkyvä esilläpito tulee kieltää myös Suomessa', Helsingin Sanomat.
Helkama, K 2010. 'Miksi Kepu pettää aina?', Ylioppilaslehti.
Helkama, K 2010. 'Miksi katuoeste muuttuu vihreäksi?', Ylioppilaslehti.

E1 Popular contribution to book/other compilations

2009
Jasinska-Lahti, I, Mähiönen, TA 2009. 'Editors' introduction', in I Jasinska-Lahti, TA Mähiönen (eds), Identities, Intergroup relations and acculturation - the cornerstones of intercultural encounters, Gauveanus, Helsinki, pp. 7-12.

E2 Popular monograph

2008
1 Analysis of activities 2005-2010

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor or co-supervisor of doctoral thesis</td>
<td>88</td>
</tr>
<tr>
<td>Prizes and awards</td>
<td>13</td>
</tr>
<tr>
<td>Editor of research journal</td>
<td>13</td>
</tr>
<tr>
<td>Editor of research anthology/collection/conference proceedings</td>
<td>5</td>
</tr>
<tr>
<td>Peer review of manuscripts</td>
<td>148</td>
</tr>
<tr>
<td>Editor of special theme number</td>
<td>1</td>
</tr>
<tr>
<td>Assessment of candidates for academic posts</td>
<td>18</td>
</tr>
<tr>
<td>Membership or other role in review committee</td>
<td>8</td>
</tr>
<tr>
<td>Membership or other role in research network</td>
<td>2</td>
</tr>
<tr>
<td>Membership or other role in national/international committee, council, board</td>
<td>51</td>
</tr>
<tr>
<td>Membership or other role in public Finnish or international organization</td>
<td>17</td>
</tr>
<tr>
<td>Membership or other role of body in private company/organisation</td>
<td>8</td>
</tr>
<tr>
<td>Other tasks of an expert in private sector</td>
<td>1</td>
</tr>
<tr>
<td>Participation in interview for written media</td>
<td>88</td>
</tr>
<tr>
<td>Participation in radio programme</td>
<td>22</td>
</tr>
<tr>
<td>Participation in TV programme</td>
<td>19</td>
</tr>
<tr>
<td>Participation in interview for web based media</td>
<td>7</td>
</tr>
</tbody>
</table>
2 Listing of activities 2005-2010

**Supervisor or co-supervisor of doctoral thesis**

**Ari Haukkala**,
- school achievement and smoking initiation, Ari Haukkala, 2006 → 2011, Finland
- Psychosocial aspects of eating styles, Ari Haukkala, 2007 → 2011, Finland
- Eating prototypes and healthy eating, Ari Haukkala, 2008 → 2011, Finland
- Psychosocial resources, Ari Haukkala, 2008 → 2011, Finland
- Socioeconomic differences in depressive symptoms and sleep, Ari Haukkala, 2009 → 2011, Finland

**Klaus Helkama**,  
- Supervision of Juhani T. Sulander's doctoral thesis, Klaus Helkama, 1993 → ..., Finland
- Supervision of Krista Pahkin's doctoral thesis, Klaus Helkama, 2000 → ..., Finland
- Supervision of Sinu Toikka's doctoral thesis, Klaus Helkama, 2001 → ..., Finland
- Supervision of S. Tamminen's doctoral thesis, Klaus Helkama, 2002 → ..., Finland
- Supervision of Jorge Sinisterra's doctoral thesis, Klaus Helkama, 2003 → ..., Finland
- Supervision of Mikael Sako's doctoral thesis, Klaus Helkama, 2003 → ..., Finland
- Supervision of Kari Virkula's doctoral thesis, Klaus Helkama, 2004 → ..., Finland
- Supervision of I. Sakk's doctoral thesis, Klaus Helkama, 2005 → 2010, Finland
- Supervision of J. Hakanen's doctoral thesis, Klaus Helkama, 2005, Finland
- Supervision of Johanna Saarentalo's doctoral thesis, Klaus Helkama, 2005 → ..., Finland
- Supervision of M. Pivetti's doctoral thesis, Klaus Helkama, 2005, Finland
- Supervision of T. Kallo's doctoral thesis, Klaus Helkama, 2005, Finland
- Supervision of Tsaara Syrjälä's doctoral thesis, Klaus Helkama, 2005 → ..., Finland
- Supervision of A. Koponen's doctoral thesis, Klaus Helkama, 2006, Finland
- Supervision of Anneli Portman's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of Cira Almenti's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of Ilkka Fintel's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of Eva Elsa Ward's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of Kati Bergholm-Mämmikki's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of Kristina Jahnunen's doctoral thesis, Klaus Helkama, 2006 → ..., Finland
- Supervision of M. Tuomela's doctoral thesis, Klaus Helkama, 2006, Finland
- Supervision of N. Rutanen's doctoral thesis, Klaus Helkama, 2007, Finland
- Supervision of Fioreccia Sortheix's doctoral thesis, Klaus Helkama, 2008 → ..., Finland
- Supervision of Inari Juntunen's doctoral thesis, Klaus Helkama, 2008 → ..., Finland
- Supervision of N. Korpela's doctoral thesis, Klaus Helkama, 2008, Finland
- Supervision of A. Tapani's doctoral thesis, Klaus Helkama, 2009, Finland
- Supervision of E. Kotovrta's doctoral thesis, Klaus Helkama, 2009, Finland
- Supervision of M. Haybodolah's doctoral thesis, Klaus Helkama, 2009, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Supervision of M. Siller-Kuhalaami's doctoral thesis, Klaus Helkama, 2009, Finland
Supervision of S. Muller-Kleistif's doctoral thesis, Klaus Helkama, 2009, Finland

Inga Jasinska-Jahtli

Välöskirjan ohjaaminen (Tuuli Anna Mähönen), Inga Jasinska-Jahtli, 01.03.2007 → 15.02.2011
Välöskirjan ohjaaminen (Anu Yijälä), Inga Jasinska-Jahtli, 01.01.2008 → ...

Karmela Liebkind-Ormala

Supervision of Sirkku Varjonen's doctoral thesis, Karmela Liebkind-Ormala, 2004 → ..., Finland
Supervision of Liisa Kosonen's doctoral thesis, Karmela Liebkind-Ormala, 2005 → 2006, Finland
Supervision of Eerika Finell's doctoral thesis, Karmela Liebkind-Ormala, 2007 → ..., Finland
Supervision of Jorge Sinisterra's doctoral thesis, Karmela Liebkind-Ormala, 2007 → ..., Finland

Jukka Lipponen


Liisa Myyry

Supervision for doctoral dissertation of Heli Koskinen, Liisa Myyry, 2009 → ...
Supervision for doctoral dissertation of Peter Peltonen, Liisa Myyry, 2010 → ...
Supervision of doctoral dissertation of Johanna Saarentalo-Vuorimäki, Liisa Myyry, 2010 → ...

Anna-Maija Pirttilä-Backman

Supervision of Satu Limakka's doctoral thesis, Anna-Maija Pirttilä-Backman, 2002 → ..., Finland
Supervision of Anna Huotilainen's doctoral thesis, Anna-Maija Pirttilä-Backman, 2005, Finland
Supervision of Jaana Naarendorff's doctoral thesis, Anna-Maija Pirttilä-Backman, 2006 → ..., Finland
Supervision of Tuula Seppälä's doctoral thesis, Anna-Maija Pirttilä-Backman, 2008 → ..., Finland
Supervision of Salla Ahola's doctoral thesis, Anna-Maija Pirttilä-Backman, 2007 → ..., Finland
Supervision of Kaarina Isokangas's doctoral thesis, Anna-Maija Pirttilä-Backman, 2008 → ..., Finland
Supervision of Peter Peltonen's doctoral thesis, Anna-Maija Pirttilä-Backman, 2008 → ..., Finland
Supervision of Tehetä Alemu's doctoral thesis, Anna-Maija Pirttilä-Backman, 2008 → ..., Finland
Supervision of Vilma Lehtinen's doctoral thesis, Anna-Maija Pirttilä-Backman, 2008 → ..., Finland
Supervision of Mika Vähämaa's doctoral thesis, Anna-Maija Pirttilä-Backman, 2009 → ..., Finland
Supervision of Mikael Wahlström's doctoral thesis, Anna-Maija Pirttilä-Backman, 2009 → ..., Finland
Supervision of Taina Joutsenvirta's doctoral thesis, Anna-Maija Pirttilä-Backman, 2009 → ..., Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Supervision of Auli Airila’s doctoral thesis, Anna-Maija Pirttilä-Backman, 2010 → ... Finland

Markku Verkasalo,
Second supervisor of the Doctoral thesis of Nina Koivula, Markku Verkasalo, 01.01.2004 → 18.06.2008, Finland
Supervising doctoral thesis of Jan-Erik Lönnqvist, Markku Verkasalo, 01.01.2005 → 28.11.2008, Finland

Kari Vesala,
Supervision for doctoral dissertation of Jarkko Pyysäläinen, Kari Vesala, 2006 → ...
Supervision for doctoral dissertation of Kistti Tonttila, Kari Vesala, 2007 → 2010
Supervision for doctoral dissertation of Pia Pajari, Kari Vesala, 2007 → ...
Supervision for doctoral dissertation of Hannu Vesala, Kari Vesala, 2008 → ...
Supervision for doctoral dissertation of Tiina Kauppinen, Kari Vesala, 2008 → ...
Supervision for doctoral dissertation of Anta Saarinen-Kauppinen, University of Eastern Finland, Kari Vesala, 2009 → ...
Supervision for doctoral dissertation of Elina Renko, Kari Vesala, 2009 → ...
Supervision for doctoral dissertation of Miira Niska, Kari Vesala, 2009 → ...
Supervision for doctoral dissertation of Pirko Järvenpää, Kari Vesala, 2009 → ...
Supervision for doctoral dissertation of Reetta Patama, Kari Vesala, 2009 → ...
Supervision for doctoral dissertation of Pekka Lund, University of Eastern Finland, Kari Vesala, 2010 → ...
Supervision for doctoral dissertation of Soili Pattola, Kari Vesala, 2010 → ...

