

Self-Assessment

Leiden University Centre for Linguistics (LUCL)



**Universiteit
Leiden**
The Netherlands



Self-Assessment

**Leiden University Centre for Linguistics
(LUCL)**

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Preface

This report contains the self-assessment of the Leiden University Centre for Linguistics (LUCL). We have reviewed our activities for the purpose of the research assessment over the six-year period between the beginning of 2012 and the end of 2017. The structure, and aspects covered, follow the instructions of the Standard Evaluation Protocol (SEP) and the agreements with the other Dutch linguistics institutes and the national graduate school LOT taking part in this assessment. The following pages provide an overview of our institute's research strategy and its focal points, our strengths and weaknesses, and describe our research output and its relevance for societal groups.

Further information can be found in the appendices which are attached to this report or available on the LUCL website. Given the space restrictions of the SEP protocol, the report has to focus more on facts than on interpretations. We are happy to provide more information at the request of the assessment committee [A XIII] and during the interviews as part of the site visit on 1 October 2018.

Founded in 2008, LUCL is one of the larger linguistics research institutes in the Netherlands with about 200 employees and an annual budget of some 7 million euros. Currently, our staff members teach in 17 BA and 13 (Research)MA programmes faculty-wide, as well as in 5 minor programmes, the Humanities Lab of Leiden University's Honours Academy, the Leiden University College and the core curriculum of the Faculty of Humanities. A large proportion of our teaching is done in English; communication within the institute is bilingual (Dutch/English). All official information is communicated in English within the institute.

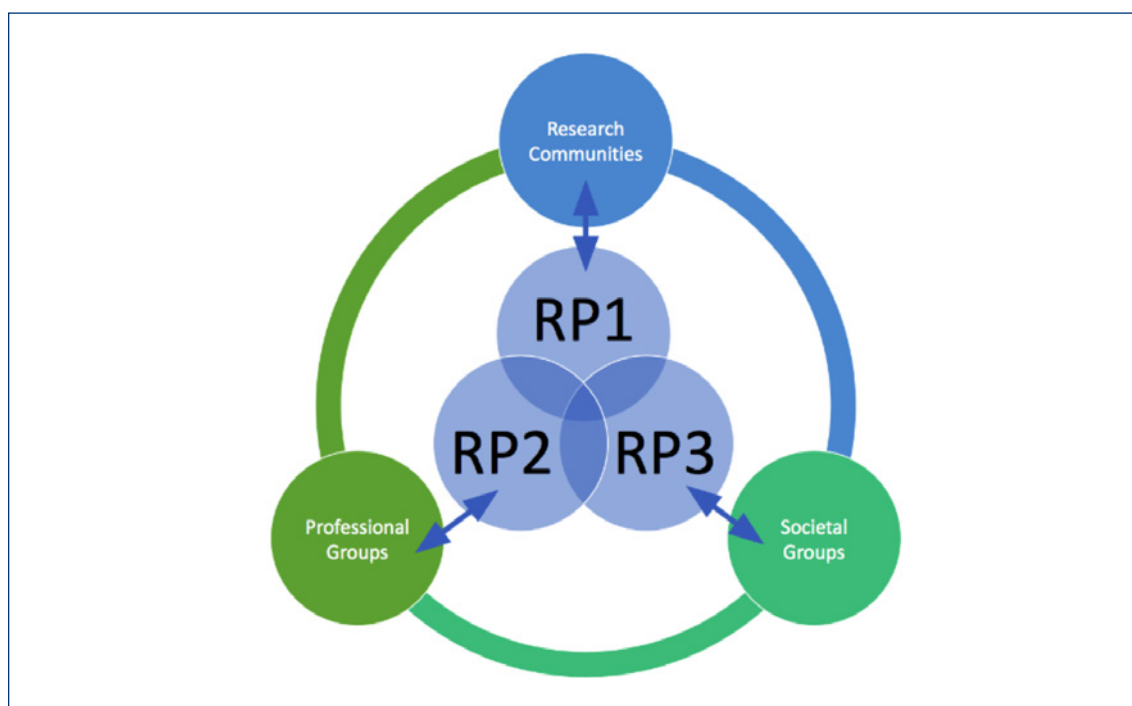


Figure 1: Interconnectedness of research and society

Research in our institute is currently organised into three research programmes (RPs), i.e. RP I: Theoretical and Experimental Linguistics, RP II: Language Use in Past and Present, RP III: Descriptive and Comparative Linguistics. All of these programmes contribute to the understanding of our overall research theme, i.e. linguistic variation and diversity. Although seemingly separate

clusters of individual researchers, these RPs interact and overlap to various degrees. Nevertheless, we would like to ask the assessment committee to give us feedback on the individual RPs as well.

The aim of the overall assessment process is to further strengthen our research agenda. During the past six years, our research strategy is best characterised by the motto: *Interconnecting linguistic diversity*. We have focused on extending LUCL's linguistic research to areas previously untouched, such as multilingualism, while at the same time stimulating researchers to work in a more collaborative and interdisciplinary way to push the boundaries of our knowledge and its theoretical and methodological foundations.

Our ambition for *interconnecting* linguistic diversity was not limited to academic research. We have made significant steps towards more intense collaboration with and impact for professional and societal groups, as illustrated in Figure 1.

We trust that this report provides a transparent and succinct analysis of how the research at LUCL has developed during the past six years and our efforts to strengthen our institute as an inspiring, innovative research environment, not only broad enough to cover all relevant fields of linguistics but also interconnected, within the institute and with society.

Leiden, 5 July 2018

Prof. dr. Niels O. Schiller, Academic Director, LUCL

Abbreviations

A	Appendix
ATC	Academic Language Centre (Academisch Talen Centrum)
BA	Bachelor of Arts
BM	Bilingualism Matters
DANS	Data Archiving and Networked Services
EC	European Credit (credit unit for BA and MA courses, according to the European Credit Transfer and Accumulation System, ECTS)
ERC	European Research Council
EU	European Union
FGW	Faculty of Humanities (Leiden University)
fte	Full-time equivalent
GSH	Graduate School for Humanities (Leiden University)
KNAW	Royal Netherlands Academy of Arts and Sciences
LERU	League of European Research Universities
LEI	Leiden University
LUCL	Leiden University Centre for Linguistics
MA	Master of Arts (standard 1-year programme or 2-year research programme)
MOOC	Massive Open Online Course
MT	Management Team (of a LEI academic institute)
NWO	Netherlands Organisation for Scientific Research (the Dutch national research council and main research funding organisation)
PhD	Doctor of Philosophy
RP	Research Programme
SEP	Standard Evaluation Protocol for research assessment in the Netherlands
SPOC	Small Private Online Course
VSNU	Association of Universities in the Netherlands
WD	Academic Director (chair of the MT of a LEI academic institute)

1. Introduction

1.1 Introduction

Organisation and embedding

The Leiden University Centre for Linguistics (LUCL) is one of the seven institutes of Leiden University's (LEI) Faculty of Humanities (FGW) (see [A I](#)). In September 2008, FGW was newly established. Since then, we have become a largely autonomous institute, in charge of all budgets and personnel policy related to linguistic research and teaching. LUCL also functions as an integral part of the [Graduate School of Humanities \(GSH\)](#).

Our institute is currently organised into [three research programmes \(RPs\)](#), i.e. [RP I: Theoretical and Experimental Linguistics](#), [RP II: Language Use in Past and Present](#), [RP III: Descriptive and Comparative Linguistics](#). Each of these programmes contributes to the understanding of our overall research theme, i.e. linguistic variation and diversity, by studying language structure and language variation in the languages of the world from different angles. The [Academic Language Centre \(ATC\)](#), a language training centre, also forms part of our institute.

Composition

Overall, our research staff has grown during the past six years. Both tenured staff and non-tenured postdoc researchers have increased in numbers and fte (see [A III, D3a](#)). The number of our PhD candidates remained stable (see [A III, D3a](#) and [A VI](#)).

Approximately 80% of our tenured staff's work time is dedicated to teaching and administrative duties and 20% to research. Nonetheless, we strive for a ratio of 70% – 30%. PhD candidates spend at least 85% of their work time on research.

Our staff are supported by our own conference assistant (as of 2012) and grant advisor (as of 2015). Their services are available to all staff members. We have also appointed a PhD coach (as of 2017).

Financing

Our yearly finances depend on two main sources: direct government funding and research funding (see [A IV](#)). We have a strong track record in attracting external research funding. Over the last six years, we have also been successful in increasing income from contract research.

1.2. Profile

LUCL has the mission to study linguistic diversity from different perspectives. During the past six years, we aimed to *deepen our understanding of linguistic diversity* and to interconnect it by encouraging interaction of theory-driven and data-driven research and development of interdisciplinary approaches to investigate linguistic phenomena. To achieve this goal, our institute provides an inspiring academic environment by encouraging joint, interdisciplinary research projects, and organising lectures, symposia and conferences. We also participate in the [Leiden University Centre for Digital Humanities](#).

We capitalise on our in-depth theoretical and experimental know-how regarding a broad variety of languages and language families, including our state-of-the-art linguistics laboratory facilities. Combined with profound expertise on the history and usage of languages, LUCL provides a comprehensive research environment. Our aim is to contribute to a better understanding of

individual languages, their history and development, their usage and their (neuro-)cognitive processing.

Our three research programmes (RPs) (see Figure 2), as the result of a restructuring after the previous research assessment, cluster together staff with similar research interests. Each RP has its own mission and objectives, but they all relate to the overall mission of LUCL. Nonetheless, we encourage collaboration across RPs, e.g. by internal LUCL funding schemes that require cross-programme collaboration. As a result, collaboration across RPs has increased in recent years. Many LUCL researchers have research interests at the intersections of the RPs. Therefore, the division of research programmes is dynamic rather than static, and there is much overlap in interests and actual cooperation between the members of the RPs. In that sense, our three RPs may best be regarded as overlapping sets.

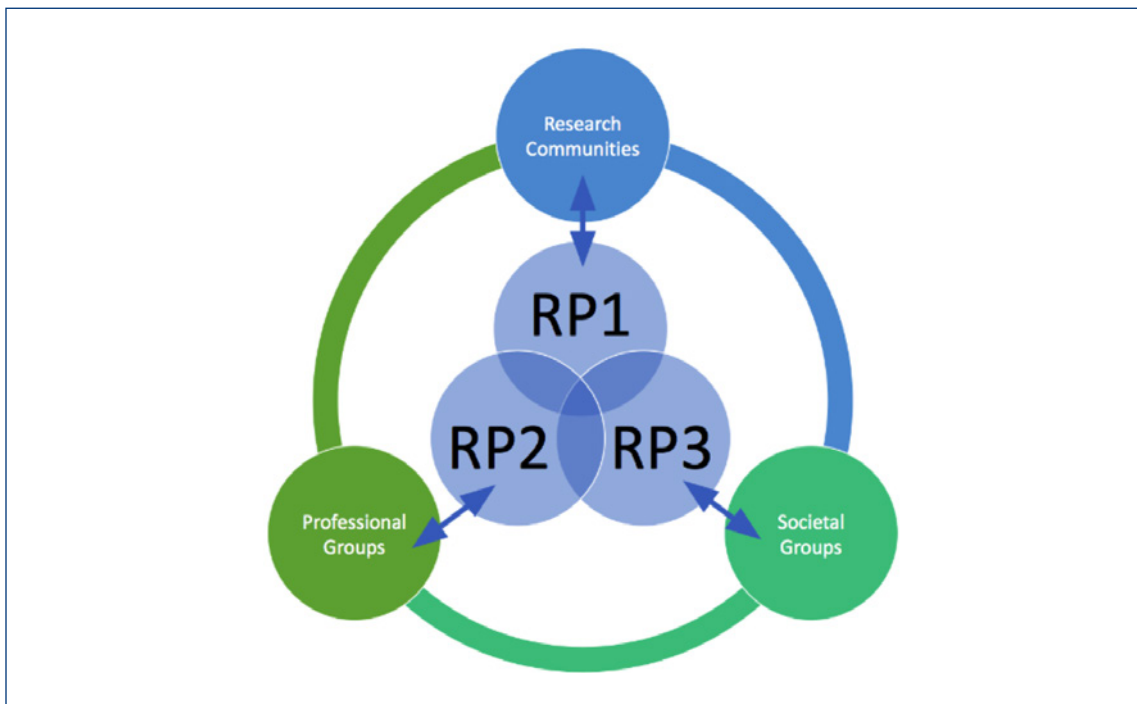


Figure 2: Overlapping research programmes

The cross-fertilisation of research staff from different RPs creates a rich and diverse empirical basis, enabling refinement and application of new methodologies, feeding into new theoretical insights. This in turn will lead to new, theory-driven hypotheses to be tested empirically. Our success in obtaining external funding and our reputation as manifested in high-quality publications reconfirms these strategic choices, since most large-scale projects secured by our research staff in recent years are cross- and interdisciplinary research projects. We believe that it is the institute's task – and the MT of LUCL does everything in its power to achieve this – to support our staff however we can, e.g. through our grant advisor and our conference assistant, and we have a well-organised and service-oriented LUCL office.

1.3. Ambition

Our first ambition was to **strengthen our research activities** by encouraging collaboration among LUCL researchers and giving incentives for interdisciplinary research collaboration. Following the recommendation of the mid-term research assessment (2012-2014), we organised several meetings with our researchers to discuss how to improve the organisation of our research groups

internally. As a result, we now structurally support the organisation of bottom-up research groups by providing small funds to organise lecture series and invite external speakers. Examples of activities organised by the research groups that benefit from this include the Sociolinguistics Series, the Comparative Syntax (ComSyn) meetings, the Language And Cognition Group (LACG) meetings, the Leiden-Utrecht Semantic Happenings (LUSH), the Chinese Language and Linguistics (CHILL) meetings, the Lectures in Discourse Studies, the Descriptive and Anthropological Linguistics meetings and the Comparative Indo-European Linguistics Seminars.

