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1. **Objectives and research area**

1.1. **Vision, mission and objectives of the institute**

The ACLC is a broad research institute in linguistics that houses specialists in language typology and description, language variation and change, language acquisition, and linguistic modeling. It is proud to be the home base of linguists of different persuasions - functional, formal, and emergentist - working on the four empirical domains mentioned above, which is crucial for it to achieve its mission. The fundamental and distinguishing feature of the Amsterdam Center for Language and Communication is that language universals and constraints on variation are studied, in close collaboration between specialists, from the widest possible variety of perspectives, both descriptive and theoretical. The conviction is that this is the only way to make sure that research findings are not accidental, but are truly representative of the basic parameters that govern the organization of natural languages and the way these languages are acquired. In line with this approach, the ACLC wants to be an open and tolerant meeting place of researchers from inside and outside the institute, encouraging international colleagues to visit and participate in the research enterprise.

1.2. **Research area and programmes**

1.2.1. **Introduction**

In order to achieve the objectives mentioned above, ACLC research is organized in two research programmes: (i) The Language Blueprint, and (ii) Learnability. Roughly speaking, the first programme is primarily interested in uncovering the constraints on linguistics variation, i.e. in understanding the language system, while the second programme is primarily interested in understanding language acquisition. In both programmes the collaborative approach described in 1.1 is applied. The programmes are described in 1.2.2. Crosscutting these programmes are four disciplinary research pillars, which are described in 1.2.3. The research itself, finally, is organized in a flexible structure of research groups focusing on specific topics. These groups are presented in 1.2.4.

1.2.2. **Research programmes**

(i) **The Language Blueprint**

Natural languages exhibit a tremendous amount of variation. This variation manifests itself in all aspects of the structure of languages, in the way languages convey meaning, and in the way
they are used. Notwithstanding this enormous variety, languages show a remarkable degree of similarity, which takes the form of a set of common principles called Language Universals. Together the set of language universals defines the language blueprint: the basic layout of any system of human communication. The search for this blueprint is a major task of linguistics. Finding it is essential for practical applications such as improving language teaching, knowledge base construction, language therapy, and speech recognition. These applications crucially hinge on knowledge of language systems.

The ACLC applies a novel and integrated strategy in order to significantly increase our understanding of the nature of this blueprint. A key feature of the ACLC approach is that universals are studied from the widest possible variety of perspectives, as indicated in Figure 1.

**Figure 1. Schematic representation of The Language Blueprint research programme**

Projects carried out within this programme thus ideally combine data from typological, dialectological, acquisitional, and diachronic research, model these in different ways and try to come up with possible explanations for the patterns found.

The Language Blueprint programme has been guiding ACLC research for almost ten years now, and has created a successful basis for collaborative research enterprises in research groups (see 1.2.4). Given its success, in 2011 a group of young and promising scholars from the ACLC and the Institute of Logic, Language, and Computation (ILLC) was invited to write an update of this programme that aimed at widening up the scope of this programme such that it would include the research interests of ILLC researchers, so as to further enhance cooperation
between these two successful research institutes. At the time of writing this renewed programme is in place. It can be found at http://documents.qanu.nl (ACLC-Appendix 1).

(ii) Learnability

Any adult confronted with an unfamiliar language will have great difficulty in acquiring that language, let alone understand its structure. Yet any infant anywhere in the world, irrespective of its genetic descent, will learn the language it is exposed to without even being aware of its structure. The human language faculty is tremendously flexible, and accepts a whole array of systems.

This research programme, however, departs from the idea that first language acquisition is slightly imperfect. The language data that children hear is impoverished in the sense that language input may be incomplete, gives insufficient evidence for underlying structure, and contains errors. On the basis of such impoverished input children will construct their own private internal system and will almost inevitably end up speaking somewhat differently from their parents. Such changes will not only be apparent in the histories of single languages, but even more dramatically in second language acquisition (where learners start with an already present language system rather than from scratch) and in language creation processes such as creolization (where no single mother tongue is available). Finally, by evoking change, imperfect acquisition ultimately leads to typological variation between languages. The consideration of learnability issues is therefore also of primary importance to explain what possible languages are and what are not.

The Learnability programme is a relatively young programme. It started in 2009 and forms part of the university wide research priority area Brain & Cognition, that unites biologists, linguists, logicians, philosophers, psychologists, and others. In this programme the ACLC again closely collaborates with the ILLC, that participates in the research priority area Brain & Cognition with its research programme Cognitive Modeling. ACLC and ILLC have jointly appointed a community builder to enhance collaboration in their research programmes. They also share laboratory facilities. Since the end of 2011 ACLC and ILLC also organize joint lectures under the title ‘SMART Cognitive Science’, where SMART is an acronym for Speech and language, Music, Art, Reasoning, and Thought.

A full description of the Learnability programme can be found at http://documents.qanu.nl (ACLC-Appendix 2).
1.2.3. Research pillars

Cutting through the two research programmes are four disciplinary research pillars that represent the research strengths of the ACLC and are vital components of the two research programmes. These are the following:

**Language description and typology**
Crosslinguistic comparison and typological research on the basis of solid descriptions is the focus of this pillar. Researchers pool data from different languages on a specific phenomenon in the search for general principles. Specific to the ACLC is that these languages significantly include creole and sign languages.

**Linguistic modelling**
Functional, formal, and emergentist models are developed and confronted with data. The models covering structural aspects of language represented in the ACLC include Functional Discourse Grammar, Generative Grammar, and Optimality Theory. These models are contrasted with each other in terms of descriptive and explanatory adequacy.

**Language variation and change**
The focus within this theme lies in the study of the creation of languages including creoles and pidgins and the causes and mechanisms at work in language change in both time and space. Particular attention is paid to the effects of language contact. This theme has also a strong crosslinguistic orientation, in the sense that a wide array of language varieties from various parts of the world is included in the research.

**Language acquisition and processing**
The ACLC focuses on the modelling of both first and second language acquisition and language acquisition disorders across the full range of the language system, i.e. including the phonetic aspects, and in both spoken and signed modalities. Special attention is paid to language acquisition and language acquisition disorders in a multilingual environment, which provides a connection to research into language contact.

1.2.4. Research groups

All ACLC research is organized in research groups. This form of organization is chosen in order to ensure maximal flexibility. Research groups exist for the duration of the research project they carry out, and cease to exist when the project is finished. Proposals for new research groups can
be submitted continuously and are evaluated by the ACLC director and the Advisory Board. The ACLC director also actively explores new opportunities.

Some research groups arise naturally as externally funded projects, others are the result of collaboration of ACLC researchers, but are then defined in ways comparable to the requirements of external funding bodies such as NWO. Some research groups furthermore cross the boundaries of the ACLC as they involve collaboration with researchers from other research institutes at the University of Amsterdam, especially the Institute for Logic, Language, and Computation (ILLC), and the Cognitive Science Center Amsterdam (CSCA), and with other research institutes in The Netherlands and abroad.

The list of research group as of the end of 2011 is given in Table 1.

