

INNKALLING TIL MØTE I FORSKNINGS- OG FORMIDLINGSUTVALGET

TORSDAG 23.4.2015 kl 13.15 – 15.00

Stad: Rom 326, HF-bygget

Innkalt: Tor Trolie (leiar), Helge Sandøy, Erik Bjerck Hagen, Daniel Apollon (for Jill Walker Rettberg), Victoria Rosén, Trude Bukve (for Kjersti Aarstein) og Marte Nordanger.

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Saker:

- I **Godkjenning av innkalling**
- II **Framlegging av referat frå møtet 9.2.2015**
- III **Orienteringssaker**

- 9. **Søknadar til NFR om midlar til nasjonale forskarskular – orienteringssak**
- 10. **(Re)organisering av forskarutdanningsopplegget for LLE**
- 11. **Ymse**

20.04.2014 ABA

SAK 9 Søknadar til NFR om midlar til nasjonale forskarskular – orienteringssak

To fagmiljø ved IF og LLE er med på søknadar til NFR om midlar til nasjonale forskarskular. Fagmiljøet i nordisk fagdidaktikk er med på søknad om støtte i 8 år til «RESEARCH SCHOOL IN THE EDUCATIONAL SCIENCES: Research Training for Promoting Relevance and Excellence». Partnerar i søknaden er Universitetet i Agder, Universitetet i Stavanger, Høgskulen i Oslo og Akershus, Norges miljø- og biovitenskaplege universitet, Norges teknisk-naturvitenskaplege universitet, Universitetet i Tromsø, Høgskolen i Buskerud og Vestfold, Universitetet i Bergen og Universitetet i Oslo som har hovudansvar for søknaden.

Den nasjonale forskarskulen TBLR har sendt søknaden «TRANSACT–Transdisciplinary Research School in Arts, Cultures and Texts». Partnerar i søknaden er Universitetet i Bergen, Universitetet i Agder, Universitetet i Oslo, Universitetet i Tromsø, Universitetet i Stavanger og Norges teknisk-naturvitenskaplege universitet som har hovudansvar for søknaden.

Dei to søknadane følgjer med som vedlegg til denne saka.

SAK 10 (Re)organisering av forskarutdanningsopplegget for LLE

Instituttleder Johan Myking har laga eit notat til FFU om organisering av forskarutdanninga ved LLE. Dette er mellom anna ei oppfølging rapporten frå «Arbeidsgruppe for revisjon av forskarutdanninga» som vart lagt fram på førre møte i FFU (sak 5/15) og LLE sitt internseminar i mars. Myking ber FFU om kommentarar/synspunkt på følgjande notat (sjå neste side):

17.04.15 Johan Myking

Til FFU/LLE

NOTAT: (Re)organisering av forskarutdanningsopplegget for LLE

Dei to institutta LLE og IF har samarbeidd om forskarutdanninga etter at denne utdanninga vart lagd ut på instituttnivå. I vinter sette institutta ned ein komité for å gjennomgå forskarutdanningsopplegget og peika på behovet for endringar/forbetringar, jf. tilråding frå komiteén datert 26.01.15.

Dei to instituttleiingane ser på tilrådingane frå komiteen som eit godt grunnlag for det vidare arbeidet, og har vedteke å halda fram samarbeidet om forskarutdanninga. Saka vart drøfta på internseminaret ved LLE 3. mars, men situasjonen har utvikla seg dei siste vekene: To nye nasjonale forskarskular er i søknadsprosess hjå NFR, og endringar i leiinga av den lokale forskarskulen i språkvitskap og filologi er føreståande. Dette arbeidet må prioriterast høgt og fagmiljøa ved instituttet koplast inn, særleg dei estetiske og litteraturvitskaplege.

Som eit første steg i den lokale oppfølginga av tilrådingane frå komiteen ber eg FFU om synspunkt på momenta i dette notatet. Til sjuande og sist er det IR som må få saka til handsaming, i og med at dette både er ei fagleg sak og budsjettsak. Synspunkta frå FFU vert formidla til IR.

Kort bakgrunn og historikk

- Forskarutdanninga vart lagd ut på instituttnivå i 2012.
- Etter diskusjonar vart LLE og IF samde om vidareføring av forskarskulen i Språkvitskap og filologi og om nedlegging av den lokale TBLR.
- Språkvitskap og filologi har opplevd bortfall av fagleg-administrativ ressurs, dette har skapt behov for reorganisering.
- Eit nasjonalt initiativ gav finansiering av forskarskulen LingPhil frå 2013 og til 2020, administrert av NTNU.
- Dei to institutta IF og LLE sette ned ein felles komité for å gjennomgå organisering av forskarutdanninga; innstillinga kom i januar 2015, no er det tid for oppfølging.
- To nye nasjonale initiativ er altså tekne og er i prosess våren 2015: TRANSACT i litterære/estetiske fag, adm. frå NTNU, og NATED i fagdidaktikk, adm. av UiO.

Føresetnader for organiseringa

Dei to institutta LLE og IF vil ta konsekvensen av at forskarutdanninga er eit instituttansvar og må budsjetterast innanfor dei samla økonomiske rammene for institutta. Institutta byggjer på desse føresetnadene, jf. diskusjonane på internseminaret 3. mars:

- Alle stipendiatane har krav på eit likeverdig opplegg rundt avhandlingsarbeidet, uavhengig av fagområde.
- Nasjonale initiativ bør utnyttast maksimalt, dermed må institutta delta forpliktande.
- Forskarutdanninga må budsjetterast forsvarleg innanfor det ordinære instituttbudsjettet.
- Ressursane bør tildelast nokolunde balansert til dei ulike initiativa.
- Alle faggrupper, fagområde og forskingsgrupper må ta ansvar for å inkludera sine stipendiatar og samarbeida med forskarskulane om opplæringa gjennom kurs osv.
- Leiaransvaret og det økonomiske ansvaret vert delt mellom dei to institutta.

Tre nasjonale forskarskular?

Dersom dei to nye søknadene går inn, får altså stipendiatane våre tilgang til tre nasjonale forskarskular:

LingPhil	Norwegian Graduate Researcher School in Linguistics and Philology
TRANSACT	TRANSACT–Transdisciplinary Research School in Arts, Cultures and Texts
Rex-Ed	Research School In The Educational Sciences: Research Training for Promoting Relevance and Excellence (Rex-Ed)

Tre lokale "paraplyar"?

Instituttleiarane meiner – med at stipendiatane kan plasserast under ein av tre "paraplyar" (dette gjeld iallfall LLE):

1. Språkvitskaplege og filologiske disiplinar, som i dag har sin eigen etablerte forskarskule.
2. Litterære og estetiske fagområde, dersom desse fagmiljøa er aktivt interesserte og tar aktivt medansvar.
3. Fagdidaktikk, som i dag har eit ankerfeste i forskargruppa "Strategiar for språkkompetanse"

Dette kan gje grunnlag for to lokale forskarskular, éin for språkvitskap/filologi som no, og ein for litterære, estetiske og kulturvitskaplege fagområde (i komitérapporten kalla "LEK"). Dei

språkvitskaplege og litteraturvitskaplege disiplinane er størst og har det største samla talet på stipendiatar, derfor er det naturleg å tenkja seg at to forskarskular kan utgjera kvar sine respektive tyngdepunkt.

Haldningane i dei språkvitskaplege miljøa er tydelege, medan både dei litteraturvitskaplege og estetiske fagmiljøa må ta stilling til om dei passar inn i denne modellen eller om utdanninga må/kan organiserast på anna vis. Meir enn to utbygde forskarskular kan vanskeleg dei to institutta ta ansvar for, men dette utelukkar ikkje støtte til aktivitetar i forskargruppene. Det lokale ansvaret for fagdidaktikk bør vidareførast som no, gjennom forskargruppa.

Lokal organisering – vurderingar

1) Språkvitskap og filologi

Komitérapporten uttalar seg positivt om forskarskulen og går inn for å vidareføra den. Det er eit problem at den administrative ressursen i form av postdok-tid har falle vekk, derfor må ressursituasjonen gjennomgåast og arbeidsoppgåvene ”trimmast”. Informasjonsflyten mellom forskarskuleleiing, instituttleiing og særleg ut til rettleiarar og forskargrupper må betrast. Kontakten til den nasjonale forskarskulen ser ut til å fungera godt, og instituttet får mykje att for deltakinga. Det trengst ingen høyringsrunde om denne forskarskulen no.

2) ”Litteratur, estetikk, kultur”

Desse fagområda til saman svarer til det som den tidlegare forskarskulen TBLR hadde ansvaret for. Den nye planlagde nasjonale forskarskulen TRANSACT er ei vidareføring av den nasjonale TBLR, som LLE/IF altså har stilt seg bak.

Om det skal gjenopprettast eller reorganisert ein lokal forskarskule med same namn som den nasjonale skulen, er ei uavklåra sak der vi ønskjer synspunkt frå dei litteraturvitskaplege og estetiske fagmiljøa ved LLE – i praksis alle med unntak av dei språkvitskaplege.