LEI has selected our field of research as one of its research profile areas, i.e. “Language Diversity in the World”, reflecting the relevance and importance of our research. We decided to spend the extra funding awarded to this profile area by organising biannual calls as of 2015 for small grant proposals. Both junior and senior (tenured) staff have used these funds (for teaching replacement) to complete articles and books to improve their CVs and/or to write external grant proposals. In this way, our internal funding may be seen as seed money for the application of larger, external funding.

We have also granted additional teaching relief to staff who had been involved in relatively time-consuming administrative and/or teaching tasks to work on their research CV and to apply for external funding in the long run. In order to support our staff by identifying external research grant opportunities and facilitating the application process, LUCL appointed a grant advisor as of July 2015.

Our second ambition was to demonstrate more explicitly the **relevance of linguistic research for society**, i.e. *interconnecting linguistic diversity* with the general public, first by professionalising our scientific communication strategy, including the appointment of an information officer in 2015 and an external science communication advisor in 2017, and second by establishing the Museum of Languages (“Het Taalmuseum”; est. 2016) as a new platform to reach out to society. We deliberately opted for an untraditional museum without a building or a collection – it is not the visitor who comes to the Museum of Languages, but rather the Museum of Languages that goes to the visitors.

2. Relevant indicators

The ambitions described in the previous section prompt two deceptively simple questions:

1. To what extent did our efforts pay off and positively impact the institute's main research task, to produce high-quality research?
2. To what extent were we successful in demonstrating the relevance of linguistic research for society and in conveying the fascination of linguistic diversity to the general public?

Answering these questions is, however, far from easy, especially as research and societal outreach are not separate but rather closely related issues. We consider relevance to society to be an important, ever-present dimension of our research. For this reason, we discuss the indicators and results jointly, making use of the Leiden Impact Matrix. This matrix is our tool to articulate and exemplify the diversity of forms that scientific impact can take, within both research and society. It is structured along the lines of knowledge production, knowledge utilisation and knowledge exploitation.

2.1. Knowledge production

The most important research *products for our peers* are journal articles, scientific/scholarly books, book chapters and proceedings. Given the diversity of publishing cultures within our RPs and research fields, we not only opt for journal articles and book publications but also include proceedings. These are important drivers for scholarly exchange, especially in the fields of cognitive science, experimental linguistics including phonetics and descriptive linguistics. This is also true for organising conferences. Finally, to make our research products accessible for peers, we include digital infrastructures and databases as indicators. In our research, they not only function as repositories of data, which in itself is very important with respect to open access, but also significantly increase the potential of data for cross-linguistic comparison.

As for *demonstrable products for society*, some fields are more prominent (e.g. research on hate speech, sign language and multilingualism) than others (e.g. theoretical linguistics). The best indicators to show the impact of our research for society are books, articles in professional journals, book chapters for a professional target group and editorship of professional journals. Our main targeted professional groups include language professionals, education professionals, and journalists. Except for the editorship, these indicators also apply to the general public, with a broad range of interested parties. Two additional important indicators for impact on the general public are audio-visual lectures and presentations for general audiences and newspaper articles.

2.2. Knowledge utilisation

As indicators for the *use of our research outputs by our peers*, we choose reviews of books and edited volumes, as well as citations of articles, books and other publications. Citation analysis is becoming increasingly common practice in experimental linguistics, psycho- and neurolinguistics. In the other fields, it is not (yet) common practice.

The best indicator to show the use of our research by society is public media coverage of our research output, aimed both at the general public and at professionals.

2.3. Knowledge exploitation

As for *demonstrable marks of recognition from peers*, we include personal grants and grants for large research projects. These indicators best fit our main ambition to make our research activities stronger through bottom-up initiatives, such as the granting of seed money for developing research ideas and writing grant proposals and the appointment of a grant advisor. We also include invited lectures as an indicator.

Recognition from society is best indicated by personally addressed invitations for public lectures.

Table 1: Overview of indicators

	Research	Society
Knowledge production	<ul style="list-style-type: none"> • <u>Journal articles, scientific/scholarly books, book chapters and proceedings</u> (see A III, Table D3b Main categories of research output) • Conferences (see A VII) • <u>Digital infrastructures and databases</u> (see A IX) 	<ul style="list-style-type: none"> • Books, articles in professional journals, book chapters for a professional target group and editorship of professional journals (see A III, Table D3b Main categories of research output) • Audio-visual lectures and presentations for general audiences (see A X) • Public media coverage (see A VIII)
Knowledge utilisation	<ul style="list-style-type: none"> • <u>Reviews of books and edited volumes</u> • <u>Citations of articles, books and other publications</u> 	<ul style="list-style-type: none"> • Public media coverage (see A VIII)
Knowledge exploitation	<ul style="list-style-type: none"> • Personal grants and grants for large research projects (see A V) • Invited lectures (see A III, Table D3b Main categories of research output) 	<ul style="list-style-type: none"> • Invited public lectures (see A X)

3. Scientific and societal results in the past period

Linguistics research at LUCL continues to be strong and we maintained our excellent reputation as recognised by peers and reflected in an increase in international rankings. While LEI's FGW is rated best in the Netherlands (global rank: 42) in the [QS World University Rankings 2018](#), "linguistics" research at LEI is ranked even higher (i.e. global rank 23).

3.1. Knowledge production

Publications

Since our institute is very broad, consisting of fields with varying publication traditions, we encourage our staff to publish in the outlets that are highly regarded in their specific fields, ideally international, peer-reviewed ones. LUCL researchers have contributed significantly to the production of knowledge in the academic field, as shown in Table D3b (see [A III](#)). We witnessed an increasing practice of publishing peer-reviewed output in high-quality journals and with well-respected publishers, depending on the [field](#). For examples, please consult our staff's individual LEI websites. The quality of our produced research is also recognised by a high number of citations. Several of our staff members have Google Scholar h-indices around 20 or higher.

PhD dissertations

The number of successfully defended PhD dissertations increased from 10 in 2012 to 19 in 2017, and the total number of dissertations over the assessment period was 87, an increase of more than 14% compared with the previous assessment period (see [A IV](#)).

Table 2: Number of PhD defences 2012-2017

	2012	2013	2014	2015	2016	2017	Total 2012-2017	Total 2006-2011
# PhD defences	10	13	14	19	12	19	87	76

The quality of our PhD candidates and their supervision is generally very high. A survey among our PhD candidates in 2016 showed that overall, they are satisfied with the possibilities, the infrastructure and the supervision at LUCL. The MT discussed the results of that survey with the [PhD Council](#) (see also under "[\(Organisational\) Context](#)").

Not only did we publish for our peers, but also for society at large. E.g., comparing the first half of the assessment period (2012-2014) with the second half (2015-2017), we note an increase in the number of *professional publications* from 36 to 47. The increase in *publications aimed at the general public* (28 vs. 63) is even more significant. This reflects our staff's increased awareness of demonstrating the relevance of linguistic research for society at large.

Laboratories

A substantial part of our research involves the use of the [linguistics labs](#). These labs were established in 2013 as an extension of our phonetics labs. Currently, LUCL has three BioSemi EEG labs (32/64 channels), two Eyelink eye-trackers (one mobile set-up), one state-of-the-art baby lab and several phonetics labs. The users of these labs are supported by lab managers (0.4 fte) and a lab technician (1.0 fte).

We have close ties with the Leiden Institute for Brain and Cognition (LIBC). Within the hotspot [LIBC-Language](#), we collaborate with colleagues from other faculties and have access to a research-dedicated 3T MRI scanner. Prof. Claartje Levelt's cross-species collaboration with the Institute of Biology on the [mechanisms underlying language acquisition](#) is one example of such inter-faculty collaboration.

Thanks to the excellent lab infrastructure, we are able to conduct more interdisciplinary experimental research (e.g. many recent PhD dissertations include experimental work), attract projects and grants (e.g. [NWO PhD project Tapping into Semantic Recovery](#), [NWO Segments and Rules](#), [NWO Language in Interaction](#), [EU AThEME](#) [see also [case study A II](#)], [NWO Understanding Questions](#), [EU MultiMind](#), etc.) and attract guest researchers who make use of our facilities in collaborative projects.

This lab infrastructure was acquired mainly with our own funds and through the funding scheme "Sustainable Humanities" ([Duurzame Geesteswetenschappen](#)). Clearly, the labs have proven to play an essential role for LUCL. However, at this point it is unclear how to secure funds to maintain this high level of lab infrastructure in the future.

3.2. Knowledge utilisation

Our research is being used by other researchers, professional target groups and society at large. The datasets produced in experiments in the lab facilities (EEG lab, eye-tracking lab, baby lab, and phonetics lab) are being used by our peers. The same holds for the creation of corpora and lexical databases (e.g. the [Leiden Learner Corpus](#) and [LexiRumah](#)). Moreover, specifically developed tools such as the [SpeechView Glasses](#) ('[SprakZien Bril](#)') are made for (nearly) deaf people and translate speech directly into written language that can be projected into the video glasses (for societal relevance, see [case study A II](#)). An example of a tool for language learners developed at our institute is [Lorre](#), which includes native model speakers giving input and (digital) visual feedback to the language learner during pronunciation training (see Photo 1).



Photo 1: Presentation of [Lorre](#) at [DRONGO Festival 2013](#) (Photo by Henk Rougoor)

Another example of the societal relevance of our research concerns our collaboration with *Facebook* on a project about [fact-checking](#) (for societal relevance, see [case study A II](#)).

3.3. Knowledge exploitation

Grants

LUCL staff members are very active in the exploitation of knowledge. Many researchers are members of editorial boards. Each year several substantial research grants from national and international organisations are obtained, and over the assessment period our researchers obtained 39 substantial grants, including 8 projects funded by the European Union (incl. 5 ERC grants, 1 EU FP7 project) and 26 by the Dutch NWO (incl. 5 Free Competition, 5 Veni, 7 Vidi, 1 Vici, 1 Horizon) (see [A V](#)).

Conferences

LUCL also has several staff members who have been appointed as a guest lecturer or professor. In addition, our research community is highly active in organising conferences and workshops. Each year, a number of [conferences and workshops](#) are hosted (the largest being the [SLE conference](#) in September 2015 and the [GLOW conference](#) in March 2017) (see [A VII](#)).

Public media

We endorse the importance of reaching out to the public, and many LUCL researchers actively convey their work to the outside world. LUCL staff members are regularly on TV, radio, and in national newspapers, as well as public and professional magazines to discuss their work or deliver comments based on their expertise (see [A VIII](#)). Examples of these last are articles in *QUEST*, an award-winning monthly popular science magazine in the Netherlands, and in *EARLINE*, the professional journal of the hearing aid industry.

Science communication

We encourage our staff members to share their activities and findings with the general public. We have our internal institute newsletter and with the support of an external science communication advisor, Dr. Olga Crapels, and our information officer, Viktorija Kostadinova, we have started to professionalise our science communication with external stakeholders. Channels that we use are our [LUCL twitter account](#) and staff's personal social media accounts and blogs (e.g. LUCL's [Leiden Language Blog](#) and Prof. Ingrid Tieken's [Haagse Talen](#) 'Languages of The Hague' Facebook page).

Societal relevance

We also had the ambition to demonstrate more explicitly the societal relevance of linguistic research. The [Museum of Languages](#) ("Het Taalmuseum") helped to do that, e.g. with the exhibitions "[Van wie is de taal?](#)" ("Whose language is it?") in Leiden city hall (fall 2016) and "[Full of Character: The Chinese Language in Leiden](#)" – as part of the Leiden Asia Year – in the Leiden public library (fall 2017) and the installation of the [first wall poem in Dutch Sign Language](#), realised through a successful crowdfunding campaign. The Museum uses new media and temporary exhibitions to showcase language and linguistics, making them accessible to large audiences, and aspires to demonstrate their relevance in society. LUCL researchers are highly engaged in its editorial advisory board.

MOOCs and SPOCs

In 2015, we launched the MOOC "[Miracles of Human Language](#)", developed by Prof. Marc van Oostendorp (Professor of [Phonological Microvariation](#) at LUCL 2007-2017). This MOOC has been

the most successful one offered by LEI to date (taken by tens of thousands of people globally and rated 4.7 out of 5). We have also launched two SPOCs:

1. 'The Art of Grammar', by Prof. Maarten Mous, to guide external PhD students in Africa on how to write the grammar of a language
2. 'Dutch&More' to help international students coming to Leiden to get to know the Dutch language and way of life in a fun and accessible way

'Dutch & More' is just one example of language courses offered by [ATC](#). It is important to note that there are courses for public bodies, companies and individuals. Recently, ATC played an important role by offering Dutch as a foreign language for asylum seekers, thus helping their integration process into Dutch society.

Our 5 most significant scientific and societal results are listed (see [A XII](#)).

4. Conclusions of the self-evaluation

In our opinion, we succeeded in implementing our motto *Interconnecting linguistic diversity*. We followed the recommendations of the previous (mid-term) research assessment committee and successfully integrated the new chairs for first and second language acquisition, linguistic typology ('Austronesian and Papuan Linguistics') and sociolinguistics. These four chairs are a good reflection of our personnel policy: to increase the number of female researchers in higher positions (all four appointees are female), recruit from both outside (national and international) and inside our institute by promoting Senior University Lecturers to Full Professors, as well as giving attention to diversity. With these four new chairs, plus the new chairs in Berber Studies, Semantics and Language Variation, we further broadened our high-quality expertise and signature regarding linguistic variation.

Our renowned scholars successfully acquired and carried out a number of large-scale research projects in the assessment period. Among these projects, we would like to highlight the ERC Advanced Grant project "The linguistic past of Mesoamerica and the Andes" led by Prof. Willem Adelaar (2012-2017), the EU FP7 project "AThEME – Advancing The European Multilingual Experience" (for societal relevance, see case study A II) coordinated by Prof. Lisa Cheng (2014-2019), the NWO Horizon project "Knowledge and Culture" coordinated by Prof. Johan Rooryck (2013-2018) and Prof. Marian Klamer's NWO Vici project "Reconstructing the past through languages of the present: the Lesser Sunda Islands" (2014-2019). These projects contributed to our performance indicators of publishing high-quality articles, books and edited volumes, as well as setting up databases and producing PhD dissertations. Although these four projects are just the tip of the iceberg, they are indicators of our successful expansion of research into linguistic diversity, and emphasise the viability of our research.