<table>
<thead>
<tr>
<th>Research group</th>
<th>Co-ordinator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bidirectional Phonology and Phonetics</td>
<td>Paul Boersma</td>
</tr>
<tr>
<td>2. Cognitive Approaches to Second Language Acquisition</td>
<td>Jan Hulstijn</td>
</tr>
<tr>
<td>3. Comparative Slavic Verbal Aspect</td>
<td>Janneke Kalsbeek &amp; René Genis</td>
</tr>
<tr>
<td>4. Crosslinguistic Semantics</td>
<td>Hedde Zeijlstra</td>
</tr>
<tr>
<td>5. DP/NP: Structure, Acquisition and Change</td>
<td>Harry Perridon &amp; Petra Sleeman</td>
</tr>
<tr>
<td>6. Functional Categories in Analytic Languages</td>
<td>Enoch Aboh</td>
</tr>
<tr>
<td>7. Functional Discourse Grammar</td>
<td>Hella Olbertz</td>
</tr>
<tr>
<td>8. Grammar and Cognition</td>
<td>Anne Baker, Fred Weerman, Judith Rispens</td>
</tr>
<tr>
<td>9. Iconicity</td>
<td>Olga Fischer</td>
</tr>
<tr>
<td>10. Institutional Discourse</td>
<td>Anne Bannink &amp; Jet van Dam van Isselt</td>
</tr>
<tr>
<td>11. Language Creation</td>
<td>Enoch Aboh</td>
</tr>
<tr>
<td>12. Language Description and Documentation</td>
<td>Cecilia Odé</td>
</tr>
<tr>
<td>13. Modelling the Evolution of Language</td>
<td>Bart de Boer &amp; Jelle Zuidema (ILLC)</td>
</tr>
<tr>
<td>14. Oncology-related Communication Disorders</td>
<td>Michiel van den Brekel</td>
</tr>
<tr>
<td>15. Revitalizing Older Linguistic Documentation</td>
<td>Otto Zwartjes</td>
</tr>
<tr>
<td>16. Sign Language Grammar and Typology</td>
<td>Anne Baker &amp; Joke Schuit</td>
</tr>
<tr>
<td>17. Unlearnable and Learnable Languages</td>
<td>Jan Don &amp; Sterre Leufkens</td>
</tr>
</tbody>
</table>

Table 1. ACLC research groups

The major benefit of a research group for the individual researcher is that it provides a highly stimulating environment to carry out research. Furthermore, when the group consists of senior and junior researchers, the group provides an important learning environment for the junior researchers. Thirdly, a number of research activities, such as collecting data or organizing a conference, are less time-consuming when they can be shared among the members of a group. Finally, for the institute as a whole the organization of the research in well-defined groups provides a way of presenting the activities of ACLC much more clearly to the outside world. The ACLC supports research groups by providing modest funding of certain research costs, such as conference organization, equipment, payment of informants, and research assistance. Funding
is furthermore assigned for the entire duration of the group, and considerable freedom is
assigned to the coordinator of the group to spend these funds in the best interest of the
research group.

In all research groups a number of the research pillars (§ 1.2.3) of the ACLC play a role.
The links between groups and pillars is indicated schematically in Table 2.

<table>
<thead>
<tr>
<th>Research group</th>
<th>Linguistic modelling</th>
<th>Language description and typology</th>
<th>Language Acquisition and processing</th>
<th>Language variation and change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bidirectional Phonology and Phonetics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Cognitive Approaches to Second Language Acquisition</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Comparative Slavic Verbal Aspect</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Crosslinguistic Semantics</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. DP/NP: Structure, Acquisition and Change</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Functional Categories in Analytic Languages</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Functional Discourse Grammar</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Grammar and Cognition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Iconicity</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Institutional Discourse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Language Creation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12. Language Description and Documentation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Modelling the Evolution of Language</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Oncology-related Communication Disorders</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15. Revitalizing Older Linguistic Documentation</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16. Sign Language Grammar and Typology</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Unlearnable and Learnable Languages</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Table 2. Links of ACLC research groups with research pillars

The flexible nature of the organization in research groups is evident from the fact that during
the period under evaluation several changes took place. The research group on Parts of Speech
stopped its activities as the research goals had been achieved, the research groups Lexical
Semantics and Sociolinguistics & Multilingualism were discontinued for not being sufficiently
productive, the research groups First Language Acquisition, Developmental Language Disorders
& Executive Functions and Encoding Grammatical Information merged into a new group
Grammar & Cognition due to overlap in research interests, and the research group Tundra
Yukaghir expanded to Language Documentation and Description in order to join forces with a
number of new descriptive projects. A completely new research group on Unlearnable and
Learnable Languages started in 2011.
Short descriptions of these research groups and an overview of their members can be found at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 3).

1.2.5. The ACLC as an institute

Apart from the organization in dedicated research groups, the ACLC also wants to create interaction between all members and across all groups. An important meeting point is the ACLC seminar, a bi-weekly lecture series with speakers from both within and outside the ACLC, covering the field of linguistics in the broad sense typical of the ACLC. An overview of the lectures that were delivered in the context of the ACLC Seminar in the period 2006-2011 can be found at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 4). Part of the seminar series are special days during which PhD students (“NAP-dag”) and senior members (“OAP-dag”) present their work.

Members also meet at a yearly meeting, during which new developments in research and funding are discussed. Finally, members join during a yearly outing before summer and a Christmas reception before the winter break.

1.2.6. Units of evaluation

As the organization in research groups is by its very nature subject to continuous change, they are not the appropriate units of evaluation for a six-year period. For this reason the ACLC will be presented below as a single whole.

2. Composition

2.1. Organizational structure and management

*Directors and Bureau*

The ACLC is headed by a director, Prof. Dr Kees Hengeveld and a vice director, Dr Rob Schoonen. The director is supported by the ACLC bureau, consisting of a coordinator (Dr Els Verheugd-Daatzelaar) and a secretary (Marijke Vuyk).

*Advisory Board*

The director consults with an Advisory Board about all important matters, such as research strategy, the evaluation of research group proposals, and the selection of PhD candidates. The ACLC Advisory Board consists of four senior staff members besides the director, a postdoc representative chosen by the postdocs for a period of one year and a PhD candidate.
representative elected by the PhD candidates also for one year. Each member has a deputy so that it is possible to consult a larger group if necessary. By the end of 2011 the Board consisted of Dr Enoch Aboh (deputy: Prof. Dr Wim Honselaar), Prof. Dr Paul Boersma (deputy: Dr Roland Pfau), Prof. Dr Fred Weerman (deputy: Prof. Dr Olga Fischer), and Dr Rob Schoonen (deputy: Prof. Dr Folkert Kuiken). These ACLC members cover the four disciplinary pillars of the ACLC, that is (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change, and (iv) Language acquisition and processing. The postdoc representative was Dr Tamás Biró (deputy: Dr Tuba Yarbay Duman) and the PhD representative Karin Wanrooij MA (deputy Renee Clapham MA). The Advisory Board thus consists of six people (not including the director who acts as chairperson), but the deputies can be consulted on some matters making a Board of twelve people. On average the Advisory Board meets every two months.

Scientific Council
The ACLC has an external committee, the Scientific Council, consisting of four members. This council has the task of advising the ACLC Management and Advisory Board on general questions of policy, quality control, staff development etc. This board also plays a part in the internal evaluation of the institute by reacting to the annual report. It meets once every two years with the Advisory Board. By the end of 2011 the Scientific Council consisted of Prof. dr Pieter Muysken (Radboud University Nijmegen), Prof. dr Neil Smith (University College, London) and Prof. dr Bencie Woll (University College London). These represent the pillars Language variation and change, Linguistic modeling, and Language acquisition and processing respectively. There is a vacancy for a Scientific Council member representing Language description and typology.

Organogram
The overall organization of the ACLC is shown in Figure 2.

![Organogram of the ACLC](image)

Figure 2. Organogram of the ACLC
2.2. Staff

Table 2.1 shows the composition of the research staff, with Table 2.2 showing the gender distribution and Table 2.3 the number of researchers from the Netherlands and from abroad.

<table>
<thead>
<tr>
<th>ACLC</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured staff</td>
<td>42/13.74</td>
<td>40/13.85</td>
<td>40/13.84</td>
<td>36/11.64</td>
<td>34/10.73</td>
<td>33/10.07</td>
</tr>
<tr>
<td>Non-tenured staff: postdocs</td>
<td>19/11.32</td>
<td>20/11.03</td>
<td>16/8.73</td>
<td>17/11.65</td>
<td>17/9.80</td>
<td>16/7.09</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>30/26.75</td>
<td>29/25.00</td>
<td>26/22.83</td>
<td>19/16.28</td>
<td>19/15.70</td>
<td>26/20.30</td>
</tr>
<tr>
<td>Total research staff</td>
<td>91/51.74</td>
<td>89/49.88</td>
<td>82/45.40</td>
<td>72/39.57</td>
<td>70/36.23</td>
<td>75/37.46</td>
</tr>
<tr>
<td>Support staff</td>
<td>2/1.20</td>
<td>2/1.20</td>
<td>2/1.20</td>
<td>2/1.20</td>
<td>2/1.20</td>
<td>2/1.20</td>
</tr>
<tr>
<td>Visiting fellows</td>
<td>8/1.59</td>
<td>5/0.92</td>
<td>4/1.24</td>
<td>3/1.49</td>
<td>3/1.33</td>
<td>4/1.41</td>
</tr>
</tbody>
</table>

Table 2.1 Research staff at institutional level

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full prof</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Senior lecturer</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Postdoc</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>21</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>35</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 2.2 Gender distribution among staff members in 2011

<table>
<thead>
<tr>
<th></th>
<th>Dutch</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full prof</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Senior lecturer</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer</td>
<td>19</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Postdoc</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>19</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 2.3 Dutch and international staff in 2011

As shown in Table 2.1, in the period under evaluation the research time of tenured staff members of the ACLC dropped from around 14 to around 10 fte. This is a continuation of a tendency that started in 2000, a year in which the ACLC had around 20 fte research time of...
tenured staff members. This tendency reflects the overall development of decreasing budgets for higher education and diminishing student numbers for language programmes. The non-tenured staff remained relatively stable if one excludes higher numbers for PhD candidates in 2006-2008, which are the result of a considerable one-time investment in PhD positions by the faculty in 2005, and lower numbers for PhD candidates in 2009-2010, which were the result of a one-time budget cut by the faculty that affected the contracting of PhD candidates.