3) Fagdidaktikk

LLE har førebels tre stipendiatar innanfor dette fagfeltet, to av dei er eksterne. IF ser for seg at dei lokale behova kan dekkjast gjennom forskargruppa ”Strategier for språkkompetanse”. Det nasjonale initiativet er heilt ferskt og NFR-søknaden om NATED er ikkje handsama. Eksakte kostnader er det derfor for tidleg å seia noko om, men det kjem til å variera i takt med talet på stipendiatar.

Arbeidsoppgåver

Arbeidsoppgåvene må tilpassast kontraktane med dei nasjonale forskarskulane, men under elles like vilkår ser vi for oss desse oppgåvene:

1. Arrangement av kurs
2. Lågterskel avhandlingsseminar
3. Meisterklassar
4. Gjesteførelesingar
5. Fagleg-sosiale samlingar (lunsjar m.m.)
6. Teknisk-administrative oppgåver, t.d. nettsider, økonomi, informasjon
7. Deltaking i styre og råd for dei nasjonale forskarskulane

Oppgåvene er innbyrdes ulike i arbeidsbør og vil til dels kunna utførast av andre enn den/dei faglege koordinatoren/ane. Til vederlag har koordinatoren/ane ein del administrativt arbeid i tilknytning til den nasjonale organisasjonen. Regulær undervisning reknar vi med at det i svært liten grad er tale om: Der vil det vera tale om kurs i regi av den nasjonale skulen, og medverknad frå vår eigen stab skal honorerast utanfor det ordinære lokale budsjettet.

Teknisk-administrative oppgåve må kunna utførast av den ordinære administrative staben. Nokre oppgåver, kanskje pkt. 5, bør stipendiatar med pliktarbeid kunna hjelpa til med.

Forskarutdanningsmodell LLE/IF, skjematisk

Disiplin	Språkvitenskaplege og filologiske faggrupper	Litterære og estetiske faggrupper	Fagdidaktikk
Nasjonal forskarskule (koordinert av)	LingPhil (NTNU)	TRANSACT (NTNU?)	Rex-Ed (UiO)
Lokal forskarskule el. tilsv. felles for IF og LLE	Noverande forskarskule Språkvitenskap og filologi	Ny "Litteratur og estetikk" eller tilsvarande	Forskargruppa "Strategiar for språkkompetanse"
Ansvarleg leiing	Lokale koordinatarar, deling IF/LLE	Lokal koordinatar?	Lokal koordinatar/ forskargruppeleiar
Nasjonal styrerepr.	Ja, = lokal koordinatar	Ja, = NN	Ja, = NN
Ressurs, koordinatar	Revidert utteljing på arbeidsrekneskap	Søknad: 460 timar/år ≈ 20 % stilling, utteljing på arbeidsrekneskap	Skiftande deltaking etter behov; utteljing på arbeidsrekneskap
Administrativ støtte	Stipendiat, plikt LLE/IF?	Stipendiat, plikt LLE/IF?	Søknad: 5 % stilling adm. ressurs
Arbeidsoppgåver/ ansvar			
Arrangement av kurs		Nasjonalt nivå + lokale initiativ frå forskargruppene	
Lågterskel avhandlingsseminar		Rettleiar, koordinatar, stipendiat plikt LLE/IF; + adm. støtte	
Meisterklassar		Rettleiar, koordinatar, forskarutdanningskoordinatar LLE + adm. støtte	
Gjesteførelingar m.m.		Samordna med meisterklassar	
Fagleg-sosiale samlingar		Stipendiat, plikt LLE/IF	

RESEARCH SCHOOL IN THE EDUCATIONAL SCIENCES: Research Training for Promoting Relevance and Excellence (Rex-Ed)

1 Background and Objectives of the Research School

1.1 Background

Internationally the PhD is changing from being an individual responsibility to an organizational one, and factors such as quality, relevance and efficiency have been key drivers of this change (Stensaker, 2013). This change implies more focus on structured training of a more comprehensive skill set. Many countries, including Norway, have increased the number of PhD's earned through publication of international journal articles. The change concerning the PhD has also coincided with a focus on publications and research quality in the sector in general. The partners behind this application are the nine institutions in Norway that offer PhD programs in Educational sciences. From our perspective in educational research, it is clear that the increased focus on quality have led to a substantial increase in international publications and development of some research environments that perform on a high international level (see Gunnes, Rørstad & Aksnes, 2011). What is required at this stage is a continued focus on excellence as well as an expansion of the increase in quality to other areas within the field of education. This can lay the foundation higher scientific quality, make the PhD more relevant and applicable to other sectors and a training more efficient on a national level. In order to achieve this, we want to join forces to create a robust research training of the highest standards that focuses on research excellences and relevance. A large number of early career researchers and supervisors will potentially benefit from this effort, as the school will comprise approximately 167 PhD students and 30 Post Docs.

Increasing the quality of PhD-training is crucial for managing the challenges of the 21st century, challenges that require knowledge intensive solutions and highly skilled knowledge workers with dynamic generic skills adaptable to new contexts and new problems. These global changes in society calls for PhD training that cater to the future needs of knowledge-intensive institution and create candidates that are able to make use of scientific knowledge to solve concrete problems (Nerad & Heggelund, 2008; Stensaker, 2013). These issues are also reflected in policy documents concerning PhD education (Bologna Declaration, 1999; Salzburg I 2005; II 2010 Ministry of Education, 2009).

In line with this, the European Commission (2011) has produced a consensus statement of seven principles for innovative doctoral training that can meet future needs. In brief, the seven principles are as follows (for the full version, see European Commission, 2011): **1) Research excellence.** Excellence in research is fundamental to all doctoral education programmes, and all other elements flow from this aim. Academic standards are required that are set via peer review procedures and research environments representing a critical mass. **2) Attractive institutional environments.** Doctoral candidates should work in conditions that are favourable for empowering them to become independent researchers taking responsibility for the scope, direction and progress of their projects at an early stage. **3) Interdisciplinary research options.** Doctoral training must be embedded in an open research environment and culture that can foster the necessary breadth for an interdisciplinary approach. **4) Exposure to relevant employment sectors** The PhD students should be exposed to different fields of future workplaces. **5) International networking** Doctoral training should provide opportunities for international networking. Mobility, as characterized by attendance at conferences, short research visits and secondments or longer stays abroad, should be encouraged. **6) Generic and adaptable training.** Adaptable skills are skills that are learned in one context (such as research, for example) and are useful in another. **7) Quality assurance** Accountability procedures must be established for the research foundation of doctoral education.

With the principles outlined by the European commission, we are entering a new phase in early career training. In this research school in educational sciences, we will build on these developments and create an innovative PhD and young researcher training programme. This also fits well with the main lines emphasised by the government in the strategic long term plan for research and higher education (Ministry of Education, White paper 7 (2014–2015)).

1.2 Aims of the Research School

Inspired by principles above, the main aim of the research school is to create an environment that fosters excellence in early career research training and develops higher quality research in education over time. It is beyond doubt that educational research in Norway the past decade has gone through a substantial development and quality improvement (see Gunnes, Rørstad & Aksnes, 2011). Still, further improvements are needed regarding several of the principles stated by the European commission. In terms of research excellence, an analysis of publications in the field of education showed that education researchers engage in less international collaboration than researchers in other fields in the social sciences (Research council in Norway, 2014). Furthermore, papers of Norwegian origin are cited less than papers from the UK and US, and are also cited below the Nordic average (Research council in Norway, 2014). Additionally, it has been demonstrated that the number of publications in ISI registered journals or international journals in education (Borgen et al. 2007) and special needs education (Holen et al. 2013) have a potential to increase. Thus, one aim of the research school is to increase the number of high-quality journal articles and encourage the use of international scholars as supervisors and co-authors of articles.

With respect to the research environment and internationalization, Norwegian educational research and PhD programmes remain fragmented and characterized by small research groups. Also, there is a clear potential for more researchers from the field of education to receive funding from open arenas, such as FRIPRO and ERC. Thus, a main aim of the research school is to create a model of effective coordination among a dispersed set of institutions in Norway that offer early career training in the educational sciences. This type of collaboration will create a larger and more robust critical mass of people and resources that can facilitate future collaborations not only regarding early career training but also regarding research (i.e., co-authoring papers, grant applications etc.). Furthermore, in order to promote research quality in education, it is important to see the PhD as the first step in a possibly long research career. A postdoc is a possible next step, invaluable for those who seek a career as a top-level international researcher. It is therefore important to encourage and motivate partners to increase their numbers of postdocs, since the partners in this application currently have only approximately 10 postdocs in the educational sciences. In light of the importance of postdocs in developing a research field, we will provide specific courses and training for postdocs in educational science. In the long run, the research school can therefore be important in enhancing research quality in the field in general.