The most important step taken with regard to the structure of our research was the restructuring of our research programmes in 2015. Reorganising the groups of research programmes II (now Language Use in Past and Present) and III (now Descriptive and Comparative Linguistics) has had a positive effect on the viability of both programmes, as evidenced by cross-programme projects that combine historical and descriptive linguistics.

Our core business includes the training of PhD candidates. The reputation of our training remains very strong and attracts more talent than we have funding for. An increasing number of our PhD candidates are self-funded or have a scholarship to complete a PhD project at LUCL and defend their dissertation at LEI. Our PhD candidates are generally satisfied with the facilities and supervision we offer and we are satisfied with the quality of our PhD candidates. In the assessment period, our staff have successfully supervised a growing number of PhD dissertations (compared with the previous research assessment) and the vast majority of our PhD candidates find employment after completing their PhD dissertation.

In recent years, we have made an effort to *interconnect linguistic diversity* to the general public. The Museum of Languages ("Het Taalmuseum") realised several exhibitions in the public space. The Museum's collection is language and languages, and these are alive in the public space. With these exhibitions, it has successfully demonstrated that our linguistic research is relevant to society at large. Furthermore, the MOOC "Miracles of Human Language" was followed by tens of thousands of people all over the world, demonstrating the broad interest in linguistic phenomena on a global scale.

5. (Organisational) Context

LUCL is a relatively large and broad institute, covering many sub-disciplines within linguistics. To create coherence, researchers are clustered into the three research programmes (RPs) on the basis of their primary expertise. We do not have programme chairs, as this fits best with our rather flat internal organisation and the culture within our institute. As a result, the RPs have an open structure, which we continue to consider a strength. This is also reflected in our physical environment with all offices and lab facilities near one another, a frequently used Common Room, and a whole floor of offices for PhD candidates.

Our staff members teach in the linguistics programmes offered by LEI and provide much of the language teaching within the BA and MA programmes of FGW and language teaching within the Academic Language Centre (ATC). All language teachers are members of the Language Learning Resource Centre (LLRC), launched in 2017.

Within the structure of the FGW, LUCL has a largely autonomous status. As of September 2008, the Academic Director of LUCL, who is appointed by the Board of the FGW for three years, is formally responsible for the budget and personnel relating to all linguistic research and teaching. The Academic Director is one of the full professors at LUCL and can be reappointed. Together with the Institute Manager and the Director of Education, he/she forms the Management Team (MT) of LUCL. The MT takes care of the daily management of the institute.

Table 3 gives an overview of the current and previous members of the MT:

Table 3: Composition of the MT (current and previous)

Position	Current (as of 2016)	Previous
Academic Director	Niels Schiller, Professor of Psycho- and Neurolinguistics	Ton van Haften, Professor of Dutch Discourse Studies
Director of Education	Marion Elenbaas, University Lecturer in English Historical Syntax	Egbert Fortuin, Senior University Lecturer in Russian Linguistics & Niels Schiller
Institute Manager	Maarit van Gammeren	Gea Hakker

The MT is advised by three councils, i.e. the *Advisory Council*, the *PhD Council* and the *Institute Council*.

Members of the Advisory Council represent our academic staff and are appointed by the Faculty Board. The Council consists of eleven members, meets four times a year and advises the MT on any issue regarding our institute.

The PhD Council also meets four times a year with the MT to discuss issues related to the PhD candidates at LUCL. This Council consists of five members appointed by the Academic Director. Since 2017, our PhD coach, Dr. Katja Lubina, is also present during the meetings of the PhD Council with the MT.

Finally, the Institute Council comprises all academic staff of our institute. The MT and the Institute Council meet twice a year to discuss institutional issues. After the autumn meeting of the Institute Council, a dinner for the whole institute is organised to allow for informal discussions and interactions among all our institute's members and academic guests. The organisation chart below summarises our governance (see Figure 3).

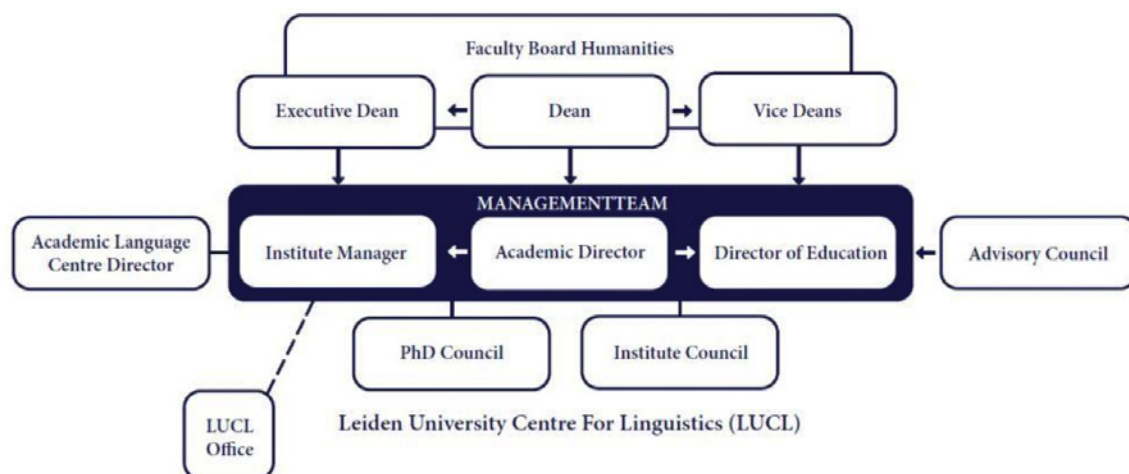


Figure 3: Organisation chart of LUCL

As for the funding of our personnel (see [A III](#), Table D3c), about three-quarters of the budget derives from teaching-related activities. We receive a payment for the ECTS of the courses taught by our staff. This includes ATC staff activities in regular teaching programmes. In addition, we receive a bonus per completed dissertation, as well as a bonus per externally funded research fte (the so-called “2e/3e geldstroom bonus”). Moreover, we are entitled to “unica” funds for teaching programmes offered only at LU. We are also temporarily receiving funds from the research profile area “[Language Diversity in the World](#)” and from the national support programme “[Sustainable Humanities](#)” (“[Duurzame Geesteswetenschappen](#)”).

6. Past evaluation, future plans and SWOT analysis

6.1 Past evaluation

The restructuring of our RPs in 2015 was important to create more cohesion in our RPs and make them more viable. Moreover, we have broadened our strategy of combining theory-driven and data-driven research to contribute to the understanding of language diversity by securing external research funds to guarantee sufficient research time.

Our ambition to excel in research – as well as teaching – played a strong part in our recruiting strategy. Thanks to the excellent working environment, the good atmosphere at LUCL and the openness of our staff to collaborate with external researchers, we are able to continue to attract excellent researchers. Since the previous research assessment, we have established the following new chairs:

Table 4: Overview of recently established chairs (2012-2017)

Year	Name	Professor of:
2014	Dr. Marian Klamer	Austronesian and Papuan Linguistics
2014	Dr. Claartje Levelt	Child Language Acquisition
2016	Dr. Marina Terkourafi	Sociolinguistics
2016	Dr. Nivja de Jong	Second Language Acquisition (Senior University Lecturer)
2017	Dr. Jenny Doetjes	Semantics and Language Variation
2017	Dr. Maarten Kossmann	Berber Studies

Apart from these full professorships, we have recruited more than ten junior staff members, mostly at the level of University Lecturer. For these positions, besides excellent teaching abilities and willingness to renew teaching programmes and integrate them with current research themes, we expect a high-level track record of research achievements and the potential ability to secure research funds.

With regard to our PhD candidates, we see a similar picture, i.e. our staff successfully supervise many PhD candidates and LUCL has a substantial number of PhD defences each year (see A VI).

6.2 Future plans

In the next five to ten years, we plan to consolidate and extend our position as a research institute. Since external research funds are the primary source of funding for our research, it is of critical importance for us to remain successful at securing grant money. We have made an effort, together with our grant advisor, to inform our researchers about large-scale, collaborative research projects either at a national (e.g. NWO Gravitation, National Research Agenda) or European level (e.g. HORIZON 2020 or FP9). It is clear that it will become necessary for our more senior researchers to both participate in and lead such large-scale research projects.

6.3 SWOT analysis

Strengths

LUCL has an innovative, interdisciplinary profile and its researchers have excellent expertise and reputation. Our diverse but well-integrated staff members collaborate on a large scale and our research output is highly relevant, reflected in above-average citations of our top publications. This translates into a high success rate regarding external funding, numerous awards and prizes, and attraction of a large number of outstanding PhD candidates. The basis of this is an excellent research infrastructure: our researchers are generally well-equipped regarding office space, access to Leiden University Library facilities, lab space for experimental linguistics research and research support, e.g. by our grant advisor, conference assistant, information officer or the general LUCL office personnel. All of this has benefited from our healthy financial situation – there is generally enough employment in terms of teaching duties and our Academic Language Centre is doing well. With the Museum of Languages in place, we have a powerful platform to reach out to society.

Weaknesses

The heavy workload of our staff and the limited internal career prospects of our junior colleagues continue to be a problem. While we have granted additional teaching relief and have appointed a PhD Coach to give advice to PhD candidates and post-docs on grant acquisition, careers within and outside academia, there is little more we can do in view of these national problems in the humanities.

Opportunities

Regarding our research, there are good opportunities for LUCL in terms of funding at the national and European level, given the increasing demand for multi- and interdisciplinary research and awareness of the relevance of humanities to facing the challenges of the future. Another opportunity is the ongoing realisation of a new Humanities Campus, which will further improve the accommodation situation.

Threats

Potential threats faced by our institute are cuts of the funding bodies such as NWO and EU/ERC. Since we are dependent on these funding agencies, cuts in their budget will mean that funding will become even more competitive. Furthermore, the funding possibilities for fundamental research are declining with NWO's increasing requirements for societal relevance (see e.g. the Dutch National Research Agenda) and public-private collaboration. Also, it is unclear how we can secure funds in the future to maintain our high level of lab infrastructure, which is essential for the quality of our research. With regard to our ATC, a changing market situation with respect to language learning will have consequences for ATC and thus also for LUCL.

7. PhD Programme

7.1 Context, supervision, quality control

Our PhD programme is embedded within the FGW's Graduate School of Humanities and fulfils the requirements and procedures of LEI's Doctorate Regulations and PhD Guidelines. Our PhD candidates are supervised by teams of at least two supervisors, at least one of whom is an experienced full professor at LUCL. Figure 4 shows the general support structure:

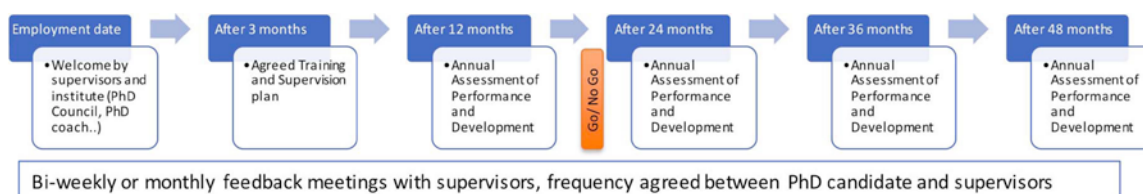


Figure 4: General support structure of PhD programme

A Training and Supervision Plan forms the basis for periodical checks with the supervisors. After 18 months, there is a go/no go moment. In annual assessment meetings, performance and development are discussed. The quality of the final dissertation is assessed by a Doctorate Board. The quality of the PhD programme is monitored by the MT.

7.2 Selection and admission procedures

For employed PhD positions, we follow a highly selective open competition procedure, which includes interviews with selection committees appointed on an ad hoc basis by the Academic Director (WD) on the basis of their expertise. Such committees also decide on the admission of external, non-funded PhD candidates. For applicants with a scholarship, both the intended supervisors and the WD have to agree to the admission.

7.3 Internal and external education

Employed and contract PhD candidates are required to do at least 280 hours of training (140 hours of discipline-specific activities; 140 hours of transferable skills). A budget of € 2,000 per candidate is available for this purpose. Discipline-specific training takes place within at least two of the LOT summer and winter schools. Other obligations include giving a presentation at a minimum of two international conferences and taking LEI's courses on academic integrity and data management. This is complemented by LUCL reading groups, symposia, courses from LEI's MA programmes and the course menu on transferable skills.

Employed PhD candidates spend a maximum of 15% of their time on teaching. LUCL offers tailor-made didactic training courses to prepare PhD candidates for this.

7.4 Coaching and preparation for the job market

We have one confidential advisor at faculty level and two PhD counsellors within LUCL. Our PhD coach offers individual coaching and workshops to help PhD candidates realise their full potential. The coach has also instigated a weekly writing group to develop productive and healthy writing habits. Additionally, a career-orientation programme has been set up, including sessions on how

to approach the job market and field trips to potential employers. All relevant information on any aspect of being a PhD candidate at LUCL is summarised in our [internal guidelines](#).

7.5 Key figures

During the reporting period, 38 employed and 9 contract PhD candidates graduated. In addition, 40 external candidates defended their dissertations (A VI). A point of concern remains the average time for completing a PhD dissertation. 52% of our PhD candidates successfully defended within 6 years (see [A III, D3d](#)). This is, however, a general problem in the humanities, with only 29% graduating in fewer than 6 years.

Our PhD candidates are successful in their (immediate) career after graduation: 69 went into research, 4 into industry, 8 into the governmental sector and 4 into the non-profit sector. Two are currently unemployed.