This relative stability in the overall research staff is a result of continued and successful efforts to obtain external funding for ACLC research to compensate for the diminishing tenured staff. With special training programmes the number of applications for external funding have increased significantly, an approach that is now further supported by a faculty programme that enables researchers to apply for teaching replacement so as to enable them to write funding applications. This has led to a situation in which the proportion of tenured staff of the overall research staff has been relatively stable around 28% during the period under evaluation, as shown in Figure 3.

Figure 3. Tenured staff ratio

The composition of the staff has undergone changes too. Despite the decreasing amount of tenured research time, and as the result of a large number of retirements, several new appointments have been made, especially over the last two years, which has led to a more balanced age profile of the staff. Since 2005 we have seen three appointments at the lecturer level in Dutch Linguistics (Andringa, Koeneman, Zeijlstra), a 5-year lecturership in the area of the Learnability programme (Rispens), another in the area of the Language Blueprint programme (Hamann), and an appointment in the field of Arabic Linguistics (Zack). An associate professor in Germanic Linguistics was selected and is awaiting appointment, and there are selection procedures for a full professor in Language Acquisition (to be appointed as a successor to both Prof. Dr Anne Baker and Prof. Dr Jan Hulstijn), for a temporary research priority area professor in Learnability of Human Languages, an associate professor of English Linguistics, an associate professor of Slavic Linguistics, and an assistant professor of English Linguistics. The ACLC plays an active role in defining staff necessities as well as in the selection procedures.
2.3. Overview of the various sources of financing (internal and external)

Table 3 presents a general overview of internal and external sources of funding. It shows a steady decrease in the amount of direct funding with the lowest point being reached in 2010, while in 2011 the amount of direct funding increased again. This is the result of a better financial situation of the faculty, which has led to considerable investments in research, especially in the research priority areas. The expectation is that 2012 will show a modest further growth.

Table 3 furthermore shows the absolute and relative income from contract research and research grants, fluctuating around 1,000,000 per year and 40% of ACLC research, with a peak in 2009 and 2010. Section 6 below provides an overview of the projects for which external funding was acquired. Figure 4 shows the development of the proportion of direct funding.

<table>
<thead>
<tr>
<th>ACLC</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding (in k€):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct funding</td>
<td>1700/61%</td>
<td>1723/61%</td>
<td>1619/62%</td>
<td>1409/53%</td>
<td>1236/50%</td>
<td>1322/59%</td>
</tr>
<tr>
<td>Research grants</td>
<td>811/29,5%</td>
<td>778/28%</td>
<td>551/25%</td>
<td>1047/40%</td>
<td>986/40%</td>
<td>816/36%</td>
</tr>
<tr>
<td>Contract research</td>
<td>262/9,5%</td>
<td>321/12%</td>
<td>338/13%</td>
<td>193/7%</td>
<td>229/10%</td>
<td>104/5%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total funding</td>
<td>2775/100%</td>
<td>2822/100%</td>
<td>2609/100%</td>
<td>2649/100%</td>
<td>2452/100%</td>
<td>2242/100%</td>
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<tr>
<td>Expenditure</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel costs</td>
<td>2775/98%</td>
<td>2822/97%</td>
<td>2609/96%</td>
<td>2649/98%</td>
<td>2452/98%</td>
<td>2242/96%</td>
</tr>
<tr>
<td>Other costs</td>
<td>71/2%</td>
<td>81/3%</td>
<td>113/4%</td>
<td>54/2%</td>
<td>51/2%</td>
<td>83/4%</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2846/100%</td>
<td>2903/100%</td>
<td>2722/100%</td>
<td>2704/100%</td>
<td>2504/100%</td>
<td>2325/100%</td>
</tr>
</tbody>
</table>

Table 3. Funding at institutional level

Figure 4. Proportion of direct funding
2.4. Technical and statistical support

The ACLC has a fulltime technician (Ir Dirk Jan Vet), who is available for assistance in setting up and running experiments. The technician is partly funded by the faculty and partly from external research funds. Applications for funding of experimental research now standardly have to include an amount of money that goes towards covering technical support. The increasing interest for experimental research makes further support desirable, but it is likely that such support can only be on a temporary basis, linked to specific projects.

Specialist statistical support is primarily provided by Dr Rob Schoonen, sometimes supplemented by one of the increasing number of staff members with expert statistical skills.

3. Research environment and embedding

3.1. National and international positioning

The Netherlands is a country with a relatively high proportion of linguists and many research institutes of high quality in the field of linguistics. Within this context, the ACLC distinguishes itself from others in being an institute in which linguists from different schools of thought not only live together, but effectively collaborate in the belief that this collaboration will contribute to deeper insights and more lasting results than could be obtained by every school in isolation. The nature of the research programmes and the organization in thematic research groups enhance such a collaboration in an active way. Collaboration not only manifests itself in the way research groups are organized, but also in co-supervision of PhD theses and the joint writing of articles. The cooperation is generally very much appreciated by the ACLC staff, but especially also by MA students and PhD candidates from abroad, for whom it is often a relief to find out that they can choose their own approach. As their reaction shows, this characteristic of the ACLC is also internationally quite unique.

Within The Netherlands the ACLC collaborates closely with the Dutch Graduate School in Linguistics (LOT). LOT unites the linguistics institutes in The Netherlands, which jointly organize summer and winter schools for PhD candidates and research master students. LOT also functions as a platform that monitors changes in the governmental research policy and submits potential research programmes to national funding bodies.

In national and international rankings the ACLC figures very positively. In the national yearly ranking of universities and programmes based on votes from full and associate professors in the same field at Dutch universities, UvA linguists headed the list in 2011. In that same year,
the QS World University Rankings by Subject put linguistics at the University of Amsterdam on
the 22nd position, which it shares with Princeton University. With this position it is the highest
scoring university in Continental Europe, and the highest ranking discipline at the University of
Amsterdam.

At the national level the ACLC collaborates with various institutes and organizations.
Prominent among these are current collaborations with the Municipality of Amsterdam in the
field of Dutch as a second language, with the KNAW Meertens Institute in the area of
dialectology, with the Dutch Cancer Institute (NKI) in the area of ontologically-related
communication disorders, and with the Koninklijke Kentalis in the field of specific language
impairment. At the international level the ACLC collaborates through its research groups with
numerous other universities. Furthermore, ACLC researchers fulfil functions in the executive
boards of many professional organizations. Currently, for instance, Anne Baker is president of
the Sign Language Linguistics Society (SLLS), Olga Fischer is president of the Societas Linguistica
Europea (SLE) and president-elect of the International Society for the Linguistics of English
(ISLE), Kees Hengeveld is president of the International Functional Grammar Foundation (FGF),
and Folkert Kuiken is treasurer of the European Second Language Association (EUROSLA).