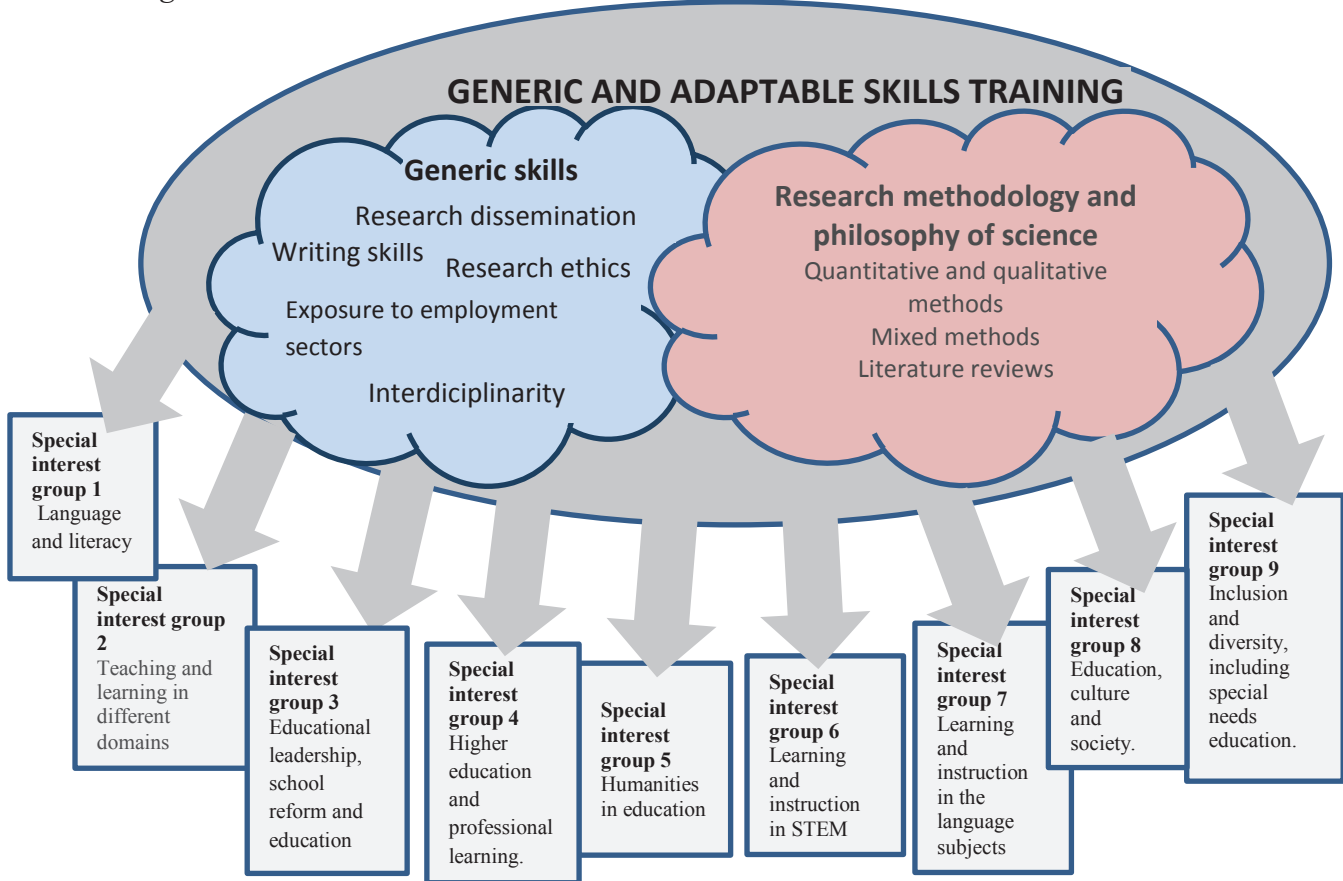
Also, an increasing number of PhD students and postdocs have studied abroad, and an increasing number of supervisors co-author papers with international colleagues. These practices must be further encouraged and developed through concrete initiatives and measures. Additionally, insufficient attention has been given to providing our PhD students and postdocs with interdisciplinary research options, exposure to relevant employment sectors and generic and adaptable skills training. These three factors are important for the early career training that the present research school aims to improve.

Overall, we believe that implementing principles inspired by the European Commission (2011) in relation to the challenges above, will create research excellence in PhD training, early career researcher training and educational research in general.

2 Structure and Content of the Research School

Here, we present the structure and content of the research school. Figure 1 shows a visual overview of the school. The model underscores that accountability procedures will be established as a basis for doctoral education across all partner institutions and in the activities in the research school (see Ministry of Education, 2009).

Figure 1. Visual overview of elements of the research school



2.1 Internationalization

The model in Figure 1 does not describe internationalization as a separate element. Instead, internationalization will be embedded in all school activities, including activities involving generic and adaptable skills and special interest groups. Internationalization will be promoted from several angles. First, the school will conduct all activities and all correspondence in English. Additionally, as a foundation for internationalization, each PhD student will have a supervisor who publishes internationally. In cases in which the main supervisor does not have a strong track record of international publications, the institutions in the network will aim to assign a co-supervisor, such as international professor II. Additionally, all PhD students who participate in the research school will be strongly encouraged to write article-based theses in English. Other important elements concerning internationalization that will be supported by the research school include the following:

a) International collaboration with research schools and research groups. The research school will participate in active collaboration with a large and well-respected research school in education in the Netherlands, the Interuniversity Centre for educational sciences (ICO). In addressing this application, the planning group has been visiting the school, and the collaboration with this school will open up promising possibilities. We have agreed to

organize a joint international conference with PhD-students and staff, and this will give great surplus value to our other activities. Additionally, we will collaborate with LiNCS (The Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society) at the University of Gothenburg to deliver two high-quality PhD courses on literacy and learning. Importantly, partner institutions have extensive experience in collaborations with some of the world's leading universities in the field of education and related areas. There is not sufficient room for a detailed report of the many planned collaborations in the current document, but such collaborations will be an important part of the internationalization strategy described herein.

b) *The PhD days.* The PhD days will consist of courses in generic and adaptable skills (described below), and the courses and activities will be held by international researchers or national researchers with a strong international track record. For the PhD days, we will focus, in particular, on presenting interdisciplinary research and research options. We will also arrange for the PhD students to be exposed to the relevant employment sectors, by inviting representatives from the different sectors to give talks and workshops at the PhD days. Importantly, partner institutions will have supervisors who are committed to participating in school activities. The PhD days will also have one day with activities that are specially designed for supervisors.

c) *Travel grants.* The school will announce travel grants for candidates (both PhD students and postdocs) to conduct long-term and short-term stays abroad. The research school will also support network visits for PhD students and supervisors to visit research groups for purposes of co-writing or establishing collaboration. Applicants must document active collaboration to obtain funding.

d) *PhD courses.* The research school will support PhD courses if they have a strong international orientation, which indicates that the courses must be held in English and must be open to an international audience. Furthermore, the main researchers who are responsible for the course must have a strong international track record. The above criteria apply both to courses in generic and adaptable skills and to activities for special interest groups.

2.2. Generic and adaptable skills training

Transferable skills training will be a crucial part of the research school and will be divided into the two main parts described below.

a) *Research methodology.*

Research methodology is at the very core of research, and a high level of methodological knowledge is vital for enhancing the quality of educational research. To be able to publish in high-quality journals internationally, researchers must have a high level of methodological knowledge and skill. Thus, in order to create research excellence, methodological competence on a high international level is a prerequisite. There is a need for variation in the methodologies taught, so that students can choose from a larger set of methods. This will presumably also create a more sound balance between uses of the different methodologies in Educational research. Also, methodological competence is critical for the relevance of the candidates' skills. By giving our candidates the best methodological competence, they will be important contributors in different sectors also outside academia. This will be an important added societal value from the school. Developing a broad methodological literacy will be a crucial goal for the research school, and this literacy will enable PhD-students to critically examine the limitations and possibilities of large scale studies such as PISA and other studies based on quantitative assessments, but also smaller case studies.

So, how does this focus on methodology represent an additional value from the school compared with what we offer in our regular programs? One important added value is that we can be able to integrate the Centre for Educational Measurement (CEMO) at the faculty of

education, University of Oslo, into the PhD and early research training nationwide. CEMO was established in 2013 and possess international expertise in quantitative methodologies in education. The research school described in this application will allow for CEMO's competence to be used to improve early career researcher training not only at the faculty of education at University of Oslo, but generally in the field at a national level. Also, an overall added value with the school that extends what we are able to offer in regular programs when it comes to methodology, is that we can add international experts that can provide courses, and collaborate with national leading experts in methodology. By collaboration nationwide we can also give a higher number of students access. Thus, overall, we will coordinate and develop a portfolio of method courses which are open to PhD-students from all participating partners. By implementing the plans discussed above, we will be able to provide courses in methodology (quantitative, qualitative and mixed methods) at the highest international level, which will attract Norwegian PhDs and postdocs and enhance the quality of educational research over time.

b) Other generic skills.