Prizes and awards

Salla Ahola,
HY:n Opetustekniologiapalkinnon 2010 finaalipaikka (verkkokurssilla Asenteet, stereotypiat ja sosiaaliset representaatiot), Salla Ahola, 2010

Nelli Hankonen,
Award for developing teaching in the Faculty of Social Sciences, Nelli Hankonen, 2010 → ...

Vilma Lehtinen,
Carl J. Couch Internet Research Award 2008, Vilma Lehtinen, 2008

Karmela Liebkind-Ormal,
ETMU Award of the Finnish Society for the Study of Ethnic Relations and International Migration, Karmela Liebkind-Ormal, 27.10.2006, Finland

Jaana-Pia Mäkinen,
Finalisti Opetustekniologiapalkinto 2010, Jaana-Pia Mäkinen, 15.12.2010, Finland

Peter Peltonen,
MUM'07 best paper award, Peter Peltonen, 2007
CHI’08 best paper nomination, Peter Peltonen, 2008
CHI'09 best paper nomination, Peter Peltonen, 2009
Finalist for University of Helsinki’s Learning Technology award 2010, Peter Peltonen, 2010, Finland

Anna-Maija Pirttilä-Backman,
Award for developing teaching in the Faculty of Social Sciences, Anna-Maija Pirttilä-Backman, 10.06.2009, Finland

Inari Sakki,
Gradupalkinto, valtiotieteellinen tiedekunta, 2005, Inari Sakki, 2005 → ...

Kari Vesala,
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman


Faculty of Social Science Award for the Developer of Teaching 2010, University of Helsinki, Kari Vesala, 2010

Editor of research journal

Ari Haukkala,
Blackwell publishing: arviointi menetelmäoppikirja ehdotuksesta, Ari Haukkala, 01.01.2005 → 31.12.2005, United Kingdom

Klaus Helkama,
The Finnish Foundation for Alcohol Studies - Member of Editorial Board, Klaus Helkama, 1992 → 2007, Finland

World Psychology, Klaus Helkama, 01.01.1994 → ..., United States

Rassegna di psicologia, Klaus Helkama, 01.01.1995 → ...

Scandinavian Journal of Occupational Therapy, Klaus Helkama, 01.01.2002 → ..., Sweden

Journal of Community and Applied Social Psychology, Klaus Helkama, 01.01.2008 → ..., Netherlands

Progress in Moral Development – Member of editorial board, Klaus Helkama, 01.01.2010 → ..., Poland

Sotsialnaja psihologija i obshchestvisto – Member of Editorial Board, Klaus Helkama, 01.01.2010 → ...

Inga Jasinskaja-Lahti,


Anna-Maija Pirttilä-Backman,
Psykologia (Journal of the Finnish Psychological Society), Anna-Maija Pirttilä-Backman, 1996 → ..., Finland


Kari Vesala,

Editor of research anthology/collection/conference proceedings

Karmela Liebkind-Ormala,
Editor, The Potential of Immigrant Youth, Karmela Liebkind-Ormala, 2010, United Kingdom

Liisa Myyry,
Arvot, moraali ja yhteiskunta: sosiaalipsykologisia näkökulmia yhteiskunnan muutokseen, Liisa Myyry, 2005

Anna-Maija Pirttilä-Backman,
Arvot, moraali ja yhteiskunta, Anna-Maija Pirttilä-Backman, 2005, Finland

Kari Vesala,

Maatiaritysten monialastuminen maaseudun elinkeinopolitiikassa ja sen rakentaminen kuntatasonehdistämiskohteena, Kari Vesala, 01.01.2007 → 31.12.2007, Finland

Peer review of manuscripts

Päivi Berg,
Arvostelujärjestelmä -lehdessä, Päivi Berg, 2010 → ...

Kasvatus-lehti, Päivi Berg, 2010 → ..., Finland

Nelli Hankonen,
Peer reviewer for International Journal of Behavioral Medicine, Nelli Hankonen, 2009 → ...

Peer reviewer for Psychology & Health, Nelli Hankonen, 2010 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Ari Haukkala,
International Journal of Behavioral Medicine, Ari Haukkala, 01.01.2005 → 31.12.2005
Psychology & Health, Ari Haukkala, 01.01.2005 → 31.12.2005
American Journal of Epidemiology, Ari Haukkala, 01.01.2006 → 31.12.2006
Psychology & Health, Ari Haukkala, 01.01.2006 → 31.12.2006
Public health, Ari Haukkala, 01.01.2006 → 31.12.2006
Tobacco Induced Diseases, Ari Haukkala, 01.01.2006 → 31.12.2006
American Journal of Epidemiology, Ari Haukkala, 01.01.2007 → 31.12.2007
BMC Public Health, Ari Haukkala, 01.01.2007 → 31.12.2007
International Journal of Behavioral Medicine, Ari Haukkala, 01.01.2007 → 31.12.2007
International Journal of Epidemiology, Ari Haukkala, 01.01.2007 → 31.12.2007
Psychology & Health, Ari Haukkala, 01.01.2007 → 31.12.2007
American Journal of Epidemiology, Ari Haukkala, 2009
American Journal of Epidemiology, Ari Haukkala, 2010
European Journal of Personality, Ari Haukkala, 2010
International Journal of Behavioral Medicine, Ari Haukkala, 2010
Nicotine & Tobacco Research, Ari Haukkala, 2010
Sosialilääketieteen aikakauslehti, Ari Haukkala, 2010

Klaus Helkama,
European Journal of Educational Psychology, Klaus Helkama, 01.01.2003 → 31.12.2010
Journal of Moral Education, Klaus Helkama, 01.01.2003 → 31.12.2010
European Journal of Social Psychology, Klaus Helkama, 2005 → 2010
Journal of Clinical and Social Psychology, Klaus Helkama, 2005 → 2010, United States
Journal of Cross-Cultural Psychology, Klaus Helkama, 01.01.2005 → 31.12.2010
Liikunta & Tiede, Klaus Helkama, 01.01.2005 → 31.12.2010, Finland
Psykologia, Klaus Helkama, 2005 → 2010, Finland
Scandinavian Journal of Educational Research, Klaus Helkama, 2005 → 2010, United Kingdom
Scandinavian Journal of Psychology, Klaus Helkama, 2005 → 2010
Työ ja Ihminen, Klaus Helkama, 2005 → 2010, Finland
Psicologia sociale, Klaus Helkama, 01.01.2006 → 31.12.2006, Italy

Inga Jasinskaja-Lahtı,
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

**DYNASOBIC/Pirtillä-Backman**

<table>
<thead>
<tr>
<th>Journal/Magazine</th>
<th>Authors</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Community and Applied Social Psychology</td>
<td>Inga Jasinskaja-Lahti</td>
<td>01.06.2007 → 31.08.2007, United States</td>
</tr>
<tr>
<td>European psychologist</td>
<td>Inga Jasinskaja-Lahti</td>
<td>01.01.2008 → 31.12.2008</td>
</tr>
<tr>
<td>Työ ja ihminen</td>
<td>Inga Jasinskaja-Lahti</td>
<td>01.01.2008 → 31.12.2008</td>
</tr>
<tr>
<td>Journal of Cross-Cultural Psychology</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2009</td>
</tr>
<tr>
<td>The Estonian Journal of Society and Politics</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2009</td>
</tr>
<tr>
<td>European Journal of Social Psychology</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2010</td>
</tr>
<tr>
<td>International Journal of Intercultural Relations</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2010</td>
</tr>
<tr>
<td>Psychological Bulletin</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2010</td>
</tr>
<tr>
<td>Social Problems</td>
<td>Inga Jasinskaja-Lahti</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Soile Juujärvi**

Peer review: Journal of Moral Education 2009 → ..., Soile Juujärvi, 01.01.2009 → ..., United Kingdom

**Airi Lampinen**

CHI 2010 -konferenssin vertaisarviointiin osallistuminen, Airi Lampinen, 2009 → 2010
CHI 2011 -konferenssin vertaisarviointiin osallistuminen, Airi Lampinen, 2010 → 2011
CSCW 2011 -konferenssin vertaisarviointiin osallistuminen, Airi Lampinen, 2010

**Vilma Lehtinen**

CHI 2010, Vilma Lehtinen, 2010 → ...