3.2. Number and affiliation of guest researchers (internally and externally funded)

Among the guest researchers one may distinguish between a number of groups: senior visiting
researchers, external PhD students, and junior visiting researchers. All these are externally
funded. Visitors always visit a research group of the ACLC, as it is felt to be important that a visit
is deemed relevant by an existing group, while at the same time a visitor can be received
appropriately both socially and scientifically when there is a clear research and personal context
within which his or her research can be carried out.

**Senior visiting researchers**

The ACLC welcomes senior visiting researchers as these contribute to the broadness of the
institute and its openness in terms of different research perspectives. During the period 2006-
2011 22 senior visiting researchers spent time at the ACLC, coming from Belgium, Brazil,
Hungary, Italy, Japan, New Zealand, Nigeria, Portugal, Spain, and the United States. For a full list
see [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 5).

Apart from these visitors, retired ACLC members may also stay on as senior visiting
researchers, and it is encouraging that all of them are eager to continue, often at a somewhat
more relaxed pace, but contributing to the research enterprise and to PhD supervision and
research management. The ACLC feels lucky to be able to take profit of so much accumulated
expertise within its institute.
**External PhD students**

It occurs frequently that ACLC researchers are approached with requests from students of linguistics interested in pursuing a PhD at the ACLC without requiring an appointment at the University of Amsterdam. Often these candidates have a research appointment elsewhere or want to do a PhD thesis in their spare time. These candidates are admitted when they submit a research proposal that is approved by the director based on a recommendation by the Advisory Board of the ACLC. The requirements that hold for these candidates are the same as for regular contracted candidates. Once accepted, these external candidates receive the same treatment as internal candidates: they receive the same type of supervision, they enter into the regular system of quality control through progress interviews, they are entitled to the same type of funding for conference visits, their participation in PhD training is fully funded. For supervisors too, once an external candidate is accepted, the treatment is the same: after a successful defence of an external candidate the supervisor receives the same amount of hours as when successfully supervising an internal candidate. This strategy is applied to make sure the commitment is maximal and mutual: external candidates are only accepted after passing through a serious evaluation procedure, but after that, apart from a salary, their working conditions are exactly the same as those of internal candidates. During the period 2006-2011 15 such candidates started a project at the ACLC, coming from Belgium, France, Israel, Italy, The Netherlands, and Spain. For a full list see [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 6).

**Junior visiting researchers**

When researchers in the phase of preparing a PhD want to visit the ACLC without taking their PhD at the ACLC, the institute investigates what the educational background of the candidate is. When the candidate comes from a country that does not have a Research MA system such as it is in place in The Netherlands, the candidate is encouraged to apply to the Research MA programme Linguistics at the University of Amsterdam. This way, quality control and facilities are standard. When the candidates come from a country that does have a Research MA system, a visitor’s contract is arranged such that the junior visitor can use the research facilities in the same way as a PhD candidate at the institute.

4. **Quality and scientific relevance**

4.1. **Most significant results/highlights relevant to the discipline**

In a research institute as diverse as the ACLC it is not easy to point out the most significant results. The ACLC publishes short yearly reports that highlight results obtained within the year
reported on. The following highlights were given in the short yearly reports over 2006-2011 and provide a varied but by no means comprehensive overview of research results.

2006
- Patients with Head and Neck Cancer often suffer from speech disorders after their treatment. A phonetically, evidence-based intervention program, developed together with the Netherlands Cancer Institute, and using the PRAAT software for analysis of these anomalous voices, appears to significantly improve the intelligibility of these patients’ speech. (Jongmans & Hilgers)
- Children learning a sign language learn also to combine signs and spoken words simultaneously leading sometimes to complex messages that can be conveyed in a short time. (Baker & van den Bogaerde)
- Learning a second language can be made a lot easier, and a lot more fun, if attention is paid in language courses to building up fluency in word-by-word understanding. (Hulstijn)
- Speakers only need to recognize the last word of an utterance to know when exactly they should take their turn. (Wesseling & van Son)

2007
- A head-turning experiment with Dutch infants of 12 and 16 months showed that they are much slower to react to wrong combinations such as a definite article with a verb or a noun with a verb ending compared to English infants. The reason seems to be that cues in adult Dutch for sorting out nouns from verbs are less strong compared to English. (Erkelens)
- PRAAT had more than 17,000 users, meaning it is the world’s most used computer program for phoneticians. The program includes also some phonology and statistics. The users consist of phoneticians, bio-acousticians, musicians, phonologists, psycholinguists, syntacticians, male-to-female transsexuals, language learners... in over 100 countries. With PRAAT one can analyse, synthesize, and manipulate sounds, especially speech and create hundreds of sorts of high-quality graphics (EPS files) for inclusion in your articles and books. (Boersma & Weenink)
- The Typological Database was launched. The software has created the possibility for linguists to simultaneously query diverse typological databases through a single, consistent web interface. [http://languagelink.let.uu.nl/tds/](http://languagelink.let.uu.nl/tds/). (Biró, Dimitriadis, Goedemans, Hengeveld & Windhouver)
- The project on Franconian tones discovered tones in Frisian alongside the tones used by many Franks in the Netherlands, Belgium and Germany and some Saxons in Germany. We are not so far from the Chinese after all. (Boersma & Kehrein)
- To tackle the fundamental issues of second language acquisition (SLA) successfully, it is mandatory that SLA researchers, of whom the majority currently has a linguistic background, collaborate with researchers in psychology and other disciplines. (Hulstijn)
The basic assumption that underlies current attempts to present ‘creole structure’ as a special type was challenged. Careful empirical investigation of input varieties and contact environments can explain the structural output of such languages without recourse to an exceptional genesis scenario. (Ansaldo & Lim)

2008
- In modern Russian the use of the locational prepositions в ‘in’ and на ‘on’ is determined by conceptual differences between types of locations. Diachronic and dialectal variation can be explained by assuming slightly different conceptualisations. (Peeters-Podgaevskaja)
- How does a human learner’s brain create the categories of language such as the sound “k”, the word “cat”, or the morpheme “-ing”? How are the connections between these categories made? For example the fact that “-ing” can combine with verbs but not with nouns, and that words can start with the sound sequence “kn” in Dutch but not in English. Paul Boersma’s VICI project will develop a theoretical model of such issues using a mutually feeding exchange with computer simulations of virtual learners and with laboratory experiments involving human participants. (Boersma et al.)
- Languages above the Arctic circle: Cecilia Odé is going to document and investigate an Eastern Siberian language, Tundra Yukagir, that is seriously threatened with extinction. In Northern Canada Joke Schuit has started studying the Inuit Sign language also threatened with extinction. What do children going to the pre-school programs in Amsterdam need to know about Dutch? And what should they have learned after two years? Folkert Kuiken with his team is setting out to find answers to these questions working together with the Amsterdam City Council.
- Adult speakers of Dutch can identify nonce words as nouns on the basis of the fact that they have a richer possible syllable-structure than verbs. This may help children in acquiring Dutch to make this categorization distinction. (Don & Erkelens)

2009
- Monolingual Dutch children from 4-6 use the neuter pronoun het ‘it’ as an object pronoun to refer to mass nouns and hem ‘him’ for count nouns, regardless of their grammatical gender. (Hulk)
- One cannot evaluate the complexity of grammars by just counting overt distinctions. (Aboh & Smith)
- All postposed strong adjectives in Old English are predicative in nature (Fischer)
- An efficient grammar is organized in a top-down and depth-first manner. (Hengeveld & Smit)
- ADHD children have problems both in the pragmatic and the morphosyntactic domain. (Parigger)
- A language’s phonology influences the way in which that language is perceived. (Boersma & Hamann)
- Even though children with SLI perform much more poorly compared to the control children, they are sensitive to the morpho-phonological constraints on past tense production. (Rispens)
- SLI children, whether bilingual or monolingual, are far better at producing verb inflection in Dutch in verb final contexts (embedded clauses) than in verb-second (main clauses) due to the complexity of the additional verb movement operation. (Baker, de Jong & Weerman)
- Half of the more than 800 preschool teachers in Amsterdam have not reached the language proficiency level in Dutch which is required for that function. (Kuiken)