8. Diversity

Diversity and inclusiveness are key values of our institute. We are committed to creating a diverse and inclusive academic community in which everyone, irrespective of gender, ethnicity, age, cultural background, sexual orientation or physical limitations, feels safe and at home, and has equal opportunities to develop their talents. LUCL endorses LEI's national award-winning [diversity strategy](#). The composition of our staff has become more diverse in terms of ethnicity and age, and more gender-balanced (see [A X](#)) compared with the previous research assessment (currently 42% female full professors). The institute promotes the academic advancement of female researchers by participating in NWO's [Aspasia](#) and [Westerdijk](#) schemes, and encourages the proportional representation of women in Faculty committees.

Other measures to support diversity:

- Encouragement to ensure that our PhD Council is composed of different ethnicities
- Encouraging female early-career researchers to participate in the Faculty's mentoring scheme
- Informing international staff about the [Service Centre International Staff](#)

9. Research integrity, ethics and research data management

9.1 Integrity and ethics

We attach great importance to the integrity and reliability of our research. LUCL endorses the principles set out in [The Netherlands Code of Conduct for Academic Practice \(VSNU\)](#) and LEI's [Academic Integrity Regulations](#). We have also developed our own 'Ethics Code for linguistic research in the Faculty of Humanities at Leiden University', in consultation with and approved by the [Social Sciences and Humanities Ethics Committee](#) and FGW's [Committee on Academic Practice](#). Our code addresses specific aspects of theoretical, historical, behavioural, descriptive and documentation-related, non-invasive, electrophysiological and neuroimaging-related linguistic research conducted in the field or in one of our labs. Our code is published on our [website](#) and has to be read and signed by our lab users.

We consider it equally important to foster a safe, transparent and collaborative environment in which questions can be asked, doubts expressed and mistakes discussed and learned from. We actively promote awareness and discussion of academic integrity and employ specific measures to safeguard quality and compliance:

- Making academic integrity and ethics part of the obligatory training for PhD candidates
- Organising staff meetings to discuss dilemmas and how to deal with them.
- Making academic integrity part of the annual individual Performance and Development interviews
- Requiring all staff members to provide an overview of their ancillary positions
- Taking issues and complaints about suspected infringement of academic integrity seriously and discussing them with independent confidential counsellors and the Academic Integrity Committee
- Encouraging our staff to actively engage in this field. For example, Prof. Ingrid Tieken-Boon van Ostade is the University's Confidential Counsellor on Academic Integrity.

9.2 Data management

LUCL is committed to the responsible storage of research data. LEI drew up a first set of [Research Data Management Regulations](#) in 2016. These regulations formed the starting point for our own policy development. In 2017 we started on the formulation of our own LUCL protocol on data management. At present, we are [checking](#) our staff members' compliance with the new EU General Data Protection Regulation. Our protocol will be finalised in 2018.

To actively encourage open access publishing and responsible data management, we organise a mandatory course for our PhD candidates, in collaboration with our digital scholarship librarian, who is fully conversant with all developments in this field. During this course, the regulations, available infrastructure and practical tips are discussed. Senior researchers share their experiences to illustrate the relevance of the subject. At the end of the course, PhD candidates have to write their [individual data management plan](#) and present it to their peers and supervisors. Our digital scholarship librarian is also actively engaged in the design of new projects, by advising on the data management plan.

10. Tables and addenda

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Appendix I

Description of the Faculty of Humanities

Dynamics of Diversity

Leiden University's Faculty of Humanities (FGW) is an international centre for the study of the world's languages, cultures, and societies. Research in the Faculty stretches from prehistoric times to the present day, and even into the future, and it encompasses fields as diverse as religion, philosophy, literature, art, and digital technology. The focus is on *Dynamics of Diversity*: the mobility of people, language, culture, ideas, art, and institutions in a globalising world, and their interconnectivity through the ages. The Faculty of Humanities aims to occupy a central position within society, combining academic ambition with social responsibility, and contributing to the growth and use of knowledge, the sustainable well-being of societies, and the understanding of the cognitive, historical, cultural, artistic, and social aspects of human life. It is the highest ranked Dutch Arts and Humanities Faculty, belongs to the top 25 of Arts Faculties worldwide, as well as the top 6 outside the English-speaking world. Within the Dutch academic landscape, it holds a unique position due to its broad profile and its expertise in fields not studied anywhere else in the Netherlands. The Faculty is home to the Leiden University Centre for the Study of Islam and Society (LUCIS), the Leiden Papyrological Institute (LPI), and the Leiden University Centre for Digital Humanities (LUCDH). The Faculty participates in five of Leiden University's research focus areas: *Asian Modernities and Traditions*, *Global Interactions*, *Language Diversity in the World*, *Brain Function and Dysfunction over the Lifespan*, and *Political Legitimacy*. The Faculty maintains active collaborations with many (inter)national partners and participates in local, regional and international networks.

Research infrastructure

Researchers in the Faculty of Humanities make extensive use of the collections of the Leiden University Libraries, which are located next to the Faculty's buildings. The Libraries hold over 5.2 million paper volumes, 1.5 million e-books, 67,000 e-journals, as well as hundreds of electronic-reference works and digital collections. Their Special Collections include manuscripts, early-printed books, maps and other items from all around the world, the study of which is promoted by the Scaliger Institute. Researchers also benefit from the on-campus libraries of the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (KITLV) and the Netherlands Institute for the Near East (NINO), and from the library of the African Studies Centre Leiden (ASCL), situated close by in the Faculty of Social and Behavioural Sciences. The abundant local library facilities are complemented by the collections of the Royal Library and the National Archives in nearby The Hague, and of the National Museum of Antiquities, the National Museum of Ethnology, and the Boerhaave National Museum for the History of Science and Medicine. The Faculty houses several laboratories for experimental linguistics research. Research support is offered by Leiden University's Centre for Digital Scholarship and by LURIS for knowledge exchange and grant development.

Academic institutes in the Faculty of Humanities

Research in the Faculty of Humanities takes place within seven academic institutes: the Academy of Creative and Performing Arts (ACPA); the Leiden University Institute for Area Studies (LIAS), including the Leiden University Centre for the Study of Religion (LUCSoR); the Leiden University

Centre for the Arts in Society (LUCAS); the Leiden University Centre for Linguistics (LUCL); the Leiden University Institute for History (LUIH); the Leiden University Institute for Philosophy (LUIPh); and the Netherlands Institute in Morocco (NIMAR). In line with the University's decentralised management structure, these institutes are the primary organisational units, responsible for budgetary and personnel matters, the quality of research and PhD programmes (often including the coordination and facilitation of research, and the acquisition of external research funding), and the academic quality of the employees who contribute to teaching. The institutes are managed by Management Teams (MT) consisting of an Academic Director (WD), who bears final responsibility, a Director of Education, and an Institute Manager. Each institute further has an Advisory Council (RvA), which consists of representatives of the staff and PhD candidates, and an Institute Council (IR), comprising all staff members and PhD candidates. The institutes report to the Faculty Board (FB), which has bi-weekly consultations with the Academic Directors; the Institute Managers meet monthly, and the Directors of Education several times per year.

Appendix II

Case studies of societal impact

AThEME: Advancing the European Multilingual Experience

The AThEME project is a unique 5-year collaborative research project, funded by the European Seventh Framework Programme. Its uniqueness lies in proving the relevance of large-scale, collaborative, linguistic research for the future viability of the European Union and in the design of its dissemination measures to ensure that results are used to make a real difference to the everyday lives of Europeans.

The EU has 24 official working languages, and recognises more than 60 regional and minority languages. Freedom of movement and the migration crisis are bringing more and more people into contact with different languages, across different age groups and in different cultural contexts. Coordinated by Prof. Lisa Cheng, researchers from 17 partner institutions across 8 European countries are (1) investigating cognitive, linguistic and sociological issues in multilingual Europe, (2) assessing existing public policies and practices within the areas of education and health and (3) contributing to evidence-based policy making.

In order to allow for tailor-made dissemination to the different target groups (see Figure 5) and to maximise societal impact, the consortium includes the network of Bilingualism Matters (BM). BM is a successful public outreach initiative that connects researchers with families, educators, health care workers, and policy makers across Europe and outside of Europe. BM international branches are being set up in all countries participating in the AThEME project so that findings can be communicated at the local level, regional level and internationally.

Figure 3: Logo of AThEME





Figure 5: Societal target groups of AThEME

SpeechView (“SpraakZien”)

In recent years, dozens of apps and programmes for speech and language recognition have been developed. Many are used by people who are very hard-of-hearing or deaf. While these apps significantly contribute to communication, none allowed for direct face-to-face conversation. One important advantage of face-to-face communication over any other form of communication is the assistance of facial expressions and gestures for communicating the message.

Prof. Niels Schiller was a member of the team that developed SpeechView. SpeechView is a pair of video glasses connected to a microphone that records the speech output and transmits it wirelessly to a computing unit running speech-to-text software. The converted text is presented in the video glasses, where the person wearing them can read what the interlocutor has said. For sudden-deaf or hard-of-hearing people this system improves the intelligibility of speech significantly and can potentially increase their quality of life. It is estimated that there are more than 1.6 million hearing-impaired people in the Netherlands, mostly older people suffering from old-age hearing impairment. Some of the hearing-impaired people have such a decline that they are completely deaf. In addition, there is a growing group of people with noise-related hearing loss due to listening to music that was too loud. This group mainly concerns younger people and there are 200-300 new cases per year.

For someone who has (suddenly) become deaf, the world seems to be collapsing. Processing the loss and learning to deal with this restriction takes time. Not only for the person affected but also for his or her family, friends and colleagues. To ensure that someone who has become deaf does not also become socially isolated, it is important that a new way of communicating is quickly learned. SpeechView can provide a reasonable degree of functioning in both work and private life. This is positive for the auditorily impaired person him/herself, but also for the people around them, which improves the quality of life.



Photo 2: Niels Schiller testing SpeechView

The relevance of SpeechView is reflected in the number of interviews (see Table 5 below) and media coverage (see [A VIII](#)) it has generated.

Table 5: Interviews by Niels Schiller about SpeechView

Date	Interview	Forum / Event
01.12.2014	Live ondertitelen met je bril	Kennislink
13.05.2014	Slechthorend of doof: de techniek helpt	Science Café, Scheltema, Marktsteeg 1, Leiden
26.03.2015	Doofheid en Taal	De Taalshow, Amsterdam, Torpedotheater
30.05.2015	De bril die doven laat horen	Museumnacht, Leiden, Auditorium, Museum de Lakenhal
25.09.2015	SpraakZien – De bril met ondertiteling	Naturalis After Dark Festival – European Researchers' Night, Leiden

News-checkers

Nieuwscheckers (“News-checkers”) is a fact-check initiative affiliated with LUCL. It started in 2009 as an educational project for students taking the minor Journalism and New Media. They fact-checked news reports from newspapers, news casts and news sites, mostly about scientific research. In 2017, students fact-checked claims of politicians during the campaign for the Dutch parliamentary elections, in cooperation with the current affairs TV programme *EenVandaag*.

In 2017, Nieuwscheckers started to participate in a Facebook project aimed at fighting ‘fake news’ on the platform. This project runs in a small number of countries: the Netherlands, Germany, France, US, Italy and Indonesia. In these countries, Facebook works together with a number of

approved fact-check organisations. Nieuwscheckers is a participant in the Netherlands, along with *NU.nl*, the biggest news website in the country.

Nieuwscheckers is also participating in a project to make fact-checks more visible in the search engine Google. The fact-checks by Nieuwscheckers are prioritised to rank high in the search results and are clearly recognisable as fact-checks. Nieuwscheckers follows the guidelines of the code of principles of the International Fact-Checking Network (IFCN) and is a verified signatory of this code.



Photo 3: Alexander Pleijter and Peter Burger in action, fact-checking the news

Project supervisors Dr. Alexander Pleijter and Dr. Peter Burger have given numerous press interviews and have presented their work in meetings – both public and private – with civil society organisations, policy makers and others (e.g., Ministry of the Interior, Ministry of Foreign Affairs, Stichting Mediawijsheid, American Embassy, National Coordinator for Security and Counterterrorism, National Police, Anne Frank Foundation).



Photo 4: Still from talk show during the opening of the 'Nieuws of Nonsens' exhibition, 1 November 2017

Click [here](#) to watch the panel discussion between Alexander Pleijter and Jozanneke van den Berge (EenVandaag), Huub Wijfjes (University of Amsterdam/Beeld en Geluid), Francisco van Jole (Joop.nl) and Mariëlle Tweebeeke.

The photo below shows Peter Burger in the panel discussion of the programme 'Nieuws of Nonsens' on public television.