**Sointu Sofia Leikas**

Review of a manuscript entitled "Vigilant self-regulation, cues of being watched and cooperativeness" for European Journal of Personality, Sointu Sofia Leikas, 2010 → ...
Reviewing a manuscript entitled "Regulatory Focus and the Family-Work Interface: The Role of Regulatory Fit between Cohabiting Partners for ‘Human Relations’, Sointu Sofia Leikas, 2010 → ...

**Karmela Liebkind-Ormala**

Referee, International Journal of Psychology, Karmela Liebkind-Ormala, 01.2005, United Kingdom
Referee, Journal of Cross-Cultural Psychology, Karmela Liebkind-Ormala, 03.2005, United States
Referee, Scandinavian Journal of Psychology, Karmela Liebkind-Ormala, 2005, United Kingdom
Referee, Scandinavian Journal of Psychology, Karmela Liebkind-Ormala, 2005, United Kingdom
Referee, European Journal of Social Psychology, Karmela Liebkind-Ormala, 22.06.2006, United Kingdom
Referee, International Journal of Psychology, Karmela Liebkind-Ormala, 13.03.2006, United Kingdom
Referee, Scandinavian Journal of Psychology, Karmela Liebkind-Ormala, 30.09.2006, United Kingdom
Referee, Social Psychology Quarterly, Karmela Liebkind-Ormala, 13.02.2006, United States
Referee, Journal of Community and Applied Social psychology, Karmela Liebkind-Ormala, 2008, United States
Referee, Journal of Cross-Cultural Psychology, Karmela Liebkind-Ormala, 2008, United States
Referee, Journal of Cross-Cultural Psychology, Karmela Liebkind-Ormala, 2008, United States
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Referee, European Journal of Social Psychology, Karmela Liebkind-Ormala, 2009, United States
Referee, Journal of Cross-Cultural Psychology, Karmela Liebkind-Ormala, 2009, United States
Referee, Journal of Ethnic and Migration Studies, Karmela Liebkind-Ormala, 2009, United States
Referee, Scandinavian Journal of Psychology, Karmela Liebkind-Ormala, 2009, United States
Referee, Applied Psychology: An International Review, Karmela Liebkind-Ormala, 2010, United States
Referee, Group Processes and Intergroup Relations, Karmela Liebkind-Ormala, 2010, United States

Jukka Lipponen
2x European Journal of Work and Organizational Psychology, Jukka Lipponen, 2008 – 2010
2x Journal of Occupational and Organizational Psychology, Jukka Lipponen, 2008 – 2010
Social Justice Research, Jukka Lipponen, 2008
Organization Studies, Jukka Lipponen, 2010

Jan-Erik Lönnqvist
Applied Psychology: An International Review, Jan-Erik Lönnqvist, 2008
European Journal of Personality, Jan-Erik Lönnqvist, 2008 ...
European Journal of Social Psychology, Jan-Erik Lönnqvist, 2008 ...
Journal of Happiness Studies, Jan-Erik Lönnqvist, 2008 – 2010
Basic and Applied Social Psychology, Jan-Erik Lönnqvist, 2009
Emotion, Jan-Erik Lönnqvist, 2009
European Journal of Psychological Assessment, Jan-Erik Lönnqvist, 2009
International Journal of Behavioral Medicine, Jan-Erik Lönnqvist, 2009
Bipolar Disorders, Jan-Erik Lönnqvist, 2010
Developmental Psychology, Jan-Erik Lönnqvist, 2010
Schizophrenia Research, Jan-Erik Lönnqvist, 2010
Social Psychological and Personality Science, Jan-Erik Lönnqvist, 2010

Liisa Myyry
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Journal of Moral Education, Liisa Myyry, 01.05.2005 → 31.05.2005
Acta Psychologica, Liisa Myyry, 2006
Pacific Asia Conference for Information Systems, Liisa Myyry, 2009 → ...
Journal of Environmental Management, Liisa Myyry, 15.03.2010
Journal of Moral Education, Liisa Myyry, 30.06.2010
Psykologia, Liisa Myyry, 03.05.2010

Anna-Maija Pirttilä-Backman,
Appetite (journal), Anna-Maija Pirttilä-Backman, 09.2008 → 12.2008, United Kingdom
Kasvatus-lehti (Finnish journal of education), Anna-Maija Pirttilä-Backman, 01.2010 → 12.2010, Finland
Public Understanding of Science, Anna-Maija Pirttilä-Backman, 01.2010 → 12.2010, United Kingdom
Revija za sociologiju (Sociologian review), Anna-Maija Pirttilä-Backman, 01.2010 → 12.2010, Croatia

Tuija Seppälä,
European Journal of Work and Organizational Psychology, Tuija Seppälä, 2010 → ...

Mia Silfver-Kuhalampi,
Motivation and Emotion, Mia Silfver-Kuhalampi, 2008 → ...
Sex roles, Mia Silfver-Kuhalampi, 2008 → ...
Sex roles, Mia Silfver-Kuhalampi, 2009 → ...
British journal of social psychology, Mia Silfver-Kuhalampi, 2010 → ...
Criminal Behavior & Mental Health, Mia Silfver-Kuhalampi, 2010 → ...

Mikael Wahlström,
Peer-review for ‘Virtual Reality’, Mikael Wahlström, 2009 → 2010
Peer-review for ‘Public Understanding of Science’, Mikael Wahlström, 2010 → ...

Markku Verkasalo,
Kari Vesala,
Psykologia-lehti, Kari Vesala, 01.01.2000 → 31.12.2005, Finland
Elore-lehti, Kari Vesala, 01.01.2005 → 31.12.2005
CAfII publishing, kirjaa koskeva suunnitama, Kari Vesala, 01.01.2006 → 31.12.2006
Food Policy, Kari Vesala, 01.2006 → 12.2006, United Kingdom
International Journal of Entrepreneurial Behaviour and Research, Kari Vesala, 01.01.2006 → 31.12.2006, United Kingdom
AGRICULTURAL AND FOOD SCIENCE, Kari Vesala, 01.2007 → 31.12.2007, Finland
Sociological Focus, Kari Vesala, 01.01.2007 → 31.12.2007, United States
Entrepreneurship and Regional Development, Kari Vesala, 01.01.2008 → 31.12.2008
Acta sociologica, Kari Vesala, 01.2010 → 12.2010, Norway

Editor of special theme number
Karmela Liebkind-Ormala
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Guest Editor of Special Issue: International Journal of the Sociology of Language, Karmela Liebkind-Ormala, 2006 → 2007

Assessment of candidates for academic posts
Ari Haukkala,
Assessment of candidates for academic posts, Ari Haukkala, 15.05.2005
Assessment of candidates for academic posts, Ari Haukkala, 08.2006
Assessment of candidates for academic posts, Ari Haukkala, 2007

Klaus Helkama,
Chair in social and personality psychology, University of Aarhus, Klaus Helkama, 2006, Denmark
Lecturer in social psychology, The Hebrew University of Jerusalem, Klaus Helkama, 2009, Israel

Karmela Liebkind-Ormala,
Statement for academic post (Canada Research Chair), Karmela Liebkind-Ormala, 08.2005, Canada
Statement for academic post (Research Professor), Karmela Liebkind-Ormala, 28.03.2006, Belgium
Statement for academic post (University Researcher), Karmela Liebkind-Ormala, 06.07.2006, Finland
A requested recommendation for a research application for Irish Research Council for the Humanities and Social Sciences, Karmela Liebkind-Ormala, 06.09.2007, Ireland
Statement for academic post (Professor), Karmela Liebkind-Ormala, 23.08.2007, Canada
Statement for academic post (Professor), Karmela Liebkind-Ormala, 11.2008, Denmark
Assessment of candidates for a Professorship at the University of Copenhagen, Karmela Liebkind-Ormala, 2009, Denmark
Statement for academic post (3-year Research Fellowship), Karmela Liebkind-Ormala, 28.12.2010, United Kingdom
Statement for academic post (Docent), Karmela Liebkind-Ormala, 29.11.2010, Finland