2010
- Individual differences in reading comprehension can to a small extent be accounted for by differences in accessibility of semantic word knowledge. (Cremer)
- Zebra finches weigh acoustic cues in the same way as Dutch human adults. (Escudero)
- Interactional details (e.g. laughter, silence, body language, shifts in tone or gaze) may crucially affect the course of events in engaging or frustrating the active involvement of learners. (Bannink, van Dam van Isselt)
- Signing experience does not negatively impact the speech perception abilities of deaf children with a cochlear implant. (Giezen)
- Grammatical gender, both in Dutch and in Romance, is vulnerable: it requires a certain quantity and quality of input at an early age. (Hulk & van der Linden)
- Verbal inflection and gender assignment remain problematic in children with Specific Language Impairment even at age ten and older. (Baker, de Jong, Weerman)

2011
- Two ingredients were crucial in velar fronting, a sound change that happened in the 13th century in Russian: (i) bidirectionality of cue constraints, i.e. each cue constraint describes the behaviour of the speaker as well as of the listener, and (ii) phonemes consist of features that can be underspecified. (Boersma)
- Biased native-speaker norm groups have been used in critical-period hypothesis research, which may have affected decisions about L2 learners' attainment of nativelike levels of proficiency. (Andringa, Olsthoorn, van Beuning, Schoonen & Hulstijn)
- The formal expression of bounded repetition confirm the general typological East-West opposition within the Slavic language family concerning aspect. (Barentsen, Kalsbeek, Genis & van Duijkeren-Hrabová)
- Both in French and in Dutch L1 and 2L1 acquisition, noun ellipsis is licensed by an adjective with a partitive meaning. (Hulk & Sleeman)
- Loss of inflection in Dutch is triggered by (both child and adult) L2 acquisition. (Weerman)
4.2. Key publications

As explained above, the flexible structure of research groups makes it impossible to take these as the basis for evaluation for a six-year period. Instead, the four research pillars (not themselves organizational units) are taken here as the basis for the presentation of some key publications. All publications listed here appeared in A-journals following the ERIH classification. Authors that are ACLC members are printed in boldface. The full list of ACLC-publications during the period 2006-2011 may be found at http://documents.qanu.nl (ACLC-Appendix 7).

Language description and typology


Linguistic modelling


Language variation and change


**Language acquisition and processing**


4.3. Number of articles in top 10% of publications relevant to the discipline; ditto for top 25%

As will be shown below, the number of A- and B-publications has risen considerably over the last six years, after a significant increase over the six years before. This is the result of an increasing awareness among staff members of the importance of publications in recognized international journals. This awareness is stimulated by the ACLC directorship in two different ways. First of all, researchers applying for funding for conference visits have to indicate on the application form what their related publication plans are. If there is no such plan, no grant is awarded. If the director feels the researcher could aim higher with a publication resulting from a conference presentation, the researcher is encouraged personally to change the publication aim. Secondly, every year the director assigns a publication bonus for the ten best publications of the year before. This bonus consists in additional travel money in the amount of € 500. The
general strategy is to have publications of higher quality and greater visibility, even if this means the number of publications diminishes.

A problem in establishing the status of linguistics journals is first of all that the only tool available, the ESF ERIH list, is incomplete. A further complication is that ACLC members also publish in medical and psychological journals, in robotics, etc. Nevertheless, in order to show the tendencies in the most transparent way, only journals contained in the ERIH lists are considered here. For 2006-2010 this is the ERIH Initial List, for 2011 it is the ERIH Revised List. With these restrictions, Table 4 shows the number of A and B publications over 2006-2011.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>A journal (top 10%)</td>
<td>7</td>
<td>10</td>
<td>18</td>
<td>26</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>B journal (10-25%)</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>A+B journals</td>
<td>17</td>
<td>26</td>
<td>30</td>
<td>32</td>
<td>25</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 4. A- and B-publications 2006-2011

These figures have to be considered in relation to the staff available. Table 5 shows the A+B publications per senior research fte (tenured staff and postdocs). Since the delay between the time invested in a publication and the publication itself is roughly 2 years on average, this table sets off the number of scientific publications against the fte figures two years earlier.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+B journals</td>
<td>17</td>
<td>26</td>
<td>30</td>
<td>32</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>senior fte two years earlier</td>
<td>25.57</td>
<td>24.82</td>
<td>25.06</td>
<td>24.88</td>
<td>22.57</td>
<td>23.29</td>
</tr>
<tr>
<td>A+B per senior fte</td>
<td>0.66</td>
<td>1.05</td>
<td>1.05</td>
<td>1.29</td>
<td>1.11</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Table 5. Number of A and B publications per senior research fte

Table 5 shows a steady increase in the number of high-quality publications per research fte, with an unexplainable but fortunate peak in 2009.

4.4. 5 most important books or chapters of books

Five important academic books published with major publishers in the field are listed below. For an overview of all ACLC-publications during the period 2006-2011 see http://documents.qanu.nl (ACLC-Appendix 7).


5. Output

5.1. Number of publications

The total number of publications and other types of output is given in Table 6, which shows a decrease in the absolute number of publications. Table 7 shows that there is a relative decrease too.¹

<table>
<thead>
<tr>
<th>ACLC</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed articles</td>
<td>52</td>
<td>60</td>
<td>57</td>
<td>56</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Non-refereed articles</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Academic books</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Refereed book chapters</td>
<td>49</td>
<td>47</td>
<td>49</td>
<td>32</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>Non-refereed book chapters</td>
<td>13</td>
<td>9</td>
<td>14</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>PhD theses</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Refereed conference papers</td>
<td>17</td>
<td>14</td>
<td>25</td>
<td>27</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Non-refereed conference papers</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total number of scientific publications</strong></td>
<td><strong>164</strong></td>
<td><strong>165</strong></td>
<td><strong>173</strong></td>
<td><strong>153</strong></td>
<td><strong>135</strong></td>
<td><strong>128</strong></td>
</tr>
<tr>
<td>Professional publications</td>
<td>11</td>
<td>22</td>
<td>26</td>
<td>37</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Publications aimed at the general public</td>
<td>26</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total number of publications</strong></td>
<td><strong>201</strong></td>
<td><strong>198</strong></td>
<td><strong>209</strong></td>
<td><strong>197</strong></td>
<td><strong>165</strong></td>
<td><strong>153</strong></td>
</tr>
<tr>
<td>Other research output: Editorships (academic)</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Other research output: Media appearances</td>
<td>22</td>
<td>13</td>
<td>19</td>
<td>24</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 6. Output

¹ Note that the numbers in Tables 6 and 7 are based on Appendix 7 and not on the yearly reports. As the bibliographical database of the University of Amsterdam can be continuously updated, use has been made of this database to provide the most accurate overview.
These tables thus show that the increase in top publications has led to a decrease in the overall number of publications. The latter was an anticipated effect of ACLC’s publication strategy aiming at quality over quantity.

### 5.2. Number of PhDs (completed and in progress)

Since 2002 the ACLC carefully and systematically monitors the progress of PhD students during the entire duration of their project. In yearly interviews between the PhD student, his/her supervisors, and a representative of the ACLC director progress is evaluated, the planning of the project is checked, and points of agreement are registered for future evaluation. The experiences with this system are positive, and are also evaluated as positive.

The results of this policy for standard PhD students are shown in Table 8. To give a better overview of developments in PhD progress, Table 8 gives the numbers for PhD projects starting from 2000 till 2007. Projects that started later than 2007 are not included as they are not supposed to have finished at the time of writing.