Photo 5: Still from TV panel debate

Appendix III

Tables SEP – D3a, D3b, D3c, D3d

Table D3a Research staff

Notes:

- #: number of staff, adjusted for length of appointments in that year
- Total FTE: total number of staff with a research task in FTE, adjusted for length of appointments in that year
- Research FTE: total number of FTEs dedicated to research. The number is determined via a model
- Scientific staff: professors and (senior) university lecturers
- Support staff: support staff with an explicit research task
- Visiting fellows: researchers without a paid position who have contributed significantly to the institute's output

	2012		2013		2014	
	#	Research FTE	#	Research FTE	#	Research FTE
Scientific staff	40,1	9,6	43,7	9,4	47,5	10,5
Post-docs	16,5	13,2	19,2	14,7	16,2	13,1
PhD-students - employed	33,5	24,8	31,3	25,1	34,5	26,7
PhD-students - contract	7,6	–	13,5	–	20,5	–
Total research staff	97,7	47,6	107,7	49,2	118,7	50,2
Support staff	–	–	–	–	–	–
Visiting fellows	–	–	–	–	–	–
Total staff	97,7	47,6	107,7	49,2	118,7	50,2

	2015		2016		2017	
	#	Research FTE	#	Research FTE	#	Research FTE
Scientific staff	51,5	11,9	54,3	13,3	62,6	14,2
Post-docs	16,5	13,8	17,7	14,9	19,7	15,9
PhD-students - employed	33,5	24,5	34,4	25,5	28,4	20,3
PhD-students - contract	12,5	–	10,9	–	7,8	–
Total research staff	114,0	50,2	117,3	53,7	118,5	50,5
Support staff	–	–	–	–	–	–
Visiting fellows	–	–	–	–	–	–
Total staff	114,0	50,2	117,3	53,7	118,5	50,5

Table D3b Main categories of research output

	2012	2013	2014	2015	2016	2017
1. Refereed articles	89	65	94	84	71	84
2. Non-refereed articles	3	0	4	14	6	8
3. Books	9	6	9	13	10	3
4. Book chapters	64	74	78	51	61	90
5. PhD dissertations	10	13	14	19	12	19
6. Conference papers	32	35	41	35	32	33
7. Professional publications	19	7	10	9	18	20
8. Publications aimed at the general public	13	10	5	23	18	22
9. Other research output	90	76	119	108	114	146
Total	329	286	374	356	342	425

Specification of 9. Other research output	2012	2013	2014	2015	2016	2017
Abstract	2	2	1	3	5	2
Blog entry	1	0	8	4	4	6
Book review	23	13	33	14	8	6
Conference poster	6	9	14	10	11	8
Database	0	2	2	2	0	1
Editorship	26	28	35	30	30	37
Entry in reference work	0	1	0	2	4	19
Film	0	1	0	0	0	0
Inaugural address	1	0	1	1	0	2
Interview	1	2	4	24	5	12
Lecture	22	15	14	12	18	28
Newsletter article	0	0	1	2	0	1
Other (not mentioned above)	7	3	5	4	29	22
Podcast episode	0	0	0	0	0	1
Website	1	0	1	0	0	1
Total	90	76	119	108	114	146

Table D3c Funding

Notes:

- Direct funding: Amount of primary revenue stream for research FTEs
- Research grants: Amount of secondary revenue stream for research FTEs
- Contract research: Amount of tertiary revenue stream for research FTEs
- Other: Funds that do not fit into the other categories
- Personnel costs: Costs for research staff (FTE; amount is determined via a model based on average personnel costs for research staff per job classification)
- Other costs: All material costs relating to research

	2012		2013		2014	
Funding	FTE	%	FTE	%	FTE	%
Direct funding	16,3	34%	14,6	30%	16,0	32%
Research grants	28,3	59%	28,8	59%	27,8	55%
Contract research	3,0	6%	5,8	12%	6,4	13%
Other	0,0	0%	0,0	0%	0,0	0%
Total funding	47,6	100%	49,2	100%	50,2	100%
Expenditure	€	%	€	%	€	%
Personnel costs	2.775.909	88%	2.847.178	90%	2.910.787	87%
Other costs	373.484	12%	324.164	10%	435.504	13%
Total expenditure	3.149.393	100%	3.171.343	100%	3.346.292	100%

	2015		2016		2017	
Funding	FTE	%	FTE	%	FTE	%
Direct funding	12,7	25%	11,7	22%	14,9	30%
Research grants	28,9	57%	31,9	59%	26,8	53%
Contract research	8,7	17%	10,0	19%	8,7	17%
Other	0,0	0%	0,0	0%	0,0	0%
Total funding	50,2	100%	53,7	100%	50,5	100%
Expenditure	€	%	€	%	€	%
Personnel costs	2.965.088	89%	3.167.476	89%	3.256.867	86%
Other costs	379.545	11%	398.208	11%	540.312	14%
Total expenditure	3.344.633	100%	3.565.684	100%	3.797.179	100%

Table D3d PhD candidates

Note:

- All PhD candidates employed by LEI conducting research with the primary aim/obligation of graduating, based on a 0.8-1.0 FTE contract, and all contract PhDs without employee status who receive external funding or a university scholarship. The success rate is not corrected for the length of the appointment/grant/scholarship.

Enrolment				Success rate											
Starting Year	m	f	Total (m+f)	4 or earlier Graduated in year		5 or earlier Graduated in year		6 or earlier Graduated in year		7 or earlier Graduated in year		Not Yet Finished		Discontinued	
2009	1	3	4	0	0%	0	0%	3	75%	3	75%	1	25%	0	0%
2010	8	7	15	2	13%	2	13%	7	47%	9	60%	6	40%	0	0%
2011	7	3	10	3	30%	3	30%	5	50%	6	60%	4	40%	0	0%
2012	5	14	19	0	0%	6	32%	10	53%			8	42%	1	5%
2013	4	11	15	0	0%	1	7%					14	93%	0	0%
Total 2009-2013	25	38	63	5	8%							33	52%	1	2%
2014	3	5	8												
2015	10	3	13												
2016	2	1	3												
2017	6	2	8												
Total 2014-2017	21	11	32												

Appendix IV

Research funding in the Netherlands

Like elsewhere in Europe, Dutch universities rely on public funding for most of their income. Universities in the Netherlands receive funding from three major sources, referred to as the three 'revenue' or 'funding' streams. These are:

i. Direct government funding ('primary revenue stream')

Direct government funding constitutes the main source of revenue for universities. The total national contribution is established annually by government, and allocated among Dutch universities on the basis of their output in terms of education and research. For each university, the funding takes the form of a block grant, consisting of a fixed sum plus a performance-related part, proportional to the number of students enrolled and degrees and doctorates awarded. Student fees, paid directly to the universities, are considered part of this revenue stream.

ii. Competitive government funding ('secondary revenue stream')

This indirect, competitive government funding is distributed mainly by Netherlands Organisation for Scientific Research (NWO) and, to a lesser extent, by the Royal Netherlands Academy of Arts and Sciences (KNAW). NWO offers a range of funding instruments for all research areas, including theme-based, non-programmatic, and individual grants, as well as grants encouraging cooperation or infrastructural investments. Among its best known grants are the Veni, Vidi and Vici grants, part of the Innovational Research Incentives Scheme for talented researchers at various stages of their career. KNAW provides funding opportunities in specific areas.

iii. Funding from other sources, such as the EC ('tertiary revenue stream')

This revenue stream comprises all other sources of research funding: work for third parties (contract research and education), income from public-private partnerships, EU project funding (mainly from the Framework Programmes), private donations and bequests, as well as business revenue (e.g. from leasing of buildings or sales in university restaurants and shops).

The relative share of the secondary and tertiary revenue streams, compared with direct government funding, has grown in recent years. Increased competition for project funding has resulted in low funding rates: for many NWO funding schemes, around 20% of all submitted proposals are successful. Leiden University has a strong track record in the acquisition of competitive funding: in 2016, it received the second-highest amount of NWO project funding among all Dutch universities.

Dutch universities enjoy considerable autonomy in their use of funding. Direct government funding is spent on teaching, research and university infrastructure. Project funding is typically spent on fixed-term PhD and postdoc positions, and teaching replacement for principal investigators. For the internal distribution of a university's direct government funding among faculties, and for faculty allocation to institutes, Leiden University follows a model similar to that of the government, with the addition of specific top-ups to strengthen particular research profile areas and activities.

Appendix V

List of grants acquired

Funder and grant scheme	Title of project	Principal investigator	Starting date	Ending date
EU: ERC Starting Grant	<u>The Linguistic Roots of Europe's Agricultural Transition – EUROLITHIC</u>	Guus Kroonen	01.07.2017	30.06.2022
EU: ERC Starting Grant	<u>The Tocharian Trek: A linguistic reconstruction of the migration of the Tocharians from Europe to China</u>	Michaël Peyrot	01.04.2018	31.03.2023
EU: ERC Consolidator	<u>Millet and beans, language and genes. The origin and dispersal of the Transeurasian family</u>	Martine Robbeets	01.09.2015	31.08.2020
EU: ERC Consolidator	<u>Microcontact. Language Variation and Change from the Italian heritage perspective</u>	Roberta D'Alessandro	01.01.2017	31.12.2021
EU: ERC Advanced	<u>The linguistic past of Mesoamerica and the Andes: a search for early migratory relations between North and South America</u>	Willem Adelaar	01.06.2012	01.06.2017
EU: FP7 project	<u>AThEME: Advancing the European Multilingual Experience</u>	Lisa Cheng	01.03.2014	28.02.2019
EU: Twinning project	<u>Engaged humanities in Europe: Capacity building for participatory research in linguistic-cultural heritage (ENGHUM)</u>	Willem Adelaar	01.01.2016	31.12.2018
EU – ITN	<u>MultiMind</u>	Niels O. Schiller (with LUCL as one of the partners, under the lead of University of Konstanz)	01.04.2018	31.03.2022
HERA	<u>Multilingualism and Minority Languages in Ancient Europe</u>	Sasha Lubotsky	01.09.2016	31.08.2019
NWO – Graduate Programme	<u>Grant for four PhD Positions</u>	Academic Director LUCL	01.09.2012	01.05.2017
NWO – PhD in the Humanities	<u>MODOMA: A computer-simulated laboratory-approach towards language acquisition</u>	Niels O. Schiller	01.12.2011	08.08.2018
NWO – PhD in the Humanities	<u>Tapping into semantic recovery: an event-related potential study on the processing of gapping</u>	Niels O. Schiller	01.09.2012	31.08.2017

Funder and grant scheme	Title of project	Principal investigator	Starting date	Ending date
NWO – PhD in the Humanities	Watching Dutch change	Marc van Oostendorp	01.09.2015	31.08.2019
NWO – PhD in the Humanities	A study into the migrations history of Malays based on the genealogy of Malaysian vernacular languages	Marian Klamer	01.09.2017	31.08.2022
NWO – VENI	Beeldende structuren in gebarentalen	Victoria Nyst	01.12.2012	31.08.2016
NWO – VENI	Wat maakt taal ingewikkeld?	Jenny Audring	01.08.2015	31.12.2016
NWO – VENI	Unravelling Homer's Language	Lucien van Beek	01.01.2016	31.12.2019
NWO – VENI	Before the Grammarians: Arabic in the formative period of Islam	Marijn van Putten	01.09.2016	31.08.2020
NWO – VENI	Number words	Lisa Bylina	01.11.2016	31.10.2019
NWO – VIDI	<u>Going Dutch. The Construction of Dutch in Policy, Practice and Discourse, 1750-1850</u>	Gijsbert Rutten	01.09.2013	31.08.2018
NWO – VIDI	<u>Splitting the mother tongue: The position of Anatolian in the dispersal of the Indo-European language family</u>	Alwin Kloekhorst	01.01.2015	31.12.2019
NWO – VIDI	<u>Tracking the Tocharians from Europe to China: a linguistic reconstruction</u>	Michaël Peyrot	01.10.2016	30.09.2021
NWO – VIDI	<u>CrossRoads: European cultural diplomacy and Arab Christians in Palestine. A connected history (1920-1950)</u>	Karène Sanchez	01.12.2017	30.11.2022
NWO – VIDI	<u>From Gesture to Language</u>	Victoria Nyst	01.09.2017	31.08.2022
NWO – VIDI	<u>Bantu Syntax and Information structure'</u>	Jenneke van der Wal	19.12.2017	18.12.2022
NWO – VIDI	<u>The speaker in speech – the interdependence of linguistic and indexical information</u>	Willemijn Heeren	01.10.2017	30.09.2022
NWO – VICI	<u>Reconstructing the past through languages of the present: the Lesser Sunda Islands</u>	Marian Klamer	01.07.2014	30.06.2019
NWO – Free Competition	<u>Segments and rules: a comparative study into the computational mechanisms underlying language acquisition</u>	Claartje Levelt	01.08.2012	31.07.2017
NWO – Free Competition	<u>Lend me your ears: the grammar of (un)transferable possession</u>	Johan Rooryck	01.02.2013	08.03.2018
NWO – Free Competition	<u>Understanding Questions</u>	Lisa Cheng & Jenny Doetjes	01.02.2014	31.01.2019

Funder and grant scheme	Title of project	Principal investigator	Starting date	Ending date
NWO – Free Competition	<u>The Russian Language of Islam</u>	Jos Schaeken (in collaboration with UvA)	01.08.2014	31.07.2018
NWO – Free Competition	<u>Ellipsis licensing beyond syntax</u>	Lisa Cheng	01.06.2015	31.05.2020
NWO – Horizon	<u>Knowledge and Culture</u>	Johan Rooryck	01.11.2012	31.05.2018
NWO – Internationalisation in the Humanities	<u>Engaging Europe in the Arab World: European missionaries and humanitarianism in the Middle East (1850-1970)</u>	Karène Sanchez	01.11.2015	31.10.2018
NWO – Zwaartekracht	<u>Language in Interaction</u>	Niels O. Schiller (in collaboration with Radboud University)	01.03.2016	29.02.2020
International Organisation/3e GS	<u>Nieuwscheckers</u>	Peter Burger, Alexander Pleijter	01.03.2017	31.12.2017
KNAW	Neural Encoding of Prosodic Variation in Speech Communication	Yiya Chen	01.02.2013	31.07.2017
LUF Lustrum Grant	<u>Deaf families in Africa</u>	Victoria Nyst	01.02.2017	31.07.2019
De Taalunie	Update of Algemene Nederlandse Spraakkunst	Ronny Boogaart	1.05.2016	31.08.2018