In addition to skills and knowledge regarding specific research methods and the candidates' independent research project, the common European quality assurance framework emphasize generic skills development, such as knowledge about research ethics, project management, writing and knowledge dissemination skills, and knowledge about different employment places (see European Commission, 2011; Ministry of Education, 2009). In addition, it is crucial to strengthen candidate's knowledge of and ability to carry out literature reviews and systematic assemblies of research for research and policy purposes. This constitutes an important strategy for strengthening the cumulative character of scientific knowledge production in the educational sciences. Such generic skill training plays an important role in helping research students to successfully complete their PhD and also provides a strong platform for future employment. Importantly, we also have a strong group concerning philosophy of science and humanities in education involved in the application, and they will be able to give our candidates high quality training in this important perspective. Training early researchers to be employable in a broad range of positions that require generic skills should be a mandatory part of the doctoral training programme. Therefore, in the research school, we aim to provide PhD students with courses we consider to be particularly vital to developing generic skills, and we will plan specific courses on these skills. For postdocs, we will develop a network and provide courses in managing a research career and in writing grant applications.

2.3. Special interest groups

A main aim when establishing special interest groups (SIG's) is to cover a broad area but also reflect areas that either has established or have great potential for larger research groups, international publications and networks. Importantly, the different interest groups are dynamic entities that depend on bottom-up initiatives in terms of research meetings or the arrangement of PhD courses. Such initiatives will be actively supported by the school. Additionally, our aim is that the special interest groups will cover several institutions rather than simply reflecting research activity at the host institution and also that one interest group has to have at least 3-4 supervisors and 5-7 PhD students.

Below is a brief description of the SIG's that are established:

- 1. Language, literacy and reading comprehension.** The main focus in this group is how language and literacy develop from early childhood to the post-secondary level and adulthood.
- 2. Teaching and learning in different domains.** The main focus in this group is interactions – including teacher-content-students, student-content, and student-content-student – within contexts that differ in relation to the use of tools and that vary in terms of patterns of interaction and genres, assessment practices and task organization.

3. Educational leadership, school reform and education governance. This interest group includes institutional, national and comparative studies on educational leadership, educational policy making and implementation.

4. Higher education and professional learning. This concern knowledge about the dynamics of higher education and the ways it fosters academic and professional development.

5. Learning and instruction in Science, Technology, Engineering, and Mathematics (STEM) Education. This interest group focuses on teaching and learning processes in STEM education in school and in higher education, including addressing students' motivations and opportunities for participation and the purposes and values of STEM education.

6. Humanities in education. This SIG applies historical, philosophical and textual approaches to research on education. In a society that is undergoing rapid change, educational research with a close affinity to 'artes liberales' will contribute important resources to the development of new knowledge about the old and the new in upbringing and formation.

7. Learning and instruction in language subjects. This interest group focuses on teaching and learning processes in language education in primary and secondary school and in higher education. It aims to provide knowledge that can facilitate, increase or otherwise improve the development of Norwegian, English and foreign language proficiency.

8. Inclusion and diversity including special needs education. This concerns research on inclusion and pedagogy for children with different types of special needs.

9. Education, culture and society. The focus in this group is educational sociology and its relation to society and the link between education and social and cultural variation.

3 The academic, strategic and societal added value of Rex-Ed

By organising the school with the model described here, we are able to provide early career research training in line with the principles outlined by the European Commission (2011) for an innovative doctoral training programme that can meet future needs. Importantly, striving towards research excellence will be one of the bases for all elements in the research school model. Additionally, through collaboration, we will create a more attractive research environment in which PhD students, postdocs and senior researchers can build upon the collective knowledge of each, add capacity and develop co-authored articles and grant applications. Both of these factors will clearly give added academic value of the research school. However, this research school will also clearly have societal value because it will generate high-quality knowledge with the potential to improve practice in the public sector (i.e., kindergarten, primary and secondary school, and higher education).

Generic and adaptable skills training and internationalization will also be two core elements in the model, and these are two of the important principles outlined by the European Commission. As for academic value, generic skills, especially in methodology, and a rich international network, lay the foundation for publications and an international research career. Concerning societal value, generic skills will give our early career researchers the possibility both to provide high-quality knowledge that can contribute to society and to be well suited to pursue a career outside of academia. Finally, the model we have outlined will provide our early career researchers with rich interdisciplinary research options and exposure to studies and research groups that work within an interdisciplinary framework. In a society with increasing complexity, interdisciplinarity will be critical to address challenges. Thus, the research school will have clear strategic and academic importance for enhancing research quality in the future so that we are able to compete at the international level. The research school will also clearly have added value for society, as it will provide early career researchers a rich skill set that will make them highly valuable employees in many different sectors.

4 Organization, management and network

4.1. Partners and positions in the training network

The partners are all faculties from universities and university colleges across the nation that has a PhD programme in educational sciences. Table 1 shows the different partners and the positions in the training network. Notably, the number of PhD students/postdocs is an estimate of the positions in the school over the budget period.

Table 1. Partners, PhD students, supervisors and postdocs

Partners	PhDs	Supervisors	Postdocs
<i>Universitetet i Oslo, Det utdanningsvitenskapelige fakultet (Host institution)</i>	50	25	10
<i>Universitetet i Agder, Fakultet for humaniora og pedagogikk</i>	10	10	2
<i>Universitetet i Stavanger, Humanistisk fakultet</i>	21	7	3
<i>Høgskolen i Oslo, Avdeling for lærerutdanning og internasjonale studier</i>	6	6	2
<i>Universitetet for miljø- og biovitenskap (UMB), Institutt for matematiske realfag og teknologi, seksjon for læring og lærerutdanning</i>	5	3	1
<i>NTNU, Fakultet for samfunnsvitenskap og teknologiledelse (SVT), Pedagogisk institutt</i>	30	15	2
<i>Universitet i Tromsø, Norges Arktiske Universitet, Fakultet for humaniora, samfunnsvitenskap og lærerutdanning, Institutt for lærerutdanning og pedagogikk (ILP)</i>	7	5	4
<i>Høgskolen i Buskerud og Vestfold, Fakultet for humaniora og utdanningsvitenskap</i>	10	8	2
<i>Universitet i Bergen,</i>	18	11	2
<i>1. Humanistisk fakultet, Institutt for fremmedspråk og lingvistiske, litterære og estetiske studier</i>	10	5	2
<i>2. Det Psykologiske Fakultet</i>			
<i>Sum</i>	167	95	30

4.2. The relationship between the host institution and the partners

The Faculty of Educational sciences, University of Oslo, is the host institution and the largest research environment for educational sciences in Norway. This faculty will therefore play an important role in the network and provide a greater financial contribution than the other partners. Importantly, however, all partners will be represented on the board and in the scientific committee and will have a crucial role in the network. Additionally, although Oslo has the largest number of students and postdocs, other partners contribute many students to the network. So, what about the relationship between the local programs and this research school, will this research school make the local courses redundant? This school will support courses that according to a scientific board meet specific criteria related to internationalisation, track records of the main responsible for the course, and demands for a course on the topic. It will be an important criteria that the support from the research school will give an added value that is not possible for the institution to achieve without additional support from the research school (for instance by including an international researcher, adding participants that receive funding for travelling, arranging the course in collaboration with research schools abroad, follow up after the course with workshops etc). There will however still be locale courses that will not meet the criteria's for support by the research school. The institutions themselves are sovereign when it comes to decisions about arranging these courses, and spending work plan hours on such courses. However, this is also an opportunity to arrange courses in a more cost effective way.

4.3. Management structure

The research training network will be based on an open model; thus, all students who are admitted to a PhD program in educational sciences at any of the partner institutions are

allowed to participate in all the school's activities. However, by entering into the partnership, all institutions agree upon the following two criteria: 1) the institutions are responsible for appointing PhD supervisors who publish at the international level and who have an international network, and, if this is not possible, the institutions are responsible for appointing Professor II's who meet these criteria; 2) partner institutions are obligated to work towards the goal of having as many PhD students as possible write article-based theses in English. Each partner's work and ability to meet these criteria will be discussed by the scientific committee. The partners will collaborate on co-supervision and use this collaboration to ensure high-quality supervision at all partner institutions.

The management structure will consist of a 1) board with scientific coordinators from each institution, 2) a steering committee responsible for day-to-day management (school director and administrative project coordinator) and 3) scientific committee. The scientific committee will make decisions on important quality issues for the school, such as the content of the PhD courses and the thresholds to be set for such courses to be supported by the school, applications for stays abroad, planning for PhD days and courses for postdocs, and to ensure that the foregoing meet high scientific standards. Because the school is characterized by an open and flexible model, it is critical that this flexibility does not lead to lower scientific standards. The scientific committee will therefore develop clear proceedings for activities in the school that will be decided upon by the board. With respect to the management structure, there will be a division between the director of the school and the board, and the director will not serve as the chair of the board. The director and the chairman will not come from the same institution. There will be a representative of PhD candidates on the board based on a formalized election process, and there will systematic contact with the candidates concerning course planning.