Anna-Maija Pirttilä-Backman,
Assessment of candidates for post doc positions, Anna-Maija Pirttilä-Backman, 2005, Finland
Assessment of a candidate for docentship, Anna-Maija Pirttilä-Backman, 2006, Finland
Assessment of candidates for post doc positions, positions of fixed term professor, research grants and research school positions, Anna-Maija Pirttilä-Backman, 2007 → 2009, Finland
Assessment of candidates for post doc positions, Anna-Maija Pirttilä-Backman, 2008, Finland

Membership or other role in review committee
Karmela Liebkind-Ormala,
Assessment of candidates for research grants from the University of Helsinki, Karmela Liebkind-Ormala, 2005
Assessment of research grant applications, The Portuguese Science and Technology Foundation (FCT), Karmela Liebkind-Ormala, 2007, Portugal
Assessment of research grant applications, The Israel Science Foundation (ISF), Karmela Liebkind-Ormala, 2008, Israel
Assessment of research grant applications, The Israel Science Foundation (ISF), Karmela Liebkind-Ormala, 01.2009 → 03.2009, Israel
Assessment of research grant applications, The Swiss National Science Foundation (SNSF), Karmela Liebkind-Ormala, 11.2009 → 12.2009, Switzerland

Jukka Lipponen,
Evaluator of research proposals: Israel Science Foundation, Jukka Lipponen, 2005, Israel

Jan-Erik Lönnqvist,
Research Grant Applications of Israel Science Foundation, Jan-Erik Lönnqvist, 2010

Anna-Maija Pirttilä-Backman,
Institut National de la Recherche Agronomique, Anna-Maija Pirttilä-Backman, 2005, France
**INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI**

**RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010**

**DYNASOBIC/Pirttilä-Backman**

**Membership or other role in research network**


**Liisa Myyry**, Learning network for knowledge management, Liisa Myyry, 09.01.2006 → 31.10.2007

**Membership or other role in national/international committee, council, board**

**Nelli Hankonen**, Member of the executive committee, Nelli Hankonen, 2008 → 2009

**Secretary of the board, Nelli Hankonen, 2008, Finland**

**Ari Haukkala**, Kansanterveystutkimuksen tupakkatyöryhmä, Ari Haukkala, 01.01.2005 → 31.12.2005

Kansanterveystutkimuksen tupakkatyöryhmä, Ari Haukkala, 01.01.2005 → 31.12.2006, Finland


Sosiaalilääketieteellinen yhdistys, Ari Haukkala, 01.01.2005 → 31.12.2005

Suomen psykologisen seuran sosiaalipsykologian jaos, Ari Haukkala, 01.01.2005 → 31.12.2005

Sosiaalilääketieteellisen yhdistyksen käyttäytymislääketieteen jaos, Ari Haukkala, 01.01.2006 → 31.12.2006, Finland

Kansanterveystutkimuksen tupakkatyöryhmä, Ari Haukkala, 01.01.2007 → 31.12.2007

Kansanterveystutkimos, FINRISK2007-tutkimuksen suunnitteluryhmä (elintapa, psykososiaaliset tekijät), Ari Haukkala, 01.01.2007 → 31.12.2007

Sosiaalilääketieteellisen yhdistyksen käyttäytymislääketieteen jaos, Ari Haukkala, 01.01.2007 → 31.12.2007

Kansanterveystutkimuksen tupakkatyöryhmä, Ari Haukkala, 01.01.2008 → 31.12.2008

Koulupohjaisen Syrjäytymiskehityksen ehkäisy (SYKE)/FRIENDS -ohjausryhmä, Ari Haukkala, 01.01.2008 → 31.12.2008


Sosiaalilääketieteellisen yhdistyksen käyttäytymislääketieteen jaos, Ari Haukkala, 01.01.2008 → 31.12.2008

Valtiotieteellisen tiedukkuunnan koulutuksen arvioinnin ohjausryhmä, Ari Haukkala, 01.01.2008 → 31.12.2008


**Klaus Helkama**, Rural Studies -ohjelma, Klaus Helkama, 01.01.2006 → 31.12.2006

SOVAKOn sosiaalipsykologian tohtoriohjelma, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland

Sosiaalitieteiden valtakunnallinen tutkijakoulu SOVAKO, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland

Rural Studies koulutusohjelma, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland

Sosiaalipsykologian valtakunnallinen tutkijakoulu, Klaus Helkama, 01.01.2007 → 31.12.2007, Finland

Rural Studies ohjelma, Klaus Helkama, 01.01.2008 → 31.12.2008, Finland

SOVAKO, Finnnish Graduate School of Social Psychology, Klaus Helkama, 01.01.2008 → 31.12.2008, Finland

SOVAKO, sosiaalitieteiden valtakunnallinen jatkoarviointi-ohjelma, Klaus Helkama, 01.01.2008 → 31.12.2008, Finland

SYLFF, Sasakawa Young Leaders ohjelma, Klaus Helkama, 01.01.2008 → 31.12.2008

**Inga Jasinskaja-Lahti**, ETMU (Etnisten suhteiden ja kansainvälisten muutollikkeen tutkimus seura), Inga Jasinskaja-Lahti, 01.01.2003 → 31.12.2007, Finland


EASP (European Association of Social Psychology), Inga Jasinskaja-Lahti, 01.01.2008 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Etnisten suhteiden ja kansainvälisen muuttoliikkeen tutkimuksen seura (ETMU), Inga Jasinskaja-Lahti, 01.01.2008 → ..., Finland

Syrjintälautakunta, Inga Jasinskaja-Lahti, 01.01.2008 → ..., Finland

Karmela Liebkind-Ormala

Svenska litteraturåtsetkapet i Finland (The Society of Swedish Literature in Finland), Board member 1994- (18 years), Karmela Liebkind-Ormala, 1994 → ..., Finland


Expert member in FinnSight 2015 – Science and technology in Finland in the 2010s, Karmela Liebkind-Ormala, 10.2005 → 03.2006, Finland

The National Discrimination Tribunal of Finland (Deputy Member/Member), 2 years, Karmela Liebkind-Ormala, 2005 → 2006

The National Discrimination Tribunal of Finland (Deputy member), 4 years, Karmela Liebkind-Ormala, 2007 → ...

Advisory Board for the Centre for Research on Ethnic Relations and Nationalism (CEREN) at the Swedish School of Social Science, University of Helsinki, Karmela Liebkind-Ormala, 2010, Finland

Miira Niska

Psykologisen seuran sosiaalipsykologian jaos, Miira Niska, 01.01.2008 → 31.12.2008, Finland

Ann Ojala

Division of Young Psychology Researchers (NuTu), Ann Ojala, 01.01.2007 → 31.12.2007, Finland


Anna-Maija Pirttilä-Backman

Suomen Psykologinen Seura (The Finnish Psychological Society), Anna-Maija Pirttilä-Backman, 01.01.1999 → ..., Finland

European Science Foundation, The European Social Cognition Network (ESCON), Anna-Maija Pirttilä-Backman, 01.01.2003 → 31.12.2008, France

Scientific Council of the University of Helsinki, Anna-Maija Pirttilä-Backman, 2007 → 2009, Finland

European Science Foundation, Social Cognition Network 2 (ESCON 2), Anna-Maija Pirttilä-Backman, 01.09.2009 → 12.2014, France

European Science Foundation, pool of reviewers, Anna-Maija Pirttilä-Backman, 05.2009 → 04.2012, France

Helsinki Collegium for Advanced Studies, Anna-Maija Pirttilä-Backman, 2010 → ..., Finland

Ruvala Institute, Anna-Maija Pirttilä-Backman, 2010 → ..., Finland

Jarkko Pyysläinen

Sosiaalipsykologisen maaseutututkimuksen työryhmä (Sosiaalipsykologian päivien yhteydessä), Jarkko Pyysläinen, 18.11.2005 → 31.12.2005, Finland

Markku Verkasalo

Member in the Selection Panel of the Faculty of Behavioral sciences, Markku Verkasalo, 01.01.2010 → 31.12.2010, Finland

Membership or other role in public Finnish or international organization

Ari Haukkala

Nuorten tupakoinnin vähenemiseen tätävänä Terveyden ja hyvinvoinnin ministeriö (STM), Ari Haukkala, 01.01.2005 → 31.12.2005

Terveysliikkeen edistämisessä keskus, Terveyskasvatusmateriaalin arviointiryhmä, Ari Haukkala, 01.01.2005 → 31.12.2005

Euroopan tupakointia vähentävän verkoston (ENSP) Suomen työväenliiton ja, Ari Haukkala, 01.01.2006 → 31.12.2006, Finland

Euroopan tupakointia vähentävän verkoston (ENSP) Suomen työväenliiton ja, Ari Haukkala, 01.01.2007 → 31.12.2007, Finland

Klaus Helkama

Alkoholitutkimussäätiö, hallituksen jäsen, ipj, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATION OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Ruralia-instituutti, Klaus Helkama, 01.01.2007 → 31.12.2007, Finland
Yliopiston kielikeskus, Klaus Helkama, 01.01.2007 → 31.12.2007, Finland
Ruralia-instituutti, johtokunnan jäsen, Klaus Helkama, 01.01.2008 → 31.12.2008, Finland

Karmela Liebkind-Ormala,
Expert member of the Finnish Commission against Racism and Intolerance 1994–, Karmela Liebkind-Ormala, 1994 → ...