Appendix VI

List of PhD defences

#	Year	PhD candidate	Title of PhD dissertation	Supervisor 1	Supervisor 2	Type of PhD candidate
1	2012	Pronk-Tiethoff, S.A.	The Germanic loanwords in Proto-Slavic: origin and accentuation	Lubotsky A.M.	Kortlandt F.H.H.	External
2	2012	Kirk A.	Word order and information structure in New Testament Greek	Cheng L.L.	Sluiter I.	Employed
3	2012	Scholz F.	Tone sandhi, prosodic phrasing, and focus marking in Wenzhou Chinese	Cheng L.L.	Heuven V.J.J.P. van; Chen Y.	Employed
4	2012	Litamahuputty B.H.J.	Ternate Malay: Grammar and Texts	Mous M.P.G.M.		Employed
5	2012	Urban M.	Analyzability and Semantic Associations in Referring Expressions. A Study in Comparative Lexicology	Mous M.P.G.M.	Comrie B. (Max Planck Institute, Leipzig)	External
6	2012	Umanski D.V.	The use of technological support in communication disorders	Schiller N.O.		Employed
7	2012	Temmerman T.M.H.	Multidominance, ellipsis, and quantifier scope	Rooryck J.E.C.V.	Van Craenenbroeck J. (Hogeschool-Universiteit Brussel)	Employed
8	2012	Nilsen Whitehead B.	Pickpocket compounds from Latin to Romance	Lubotsky A.M.		External
9	2012	Stirtz T.M.	A Grammar of Gaahmg	Mous M.P.G.M.		External
10	2012	Steeman S.	A grammar of Sandawe	Mous M.P.G.M.		Employed
11	2013	Beek L.C. van	The reflexes of the Proto-Indo-European syllabic liquids in Greek	Lubotsky A.M.		Employed
12	2013	Zhu Y.	Expression and recognition of emotion in native and foreign speech	Heuven V.J.J.P. van		External
13	2013	Simons T.A.	Ongekend 18e-eeuws Nederlands Taalvariatie in persoonlijke brieven	Wal M.J. van der		Employed
14	2013	Aalders Groot M.C.	Verbal art of the Fon (Benin)	Mous M.P.G.M.		External
15	2013	Putten M. van	A Grammar of Awjila Berber (Libya) based on Umberto Paradisi's material	Lubotsky A.M.		External

#	Year	PhD candidate	Title of PhD dissertation	Supervisor 1	Supervisor 2	Type of PhD candidate
16	2013	Stapert E.L.	Contact-induced change in Dolgan: An investigation into the role of linguistic data for the reconstruction of a people's (pre)history	Mous M.P.G.M.	B. Pakendorf (Université Lyon 2)	External
17	2013	Timmer K.	A cross-linguistic investigation of the onset effect in reading aloud: No need to mope about the MOPE	Schiller N.O.		Employed
18	2013	Hosono M.	Object Shift in the Scandinavian Languages	Rooryck J.E.C.V.	Heuven V.J.J.P. van	External
19	2013	Bobuafor M.	A grammar of Tafi	Mous M.P.G.M.		External
20	2013	Nobels J.M.P.	(Extra)Ordinary letters: A view from below on seventeenth-century Dutch	Wal M.J. van der		Employed
21	2013	Orkaydo O.O.	A Grammar of Konso	Mous M.P.G.M.		Employed
22	2013	Koier E.	Interpreting particles in dead and living languages	Verhagen A.	Sluiter I.	Employed
23	2013	Lusini S.	Yes/no question-marking in Italian dialects	D'Alessandro R.A.G.	Rooryck J.E.C.V.	External
24	2014	Witteman J.	Towards a cognitive neuroscience of prosody perception and its modulation by alexithymia	Heuven V.J.J.P. van	Schiller N.O.	Employed
25	2014	Schrock T.B.	A grammar of Ik (Icè-tód)	Mous M.P.G.M.	Kutsch Lojenga C.	External
26	2014	Gravina R.C.	The Phonology of Proto-Central Chadic	Mous M.P.G.M.	Kossmann M.G.	External
27	2014	Sun H.	Time reference and bare predicates in Mandarin	Cheng L.L.	Sybesma R.P.E.	External
28	2014	Boone E.	The syntax and licensing of Gapping and Fragments	Cheng L.L.		Employed
29	2014	Pooth R.A.	Die Diathesen Aktiv vs. Medium und die Verbsemantik im Vedischen der R̥gveda-Saṃhitā	Lubotsky A.M.		External
30	2014	Nixon J.S.	Sound of Mind	Schiller N.O.	Chen Y.	Employed
31	2014	Lin C.	Utterance-final particles in Taiwan Mandarin: contact, context, and core functions	Cheng L.L.	Sybesma R.P.E.	External
32	2014	Cissé I.A.H	Développement phonético-phonologique en fulfulde et bambara d'enfants monolingues et bilingues: étude du babillage et des premiers mots	Mous M.P.G.M.		External
33	2014	Kluge A.J.H.	A grammar of Papuan Malay	Mous M.P.G.M.	Klamer M.A.F.	External

#	Year	PhD candidate	Title of PhD dissertation	Supervisor 1	Supervisor 2	Type of PhD candidate
34	2014	Edisherashvili N.	Communicative Language Teaching in Georgia From Theory to Practice	Tieken-Boon van Ostade I.M.		External
35	2014	Henstra F.H.	The language of Horace Walpole and his correspondents	Tieken-Boon van Ostade I.M.		Employed
36	2014	Bruil M.	Clause-Typing and Evidentiality in Ecuadorian Siona	Adelaar W.F.H.	Rooryck J.E.C.V.	Employed
37	2014	Burger J.P.	Monsterlijke verhalen	Haaften T. van	Brants K.L.K.	External
38	2015	Juhás P.	Die biblisch-hebräische Partikel ׀׀ im Lichte der antiken Bibelübersetzungen	Gzella H.		External
39	2015	Wit G. de	Liko Phonology and Grammar	Mous M.P.G.M.	Kutsch Lojenga C.	External
40	2015	Boyd V. Lee	The phonological systems of the Mbam languages of Cameroon with a focus on vowels and vowel harmony	Mous M.P.G.M.	Kutsch Lojenga C.	External
41	2015	Diaby Kassamba O.K.	Analyse conceptuelle et traductibilité des termes de maladie dioula	Mous M.P.G.M.	Ameka F.K.	External
42	2015	Nefedov A.	Clause Linkage in Ket	Mous M.P.G.M.	Comrie B. (Max Planck Institute)	External
43	2015	Beekhuizen B.F.	Constructions Emerging	Verhagen A.	Bod L.W.M. (UvA)	Employed
44	2015	Wu J.	Tonal bilingualism: the case of two related Chinese dialects	Schiller N.O.	Heuven V.J.J.P. van; Chen Y.	External
45	2015	Tanabe M.	A Century of Hands	Buskens L.P.H.M.	Stroomeer H.J.	External
46	2015	Bondéelle O.D.	Polysémie et structuration du lexique: le cas du Wolof	Mous M.P.G.M.		External
47	2015	Van der Wal Anonby C.A.	A Grammar of Kumzari	Stroomeer H.J.		External
48	2015	Leeuwen M. van	Stijl en Politiek	Haaften T. van	de Jong J.C.	Employed
49	2015	Lelli D.	The Paippalādasamhitā of the Atharvaveda Kāṇḍa 15: A New Edition with Translation and Commentary	Lubotsky A.M.		External
50	2015	Rodrigues W.	The apinayé teaching and learning process as observed in the manufacturing of their musical instruments	Adelaar W.F.H.	da Silva L.C. (Univ. Federal do Pará – UFPA, Brasil)	External
51	2015	Cavirani E.	Modelling phonologization: vowel reduction and epenthesis in Lunigiana dialects	Oostendorp M. van	Marotta G. (Univ. Pisa)	External
52	2015	Torcolacci G.	Marking the Default	D'Alessandro R.A.G.		Employed
53	2015	Mourigh K.	A Grammar of Ghomara Berber	Stroomeer H.J.	Kossmann M.G.	Employed

#	Year	PhD candidate	Title of PhD dissertation	Supervisor 1	Supervisor 2	Type of PhD candidate
54	2015	Kant A.M. van der	Neural correlates of vocal learning in songbirds and humans	Schiller N.O.	Van der Linden A.M. (Universiteit Antwerpen); Levelt C.C.	External
55	2015	Werd S.V. de	De stijl van gewoon proza	Verhagen A.	Goedegebuure J.L.	Employed
56	2015	Veer B.M. van 't	Building a Phonological Inventory	Levelt C.C.	Oostendorp M. van	Employed
57	2016	Kamphuis J.	Verbal Aspect in Old Church Slavonic	Schaeken J.		Employed
58	2016	Tano A.J.J.	Etude d'une langue des signes émergente de Côte d'Ivoire: l'exemple de la Langue des Signes de Bouakako (LaSiBo)	Mous M.P.G.M.	Nyst V.A.S.	External
59	2016	Petrollino S.	A grammar of Hamar, a South Omotic language of Ethiopia	Mous M.P.G.M.		External
60	2016	Swanton M.W.	A History of Chocholtec Alphabetic Writing	Adelaar W.F.H.	Kaufman T. (University of Pittsburgh)	Employed
61	2016	Dekker S.	Old Russian Birchbark Letters: A Pragmatic Approach	Schaeken J.	van Haften T.	Employed
62	2016	Suchard B.D.	The development of the Biblical Hebrew vowels	Gzella H.	Lubotsky A.M.	Employed
63	2016	Meelen M.	Why Jesus and Job spoke bad Welsh: The origin and distribution of V2 orders in Middle Welsh	Cheng L.L.	Lubotsky A.M.	Employed
64	2016	Migliori L.	Argument structure, alignment and auxiliaries between Latin and Romance	D'Alessandro R.A.G.	Ledgeway A. (University of Cambridge)	Employed
65	2016	Chavula J.J.	Verbal Derivation and Valency in Citumbuka	Mous M.P.G.M.	Kulikov L.I.	External
66	2016	Duijn M.J. van	The Lazy Mindreader	Sluiter I.	Verhagen A.	Employed
67	2016	Ligorio O.	Serbo-Croatian Accent Retraction: Its Course and Character in the Dialect of Dubrovnik	Lubotsky A.M.	Kortlandt F.H.H.	Employed
68	2016	Li Q.	The production and perception of tonal variation	Schiller N.O.	Chen Y.	External
69	2017	Gulian M.	The development of the speech production mechanism in young children: Evidence from the acquisition of onset clusters in Dutch	Levelt C.C.	Schiller N.O.	Employed
70	2017	Voll R.M.	A grammar of Mundabli, A Bantoid (Yemne-Kimbi) language of Cameroon	Mous M.P.G.M.	Jeff Good (University at Buffalo, New York)	Employed
71	2017	Shatskov A.	Hittite nasal presents	Lubotsky A.M.		External

#	Year	PhD candidate	Title of PhD dissertation	Supervisor 1	Supervisor 2	Type of PhD candidate
72	2017	Zolfaghari S.	The Bakhtiaris: An anthropological-linguistic lexical study of Haft Lang nomads of south-western Iran	Lubotsky A.M.		External
73	2017	Lu M.	The Morph-Syntax of Aspect in Xiāng Chinese	Sybesma R.P.E.		Contract
74	2017	Zou T.	Production and perception of tones by Dutch learners of Mandarin	Heuven V.J.J.P. van	Chen Y.; Caspers, J.	Contract
75	2017	Smits H.J.	A grammar of Lumun: a Kordofanian language of Sudan	Mous M.P.G.M.	Kossmann M.G.	Employed
76	2017	Kim D.	Topics in the Syntax of Sarikoli	Lubotsky A.M.	Kossmann M.G.	External
77	2017	Wane M.H.	La grammaire du noon	Mous M.P.G.M.	Ameka F.K.; Cissé M. (Université Cheikh Anta Diop de Dakar)	Contract
78	2017	Ebner C.	Proper English Usage	Tieken-Boon van Ostade I.M.		Employed
79	2017	Tsegaye M.T.	Plural Gender: Behavioral evidence for plural as a value of Cushitic gender with reference to Konso	Mous M.P.G.M.	Schiller N.O.	Employed
80	2017	Velde D.J. van de	The processing of prosody by Dutch cochlear implant users	Schiller N.O.	Frijns J.H.M.	Employed
81	2017	Wang M.	A Psycholinguistic Investigation of Speech Production in Mandarin Chinese	Schiller N.O.	Chen Y.	Contract
82	2017	Yenkimaleki M.	Effect of prosody awareness training on the quality of consecutive interpreting between English and Farsi	Heuven V.J.J.P. van	Schiller N.O.	Contract
83	2017	Kepinska O.	The Neurobiology of Individual Differences in Grammar Learning	Schiller N.O.	Caspers J.	Employed
84	2017	Ernanda N.	Phrasal Alternation in Kerinci	Adelaar W.F.H.	Steinhauer H.	Contract
85	2017	Soohani B.	The phonology of Iranian-Balochi dialects: description and analysis	Oostendorp M. van		Contract
86	2017	Carmen Loncon Antileo E.C. del	El poder creativo de la lengua Mapudungun y la formación de neologismos	Adelaar W.F.H.	Miranda Herrera P. (Universidad Católica de Chile)	Contract
87	2017	Dirbas H.	Thy Name is Deer. Animal Names in Semitic Onomastics and Name-Giving Traditions: Evidence from Akkadian, Northwest Semitic, and Arabic	Gzella H.		Contract

Appendix VII

Organised conferences

Selection of highlights

Date	Title of conference	Organising staff of LUCL
09-01-2012/ 13-01-2012	<u>Lorentz Centre Workshop “Language development in children and adolescents”</u>	Niels O. Schiller (with Eveline Crone, Paul van den Broek & Charles Perfetti)
24-10-2013/ 26-10-2013	<u>Diversity and Universals in Language, Culture, and Cognition</u>	Maarten Mous, Mily Crevels
22-01-2014/ 25-01-2014	<u>11th Old World Conference in Phonology</u>	Marc van Oostendorp, Björn Köhnlein
01-09-2015/ 05-09-2015	<u>Societas Linguistica Europaea [SLE] Annual Meeting 2015: Themed session on Case and agreement</u>	Arie Verhagen (chair), Olga Kepinska, Alwin Kloekhorst, Ronny Boogaart, Lettie Dorst, Azeb Amha, Mily Crevels, Marion Elenbaas
14-03-2017/ 17-03-2017	<u>GLOW (Conference Generative Linguistics of the Old World)</u>	Lisa Cheng