Additionally, a potential problem with a flexible model is that it can lead to loose commitments from partner institutions. We will therefore work towards a model in which all partners are committed and fully engaged in the school, recognize the courses and activities offered by the school and integrate these courses and activities into their own PhD programme. Thus, it is vital for the board and scientific committee to consist of persons who have first-hand insight into PhD training in education at the partner institutions. Activities in the special interest groups are delegated to the leaders of these groups and will be an important arena for providing postdocs with leadership experience. Notably, the research school will have a structure with a registration system that makes it possible to evaluate the effects in terms of the cost-benefit surplus of networking, completion and course quality.

4.4. The relationship between Rex-Ed and other research schools in education

Two other research schools have been operating in the field of education in recent years. The first is NATED (National Graduate School in Educational Science), which received funding from NRC from 2009 to mid 2016. It is important to note that the research school in the current proposal, Rex-Ed, is a different enterprise from NATED. NATED was a school with a "closed model" with specific criteria for admission (consisting of approximately 40% of the PhD students in the field), and activities were mainly related to four thematic tracks which covered a part of the field of education (see Ludvigsen & Ulfnes, 2012 for details and discussion). Rex-Ed will be an open school that includes postdocs and has a considerably larger number of PhD students than NATED. Rex-Ed will focus more on generic and adaptable skill courses, and the special interest groups in Rex-Ed will give a much broader coverage of the field of education. Furthermore, Rex-Ed will feature a greater emphasis on methodology, and a broader set of methodological skills than NATED. This is important, since the research council's (2013) midterm evaluation of NATED concluded that NATED should offer more varied methodological training. In Rex-Ed, we will offer a broad

range of methodological courses at a high international level. In addition, there will be partners other than in NATED, including Buskerud and Vestfold University College and The University in Agder. Furthermore, we will focus on humanities studies in education, which represents a complementary approach to the overall research field and was not included in NATED. Thus, NATED has been an important factor for developing PhD training in education and for the quality of educational research in general, and we will use the knowledge and experience gained by NATED in Rex-Ed. However, we now see a clear need for restructuring the early career training by using a more open model; involving a larger number of senior researchers, postdocs and PhD students; and by putting more emphasis on methodology and generic and adaptable skills.

Second, a research school for teacher education was founded in 2010, NAFOL (The Norwegian National Graduate School in Teacher Education). This research school has received funding through 2019. It is important to note that NAFOL effort differs from Rex-Ed. NAFOL is a research school that focuses specifically on teacher education, and it has two tracks, subject didactics and professionalism of teaching and teacher education. Thus, the studies that are conducted in NAFOL are closer to the field of practice. Rex-Ed will cover educational research in a broader sense, including educational sociology, educational psychology, educational history and philosophy, special needs education, and higher education. Also, Rex-Ed will have two special interest groups related to teacher education, but they will focus on 8.-13 grade, while NAFOLs main scope is on children below grade 8. Thus, it is fruitful to consider the two schools as complementary. Notably, a recent governmental strategy paper for high-quality teachers and teacher education, "Lærerløftet", has also noted the need for two different research schools in education, one serving teacher education and one serving educational sciences more generally: "The national research schools NAFOL (National research school for teacher education) and NATED (National research school for educational sciences) are two different, but important efforts to increase research quality and PhD compliance in their fields [our translation]" (p.44) and, "In the long run, it is likely that the two research schools will lead to a higher quality in Norwegian educational research, more research competence and more experience with collaboration across different subjects and pedagogies" [our translation]. Thus, as noted in this governmental strategy, there is room for two different research schools in education.

Importantly, we believe that Rex-Ed and NAFOL have common interests that would make collaboration between the two important and fruitful. Because there are clear differences between the schools, it is natural for them to continue on their paths as two different schools. In addition, in planning this application, on 17.03.15, we had a meeting with the leaders of NAFOL, Prof. Kari Smith and Prof. Anna-Lena Østern, to plan a strategy for future collaboration between the two schools. During this meeting, we agreed that courses will be open to PhD students across schools, there will be annual meetings with the leader of NAFOL to coordinate activities, and a national conference in the educational sciences will be arranged (see budget). Thus, we strongly believe that the efforts of NAFOL and Rex-Ed will improve research in educational sciences from different angles.

5. Budget and plans for activities

The core activities for which we seek NRC funding are as follows:

1) PhD courses in methodology. If the course is taught by permanent staff at the host institution, the main expenses for these courses will be paid by the host institution. The host institution can obtain support from the research school to arrange the course, and the travel expenses of PhD students from other institutions can be covered. PhD students must document that the course is relevant to their project. The research school will cover expenses for international leading experts in methodology to teach courses, preferably together with the

partner institutions' permanent staff. Partner institution(s) can seek funding for such courses by sending an application to the research school.

2) PhD days. PhD days constitute an important arena for generic skills training and are a large expense for the research school. The PhD days will be arranged biannually. The research school will cover travel expenses and stays for the PhD students. Additionally, the research school will cover expenses for keynote speakers. In cases when we use permanent staff from partner institutions, we will cover their work plan hours and travel expenses. In cases when it is preferable to use international keynote speakers, we will cover an honorarium of 5-10 000 Nkr (depending on the length of the lecture and the keynote speaker's track record) and travel expenses. To minimize expenses, the PhD days should preferably be arranged on a university campus. We will also cover the travel expenses of participating supervisors for the PhD days. One of the PhD days will be organised as a joint event together with the ICO, the research school in education in Netherland.

3) Postdoc group. We will create and implement a network for postdocs at all member institutions and offer courses on topics such as how to undertake an academic career, grant applications and article writing.

4) Special interest groups. Special interest groups will receive a lump sum to arrange one two-day course with an international top scholar in their field each year. To receive this funding, the interest groups must provide a plan with the course's aims and content. The funding will cover honorarium and travel expenses. To promote interdisciplinarity, this course must be open to all PhD students from all special interest groups. The course is mandatory for the PhD students who are registered in the special interest group that arranges the course.

5) Internationalization. Travel grants for candidates and postdocs to stay abroad, to participate in PhD courses at our partner research school (ICO) and to participate in network visits with supervisors will be a large part of the budget for the research school.

6) Conference with NAFOL. We have budgeted one large national conference in educational sciences together with NAFOL.

For other details about the budget and activity plan, see the application form and the attachment.

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Proposal for a PhD Training School in the Humanities: TRANSACT–Transdisciplinary Research School in Arts, Cultures and Texts.

Applicant: Faculty of Humanities, NTNU

Partners: Norwegian University of Science and Technology, University of Agder, University of Bergen, University of Oslo, University of Stavanger, and UiT Norway’s Arctic University.

Overall objective

The Humanities are currently in a period of transition. Long established institutions are being reorganized, disciplinary divides renegotiated, new research subjects and curricula proliferate, and post-graduate careers are becoming more diversified. The new generations of humanities scholars will face an increasingly more differentiated work environment. It is imperative that their formal training is designed to meet the changing needs of an academic labor market that for the foreseeable future will be in a state of continual transformation. The proposed multi-disciplinary research school TRANSACT (Transdisciplinary research school in arts, cultures and texts) will meet this challenge by offering a national graduate training program tailored to provide its students with state of the art scholarly training at an international level, enabling them to meet the dynamic demands of the work market, inside as well as outside of academia.

TRANSACT’s long-term goal is to raise the standards of the scholarly and scientific work done *within* the humanities in Norway. This *also* requires a focus on the abilities that permit scholars to communicate and implement their expertise and specific methods *outside* of the established academic disciplines, and to apply their particular creativity, competence and analytical skills in the sectors of business, public administration and cultural institutions. The short-term goal is to improve the quality of the national PhD training for students from disciplines ranging from art history and literary studies by way of theater studies and digital humanities to museum studies and musicology. This multi-disciplinary framework will effectively employ the synergies between the disciplines. TRANSACT will complement and support courses and supervision offered by the individual participating institutions. It will provide researchers early in their career with cutting-edge training in aesthetic theories and research methods, within and across their particular disciplines. Participating students will be able to improve their methodological and communicative skills working in interdisciplinary teams. They will be given a rare opportunity to experience stimulating non-academic work environments. The ethical and environmental aspects of their research will be emphasized.

Primary objective: Advancing the overall quality of the national PhD training in the aesthetic humanities. TRANSACT’s main focus will be on *methodological, theoretical, and scholarly skills*. This requires highly qualified, in-depth training in discipline-specific *methods*, cross- and interdisciplinary approaches, as well as engagement with cutting-edge *theoretical* work done within the international research community. *Scholarly skills* comprise the many formats and genres of knowledge dissemination (academic writing, oral presentation and academic discussion) and include communication of research results to the general public (hence the use of social and other digital media will also be a part of the training program).