<table>
<thead>
<tr>
<th>Starting year</th>
<th>Enrolment (male/female)</th>
<th>Total (male + female)</th>
<th>Graduated after (s) 4 years</th>
<th>Graduated after (s) 5 years</th>
<th>Graduated after (s) 6 years</th>
<th>Graduated after (s) 7 years</th>
<th>Total graduated</th>
<th>Not yet finished</th>
<th>Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>1/20%</td>
<td>2/40%</td>
<td>1/20%</td>
<td>1/20%</td>
<td>5/100%</td>
<td>0/0%</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>2002</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>0/0%</td>
<td>3/50%</td>
<td>1/16%</td>
<td>0/0%</td>
<td>4/67%</td>
<td>1/16%</td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>0/0%</td>
<td>2/29%</td>
<td>2/29%</td>
<td>0/0%</td>
<td>4/57%</td>
<td>0/0%</td>
</tr>
<tr>
<td>2004</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td>1/8%</td>
<td>7/58%</td>
<td>1/8%</td>
<td>0/0%</td>
<td>9/75%</td>
<td>2/17%</td>
</tr>
<tr>
<td>2005</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>0/0%</td>
<td>3/50%</td>
<td>1/17%</td>
<td>1/17%</td>
<td>5/83%</td>
<td>1/17%</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0/0%</td>
<td>1/33%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>1/33%</td>
<td>2/67%</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0/0%</td>
<td>1/33%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>1/33%</td>
<td>2/67%</td>
</tr>
</tbody>
</table>

Table 8. PhD completion rate ACLC, standard PhD-candidates, 2000-2007
Students are required to have a copy of their thesis ready for the committee to evaluate by the end of their contract, so normally after four years. The evaluation procedure and the ensuing administrative steps leading up to the defence take at least another five months, so that graduation in four years or less is not an option but for the fastest students. Even taking this factor into account, the figures in Table 8 show that continued attention for PhD progress is important, especially as PhD students not finishing their PhD in time who find a job immediately following their contract often find it hard to combine the exigencies of their new employment with those of their PhD project. In some cases this means that a very last chapter may take more than a year to finish. A list of all standard PhD candidates and their project can be found at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 8).

The progress of contract PhD students is shown in Table 9. It shows that the total number of contract students is low, given the regular system of employing PhD students at the University of Amsterdam. Contract students are marked with an asterisk in the overview of external PhD candidates provided at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 6).

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Success rates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting year</td>
<td>Enrolment (male/female)</td>
<td>Total (male + female)</td>
</tr>
<tr>
<td>2000</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2002</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 9. PhD completion rate ACLC, contract PhD-candidates, 2000-2007

5.3. Use (number of users) of research facilities

Linguistic research at the ACLC increasingly involves experimental research designs that require the use of EEG equipment, eyetrackers, and software such as E-prime. Over the last six years the ACLC has created two fully equipped sound proof laboratory rooms with EEG and eyetracking equipments, a room with equipment for running E-prime and similar experiments, a simple bathroom where participants can wash their hair to rinse away the gel necessary in EEG testing, and facilities for receiving participants in the experiments, including a baby corner.
These facilities have been created with grants from NWO (Boersma’s VICI grant, an investment grant assigned to ACLC and its partner institute UIL/OTS at Utrecht University applied for by Baker (ACLC) and Wijnen (UIL/OTS)), research funds made available by the faculty for the research priority area Brain & Cognition, and general funds from the ACLC. The facilities are also made available to ILLC researchers.

There is an increasing demand for these facilities and therefore also an increasing pressure on their availability. To make sure planning and priorities are taken care of, the ACLC has appointed Boersma as the ACLC lab director. He coordinates all activities in the lab and consults with the technician about priorities. There is budget to contract a lab assistant that helps researchers in carrying out experiments and receiving participants in consultation with the technician.

All experimental research requires the approval of the faculty’s ethics committee, installed at the request of the ACLC by the Faculty Board at the beginning of 2012. The regulations of the ethics committee can be found at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 9).

6. Earning capacity

Given the diminishing direct funds available for ACLC-research, major efforts have been made to increase the amount of research grants and contract research. To this end, researchers are stimulated to apply for external funding, guidance is offered to those who write an application, and courses are organized, for example to prepare applicants for interviews and presentations of their proposals at the relevant bodies. These forms of support are organized at the level of the institute, the faculty, and the university.

As shown in Table 3 and Figure 4 in Section 2.3, research grants and contract research now cover 40% of ACLC funding. In 2006-2011 research grants with a value of €6,203,228 were awarded to ACLC researchers. Together with an income of €927,711 for contract research, the total amount of external funding was €7,130,939, an average of over nearly 1.2 million euros per year.

An overview of projects funded by research grants and in the context of contract research follows.

**Research grants (€6,203,228)**

2006 (€313,907)
- NWO (Programme): *The Ontogenesis of the Franconian Tones*. (Boersma, €171,407)
- STEVIN (Programme): *Stevin can PRAAT*. (Boersma, €142,500)
2007 (€ 1,463,267)
- NWO (VENI): Did you say sheet or sh*t, beach or b*tch, fax or f*cks? A longitudinal study of how vowel sounds can either facilitate or impede the acquisition of a third language by immigrant communities. (Escudero, € 208,000)
- NWO (VENI): Understanding the failure to repeat ‘wafeisin’: a study into the deficit underlying poor non-word repetition in SLI. (Rispens, € 140,608)
- NWO (VIDI): Modelling the evolution of speech. (de Boer, € 405,600)
- NWO (Programme): Towards a theory of second-language proficiency: The case of segmenting and comprehending oral language. (Hulstijn/Schoonen, € 474,788)
- NWO (Programme): Literacy-related attributes of at-risk students in grades 7-9. (Hulstijn/Schoonen, € 184,271)
- NWO (Replacement grant): Contact Languages: A social and structural typology. (Ansaldo, € 25,000)
- NWO (Replacement grant): Missionary grammars. (Zwartjes, € 25,000)

2008 (€ 424,847)
- NWO (Toptalent): Unsupervised learning of cue weighting in phoneme perception: human and computer learners. (Boersma&Escudero/Benders, € 180,000)
- NWO (VENI): Doubling and Redundancy. (Zeijlstra, € 140,608)
- ESF (COST): Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment. (Baker/de Jong/Weerman, grant not administered at UvA)
- NWO (Programme): When agreement doesn’t agree: the production and processing of grammatical morphemes by L2 children and children with Specific Language Impairment. (Blom, € 104,239)
- NWO (Programme): Early successive bilingualism: Bilingual first language acquisition or child second language acquisition? (Hulk, grant administered elsewhere)
- Niels Stensen Foundation: Early grammatical development of bilingual children: Input quantity and structural transparency (Blom, grant administered elsewhere).

2009 (2,330,473)
- NWO (VICI): Emergent Categories and Connections. (Boersma, € 1,250,000)
- NWO (VENI): Efficient communication full of errors. Linguistic performance in a virtual speech community. (Biró, € 208,000)
- NWO (Programme): Functional categories in analytic languages. (Aboh/Ansaldo, € 179,911)
- NWO (Programme): Tundra Yukagir, a nearly extinct Paleo-Asian Isolate in Arctic Russia. (Hengeveld/Odé, € 471,035)
- EU (Marie Curie): A cross-context study of early language skills of immigrant children in Canada and the Netherlands. (Blom, € 211,487)
- Fulbright: Speech and sign comprehension in children with a cochlear implant. (Giezen, grant administered elsewhere)
- Language Learning (Small Grant): Verbal richness and complexity of adult native speakers’ speaking and writing production as a function of their age and educational background. (Hulstijn, € 10,040)

2010 (€ 412,908)
- NWO (Promoties in de Geesteswetenschappen ‘PhD’s in the humanities’): Information Structure in Sign Language of the Netherlands and Russian Sign Language. (Baker/Kimmelman, € 168,954)
- NWO (Promoties in de Geesteswetenschappen ‘PhD’s in the humanities’): Transparency in language. A typological study. (Hengeveld/Leufkens, € 168,954)
- Meertens Instituut: Dutch diachronic case variation in the verbal domain: the role of deflection. (Bennis/Weerman, € 75,000)
- UvA Brain & Cognition Programme: Models and tests of early category formation: interactions between cognitive, emotional, and neural mechanisms. (Boersma, grant administered elsewhere)

2011 (€ 1,257,826)
- NWO (Promoties in de Geesteswetenschappen ‘PhD’s in the humanities’): When ‘what’ and ‘where’ fall into place: the ontological status of place terms in Lokono. (Hengeveld/Rybka, € 168,826)
- NWO (Rubicon): Bilinguals who speak and gesture. (Giezen, grant administered elsewhere)
- NWO (VENI): Identifying specific language impairment in monolingual and bilingual children: Executive functions and linguistic processing. (Yarbay Duman, € 250,000)
- NWO (VENI): Nouns and verbs and what it means not to have them. (van Lier, € 239,000)
- NWO (VENI): The making of a capital dialect: Language change in 19th century Cairo. (Zack, € 250,000)
- NWO (Investment Grant): The states of the language faculty: a lifespan perspective. (Baker, € 325,000)
- CLARIN-NL: Integrating and publishing resources on sign language acquisition. (Baker, grant administered elsewhere)
- NIAS (Replacement grant). (Aboh, € 25,000)
- ESF (COST): Unraveling the grammars of European sign languages: pathways to full citizenship of deaf signers and to the protection of their linguistic heritage. (Pfau, grant administered elsewhere)
**Contract research (€ 927,711)**