Anna-Maija Pirttilä-Backman,
SOVAKO, the Finnish Doctoral Program in Social Sciences, Anna-Maija Pirttilä-Backman, 01.01.2010 → …, Finland
The Vice Dean, Anna-Maija Pirttilä-Backman, 2010 → 2013, Finland

Markku Verkasalo,
Käytäntöliikkeen tiedekunnan valintalautakunta, Markku Verkasalo, 01.01.2005 → 31.12.2005, Finland
Käytäntöliikkeen tiedekunnan valintalautakunta, Markku Verkasalo, 01.01.2006 → 31.12.2006, Finland
Käytäntöliikkeen tiedekunnan valintalautakunta, Markku Verkasalo, 01.01.2007 → 31.12.2007, Finland

Membership or other role of body in private company/organisation

Ari Haukkala,
Euroopan tupakointia vähentävä verkosto (ENSP), Suomen työvaliokunta, Ari Haukkala, 01.01.2005 → 31.12.2005

Klaus Helkama,
Kielikeskus, johtokunta, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland
Ruralia-instituutti, johtokunnan varajäsen, Klaus Helkama, 01.01.2006 → 31.12.2006, Finland

Ann Ojala,

Anna-Maija Pirttilä-Backman,
Jessie Obidiegwu Education Fund, Anna-Maija Pirttilä-Backman, 2009 → …, United States

Jarkko Pyysäinen,
Helsingin yliopiston sosiaalipsykologian alumin, Jarkko Pyysäinen, 01.01.2006 → 31.12.2006, United Kingdom
Helsingin yliopiston sosiaalipsykologian alumin, Jarkko Pyysäinen, 01.01.2007 → 31.12.2007, Netherlands
Sosiaalipsykologian alumiineinnost, Jarkko Pyysäinen, 01.01.2008 → 31.12.2008, Finland

Other tasks of an expert in private sector

Karmela Liebkind-Ormala,
Assessment of book manuscript offered to Blackwell Publications for publication, Karmela Liebkind-Ormala, 2007

Participation in interview for written media

Päivi Berg,
Haastattelu, Päivi Berg, 2007, Finland
Aamulehti, haastattelu väitöskirjatutkimuksesta, Päivi Berg, 08.02.2010, Finland
Haastattelu, Opettaja-lehti, Päivi Berg, 01.2010 → …, Finland
Helsingin sanomat, haastattelu, Päivi Berg, 30.01.2010, Finland

Eerika Finell,
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

DYNASOBIC/Pirttilä-Backman


Nelli Hankonen,
Haastattelu Kg-lehdessä 5/2008, Nelli Hankonen, 2008, Finland

Ari Haukkala,
Etelmä, Ari Haukkala, 01.10.2003 → 31.12.2011, Finland
Etelmä, Ari Haukkala, 04.11.2003 → 31.12.2011, Finland
Vieraskynä-palsta, Helsingin Sanomat Kristiina Patja & Ari Haukkala, Ari Haukkala, 01.01.2000 → 31.12.2011, Finland

Klaus Helkama,
Hufvudstadsbladet, Klaus Helkama, 01.01.2000 → 31.12.2011, Belgium
Haastatteluja (2 kpl) Nyt-liitteeseen, Klaus Helkama, 01.01.2002 → 31.12.2011, Finland
Haastatteluja Tukiaan-lehteen, Klaus Helkama, 01.01.2002 → 31.12.2011, Finland
LuotoLista-lehteen, Klaus Helkama, 01.04.2002 → 31.12.2011, Finland
Suurta Saksa- ja Itä-Aasia-kaupunkien koulutustoimialueen huippukilpailu, Klaus Helkama, 01.01.2002 → 31.12.2011, Finland
Helsingin Sanomien NYT-liite, haastattelu (2 kertaa), Klaus Helkama, 01.01.2003 → 31.12.2011, Italy
Interview for written media, Klaus Helkama, 11.12.2010, Finland

Inga Jasinskaja-Lahti,
Haastattelu Suomen Punaisen Ristin lihteen (Vilja Junka) 24.06.2010, Inga Jasinskaja-Lahti, 24.06.2010

Liisa Marjatta Kosonen,
Interview in Helsingin Sanomat (national daily newspaper) about dissertation study, Liisa Marjatta Kosonen, 24.10.2008
Interview in Suomen tietotoimisto, STT (Finnish News Service), Liisa Marjatta Kosonen, 25.10.2008

Airi Lampinen,
Haastattelu T-lehdessä, Airi Lampinen, 2009
Haastattelu City-lehdessä, Airi Lampinen, 2010
Haastattelu Yliopisto-lehdessä, Airi Lampinen, 2010

Vilma Lehtinen,
City-lehti, Vilma Lehtinen, 11.2007
Turun Sanomat, Vilma Lehtinen, 20.06.2008
Yliopisto-lehti, Vilma Lehtinen, 02.2010

Sointu Sofia Leikas,
Haastattelu 'Psykologi'-lehdessä 2009, Sointu Sofia Leikas, 04.2010

Karmela Liebkind-Ormal,
Interview in Helsingin Sanomat, Karmela Liebkind-Ormal, 05.11.2005, Finland
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

ETMU press release, Karmela Liebkind-Ormala, 30.10.2006, Finland
Interview in Helsingin Sanomat, Karmela Liebkind-Ormala, 28.10.2006, Finland
Interview in Helsingin Sanomat, Karmela Liebkind-Ormala, 19.12.2006, Finland
Interview in Hufvudstadbladet, Karmela Liebkind-Ormala, 28.10.2006, Finland
Interview in Kotiliesi, Karmela Liebkind-Ormala, 17.01.2006, Finland
Interview in Kotivinkki, Karmela Liebkind-Ormala, 06.2006, Finland
Interview in Nyt, Karmela Liebkind-Ormala, 13.01.2006 → 19.01.2006, Finland
Interview in Seura, Karmela Liebkind-Ormala, 10.03.2006, Finland
Interview in Tukkain, Karmela Liebkind-Ormala, 28.10.2006, Finland
Interview in Hufvudstadbladet, Karmela Liebkind-Ormala, 07.01.2007, Finland
Interview in Hufvudstadbladet, Karmela Liebkind-Ormala, 12.11.2007, Finland
Interview in Yhteishyvä, Karmela Liebkind-Ormala, 07.2007, Finland
Quotation in Hufvudstadbladet, Karmela Liebkind-Ormala, 19.12.2007, Finland
Interview in Suomen Lehdistö, Karmela Liebkind-Ormala, 20.08.2008, Finland
Interview in Yliopistonaisunainen, Karmela Liebkind-Ormala, 08.2008, Finland
Interview in Hufvudstadbladet, Karmela Liebkind-Ormala, 18.06.2009, Finland
Interview in Aamu-lehti Sunnuntai Asiat, Karmela Liebkind-Ormala, 13.06.2010, Finland
Interview in Helsingin Sanomat, Karmela Liebkind-Ormala, 15.03.2010, Finland
Interview in Sunnuntaisuomalainen, Karmela Liebkind-Ormala, 18.04.2010, Finland
Interview in Yliopisto-lehti, Karmela Liebkind-Ormala, 02.2010, Finland

Jukka Lipponen,
Ekonomi, 7, sivut 37-40., Jukka Lipponen, 01.01.2006 → 31.12.2011, Finland
Liisa Myyry,
Onnistumiset tuottavat työn iloa, Liisa Myyry, 2006
Työyhteisöväestö, Liisa Myyry, 01.03.2006 → 31.12.2011, United Kingdom
Epäonnistujan muotokuva, Liisa Myyry, 2007
Yliopisto-lehti, Liisa Myyry, 01.10.2007 → 31.12.2011, Finland
Luova luokka luovuttaa salasanansa helpollaka, Liisa Myyry, 2008
Työn iloa metsästämässä, Liisa Myyry, 2008
Tuuli Anna Mähönen,
Etninen syrjintä Kaakkois-Suomessa -hankkeeseen liittyvät seminaaripäivityöt, Tuuli Anna Mähönen, 13.11.2007 → 31.12.2011, Italy
Palmena -verkkolehti, Tuuli Anna Mähönen, 01.01.2007 → 31.12.2011, Italy
Sosiaalipsykologiantutkimus Kauhajoen yliopistolla, Tuuli Anna Mähönen, 03.12.2007 → 31.12.2011, Italy

Ann Ojala,

Anna-Maija Pirttilä-Backman,
"Tasting and Trying New Foods", background interviews, Anna-Maija Pirttilä-Backman, 01.05.2005, United States
Feature in Kaleva (Finnish newspaper) weekend supplement, Anna-Maija Pirttilä-Backman, 10.11.2005, Finland
Yliopisto-lehti (magazine of the University of Helsinki), Anna-Maija Pirttilä-Backman, 05.2005, Finland

Mia Sillven-Kuhalampi,
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Haastattelu Cimson koulutuspalvelut oy:n tiedotuslehteen, Mia Sifver-Kuhalampi, 2010 → ...