Secondary objective: The training will focus on *transferable skills* (i.e. skills acquired in one context that may successfully be applied in another). In cooperation with its partners, TRANSACT will develop and offer courses enabling the PhD students to apply their know-how, analytical and scholarly skills beyond academia, thus enhancing their competence and employability. The PhD students will be offered training and guidance in academic entrepreneurship along with opportunities to network with representatives from the public and business sectors, as well as non-governmental organizations and cultural institutions.

Scientific content

Aesthetics and literary studies are part of a dynamic field that has seen dramatic changes and advances over the last 50 years, the effect of which is a rich diversity in theoretical approaches as well as in methods for collecting and assessing data. TRANSACT's immediate goal is to raise the quality of the national training for PhD students from the aesthetic and literary disciplines. The main focus of the proposed national training school will therefore be *scholarly, theoretical and methodological skills*. What distinguishes TRANSACT from other PhD training programs in the humanities is the way it will combine discipline specific training with cross- and interdisciplinary approaches. Research on aesthetic culture is heterogeneous and dynamic and the school's curriculum will reflect this. It will be designed, and continually revised, in order to support the needs of the participating doctoral students' work on their individual projects. Students working in the traditional disciplines will be trained to take advantage of state-of-the-art cross-disciplinary perspectives to be able to meet the challenges of increasingly diversified and complex research and educational environments.

A chief objective of aesthetic and literary studies is to provide new understandings of culture and its artifacts in a world in rapid transition. While construction of national identity, canon building, and training of public servants were for a long time prominent goals in the humanities, the aesthetic disciplines of today have a strong critical focus on how cultural identity is articulated, disseminated and negotiated through a wide range of cultural practices. Furthermore, the understanding of technological frameworks, contexts, materialities and ecologies are increasingly important in studies of culture. New disciplines such as digital humanities, media archeology and studies of technology seem to indicate the end of Snow's *two cultures*' quandary as new and promising interfaces with the natural and technological sciences abound. The multiple effects of this transformation notwithstanding, the double methodological perspective of historical and contemporary reflexivity remains at the center of humanities scholarship. Research objects within the aesthetic humanities thus continue to be informed by the two-fold question: What makes a given issue a pressing concern today? What are its historical preconditions? Thus methodological self-reflexivity (theory) and scholarship (historical knowledge, language skills) persist as core virtues of humanist research practices.

While an epistemological shift from an essentialist to a pragmatist conception of culture, from what culture *is* to how culture is *produced*, has characterized the humanities over the last half of the 20th century, this has not rendered the analytical methods, skills, and theories of the aesthetic and literary disciplines obsolete; on the contrary, these have become both more sophisticated and diverse. TRANSACT will therefore offer courses in discipline specific *methodologies* such as narratology, semiotics, iconography, etc. and in the basic virtue of humanistic scholarship (philology). This will be supplemented with a thorough training in the predominant *theoretical* traditions ranging from post-feminism, by way of media archaeology and law studies, to affect-theory and ecological humanities. TRANSACT will also offer courses in more specifically profession oriented training such as curatorial practices, practical aesthetic critical work and academic entrepreneurship. Given the school's comprehensive interdisciplinary scope, the variety of the different kinds of training offered will provide the PhD students with the opportunity to experience how these methodologies and theories cut across disciplinary borders and generate synergetic effects between different disciplines and individual projects. In order to prepare candidates for a demanding work situation, their training must cater to the diversity of methods within the humanities. This has the added benefit of integrating critical reasoning into creative work outside of academia.

Modern aesthetic and literary studies increasingly seek insights from other disciplines, ranging from old companions such as philology, historiography and sociology, to newer ones such as computer science, visual culture, and neuroscience as well as aesthetic practices such as curatorship and aesthetic criticism. While a doctoral degree represents a specialization in one field of inquiry, the modern scholar of the study of aesthetics and culture is recognizable by his/her comprehensive knowledge, the diversity of his/her methods, approaches and research interests and by his/her ability to cooperate with researchers from other disciplines.

Finally, a defining feature of the humanities is that *scholarly skills* also include the mastering of the many formats and genres of knowledge dissemination, not only those of the scholarly community but also those addressing the public at large, spanning from the research article by way of the popular essay, posters and exhibitions, to social and digital media.

Transferable skills

Transferable skills are still a neglected area within Norwegian higher education. *The Research Council of Norway's* evaluation of doctoral education (2012) documented a lack of training in generic skills and recommended promoting this kind of training as well as integration of different learning objectives. Few institutions in higher education monitor the careers of their doctorate holders, involve prospective employers in PhD training, offer career guidance or have a systematic focus on transferable skills at present. TRANSACT aims to fill these gaps.

Given that the number of PhD graduates over the last decade clearly exceeds the actual turnover of the academic work force at Norwegian universities and colleges, the mandatory course component of the doctoral training must expand its focus to encompass transferable skills. This need is becoming more pressing, as recent surveys have revealed that doctoral students seek both more information and guidance about different career opportunities within research *and* closer collaboration with business and the public sector in the doctoral project.

An increasing number of people who have earned doctoral degrees make their careers outside of academia due to the range and nature of their knowledge, their ability to work independently in a goal-oriented manner, as well as their linguistic and analytical skills. The immediate usefulness of these skills is not always obvious to the business and administrative sectors or to the students themselves. The responsibility for this lack of communication does not fall entirely on those outside academia, as the humanities for a long time have insisted that their specific value derive from their detachment from explicit utilitarian or instrumental application, stemming instead from both specialized and general knowledge about cultural issues as well as a sophisticated methodological and theoretical awareness (self-reflexivity).

While general knowledge of society, culture and language remains inarguably a strong feature of the aesthetic disciplines within the humanities and an important resource outside of academia, humanist scholars possess other areas of expertise that are both transferable and relevant. We would like to emphasize *three*: 1) academics are trained at processing very large and complex amounts of information that they are readily able to summarize and reproduce; 2) a defining trait of humanist training are sophisticated techniques for assessing the quality of information at hand (good, bad, uncertain), methodologies that combine the application of analytical tools with critical evaluation; 3) PhD students are trained to individually organize, carry out and manage large scale complex projects (master's thesis, doctoral dissertation).

The initiative to alleviate the present predicament should not merely be understood as an effort to mitigate an unfortunate situation in the academic labor market. Beyond the ambition to develop new career options for the traditional scholar, the proposed research school will also open up new venues within the humanities with regard to developing

profession-oriented studies. This is crucial as there are obvious uses for the specific skills and forms of knowledge cultivated in the humanities; not merely as supplements to professional resources with more conventional backgrounds but as a way to provide competitive advantage. In fact, many prominent international companies have for a long time recruited workers holding the PhD for their intellectual capacity, logical and analytical training and problem solving abilities. Also in Norway an increasing number of PhDs from the humanities are successfully pursuing careers in public administration, e.g. in the cultural sector, in non-governmental organizations, in the creative industries, and in the business sector. Regrettably, this has not yet been reflected in humanist PhD training, hence the traditional image of the humanist scholar as primarily a reader of books, a lecturer and essay writer still prevails.

TRANSACT's innovative program in transferable skills will give PhD students both the chance and the means to promote their capabilities beyond their scholarly disciplines. They should not merely be experts in the methods of their particular research field, but also have a general knowledge of project management, team work, creative processes, public outreach, academic entrepreneurship, grant writing, etc. TRANSACT has therefore invited a number of representatives of the business sector, NGOs, public institutions etc. to partake in the development and realization of the school's training program in transferable skills (see below for specifics). We will benefit from the extensive experience that our international partners have in developing such training programs. Also, the participating universities will be invited to establish common practices for documenting the careers of their doctoral degree holders. In this way future training can be made more marketable in the business and public management sectors and the quality of the data for future policy decisions will be improved.

Supervisory skills

Supervisory skills is a central concern for any PhD Training School, TRANSACT therefore proposes a program that will complement, support, and deepen the training courses offered locally by the individual participating institutions, so as to increase the percentage of dissertations successfully completed within the given time frame. A key success factor to achieving this goal is focus on supervision and *supervisory skills* as many failed or delayed dissertations owe their fate to suboptimal supervision. TRANSACT will offer annual courses in supervision with the participation of supervisors and students, as well as local peer-to-peer training sessions where experienced supervisors take part in the actual supervision. The school will be ready to offer assistance and mediation in cases where conflicts or problems arise in the supervisor-student relationship. In addition, TRANSACT's national and international network will facilitate access for both supervisor and student to world leading research groups, offering scholarships for short term fellowships. Finally, mock dissertations will train the students for their future dissertations, develop their oral and presentational skills, and improve the supervisors' familiarity with the key factors for a successful defense.

Success factors

- Establish a predictable and sustainable course program tailored to the PhD students' needs.
- Design a training structure that caters to the needs of the PhD student throughout the entire dissertation process from its initial stages through the final completion stage (*the defense*).
- Strengthen cooperation among the participating institutions so that they supplement and strengthen each other in the training of doctoral candidates.
- Create national and international arenas for the doctoral candidates to present and discuss their work and to network with peers from universities at home and abroad.