Overview of all conferences

Date	Title of conference	Organising staff of LUCL
9-01-2012/ 13-01-2012	<u>Lorentz Centre Workshop “Language development in children and adolescents”</u>	Niels O. Schiller (with Eveline Crone, Paul van den Broek & Charles Perfetti)
27-04-2012	<u>Workshop “Indo-European compounds and beyond: Conference on the Occasion of Benedicte Nielsen Whitehead’s PhD Defence”</u>	Sasha Lubotsky
29-05-2012/ 1-06-2012	<u>Lorentz Center Workshop: Core knowledge, language and culture</u>	Johan Rooryck, Pierre Pica
08-06-2012/ 09-06-2012	Conferentie Van Schools tot Scriptie	Dick Smakman
13-06-2012	<u>Documenting Evidentiality: the State of the Art</u>	Tyler Peterson, Johan Rooryck
24-08-2012/ 26-08-2012	Conferentie EuroBABEL	Marian Klamer
27-08-2012	<u>Colloquium on African Language and Linguistics (CALL 2012)</u>	Maarten Mous, Maarten Kossmann
23-06-2012	<u>Symposium: Where did the Albanian language & the Albanians come from?</u>	Michiel de Vaan
07-01-2013/ 18-01-2013	<u>LOT Winterschool</u>	Christian Kamphuis
12-06-2013/ 15-06-2013	<u>Prescription and Tradition in Language</u>	Ingrid Tieken, Jeroen Wiedenhof, Ton van Haaften, Maarten Mous, Lansisalmi

Date	Title of conference	Organising staff of LUCL
31-05-2013	<u>Workshop Ghana-Togo Mountain Languages</u>	Felix Ameka
15-06-2013	<u>Publiekssymposium Prescriptivisme</u>	Marc van Oostendorp, Jaap de Jong
17-06-2013	<u>Workshop Chinese Linguistics in the Netherlands</u>	Qian Li, Lei Sun, Ting Zou, Man Wang, Junru Wu
29-07-2013/ 31-07-2013	<u>The lengthened grade in Indo-European – Arbeitstagung</u>	Michiel de Vaan, Tijmen Pronk, Lucien van Beek
26-08-2013/ 28-08-2013	<u>Colloquium on African Languages and Linguistics</u>	Maarten Mous
20-09-2013/ 21-09-2013	<u>Identity in Ellipsis</u>	Anikó Liptak, Bobby Ruijgrok, Enrico Boone
27-09-2013/ 28-09-2013	<u>Workshop Intentional Language Change (WILC)</u>	Bart Jacobs
24-10-2013/ 26-10-2013	<u>Diversity and Universals in Language, Culture, and Cognition</u>	Maarten Mous, Mily Crevels
25-10-2013/ 26-10-2013	<u>Workshop ‘Little v’</u>	Lisa Cheng, Roberta D’Alessandro
02-11-2013/ 03-11-2013	<u>Arabic in Context</u>	Ahmed Al-Jallad
22-01-2014/ 25-01-2014	<u>11th Old World Conference in Phonology</u>	Marc van Oostendorp, Björn Köhnlein
03-02-2014	<u>English Usage Guides: The Early American Tradition</u>	Ingrid Tieken
07-03-2014	Anéla Juniorendag	Maaïke van Naerssen
12-04-2014	Colloquium on the Historicity of the Franconizaion	Michiel de Vaan
16-05-2014/ 17-05-2014	13th meeting of the York-Newcastle-Holland Symposium on the History of English Syntax	Marion Elenbaas, Martina Noteboom
21-05-2014/ 25-05-2014	<u>American-Indian-workshop (AIW)</u>	Eithne Carlin, Simone van Eik, Dymfke v. Lanen
05-06-2014/ 06-06-2014	<u>SGdS – Language and Learning: The history of linguistics in the context of education</u>	Gijsbert Rutten, Casper de Jonge
19-06-2014	<u>Farewell Conference Michiel de Vaan</u>	Alwin Kloekhorst, Lucien van Beek
26-06-2014/ 27-06-2014	<u>English Usage (Guides) Symposium</u>	Ingrid Tieken
04-07-2014/ 05-07-2014	<u>Van Schools tot Scriptie (II)</u>	Dick Smakman
14-07-2014/ 25-07-2014	<u>Summer School in Languages and Linguistics</u>	Sasha Lubotsky, Anne Rose Haverkamp
15-08-2014/ 17-08-2014	Workshop on Word Stress and Accent	Rob Goedemans
25-08-2014/ 27-08-2014	<u>Colloquium on African Languages and Linguistics (CALL)</u>	Maarten Mous

Date	Title of conference	Organising staff of LUCL
08-09-2014	Farewell symposium for Prof. Vincent van Heuven "Above and Beyond Segments"	Johanneke Caspers, Jos Pacilly, Willemijn Heeren, Niels O. Schiller
19-09-2014/ 21-09-2014	<u>Welsh Syntax Workshop</u>	Marieke Meelen, Lisa Cheng
19-09-2014	<u>Workshop "Language and Ideology in Late Modern Times",</u>	Gijsbert Rutten
14-01-2015/ 16-01-2015	<u>Bilingualism in the Hispanic and Lusophone world (BHL)</u>	M. Carmen Parafita Couto, Paz Gonzalez
15-01-2015	<u>Netwerkbijeenkomst Journalism Studies</u>	Peter Burger, Jaap de Jong
30-03-2015	Workshop on the occasion of Duccio Lelli's defence	Sasha Lubotsky
21-05-2015/ 22-05-2015	Seminar Taalbeheersing en politiek	Ton van Haften
22-05-2015/ 23-05-2015	<u>12th International Conference on the Structure of Hungarian</u>	Anikó Liptak
10-06-2015/ 12-06-2015	RaAM Specialised Seminar "Metaphors and/in/of Translation"	Lettie Dorst
17-06-2015/ 20-06-2015	<u>Conference Globalising Sociolinguistics</u>	Dick Smakman
22-06-2015/ 24-06-2015	<u>Italian Dialect Meeting 2015 and CIDSM X</u>	Roberta D'Alessandro
25-06-2015/ 26-06-2015	The foreign linguistic and cultural policies of the European states (18th-20th century)	Karène Sanchez
08-07-2015/ 10-07-2015	<u>Annual meeting of the International Association for Forensic Phonetics and Acoustics (IAFPA)</u>	Niels O. Schiller, Tina Cambier, Willemijn Heeren
09-07-2015/ 11-07-2015	<u>The precursors of Proto-Indo-European: The Indo-Hittite and Indo-Uralic hypotheses</u>	Alwin Kloekhorst
13-07-2015/ 24-07-2015	<u>Summer School in Languages and Linguistics</u>	Sasha Lubotsky, Anne Rose Haverkamp
01-08-2015/ 08-08-2015	<u>HiSoN Summer School in Historical Sociolinguistics</u>	Gijsbert Rutten
26-10-2015/ 30-10-2015	<u>Capturing Phylogenetic Algorithms for Linguistics, NIAS-Lorentz workshop, Lorentz Center, Leiden</u>	Marian Klamer (co-organiser Harald Hammarstrom, RU Nijmegen)
06-11-2015	Vowel harmony symposium	Maarten Mous
09-10-2015	<u>Symposium on Siberian Languages</u>	Eugenie Stapert
11-11-2015	Gender workshop	Maarten Mous
01-09-2015/ 05-09-2015	<u>Societas Linguistica Europaea [SLE] Annual Meeting 2015: Themed session on Case and agreement</u>	Arie Verhagen (chair), Olga Kepinska, Alwin Kloekhorst, Ronny Boogaart, Lettie Dorst, Azeb Amha, Mily Crevels, Marion Elenbaas
15-01-2016/ 16-01-2016	<u>Workshop on ellipsis licensing beyond syntax</u>	Anikó Liptak, Güliz Günes

Date	Title of conference	Organising staff of LUCL
21-01-2016/ 22-01-2016	<u>Effects of Prescriptivism in Language History</u>	Gijsbert Rutten
25-01-2016/ 26-01-2016	<u>LUCL labs workshop 2016</u>	Eleanor Dutton, Bobby Ruijgrok
28-01-2016/ 29-01-2016	<u>Scholarly Personae in the History of Orientalism, 1870-1930</u>	Holger Gzella
08-03-2016/ 10-03-2016	<u>Lorentz Center Workshop: Tightening the articulation between language and number</u>	Johan Rooryck, Pierre Pica
14-03-2016/ 16-03-2016	<u>Conferentie; Language, Power and Identity in Asia: Creating and Crossing Language Boundaries</u>	Organised by IIAS, in collaboration with LeidenGlobal and LUCL: Maarten Mous and Dick Smackman
07-04-2016	<u>Junius Symposium voor Jonge Oudgermanisten 2016</u>	Guus Kroonen, Arend Quak, Thijs Porck
12-05-2016	<u>Workshop Bantu Verbal Derivation and Syntax</u>	Maarten Mous
15-06-2016/ 17-06-2016	<u>Arabic & its Alternatives. Religious minorities and their languages in the emerging nation states of the Middle East (1920-1950)</u>	Karène Sanchez
11-07-2016/ 22-07-2016	<u>Leiden Summer School in Languages and Linguistics</u>	Sasha Lubotsky, Eline Elstgeest
30-07-2016/ 06-08-2016	<u>HiSoN Summer School</u>	Gijsbert Rutten
29-08-2016/ 31-08-2016	<u>Colloquium on African Languages and Linguistics (CALL)</u>	Maarten Mous
01-09-2016	<u>Phonetics and Phonology of Somali with an Emphasis on Tone and Intonation</u>	Maarten Mous
14-09-2016/ 15-09-2016	China Workshop	Ton van Haften
27-10-2016/ 29-10-2016	<u>Symposium Language Change in Epic Greek and other Oral Traditions</u>	Lucien van Beek
22-11-2016/ 23-11-2016	Workshop Viewpoint: 21st century perspectives	Arie Verhagen
02-12-2016	Van Schools tot Scriptie III	Dick Smakman, Lettie Dorst
09-12-2016	<u>Life after HUGE Symposium</u>	Ingrid Tieken
20-01-2017	<u>Leids Symposium Methoden Journalism Studies</u>	Willem Koetsenruijter
24-02-2017	<u>Goede redenen voor foute taal: Een open symposium over taalregels in het brein en in de maatschappij</u>	Jenny Audring
14-03-2017/ 17-03-2017	<u>GLOW (Conference Generative Linguistics of the Old World)</u>	Lisa Cheng
30-03-2017/ 01-04-2017	<u>Look both ways: Metaphor and Narrative in Education</u>	Lettie Dorst (co-organiser)
02-05-2017	<u>Workshop on Language contact in Indonesia</u>	Marian Klamer

Date	Title of conference	Organising staff of LUCL
08-06-2017/ 10-06-2017	Conference Language Acquisition in Trilingual Communities (LATC)	Felix Ameka
09-06-2017/ 11-06-2017	<u>Conference North Atlantic Conference on Afroasiatic Linguistics (NACAL 45)</u>	Marijn van Putten, Ahmad Al Jallad
09-06-2017	<u>Launch Leiden Language Learning Research Centre (LLLRC)</u>	Nivja de Jong, Aone van Engelenhoven, Janet Grijsenhout
16-07-2017/ 23-07-2017	<u>HiSoN Summer School 2017 in Greece</u>	Gijsbert Rutten
12-06-2017/ 16-06-2017	<u>Engaged Humanities Summer School 2017 – Language, Heritage, Transdisciplinarity</u>	Genner Llanes Ortiz, Nick Emlen, Eithne Carlin
26-06-2017/ 07-07-2017	<u>LOT Summer School 2017</u>	Gijsbert Rutten, Anikó Liptak
10-07-2017/ 21-07-2017	<u>Leiden Summer School in Languages and Linguistics</u>	Sasha Lubotsky
28-08-2017/ 30-08-2017	<u>CALL- Colloquium on African Languages and Linguistics</u>	Maarten Mous
20-09-2017	The Pamir languages: aspects of grammar: a symposium on the occasion of Deborah Kim's PhD defence	Sasha Lubotsky
18-10-2017	Iranian Lexicon and Grammar: a symposium on the occasion of Sima Zolfaghari's PhD defence	Sasha Lubotsky
27-10-2017	<u>Workshop Borders of Bantu</u>	Maarten Mous
01-12-2017	<u>Symposium "African Art with Words"</u>	Maarten Mous, Tineke Dijkstra (LUCAS)
08-12-2017	<u>Dag van de Nederlandse Zinsbouw</u>	Sjef Barbiers

Appendix VIII

Media analysis

Table of articles in Dutch national and regional print media (e.g. NRC Handelsblad, Trouw, de Volkskrant, De Groene Amsterdammer, Leidsch Dagblad, De Gelderlander)

Year	#
2013	27
2014	32
2015	55
2016	52
2017	15

The table below gives an indication of the media attention of SpeechView, in public and professional media (press, radio and television):

Date	Headline	Source
17-12-2012	Tekst van gesprekspartner zien met behulp van bril	Nationale Zorggids
07-12-2012	Bril met live ondertiteling	Noods
04-12-2012	Speciale bril voor doven om beter te horen	MedicalFacts.nl
04-12-2012	Nieuw: bril voor doven	Business Insider Nederland
04-12-2012	Universiteit Leiden ontwikkelt dovenbril	PowNed
04-12-2012	Een bril voor doven en slechthorenden	Omroep West
04-12-2012	Bril met live ondertiteling	Vara Kassa
04-12-2012	Bril voor doven en slechthorenden	Nieuwsbank
04-12-2012	Een bril voor doven en slechthorenden	Dagblad Van Het Noorden
04-12-2012	Bril voor doven en slechthorenden in ontwikkeling	Dagblad De Limburger
04-12-2012	Een bril voor doven en slechthorenden	NU.nl
04-12-2012	Een bril voor doven en slechthorenden	Weekblad voor Salland
04-12-2012	Een bril voor doven en slechthorenden	Reformatorisch Dagblad
04-12-2012	Een bril voor doven en slechthorenden	De Telegraaf
04-12-2012	Een bril voor doven en slechthorenden	ED.nl
04-12-2012	Een bril voor doven en slechthorenden	Brabants Dagblad
04-12-2012	Een bril voor doven en slechthorenden	BN De Stem
04-12-2012	http://www.gelderlander.nl/algemeen/economie/een-bril-voor-doven-en-slechthorenden-1.3542539	De Gelderlander
06.12.2012	Bril voor doven met ondertiteling	Mare