Sirkku Varjonen,
Kansainvälistymisen mahdollisuudet -iliasuus. (Tilaisuudessa pohdittiin kansainvälistystä ja EU-hankkeiden tuomia mahdollisuuksia maaseudun asukaille, yhdistyksille, yhteisöille ja pk-yrityksille.), Sirkku Varjonen, 09.11.2005, Finland

Helia Ammantinen opettajakorokouksen erilainmikelisten lijan "contact days"-päivät, Sirkku Varjonen, 29.11.2006, Finland

Markku Verkasalo,

Kari Vesala,
Eskolmilla Maaseututapaamisessa, Kari Vesala, 29.08.2003 → 31.12.2011, Finland


Mikkelin yliopistokeskuksen 50-vuotta, Kari Vesala, 15.05.2004 → 31.12.2011, Finland

HY:n verkkoselostuksen tapahtuma, Kari Vesala, 01.01.2004 → 31.12.2011, Finland

Maaseudun uusi aika -yhdistyksien vuosikokous, Kari Vesala, 30.03.2004 → 31.12.2011, Finland

Maaseutupolitiikan yhteistyöryhmän hankeseminaari, Kari Vesala, 10.06.2004 → 31.12.2011, Finland

Maaseututapaamisen yhteistyösyöminen hankeseminaari, Kari Vesala, 29.11.2006, Finland


Yrittäjänaromat nro 10/2004, haastattelu, Kari Vesala, 01.01.2004 → 31.12.2011, Finland

Sanomalehti Ilkka, Kari Vesala, 13.11.2007 → 31.12.2011, Finland

Liha-Atrian tuotajapäivät, Jyväskylä, Suomi, Kari Vesala, 02.04.2008 → 31.12.2011, Finland

MTK:N MAASEUTUYRITTÄJÄVALION KOKOUS, Helsinki, Suomi, Kari Vesala, 24.08.2008 → 31.12.2011, Finland

MTT ELO -akukausia (2/2008), Kari Vesala, 01.01.2008 → 31.12.2011, Finland

Tuomintaryhmien kevätpäivät, Nokia, Suomi, Kari Vesala, 01.01.2008 → 31.12.2011, Finland

Participation in radio programme

Päivi Berg,
Tuomas Enbuske, Yle 1, haastattelu, Päivi Berg, 25.03.2010, Finland

Ari Haukkala,
Radio Interview, Ari Haukkala, 2005

Radio Interview:, Ari Haukkala, 26.08.2010, Finland

Klaus Helkama,
Haastatteluja HS:iin, Psykologi-lehteen, radioon, Klaus Helkama, 01.01.2006 → 31.12.2011, Finland

Radiohaastattelu, Klaus Helkama, 01.01.2007 → 31.12.2011, Finland

Interview for radio, Klaus Helkama, 17.06.2010, Finland

Inga Jasinskaja-Lahti,
Ylen Ajankohtaisen Ykkösen "Mikä maa, mikä kansa?" –ohjelma, Inga Jasinskaja-Lahti, 22.03.2010

Vilma Lehtinen,
Tuomas Enbuske, Vilma Lehtinen, 07.12.2007

Yle X Uutiset, Vilma Lehtinen, 06.11.2007

Karmela Liebkind-Ormala,
Interview for Yle, Karmela Liebkind-Ormala, 21.11.2006, Finland

Interview for Yle Foreign Affairs, Karmela Liebkind-Ormala, 13.02.2006, Finland

16
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

RC-SPECIFIC TUHAT COMPILATIONS OF OTHER SCIENTIFIC ACTIVITIES 2005-2010

DYNASOBIC/Pirttilä-Backman

Several radio interviews, Karmela Liebkind-Ormala, 2007, Finland
Interview in Yle Ajantasa, Karmela Liebkind-Ormala, 15.03.2010, Finland
Interview in Yle Radio news, Karmela Liebkind-Ormala, 19.05.2010, Finland

Satu Liimakka,
Kirjakerho: Kehon kieli, Satu Liimakka, 05.03.2010

Jukka Lipponen,
Yleisradion henkilöstölehdi Linkki, Jukka Lipponen, 01.01.2005 – 31.12.2011, Finland

Anna-Maija Pirttilä-Backman,
Radio interview in Yle's (Finnish Broadcasting Company) series "Ketä olemme" ("Who we are"), Anna-Maija Pirttilä-Backman, 01.01.2005, Finland

Inari Sakki,
Eurooppa oppikirjossa, radio Yle 1, Kultakuvme, Inari Sakki, 06.10.2010
Miten meitä kasvatetaan eurooppalaisiksi? Radio Suomi, Ajantasa, Inari Sakki, 15.09.2010

Mia Silfver-Kuhalampi,
Haastattelu Yle Radio 1, Mia Silfver-Kuhalampi, 2010 – …

Kari Vesala,

Participation in TV programme

Eerika Finell,
Haastattelu, Ranskan valtakunnallinen televisio, huhtikuu 2009, Eerika Finell, 2009
Haastattelu, Tutkiva juttu YLE teema, marraskuu 2009, Eerika Finell, 2009

Ari Haukkala,
Interview, Ari Haukkala, 26.08.2010, Finland

Klaus Helkama,
Aamu-tv, Klaus Helkama, 01.01.2008 – …, Finland

Inga Jasinskaja-Lahfi,

Vilma Lehtinen,
MTV3 Seitsemän uutiset, Vilma Lehtinen, 21.09.2007
Sub, Verkossa, Vilma Lehtinen, 05.2008

Karmela Liebkind-Ormala,
Interview, Yle, Karmela Liebkind-Ormala, 2005, Finland
Interview, Yle TV News, Karmela Liebkind-Ormala, 07.11.2005, Finland
Interview, Yle TV News, Karmela Liebkind-Ormala, 09.05.2005 – 12.2005, Finland
Participation in a TV-programme (A-Talk), Karmela Liebkind-Ormala, 09.11.2005, Finland
Interview, Al Jazeera English, Karmela Liebkind-Ormala, 16.11.2007
Several interviews for radio and TV programmes, Karmela Liebkind-Ormala, 2008, Finland
Several interviews for radio and TV, Karmela Liebkind-Ormala, 2009, Finland
Interview, Yle TV News, Karmela Liebkind-Ormala, 19.05.2010, Finland
DYNASOBIC/Pirttilä-Backman

Interview, Yle TV News, Karmela Liebkind-Ormal, 07.06.2010, Finland
Interview, Yle1 TV News, Karmela Liebkind-Ormal, 07.06.2010, Finland

Tuuli Anna Mähönen,
Pressklubi, Tuuli Anna Mähönen, 2008 → ...

Anu Yijälä,
Esintyminen YLE:n uutisissa, Anu Yijälä, 13.01.2010, Finland

Participation in interview for web based media

Vilma Lehtinen,
MTV3 Internet Uutiset, Mediaklubi, 10.09.2007
YLE Uutiset yle.fi, Vilma Lehtinen, 03.08.2007
Kaleva.fi, Vilma Lehtinen, 28.03.2010

Sointu Sofia Leikas,
Haastattelu ’Yliopisto’-lehden 12/2009 verkkoversiossa, Sointu Sofia Leikas, 12.2009 → ...

Inari Sakki,
Oppikirjojen EU on mahdollisuus ja uhka, Inari Sakki, 08.2010 → ...
Unioni avautuu oppikirjoissa monimuotoisena, Inari Sakki, 11.2010 → ...
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING
AT THE UNIVERSITY OF HELSINKI
Web of Science (WoS)-based bibliometrics of the RC’s publications data 1.1.2005-31.12.2010 by CWTS, Leiden University, the Netherlands

Research Group: Pirttilä-Backman AM

Basic statistics
Number of publications (P) 91
Number of citations (TCS) 260
Number of citations per publication (MCS) 2.86
Percentage of uncited publications 44%
Field-normalized number of citations per publication (MNCS) .89
Field-normalized average journal impact (MNJS) .95
Field-normalized proportion highly cited publications (top 10%) .74
Internal coverage .57

Trend analyses

Collaboration

Performance (MNCS) by collaboration type
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING
AT THE UNIVERSITY OF HELSINKI

by CWTS, Leiden University, the Netherlands

Research profile
Appendix B.b.