2006 (€ 20,997)
- Municipality of Amsterdam: *Ontwikkelingen taalbeleid Amsterdamse VO* ‘Developments in the language policy of secondary schools in Amsterdam’ (Kuiken, € 20,997)
- Studio Taalwetenschap: *Taaltrouters*. (Perridon/Pfau, grant administered elsewhere)

2007 (€ 256,020)
- Heliomare/Esdégé: *Verbetering van de communicatie tussen niet of nauwelijks sprekkende personen met een meervoudige beperking en hun sociale network (COCP-VG)* ‘Improving the communication between persons with severe communicative and intellectual disabilities and their social network’ (Heim, € 256,020)
- EUROCOM (Lifelong Learning): *Interlingual reading and listening skills* (van der Linden, grant administered elsewhere).

2008 (€ 196,923)
- Ministry of Education: *Pilot doorlopende leerlijnen in Amsterdam* ‘Pilot coherent studypaths in Amsterdam’. (Kuiken, € 174,620)
- Nederlandse Taalunie: *Online modules voor docenten SNvT* ‘Online modules for teachers of Dutch as a foreign language’. (Hulstijn, € 22,303)

2009 (€ 167,580)
- Municipality of Amsterdam: *Vaardigheden Taalontwikkeling in de VVE* ‘Language development skills in pre-schools’. (Kuiken, € 17,340)
- Municipality of Amsterdam: *De Taalvaardigheid in het Nederlands van peuterspeelzaalleidsters* ‘Dutch language skills of pre-school teachers’. (Kuiken, € 50,560)
- Municipality of Amsterdam: *Taalloets Taalvaardigheid VVE leidsters* ‘Testing the language skills of pre-school teachers’. (Kuiken, € 13,420)
- Municipality of Amsterdam: *Taalvaardigheid voor schoolleidsters 2e ronde* ‘Language skills of pre-school teachers second round’. (Kuiken, € 86,260)

2010 (€ 128,941)
- Nederlandse Taalunie ‘Dutch Language Union’: *Kroatisch woordenboek* ‘Croatian dictionary’. (Lučić, € 53,941)
- Nederlands Kanker Instituut ‘Dutch Cancer Institute’: *Automatic evaluation of voice and speech rehabilitation following treatment of head and neck cancers* (Hilgers/Pols, € 75,000)
2011 (€ 157.250)
- Ministry of Education: Opbrengst Taalonderwijs Amsterdam-West (OTAW) ‘Results of language education in Western Amsterdam’. (Kuiken/Schoonen, € 157.250)

7. Academic reputation

The academic reputation of the ACLC manifests itself along various parameters, which are dealt with one by one in what follows.

7.1. Prizes & awards

Apart from the research grants obtained by ACLC researchers listed in § 6, major awards for ACLC members include Pinkster’s 2006 Honorary Doctorate awarded by Chicago University, and Escudero’s Heineken Award for Young Investigators in 2010. Quack was awarded an extraordinary professorship at Leiden University in 2007, and den Besten at Stellenbosch University, South Africa, also in 2007. The complete list of awards follows, organized by year:

2006
Pinkster, H., Honorary Doctorate Chicago University (27 October 2006).

2007
den Besten, H., Extraordinary professorship at Stellenbosch University, South Africa.
Quak, A., Extraordinary professorship at the University of Leiden, The Netherlands.

2008

2009
Michel, M.C., BAAL Student Abstract Award for the 3rd Conference on Task-based Language Teaching (TBLT) (2009).

2010
Escudero, P., Heineken Award for Young Investigators. (8 juli 2010).

7.2. Invitations to address major conferences

ACLC members gave the following number of invited lectures: 85 in 2006, 77 in 2007, 75 in 2008, 76 in 2009, 73 in 2010, and 45 in 2011. On average this is 72 invited lectures per year. A full list of invited lectures can be found at http://documents.qanu.nl (ACLC-Appendix 10). Only part of these invited lectures were keynote lectures such as the following:


Smith, N.S.H. (2006, oktober 13). Creole phonology: No such discipline, but what a lot you can learn from it! University of Illinois, Urbana-Champaign, USA, 37th Meeting of the North East Linguistics Society.


7.3. Conference organisation


A selection of international conferences and workshops organized at the ACLC follows, organized by year:

2006


2007


2008


2009


2010

In 2009 the ACLC decided that it would be important for the visibility of the institute to host larger conferences. The ensuing bids were successful in various cases, with as a result that ACLC researchers are currently organizing the following upcoming large conferences:
- European Second Language Association (EUROSLA), 2013.
- International Association for the Study of Child Language (IASCL), 2014
- International Conference on Learnability and Cognitive Modelling, 2015

7.4. Editorships

ACLC researchers were member of editorial boards in the following number of cases: 56 in 2006, 54 in 2007, 54 in 2008, 58 in 2009, 52 in 2010, and 42 in 2011.

7.5. Membership of academies

ACLC researcher Quak is member of the Royal Dutch Academy. Odé is member of the Russian Academy. Hans Bennis is foreign member of the Royal Academy of Language and Literature of Flanders. Hengeveld was nominated for membership of the Royal Dutch Academy in 2011, a decision on this nomination is pending.

7.6. Impact scores

Perhaps just as important an indicator of academic reputation as the preceding ones are the citation scores of ACLC researchers. In terms of h-scores the following researchers can be said to have a high impact in their field:
- h-score 20 and higher: Boersma, Hengeveld, Hulstijn
- h score 15-19: Bennis, Fischer, Hulk, Schoonen, Weerman, Smith
- h-score 10-14: Aboh, Baker, Escudero, Hamann, Pfau, Rispens, Zeijlstra
8. Societal relevance: quality, impact and valorisation

When talking about the societal relevance of research two different questions play a role: (i) the question to what extent research has societal relevance, and (ii) the question to what extent research results are made accessible for professionals and for laymen. These two questions are dealt with in two different subsections here.

8.1. Societal relevance

There are several lines of research at the ACLC that aim to contribute in a direct way to quality of life. These are the following:

- Second language acquisition: A large part of second language acquisition research in the research group Cognitive Aspects of Second Language Acquisition aims at (i) creating better methods for second language acquisition, (ii) creating better assessment tools for second language acquisition, and (iii) creating better conditions for second language acquisition. A substantial part of this research is contract research, with funding from the municipality of Amsterdam and the Ministry of Education.

- Specific Language Disorders: Part of the research carried out within the research group Grammar and Cognition focuses on the identification of Specific Language Impairment (SLI), especially in circumstances in which these are difficult to identify, as in the multilingual setting typical of the city of Amsterdam. There is close collaboration with institutions treating children with SLI, such as Koninklijke Kentalis.

- Laryngectomy: Patients with Head and Neck Cancer often suffer from speech disorders after their treatment. The research of the research group Oncology-related Communication Disorders aims at identifying areas that should receive special protection during surgery, methods to improve the speech of patients after surgery, and conditions on equipment used by patients. This research is carried out in collaboration with the Dutch Cancer Institute (NKI) and research is partly funded by the medical industry.

- Language endangerment: The research group Language Documentation and Description researches languages that are in danger of disappearance and document these languages such that their system and the culture that they embody will not be lost for posterity.

- Lexicography: researchers from various research groups produced important dictionaries of a wide range of languages. In the period under review the following dictionaries appeared:


8.2. Making research accessible

It is general policy of ACLC that results that come out of research, this research being publicly funded, are made accessible to others. This accessibility may be important for other researchers for which these results may be useful. This is for instance the case with tools such as PRAAT and the Typological Database System that the ACLC makes available, but also with data from endangered languages made accessible via repositories such as the DOBES archives, or language acquisition data made accessible through CHILDES.