Date	Headline	Source
08.12.2012	<u>Bril met live ondertiteling</u>	De Telegraaf
24.12.2012	<u>Dovenbril laat zien wat kaasboer zegt</u>	NRC Next
16-01-2013	<u>Horen door een videobril</u>	Leidsch Dagblad
11-03-2014	<u>SpraakZien</u>	TV: Scheire en de Schepping, België 4
07-12-2014	<u>SpraakZien</u>	TV: De Kennis van Nu, NPO 2
20-12-2014	<u>“Slechthorend? Neem en bril!”</u>	Trouw
12-01-2015	<u>“Unieke bril zoekt fabrikant”</u>	Leidsch Dagblad
18-02-2015	SpraakZien – Bril voor doven en slechthorenden	Radio: Teleac Hoe? Zo!
April 2015	“Bril voor Doven. Nederlandse vinding ondertitelt gesprekken ter plekke”	Quest 134 – Technologie
01-07-2015	SpraakZien – Ondertitelingsbril voor slechthorenden	Radio Sleutelstad 93.7 FM, Leiden
September 2017	<u>“Het leven ondertiteld”</u>	Earline

Appendix IX

Selection of digital infrastructures and databases

Title and Link	Short description
LexiRumah	Database of words in IPA script, for 600 concepts in over 100 languages/dialects of the Lesser Sunda islands in eastern Indonesia, including maps, sources and metadata.
Typology of Number Systems	This database (which is now being developed as part of the CLARIN tool Typological Database System) currently describes numerals in 35 languages along 30 morphosyntactic parameters. It is compiled by Lisa Bylina, Sjeff Barbiers, Ruby Sleeman, Alexis Dimitriadis and Menzo Windhouwer. The database targets cross-linguistic variation in morphosyntax of numeric constructions. The database is now in the data collection stage, and its content is still evolving. Documentation and extra functionality will be added when the data are ready for public release; until then, access is by password only.
Letters as Loot	The Letters as Loot ("Brieven als Buit") corpus is compiled by Marijke van der Wal (programme leader), Gijsbert Rutten, Judith Nobels and Tanja Simons, with the assistance of volunteers of the Leiden-based Wikiscripta Neerlandica transcription project, and lemmatised, tagged and provided with search facilities by the Institute for Dutch Language (INT). 2nd release, 2015.
Leiden Learner Corpus	The Leiden Learner Corpus (LLC) is a collection of written and spoken data by Dutch learners of Romance languages (French, Italian, Portuguese and Spanish) and by learners of Dutch with a variety of native languages. The LLC also includes control data from native speakers of all five languages. It includes different proficiency levels and metadata. It is compiled by Johanneke Caspers, Elisabeth Mauder, and M. Carmen Parafita Couto.
Uniformity and Variability in Spanish-English code-switching	Natural speech conversation data from Spanish-English bilinguals in Gibraltar, coded in CLAN/CHAT. It is compiled by Jeffrey Blokzijl, M. Carmen Parafita Couto and Margaret Deuchar.
The codeswitching map task corpus	Elicited code-switched data from Spanish/English bilinguals in four communities: El Paso (Texas), Pennsylvania, Puerto Rico and Granada (Spain), transcribed in ELAN. It is compiled by Anne L. Beatty-Martínez, Christian Alberto Navarro-Torres, M. Carmen Parafita Couto, Paola E. Dussias. A website is currently under construction.
The HUGE database of usage guides and usage problems (Hyper Usage Guide of English)	A database of 70 selected usage guides and 123 selected (primarily grammatical) usage problems, access to which is granted upon request. The database was set up as part of the Bridging the Unbridgeable project , (2011-2016), directed by Ingrid Tiekens-Boon van Ostade.
Indo-European Etymological Dictionaries Online (IEDO)	The Indo-European Etymological Dictionaries Online (IEDO) reconstructs the lexicon for the most important languages and language branches of Indo-European. It is a rich and voluminous online reference source for historical and general linguists. IEDO was compiled by Sasha Lubotsky and is part of BrillOnline dictionaries.

Appendix X

Selection of public lectures

Year	Name of researcher	Title of lecture	Forum of lecture
2012	Niels O. Schiller	De reis van woorden door het brein	Kennisnet voor Taal en Vakopleidingen (KTV)
2013	Niels O. Schiller	Woordproductie: Een theoretisch kader	Kentalis
2014	Jeroen Wiedenhof	Chinese karakters: van bamboe tot billboard	Studium Generale, Leiden
2014	Jos Schaeken	Stemmen op Berkenbast	Studium Generale, Leiden
2014	Maarten van Leeuwen	Taal als wapen.	Jonge Democraten, afdeling Haaglanden
2014	Maarten van Leeuwen	De regels van de kunst. Taal als wapen	Lezing Lerarendag opleiding Nederlandse Taal en Cultuur
2014	Maarten van Leeuwen	Taal als wapen in politiek Den Haag: de casus Wilders	ASV Prometheus
2014	Niels O. Schiller	Meertaligheid – FAQ's	DRONGO festival on multilingualism
2014	Henrike Jansen	Introduction to the film '12 Angry Men'	Student Association NNP
2014	Niels O. Schiller	'I (don't) like scary things': interview over forensische fonetiek	Naturalis After Dark Festival, Leiden
2014	Niels O. Schiller	Slechthorend of doof: de techniek helpt	Science Café
2015	Maarten van Leeuwen	Taal als wapen in politiek Den Haag. De casus Wilders	BDO Accountants, Utrecht
2015	Niels O. Schiller	De ondertitelbril SpraakZien – een hulpmiddel voor doven en slechthorenden	LUMC KNO Nieuwjaars Refereeravond
2015	Niels O. Schiller	Doofheid en Taal	De Taalshow
2015	Niels O. Schiller	De bril die doven laat horen	Museumnacht Leiden
2015	Niels O. Schiller	Spraakzien – De bril met ondertiteling	Naturalis After Dark Festival – European Researchers' Night
2015	Marian Klamer	Austronesische en Papua-talen	Studentenvereniging GSVA, Amsterdam
2015	Marian Klamer	Van Woord tot Geschiedenis	Academie voor de Nutteloze Kennis, Amsterdam
2016	Maarten van Leeuwen	Taal als wapen in politiek Den Haag: de casus Wilders	UvA Alumnidag 'Democratie en Verkiezingen'
2016	Niels O. Schiller	Encoding of sounds for speaking in the human mind	Dies Leidse Biologen Club (LBC)
2016	Niels O. Schiller	Van Brein tot b(r)abbel. Taakverwerking in de hersenen	Studium Generale
2016	Henrike Jansen	Why rhetoric, argumentation and debate in (the educational programme of) Psychiatry?	GGz Centraal, Almere
2017	Jenny Audring	Het onleerbare geslacht: "Goede redenen voor foute taal"	Public symposium Leiden
2017	Jenny Audring	Fascinerend schrift	Taalmuseum Leiden

Year	Name of researcher	Title of lecture	Forum of lecture
2017	Henrike Jansen	Workshop for teachers: Argumentation at the secondary school	Multatuli speech event, Leiden
2017	Henrike Jansen	The language of argumentation and persuasion (in political debate)	Alumni lecture, Leiden University
2017	Henrike Jansen	The language of argumentation and persuasion	Studium Generale, Leiden University
2017	Marian Klamer	Talen in het heden bieden zicht op het verleden	Studium Generale 'Allemaal Taal!', Leiden University
2017	Alwin Kloekhorst	Waar komt het Nederlands vandaan?	Studium Generale 'Allemaal Taal!', Leiden University
2017	Tijmen Pronk	Taalwetenschap en de prehistorie	Studium Generale 'Allemaal Taal!', Leiden University
2017	Ronny Boogaart	De sturende kracht van taal	Studium Generale 'Allemaal Taal!', Leiden University
2017	Felix Ameka	What is in a word?	Studium Generale 'Allemaal Taal!', Leiden University
2017	Claartje Levelt	Moedertaal in de steigers	Studium Generale 'Allemaal Taal!', Leiden University
2017	Daan van de Velde	Het horen van spraak en muziek met een cochleair implantaat	Studium Generale 'Allemaal Taal!', Leiden University

Appendix XI

Diversity – gender, nationality, age

Table: Diversity – gender (based on research FTE)

	2012	2013	2014	2015	2016	2017
Professor						
Male	2,8	2,4	2,2	2,2	2,1	1,8
Female	1,2	1,2	1,5	1,5	1,2	1,5
Senior University Lecturer						
Male	0,6	0,6	0,9	0,4	0,4	0,4
Female	0,5	0,6	0,5	0,3	0,4	0,4
University Lecturer						
Male	2,2	2,2	3,0	5,0	5,6	5,7
Female	2,3	2,4	2,4	2,4	3,7	4,6
Post-doc						
Male	4,9	6,5	5,9	7,0	8,2	8,0
Female	8,3	8,2	7,2	6,8	6,7	7,9
PhD - employed						
Male	12,9	14,2	13,3	11,9	12,6	12,1
Female	12,0	10,8	13,4	12,6	12,9	8,3
Total	47,6	49,2	50,2	50,2	53,7	50,5
Male	23,4	26,0	25,3	26,5	28,8	27,9
Female	24,2	23,2	24,9	23,7	24,9	22,6

Table: Diversity – age (number of professors, senior university lecturers, university lecturers, researchers and PhD-employed)

	2012	2013	2014	2015	2016	2017
18 - 25 years	6	5	3	4	5	9
26 - 35 years	50	44	39	39	40	38
36 - 45 years	21	26	36	37	34	41
46 - 55 years	20	17	15	16	21	19
56 - 65 years	13	13	14	15	19	20
Older than 65 years	0	0	1	1	1	2
Unknow	0	0	2	0	0	0
Total	110	105	110	112	120	129

Table: Diversity – nationality

	2012	2013	2014	2015	2016	2017
Professor	4,0	3,5	3,7	3,7	3,3	3,3
The Netherlands	2,3	1,9	2,0	2,3	2,2	2,4
European Economic Area	1,5	1,5	1,5	1,2	0,9	0,7
Non-European Economic Area	0,2	0,2	0,2	0,2	0,2	0,2
Senior University Lecturer	1,1	1,2	1,4	0,7	0,7	0,8
The Netherlands	1,1	1,2	1,4	0,6	0,5	0,4
European Economic Area	0,0	0,0	0,0	0,0	0,0	0,4
Non-European Economic Area	0,0	0,0	0,0	0,2	0,2	0,4
University Lecturer	4,4	4,6	5,4	7,4	9,3	10,2
The Netherlands	2,4	2,8	3,7	4,7	5,1	6,7
European Economic Area	0,6	0,6	0,8	1,6	3,1	2,4
Non-European Economic Area	1,5	1,2	0,9	1,0	1,0	1,1
Post-doc	13,2	14,7	13,1	13,8	14,9	15,9
The Netherlands	7,7	9,2	6,1	4,8	5,3	5,2
European Economic Area	4,4	5,5	6,6	7,7	6,6	5,4
Non-European Economic Area	1,2	0,0	0,4	1,3	3,0	5,3
PhD - employed	24,8	25,1	26,7	24,5	25,5	20,3
The Netherlands	13,6	10,9	11,5	10,4	10,9	9,8
European Economic Area	8,3	10,0	10,8	10,1	9,6	6,7
Non-European Economic Area	3,0	4,2	4,3	4,1	5,0	3,8
Total	47,6	49,2	50,2	50,2	53,7	50,5
The Netherlands	27,1	26,0	24,7	22,8	24,0	24,5
European Economic Area	14,7	17,6	19,7	20,7	20,3	15,6
Non-European Economic Area	5,8	5,6	5,8	6,6	9,2	10,7

Appendix XII

Lists of most significant scientific and societal results

5 most significant scientific results

- ERC Advanced Grant project Willem Adelaar “The linguistic past of Mesoamerica and the Andes” (2012-2017)
- EU FP7 project coordinated by Lisa Cheng “Advancing The European Multilingual Experience” (2014-2018)
- NWO Vici project Marian Klamer “Reconstructing the past through languages of the present: the Lesser Sunda Islands” (2014-2018)
- Jurriaan Witteman – “Towards a Cognitive Neuroscience of Prosody Perception and its Modulation by Alexithymia” (2014, “with distinction”; Keetje Hodshon Prize 2017)
- Leiden Summer School in Languages and Linguistics (annually two weeks in July; established by Sasha Lubotsky)

5 most significant societal results

- SpeechView glasses (“SpraakZien bril”), 2014
- Marc van Oostendorp – “MOOC – The Miracles of Human Language” (launched 2015)
- Ronny Boogaart – “Een sprinter is een stoptrein zonder WC”. LOT popularisation prize 2016 for the best popular linguistics book in 2015
- Museum of Languages (“Het Taalmuseum”), established 2016
- Peter Burger & Alexander Pleijter – “Fact-checking” (sponsored by Facebook; 2017)

Appendix XIII

Composition of the Assessment Committee

Name	University	Expertise
Prof. John Nerbonne (chair)	Groningen University	Computational Linguistics & Sociolinguistics
Prof. Jane Grimshaw	Rutgers University	Theoretical Linguistics
Prof. Ann Bradlow	Northwestern University	Experimental Linguistics
Prof. Seana Coulson	University of California San Diego	Language and Communication
Prof. Alison Mackey	Georgetown University	Applied Linguistics
Prof. Balthasar Bickel	University of Zurich	Comparative, Descriptive and Historical Linguistics
Prof. Wendy Sandler	University of Haifa	Sign Language Linguistics



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The Netherlands