Maria Forsman, Chief Information Specialist, DSocSc
Helsinki University Library 7.7.2011

The bibliometric analyses by Helsinki University Library (HULib)

Background: The bibliometric analyses – especially citation analyses – have raised a lot of discussion and critics among researchers in social sciences and humanities. Researchers view that bibliometric analyses are often unfair to these fields of sciences because they do not give a good enough picture of the publishing. Citation databases – Web of Science and Scopus – cover only weakly the main publications in these fields. Also, in humanities and social sciences monograph is still the main form of publishing, and it does not include in these article databases.

At the University of Helsinki, the above mentioned concerns have been taken into account in the evaluation. The Evaluation Office has ordered analyses from the Helsinki University Library (HULib) for the participating researcher communities that are weakly represented in Web of Science. The database for the HULib analyses is TUHAT (https://tuhat.halvi.helsinki.fi/portal/en/) including all the publications that the researchers have considered important.

Based on this data, information specialists at HULib have carried out the following analyses:

1) Number of authors/publication/year as a table; a pie of authors/publication in the period 2005-2010;
2) Language of publication/year; a pie of language of publication in the period 2005-2010;
3) Articles/journal/year; journals have been compared by ISSN with the Norwegian, Australian and ERIH (2007-2008) journal ranking lists; number of articles in ranked journals;
4) Publisher/monograph type (according to TUHAT database); monographs have been compared with the Norwegian publisher ranking list. According to this, it has been counted how many monographs are published by a leading scientific publisher (2) or a scientific publisher (1).
5) Conference publications (from TUHAT database) especially in computer sciences; compared with the Australian conference ranking list.

Where relevant, some additional analyses and notes concerning the publication culture of a scientific field have been added. Overall, these analyses complement the other evaluation material and lists of the publications of the participating researcher communities.

If the publications of the RCs were less than 50 or and the internal coverage less than 40 percentage, the WoS analyses were considered not reliable. These RCs were 58 altogether.

In addition, both Leiden and Library analyses were done to the RCs if WoS analyses covered less than 40 per cent of the peer review (A+C) publications of the RC. These RCs were 8 altogether.

The appendix includes the analyses of the RC under discussion.
## Analysis of publications by Helsinki University Library – 66 RCs altogether

### Biological, Agricultural and Veterinary Sciences
- Luukkanen, Olavi – VITRI
- Valsta, Lauri – SUVALUE

### Natural Sciences
- Abrahamsson, Pekka – SOFTSYS
- Kangasharju, Jussi – NODES
- Ukkonen, Esko – ALKO
- Väänänen, Jouko – HLG

### Humanities
- Aejmelaeus, Anneli – CSTT
- Anttonen, Pertti – CMVG
- Dunderberg, Ismo – FC
- Heikkinen, Markku – RCSP
- Heinämaa, Sara – SHC
- Henriksson, Markku – CITa
- Janhunen, Juha – LDHFTA
- Kajava Mika, – AMNE
- Klippi, Anu – Interaction
- Knuutila, Simo – PPMP
- Koskenniemi, Kimmo – BAULT
- Lauha, Aila – CECH
- Lavento, Mika – ARCH-HU
- Lukkarinen, Ville – AHCI
- Lyyttikäinen, Pirjo – GLW
- Mauranen, Anna – LFP
- Meinander, Henrik – HIST
- Nevalainen, Terttu – VARIENG
- Pettersson, Bo – ILLC
- Pulkkinen, Tuja – Gender Studies
- Pyrhönen, Heta – ART
- Ruokanen, Miikka – RELDIAL
- Saarinen, Risto – RELSOC
- Sandu, Gabriel – LMPS
- Tarasti, Eero – MusSig
- Vehmas-Lehto, Inkeri – TraST
- Östman, Jan-Ola – LMS

### Social Sciences
- Airaksinen, Timo – PPH
- Engeström, Yrjö – CRADLE
- Granberg, Leo – TRANSRUBAN
- Halla, Anne – Sociopolis
- Hautamäki, Jarkko – CEA
- Heinonen, Visa – KUMU
- Helén, Ilpo – STS
- Hukkinen, Janne – GENU
- Jallinoja, Riitta – SBII
- Kaartinen, Timo – SCA
- Kettunen, Pauli – NordSoc
- Kiivinen, Markku – FCREEs
- Koponen, Juha – DEVERELE
- Koskenniemi, Martti – ECI
- Kultti, Klaus – EAT
- Lahelma, Elina – KUFE
- Lanne, Markku – TSEM
- Lavonen, Jari – RCMSER
- Lehtonen, Risto – SocStats
- Lindblom-Yläne, Sari – EdPsychHE
- Nieminen, Hannu – MECOL
- Nuotio, Kimmo – Law
- Nyman, Göte – METEORI
- Ollikainen, Markku – ENFIFO
- Pirttilä-Backman, Anna-Maija – DYNASOBIC
- Rahkonen, Keijo – CulCap
- Roos, J P – HELPS
- Simola, Hannu – SOCE-DGI
- Sulikunen, Pekka – PosPus
- Sumelius, John – AG ECON
- Vaattovaara, Mari – STRUTSI
- Vainio, Martti – SigMe

The next appendix includes the analyses of the RC under discussion.
INTERNATIONAL EVALUATION OF RESEARCH AND DOCTORAL TRAINING AT THE UNIVERSITY OF HELSINKI

30.6.2011 PJK / 19.4.2012 MF

PUBLICATION DATA 2005-2010

RC/DYNASOBIC/Pirttilä-Backman

Category 2. The research of the participating community is of high quality, but the community in its present composition has yet to achieve strong international recognition or a clear break-through.

Number of authors in publications/year

<table>
<thead>
<tr>
<th>No. of authors</th>
<th>2007</th>
<th>2009</th>
<th>2008</th>
<th>2006</th>
<th>2005</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
<td>8</td>
<td>17</td>
<td>16</td>
<td>10</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>61</td>
<td>51</td>
<td>46</td>
<td>49</td>
<td>29</td>
<td>46</td>
<td>282</td>
</tr>
</tbody>
</table>

71% of the publications have more than one author.
Language of publication / Year

<table>
<thead>
<tr>
<th>Language</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English en_GB</td>
<td>14</td>
<td>29</td>
<td>27</td>
<td>27</td>
<td>40</td>
<td>28</td>
<td>165</td>
</tr>
<tr>
<td>Finnish fi_FI</td>
<td>14</td>
<td>13</td>
<td>33</td>
<td>18</td>
<td>11</td>
<td>17</td>
<td>106</td>
</tr>
<tr>
<td>Swedish sv_SE</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
The commonest language is English (59 %), as Finnish (38 %) in the second place.