Other results of research are made available for professionals. This is an important product as it makes sure that research results lead to new practices in education and the treatment of disorders, for instance. To stress the importance, since 2009 the ACLC assigns its publication bonus not only to outstanding academic publications, but also to important professional publications. These include, language courses, guides for parents, etc. A number of examples are the following:


The accessibility of research for the layman audience is important too. ACLC researchers contribute to an important website for pupils of secondary schools called Kennislink (www.kennislink.nl), developed an interactive programme for education on language endangerment (www.bedreigdetaLEN.nl), and as shown in Table 6 there are frequent media-appearances by ACLC researchers. In 2010 the ACLC organized a special course Writing for a
layman audience in order to enhance the skills required for this type of writing among its researchers. The course was attended well and evaluated very positively. A number of publications that aim specifically at a layman audience are the following:


A full list of professional and popularizing publications can be found at [http://documents.qanu.nl](http://documents.qanu.nl) (ACLC-Appendix 7, sections 6 and 7). Media appearances can be found in section 9 of this appendix.

### 9. Viability

The greatest challenge for the viability of the ACLC was the gradual reduction in tenured staff that took place between 2000 and 2010. Now that this reduction seems to have reached its final point, and the ACLC has consistently managed to attract sufficient external funding to be able to carry out its ambitious and broad research programme, the institute is in a secure position. Its productivity has grown over the years and the impact of its researchers has grown with it. The internal organization in research groups has not only been accepted but also welcomed by the research staff and has led to increased cooperation and dynamicity. In all, there are good reasons to be optimistic about the future.

### 10. Next generation

#### 10.1. Objectives and outcomes of the PhD-programme

In line with the institute’s profile, the ACLC wants to offer a PhD programme within which PhD candidates not only get a chance to become a specialist within their own field, but also receive a broad linguistic training. The latter objective not only leads to a better founded view on
linguistic issues, but also to enhanced chances on the job market. Table 10 shows the work situation of all ACLC PhD candidates since 1997 (100 candidates).

<table>
<thead>
<tr>
<th>Professional area</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>21%</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>Research</td>
<td>10%</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td>Professional work</td>
<td>13%</td>
<td>19%</td>
<td>32%</td>
</tr>
<tr>
<td>Self employed</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Unemployed/Unknown</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 10. Work situation ACLC PhDs

As Table 10 shows, 61% of former ACLC PhD students are involved in research, either at a university or at a research institute. A further 32% is involved in professional work that allows them to take advantage of their PhD training. A total of 93% thus seems to put their training to use in their current job situation.

10.2. Institutional embedding

PhD candidates are both a member of the research institute and a student of the Graduate School for Humanities. The research institute is responsible for the selection and supervision of PhD candidates, the graduate school is responsible for the training programme, in close consultation with the research institute. These two points, supervision and training, are discussed in more detail in § 10.3 and § 10.4 below.

10.3. Supervision: rights and obligations of both supervisors and PhD candidates

Upon their appointment, every PhD candidate and his/her supervisor(s) are invited for an intake interview with (a representative of) the ACLC director. During this interview a training and supervision plan is discussed and approved. The basis for this interview are the ACLC guidelines for phd supervisors and phd candidates that can be found at http://documents.qanu.nl (ACLC-Appendix 11). These guidelines give a detailed account of the rights and obligations of all parties involved in the PhD project. During yearly progress interviews of PhD candidate and supervisor(s) with (a representative of) the ACLC director these rights and obligations are explicitly reviewed next to the general review of results, progress, and planning.
10.4. Educational components

The specialized training of PhD candidates in the field of linguistics is jointly organized by the linguistics institutes in The Netherlands through the Dutch Graduate School in Linguistics (LOT). The Dutch linguistics institutes take turns in organizing a two-week summer or winter school. Every school offers 18 courses, half of which are taught by renowned international linguists, while the other half is taught by selected Dutch linguists. In addition, there are six selective master classes, taught by a selection of the course teachers. The courses on offer cover the entire field of linguistics. The ACLC organized the 2011 Winter School, which was well attended and evaluated very positively in terms of organization and content. An overview of the programmes of past LOT schools can be found at http://www.lotschool.nl/index.php?p=10.

Since 2011 the Graduate School for Humanities of the University of Amsterdam offers an additional set of courses focussing on necessary skills for PhD candidates. Part of these courses are obligatory for all PhD students. These courses address issues such as planning a project, writing a PhD, social skills, career orientation, and presentation skills. Optional courses concern teacher training, Academic Dutch or English, valorisation, and media training.

There is thus a clear division of labour between content (national) and skills (local) training, following a national agreement between humanities faculties in The Netherlands.

10.5. Success rates

The success rates for PhD students were shown in Tables 8 and 9 in § 5.2. As indicated there PhD progress, though improving, remains a matter of concern. The close monitoring of PhD projects through regular progress interviews involving both the PhD candidate and the supervisor has had a very positive effect on progress in general. Delays as a result of health problems and personal problems remain difficult to address, though, and the fact that a slight delay in a project may increase considerably as a result of the fact that a PhD candidate finds a new job before completely finishing the thesis is one for which no ready answer is available. A very positive point is that out of the 49 PhD candidates listed in Tables 8 and 9 only 6, slightly over 10%, discontinued their project.

11. SWOT-analysis

1. Strengths
   a. High quality of staff and high level of engagement
   b. Excellent level of external funding
   c. Flexibility of structure to adapt easily to changing trends
2. Weaknesses
   a. A relatively small tenured staff has to keep many projects going
   b. Visibility can be improved

3. Opportunities
   a. The collaboration with CSCA and ILLC researchers working on language offers further openings and directions.
   b. The faculty’s research priority areas provide space for new contracts.

4. Threats
   a. The smaller language sections are under serious threat and this is affecting the number of staff employed in these sections, and consequently the number of PhDs graduating in these areas.
   b. Increasing teaching load for tenured staff may put the research time under further pressure.

The strengths mentioned under 1 are interrelated, as the flexible organizational structure allows the ACLC to make sure the relatively small tenured staff is distributed across research groups in such a way that all have sufficient support both as regards content and organization. These groups in turn prepare funding applications that are well-founded in the ACLC research programme.

The weakness mentioned in 2a cannot be solved by the ACLC itself but is compensated for by a high rate of external funding. The weakness mentioned under 2b has received considerable attention over the last years, which has led to, among other things, a strongly improved website focusing dynamically on the many research activities going on at the ACLC, and to a number of successful bids to host large international conferences. Improvements can still be made in terms of the way individual researchers present themselves at international conferences.

The opportunities mentioned under 3 concern two ways in which the ACLC may strengthen its broad approach to linguistics. The presence of two strong neighbouring research groups at the UvA is something the ACLC is taking advantage of more and more, and the additional financial possibilities that the faculty offers to research priority areas are now being used to partly further expand this collaboration and partly fill gaps in the staff profile of the ACLC itself.

Finally, the threats under 4 are addressed in two different ways. The ACLC now has a policy whereby PhD positions are preferentially assigned to language-specific projects in those cases in which competing PhD-candidates have equivalent qualities otherwise. And a sabattical leave policy implemented over the last two years has partially helped to increase the research time of selected researchers.
12. Strategy

A combined analysis of the SWOT dimensions helps to reveal the strategies that the ACLC should follow in the near future:

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ACLC should exploit its broad orientation to enforce or create alliances with other institutes in adjacent fields, such as the ILLC and the CSCA.</td>
<td>The ACLC should make sure that the new positions that come available now and in the near future are used to contract research leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threats</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ACLC should use its flexible structure to concentrate research efforts when this becomes necessary due to lower staff availability.</td>
<td>Given its size the ACLC is vulnerable to potential budget cuts and should continue looking for external funding and alliances.</td>
</tr>
</tbody>
</table>

Table 11. Combined analysis of the SWOT dimensions

As indicated in Table 11, the ACLC should focus on a further reinforcement of the existing collaboration with CSCA and ILLC, concentrate research efforts where possible, contract research leaders so that externally funded projects can be managed, and continue its policy to facilitate applications for external funding.