- Ensure a standard of international excellence in the training component of the PhD programs beyond what can be offered locally by individual universities.
- Develop and improve the quality of supervision in researcher training by strengthening national cooperation (best practice exchange) and offering peer-to-peer supervision.
- Provide training in transferable and generic skills, offering training not only for academic careers but also for cultural institutions, government agencies and the business sector.
- An annual national seminar where PhD students and representatives from public administration, cultural organizations, business, and academia are brought together to establish and facilitate contact between students and future employers.
- An annual local seminar at each of the partner institutions bringing together students and local stakeholders in public administration, cultural organizations and the business sector.
- Internships combined with forums at the local partner institution that will provide arenas to share work experience and ideas and to develop academic entrepreneurship.

Key incentives

- Offer the PhD students an individually designed training program complete with milestones and a resource group of specialists that can be involved at various stages of the work.
- Individually supervise the progress of every PhD student admitted and in cooperation with the student's home institution intervene if there is reason to believe progress has stalled.
- Provide discipline specific training in methodology based upon the needs of the school's PhD students with regard to their disciplinary background and the nature of their projects.
- Organize courses with cross- and interdisciplinary methodological and theoretical approaches that will provide the participants with the opportunity to engage with the cutting-edge work being done within the international research community.
- Short-term fellowships with international partners (see below).
- Offer training and practice in the many formats and genres of knowledge dissemination (oral presentations, academic writing, the use of social and other digital media, etc.) and offer support and help to facilitate publications.
- Internships provide an opportunity to experience relevance of research outside of academia.
- Supervisory training will provide added value to the partner institutions.

Criteria of success/accountability

- Raise the percentage of PhD students at the participating institutions who submit their dissertation within the time frame allotted to their project.
- Reduce the percentage of dissertations rejected.
- Increase the number of PhD graduates who find rewarding careers outside of academia.
- Increase the number of international publications by PhD students based on their dissertation research.
- Increase the number of early career scholars.
- Create sustainable forums for networking with businesses, governmental agencies and public institutions.
- Establish an alumni network to strengthen information about post-graduate careers and serve as a forum for establishing future private-public collaborations.

Envisaged outcome for the candidates

- In-depth competence in the candidate's specific sub-discipline.
- Ability to select appropriate theories and methods for critically identifying and addressing research issues within a specific sub-discipline
- A broader knowledge and understanding of the fields of aesthetics, the methodologies of the various disciplines as well as the common set of problems that defines the larger field.
- Ability to identify and address research questions in the study of aesthetics and culture

- Ability to present work and research results in a coherent and appropriate format both within the candidate's own discipline as well as within the larger scholarly community.
- Ability to recognize and articulate interdisciplinary issues and to communicate and discuss these across the specific terminology of the candidate's own discipline
- Ability to communicate research results to a broader (non-expert) audience
- A general knowledge of academic entrepreneurship, project management, oral presentation, discussion in large forums, team work, networking, public outreach, grant writing, etc.

Proposed structure and activities

One annual international transdisciplinary four-day PhD training course for up to 50 PhD students (2 to 5 ECTS). The course will focus on critical issues of topical interest and provide a common arena for the school's doctoral students. It will cater to those who are at an early stage in their dissertation process as well as to those whose projects are closer to completion, creating a milieu where recruits may benefit from the experience of their more advanced peers. The course will mix group sessions led by senior faculty where the participants will present their ongoing work in the form of drafts of chapters, forums for the discussion of texts of theoretical or methodological relevance, and keynote lectures by renowned scholars (up to four keynote speakers will be invited to each annual training course; these will also be expected to take active part in the group sessions). The main purpose of these courses is to provide the candidates with experience in academic presentations and argumentations with rigorous feedback on work-in-progress from peers and experts alike. The courses will as a general principle be organized abroad in cooperation with one or more of TRANSACT's international networking partners, thus also allowing for the participation by the doctoral students of the partner institution. This collaboration will thus also give the PhD students the opportunity to familiarize themselves with the international debates as well as to network with their peers abroad. In 2017 TRANSACT will host the ESSCS annual summer school, combining this with its own annual training course (this will be a five day event; see budget).

Three methodological and theoretical courses per year (2 to 4 ECTS). These are intermediate two to three day courses on specialized topics hosted by the individual partner institutions convening up to 25 students working in plenary sessions and smaller groups but may also include presentation of work-in-progress and guest lectures. Content and scope of the individual courses will be identified on the basis of shared research activities and research needs. The school ensures a coherent national distribution of these courses on an annual basis.

Two general supervisory courses per year. These are short courses (1-2 days) for supervisors affiliated with the researcher school. Their aim is to ensure the quality of supervision by implementing best practices, ensuring possibilities for joint supervision, and addressing common problems encountered by supervisors. This will be supplemented by peer-to-peer local training where experienced colleagues *sit in* on the actual supervision (with immediate debriefing after the session).

Two general transferable skills courses per year (2 ECTS) that will prepare students for professional life. Topics covered will span from project management and oral presentation by way of ethical and environmental issues in conducting and applying research, to academic entrepreneurship, curatorial practices, digital technologies and statistics for humanists.

One academic writing course per year. These short courses (1-2 days) will improve the candidates' skills in academic writing. Topics will include referencing and using sources, organizing the work on the thesis, paper writing, "Getting your work published", project application writing, communicating with a popular audience, use of social media, etc.

Three master classes per year (2 days, no ECTS). Master classes target individual candidates close to completion of their degree. These will be organized as group sessions where 1-2 international experts, *masters*, will act as mock opponents for 2-4 candidates in a series of mock defenses. The invited “masters” will also be asked to give guest lectures or participate in seminars and classes during their visits.

Fellowships. To facilitate internationalization, an annual sum will be allotted as grants to provide PhD students from the participating national partner institutions with the opportunity to visit the TRANSACT’s *international* partners on short term fellowships.

Internships (2-5 ECTS) A number of public and private organizations and cultural institutions have confirmed their willingness to participate in the school’s transferable skills program and to facilitate and host internships. These include notably the *The Cultural Council of Norway*; *The Mid-Norway Chamber of Commerce*; *Arkivet, Center for historical reflection and Peace Building*; *Tromsø Center for Contemporary Art*; *Falstad. Memorial and Center for Human Rights*; *Hordaland County Writers’ Academy*; *Bergen House of Literature* and others.

Annual business seminar national (half a day). The activities will include plenary lecture, group sessions, lunch and networking and, post seminar, half a day debriefing with students and cooperating partners. In 2019 this will be a full day session, evaluating the experiences of the first four-year cycle of the school. The first two seminars will be hosted, respectively, by *The Cultural Council of Norway* (Norsk Kulturråd) and *The Mid-Norway Chamber of Commerce* (Næringsforeningen Midt-Norge).

Annual business seminar local (half a day). Same format as above. These will be organized in cooperation with local partners in the business sector or the public sector.

All courses offered will be planned a minimum of 12 months ahead and advertised on the School website and through other channels (mailing lists, university web-sites etc.). Quality assurance measures include: questionnaires filled out at the end of each course; annual course and school reports presented to the Steering Board, and reports from business partners.

Added value/Impact

The added value of the proposed PhD national training school will result from its systematic approach to advancing the standards of humanist scholarship and research in Norway. Its lasting effects can be summed up as a more efficient, better structured, and more relevant national researcher training in the aesthetic humanities, improved and more diversified career opportunities for PhD students from the humanities, and the development of training formats that enable public-private collaboration and academic entrepreneurship outside of academia.

In addition to discipline-oriented catering to the students, TRANSACT will train PhD students to approach research topics from multiple angles across different frameworks, to handle and exchange divergent or conflicting viewpoints, methodologies, and theoretical positions, and to adopt interdisciplinary perspectives. Bringing together young scholars at the initial stages of their careers with experienced researchers and supervisors from different areas of the fields of aesthetic, literary and cultural studies, will enable the students to become familiar with the requirements of excellent research and scholarship from the outset.

TRANSACT’s course programs will substantially facilitate international expert participation in the training. The national scale allows course planners to draw on extended networks of international experts, ensuring a high standard and quality in the teaching. This will provide PhD candidates with multiple opportunities to develop national and international networks. The school further ensures a national focus on the quality of supervision through a forum for best practice exchange and by addressing shared challenges in supervision.

An important long-term result of TRANSACT is both the strengthening of the research-based component of university education *and* the training of students for future professions. Thus transferable and generic skills, the ability to network and to communicate across disciplines, and first-hand experience from project management and internships, will improve career opportunities for post graduates in the business sector, in cultural institutions, the creational industries, non-governmental organizations and governmental agencies.

The training offered by TRANSACT will target each of these outcomes and will ensure a structure of the training which follows the candidates from the early stages of their research (general courses, presentations of their projects), via initial analyses and developing ideas (presentations of the work in progress, thematic courses) to near completion of the degree (master classes, mock dissertations). The learning outcome of the training school will be designed so as to complement and contribute to the local PhD training programs.