### Journal / Year / Total

<table>
<thead>
<tr>
<th>Journal</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psykologia</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>European Journal of Personality</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appetite</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Moral Education</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scandinavian Journal of Psychology</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>European Journal of Social Psychology</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>International Journal of Psychology</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>International Journal of the Sociology of Language</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Occupational and Organizational Psychology</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kasvatus</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annals of Behavioral Medicine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Basic and Applied Social Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>British Journal of Social Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>European Journal of Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Food Quality and Preference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Journal Title</td>
<td>Volume</td>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>--------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helsingin Sanomat</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Intercultural Relations</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Applied Social Psychology</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Community and Applied Social Psychology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Quarterly</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuorisotutkimus</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality and Social Psychology Bulletin</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terra</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiede ja Ase</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yliopilaislehti</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acta Psychiatrica Scandinavica</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addiction</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural economics review.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aikuiskasvatus</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alue ja ympäristö</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Journal of Clinical Nutrition</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Welfare</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annals of Epidemiology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied developmental science.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian Ethnic Studies</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes Care</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duodecim</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational research review.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnography and Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European bulletin of social psychology.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Communication</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Developmental Psychology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Information Systems</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Work and Organizational Psychology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Psychologist</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finnish Journal of Ethnicity and Migration</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forskningsnytt om øekologisk landbruk i Norden.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender and Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hortotiede</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hyvinvointikatsaus</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If : journal of Italo-Finnish studies.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Entrepreneurial Behaviour &amp; Research</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Psychiatry in Medicine</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Strategic Change Management</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Abnormal Psychology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Adult Development</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Behavioral Medicine</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Title</td>
<td>Volume</td>
<td>Issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of business strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Clinical Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Clinical Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Comparative Family Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Cross-Cultural Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of educational research in Africa = Revue africaine de recherche en</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of E-working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Medical Genetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Personality Assessment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Research in Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Rural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Small Business and Enterprise Development</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Social Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Sustainable Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kehittyvä elintarvike</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KeVer</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KeVer ammattikorkeakoulututkimuksen verkkolehdi</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lastentarha</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liikunnanopettaja</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Care</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation and Emotion</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naistutkimus</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Genetics and Society</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nordic Psychology</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior and Human Decision Processes</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osviitta</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piirtoheitin verkko-opetuksen verkkolehdi</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology &amp; Health</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology &amp; Society</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychosomatic Medicine</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research in Nursing &amp; Health</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revue internationale de psychologie sociale.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Society</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruralia</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryhmätyö-lehti</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scandinavian Journal of Educational Research</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science &amp; Education</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex Roles</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Compass</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice Research</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science &amp;amp</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sosiaalilaakketieteellinen aikakauslehti</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sosiaalipsykologien</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>-----------</td>
<td>----------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>European Journal of Personality</td>
<td>6</td>
<td>1</td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appetite</td>
<td>4</td>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Moral Education</td>
<td>4</td>
<td>2</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scandinavian Journal of Psychology</td>
<td>4</td>
<td>1</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Social Psychology</td>
<td>3</td>
<td>2</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Psychology</td>
<td>3</td>
<td>1</td>
<td>C</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of the Sociology of Language</td>
<td>3</td>
<td>2</td>
<td>C</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Occupational and Organizational Psychology</td>
<td>3</td>
<td>2</td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaivatus</td>
<td>3</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annals of Behavioral Medicine</td>
<td>2</td>
<td>2</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic and Applied Social Psychology</td>
<td>2</td>
<td>1</td>
<td>C</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Journal of Social Psychology</td>
<td>2</td>
<td>2</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Journal of Public Health</td>
<td>2</td>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Quality and Preference</td>
<td>2</td>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Journal of Intercultural Relations</td>
<td>2</td>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Applied Social Psychology</td>
<td>2</td>
<td>1</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Community and Applied Social Psychology</td>
<td>2</td>
<td>1</td>
<td>C</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Quarterly</td>
<td>2</td>
<td>2</td>
<td>A*</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality and Social Psychology Bulletin</td>
<td>2</td>
<td>2</td>
<td>A*</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Journal ranking (Norway, Australia, ERIH)
<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Volume</th>
<th>Issue</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acta Psychiatica Scandinavica</td>
<td>1</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>Addiction</td>
<td>1</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>Aikuiskasvatus</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>American Journal of Clinical Nutrition</td>
<td>1</td>
<td>2</td>
<td>A*</td>
</tr>
<tr>
<td>Animal Welfare</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Annals of Epidemiology</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>Applied developmental science.</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>Diabetes Care</td>
<td>1</td>
<td>1</td>
<td>A*</td>
</tr>
<tr>
<td>Educational research review.</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>Ethnography and Education</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>European Journal of Communication</td>
<td>1</td>
<td>2</td>
<td>A*</td>
</tr>
<tr>
<td>European Journal of Developmental Psychology</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>European Journal of Information Systems</td>
<td>1</td>
<td>2</td>
<td>A*</td>
</tr>
<tr>
<td>European Journal of Work and Organizational Psychology</td>
<td>1</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>European Psychologist</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Finnish Journal of Ethnicity and Migration</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gender and Education</td>
<td>1</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>International Journal of Entrepreneurial Behaviour &amp; Research</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>International Journal of Psychiatry in Medicine</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>International Journal of Strategic Change Management</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Journal of Abnormal Psychology</td>
<td>1</td>
<td>2</td>
<td>A*</td>
</tr>
<tr>
<td>Journal of Adult Development</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Journal of Behavioral Medicine</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>Journal of Business strategy.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Clinical Nursing</td>
<td>1</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>Journal of Clinical Psychology</td>
<td>1</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>Journal of Comparative Family Studies</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>Journal of Cross-Cultural Psychology</td>
<td>1</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>Journal of E-working</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Medical Genetics</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>Journal of Personality</td>
<td>1</td>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>Journal of Personality Assessment</td>
<td>1</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>Journal of Research in Personality</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>Journal of Rural Studies</td>
<td>1</td>
<td>2</td>
<td>A*</td>
</tr>
<tr>
<td>Journal of Small Business and Enterprise Development</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Journal of Social Psychology</td>
<td>1</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>Journal of Sustainable Agriculture</td>
<td>1</td>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>Medical Care</td>
<td>1</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>Motivation and Emotion</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Journal</td>
<td>Level</td>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Naistutkimus</td>
<td>1</td>
<td>C C C</td>
<td></td>
</tr>
<tr>
<td>New Genetics and Society</td>
<td>1</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Nordic Psychology</td>
<td>1</td>
<td>C C</td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior and Human Decision Processes</td>
<td>1</td>
<td>2 A A</td>
<td></td>
</tr>
<tr>
<td>Psychology &amp; Health</td>
<td>1</td>
<td>2 A A</td>
<td></td>
</tr>
<tr>
<td>Psychology &amp; Society</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Psychosomatic Medicine</td>
<td>1</td>
<td>2 A A</td>
<td></td>
</tr>
<tr>
<td>Research in Nursing &amp; Health</td>
<td>1</td>
<td>2 A</td>
<td></td>
</tr>
<tr>
<td>Revue internationale de psychologie sociale.</td>
<td>1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Rural Society</td>
<td>1</td>
<td>1 C</td>
<td></td>
</tr>
<tr>
<td>Scandinavian Journal of Educational Research</td>
<td>1</td>
<td>2 B B</td>
<td></td>
</tr>
<tr>
<td>Science &amp; Education</td>
<td>1</td>
<td>B B</td>
<td></td>
</tr>
<tr>
<td>Sex Roles</td>
<td>1</td>
<td>1 A B</td>
<td></td>
</tr>
<tr>
<td>Social Compass</td>
<td>1</td>
<td>1 B A</td>
<td></td>
</tr>
<tr>
<td>Social Justice Research</td>
<td>1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Social Science &amp;</td>
<td>1</td>
<td>2 A A</td>
<td></td>
</tr>
<tr>
<td>Studies in Higher Education</td>
<td>1</td>
<td>2 A A</td>
<td></td>
</tr>
<tr>
<td>Symbolic Interaction</td>
<td>1</td>
<td>1 B</td>
<td></td>
</tr>
<tr>
<td>Text &amp; Talk (Print Edition)</td>
<td>1</td>
<td>2 A</td>
<td></td>
</tr>
<tr>
<td>Umweltpsychologie</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Young</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Amount of ranked articles (Norway)**

<table>
<thead>
<tr>
<th>Norway</th>
<th>Journal articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>44</td>
</tr>
<tr>
<td>Level 1</td>
<td>62</td>
</tr>
</tbody>
</table>

**Amount of ranked articles (Australian)**

<table>
<thead>
<tr>
<th>Australia</th>
<th>Journal articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A*</td>
<td>12</td>
</tr>
<tr>
<td>Level A</td>
<td>21</td>
</tr>
<tr>
<td>Level B</td>
<td>47</td>
</tr>
<tr>
<td>Level C</td>
<td>25</td>
</tr>
</tbody>
</table>
# Book publishers

**Publisher ranking (based on Norwegian ranking list)**

2 = leading scientific  
1 = scientific  
no = non-scientific or not ranked

C1 Published scientific monograph (12)  
C2 Edited book, compilation, conference proceeding or special issue of journal (10)  
D5 Text book or professional handbook or guidebook or dictionary (4)  
E2 Popular monograph (1)

1 book of 27 has been published by a high ranked leading scientific publisher, 6 by a ranked scientific publisher.

<table>
<thead>
<tr>
<th>Publisher</th>
<th>C1_scientific_monograph</th>
<th>C2_editored_book_compilation</th>
<th>C2_conference_proceeding_special_issue</th>
<th>D5_handbook</th>
<th>E2_popular_monograph</th>
<th>Grand Total</th>
<th>Publisher ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaudeamus</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>City of Helsinki Urban Facts (Helsingin kaupungin tietokeskus)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Ministry of Employment and the Economy (Työ- ja elinkeinoministeriö)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>University of Helsinki, Faculty of Social Sciences</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>WSOYpro &amp; WSOY oppimateriaalit</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edita</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fondazione Eni Enrico Mattei</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Kirkon tutkimuskeskus</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Ministry of Defence (Puolustusministerio)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Ministry of Labour (Työministerio)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>MOUTON DE GRUYTER</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MTT Agrifood Research Finland (Maatalous- ja elintarviketelouden tutkimuskeskus)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>National Public Health Institute (Kansanterveyslaitos, terveyden edistämis en ja kroonisten tautien ehkäisyyn osasto)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Research Institute of Organic Agriculture FiBL</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Rural Policy Committee (Maaseutupoliitikan yhteistyöryhmä)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Society of Swedish Literature in Finland (Svenska litteratursällskapet i Finland)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Tammi</td>
<td></td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>University of Helsinki, Department of Forest Economics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Institution</td>
<td>Count</td>
<td>Total Count</td>
<td>Answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Helsinki, Department of Social Psychology</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Helsinki, Research Institute (FiSS) at the Swedish School of Social Science</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Helsinki, Ruralia Institute</td>
<td>1</td>
<td>1</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>12</strong></td>
<td><strong>10</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
<td><strong>27</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>