Network and international cooperation

TRANSACT will be a substantially improved, partner-inclusive and organizationally renewed continuation of the national research school *TBLR – tekst, bilde, lyd, rom* (text, image, sound, space) – a national doctoral school in the Humanities. Founded as a consortium between University of Bergen, NTNU, and UiT Norway's Arctic University in 2004, it currently also includes University of Agder, University of Stavanger and University of Oslo (the latter having recently joined due to the perceived benefits of assembling all relevant national academic environments into one unit). Within the framework of TBLR the participants host courses and activities, contribute faculty and lecturers to the courses, and provide access to their international networks of experts. The six universities of the consortium make up the participating institutions of the proposed national PhD training school. Since its inception in 2004 TBLR has given annual training courses partially financed by the partner institutions, partially with external grants. The courses have been held both at home and abroad. A long-time international partner has been the *Copenhagen Doctoral School in Cultural Studies* (CDS), whose leader, prof. Frederik Tygstrup is a long time member of TBLR's board. Recent courses include *Aesthetic Memory; Remembrance, Trauma, Place, Space and Boundaries* in cooperation with Humboldt University (2011); *Materiality and Historicity* (MSH, Paris 2012), *esthetic concepts and changing forms* in cooperation with University of Munich (2013), *Mobilizing the Past* (2014) in cooperation with Zürich University. *Aesthetic Technologies* (2015) will be held in New York in cooperation with the universities of Zürich and Copenhagen, and *What is the contemporary?* will be held at the MSH in Paris January 2016.

TBLR has also cooperated with the *European Summer School for Cultural Studies* (ESSCS), something that will be continued as a part of the internationalization offered by TRANSACT. At the present ESSCS includes the following partner institutions: University of Giessen, University of Amsterdam, The Lisbon Consortium, University of Copenhagen, University of Paris VIII, Saint-Denis, and NTNU (prof. Knut Ove Eliassen is a member of the board of ESSCS). Doctoral students from the TRANSACT program will not only have the possibility to participate in the various courses and activities offered by ESSCS and its partner universities, but also go on shorter visiting fellowships at the participating institutions.

The Consortium's Partners

NTNU, The Norwegian University of Science and Technology, Faculty of Humanities, has comprehensive expertise in Humanities and the Arts, its PhD program in Humanities and the Arts includes the following disciplines: Comparative Literature, Scandinavian Literature,

English Literature, French Literature, German Literature, Spanish Literature, Dance Studies, Drama and Theatre Studies, Film and Media Studies, Art History, Musicology. The research is increasingly multi-disciplinary. The faculty hosts several research groups and projects, including *Enlightenment News – Periodical Publication, Newspapers and the Digital Archive, Performing arts between dilettantism and professionalism. Music, theatre and dance in the Norwegian public sphere 1770–1850* and *Translating Cultures*. The Humanities and the Arts PhD program is a dissertation-oriented, three-year, full-time program (180 ECTS credits). The coursework is equivalent to 30 ECTS credits: Theories of science and ethics (10), Advanced studies in theory and method (10), Discipline-related element (10).

The University of Agder offers a PhD program in Literary studies at the Faculty of Humanities and Education and PhD programs in Theatre and Visual Arts and Popular Music Performance at the Faculty of Fine Arts. Prioritized areas of research are the multi-disciplinary projects *Multimodality and cultural change, Trauma fictions in contemporary culture, Translation and intercultural communication, and Art in context*. The PhD program requirements are 30 ECTS credits: Philosophy of Science/Ethics (10), transferable skills (5), and courses related to the subject discipline (15). The Popular music program has two alternative thesis options (150 credits): 1) a monograph (alternatively articles), 2) a combination of music performance and analytical discourse.

The University of Bergen. Department of Foreign Languages (IF) & Department of Linguistic, Literary and Aesthetic Studies (LLE). IF has a wide range of expertise in modern languages and literatures, offering PhD specializations in literary and cultural studies in English, German, French, Spanish, Russian, Italian, Arabic and Japanese. Research in the department is increasingly multi-disciplinary, across literary, aesthetic and culturally inflected theories and methodologies. The department hosts several multi-disciplinary research groups and projects, including the Modernism and Christianity Project, the Bergen Shakespeare and Drama Network, and the Borders of Europe Research Group. LLE has extensive expertise in the aesthetic disciplines: Comparative and Scandinavian Literature, History of Arts, Visual Culture, Architectural and Cityscapes Studies, Theatre Studies, Digital Culture, Classical Studies, Rhetorics, Didactics of Scandinavian Languages and Literatures, Old Norse and Modern Philology, Computer Linguistics and Language Technology, and Comparative Linguistics. Research groups include *Text, Action and Space; Law, Rhetoric and Literature; Stage and Theatrical Expression; Visual Culture; History, Rhetoric and Reception; Architectural and Urban Research; Digital Culture and Electronic Literature; Antiquity and the Classical Tradition; Radical Philosophy and Literature; Scandinavian Literature; and The Holberg Project*. PhD program requirements: 30 ECTS credits covering Philosophy of Science/Ethics (10), Transferable skills (5), and courses related to the subject discipline (15).

The University of Oslo's Faculty of Humanities offers one single PhD program with diverse offerings across a number of disciplines; these include literary studies, art history, media studies, musicology, cultural history, and area studies within various national and regional cultural spheres. Additionally, the Faculty of Humanities is home to three interdisciplinary thematic research areas, "Scandinavian Narratives of Guilt and Privilege in an Age of Globalization," "Syntax and Semantics," and "Travelling Texts: Translation and Transnational Reception," as well as one of the University of Oslo's three main thematic interdisciplinary initiatives, "Unpacking the Nordic Model." PhD program requirements: 30 ECTS credits comprised of 1) General initial courses (5), 2) thesis course (4-8), 3) research training courses (8-12), 4) participation in international conferences (a minimum of 4) and 5) research dissemination (a minimum of 2).

The University of Stavanger offers a PhD program in Literacy Studies at the Faculty of Arts and Education. Literacy Studies is a multidisciplinary research field that focuses on the individual and social use of texts, also in the context of digital or visual modes and media (multimodality). The focus in Literacy Studies is on the reading and writing as fundamental abilities but also on the cultural, historical and critical processes that accompany it. PhD program requirements: 30 ECTS credits covering Philosophy of Science/Ethics (10), Methodology (10), and courses related to the subject discipline (10).

UiT the Arctic University offers a PhD program of humanities and social sciences which is divided into 14 different PhD specializations within literary and cultural studies in English, German, French, Spanish, Russian, Finnish, Saami and Nordic from the Middle Ages to the present, along with Science of Art and Documentary and Media Studies. The main focus is on Sami culture and Arctic research. The Faculty hosts several multi-disciplinary research groups and projects, including *Arctic Modernity*, *Border Poetics*, *Arctic Encounters*, *War Game; Conflict, War, and Enemies in Narrative Computer Games* and the research groups *Constructing the New North (CNN)* *Russian Space: Concepts, Practices, Representations (RSCPR)*, *Narrating the High North*, *Engaging Conflicts in a Digital Era (ENCODE)* and *Health, Art and Society Research (HAS)*. PhD program requirements: 30 ECTS credits covering Philosophy of science and research ethics (10), dissemination (5), and subject-specific theory and methods/academic approaches and perspectives (15).

Management and organization

TRANSACT will be hosted by the Faculty of Humanities at NTNU – *The Norwegian University of Science and Technology* and managed by a scientific director. A coordinator will be responsible for daily management, practical organization of courses, and maintaining the website. Scientific leadership, as well as the administrative coordination, will be undertaken by NTNU staff. The training activities within the school will be planned and coordinated by a national scientific committee led by the scientific director with a member from each of the participating institutions, including a deputy director and an elected PhD student. The members will function as the local coordinators for the school's activities and facilitate the cooperation with the local PhD training; the deputy director will assist the director in daily management of the school (and act as a substitute in case of his/her indisposition, absence, or resignation from the position as leader).

The scientific director will be responsible to a Board, which will have the formal responsibility for the school, overseeing activities, the recruitment of doctoral fellows and other resources, and ensuring quality assurance and assessment of courses and activities. In addition to the scientific director, the Board comprises one representative from each of the participating institutions and one representative from the PhD students (and elected by these). We also propose two external board members – one with extensive experience researcher education from Nordic or European institutions, the other from one of the school's business partners. The Board will convene once a year.

The participating institutions all contribute to the pool of enrolled PhD students. The estimated number of PhD students from the all-inclusive scholarly pool that will participate in the school: NTNU 20, UiA 10, UiB 25, UiO 35, UiS 5, UiT 10, giving a total of 100 students (these estimates are based on the current number of active PhD students in the aesthetic disciplines covered under the TRANSACT umbrella). It is expected that the number of supervisors involved will be slightly lower than the number of PhD students.