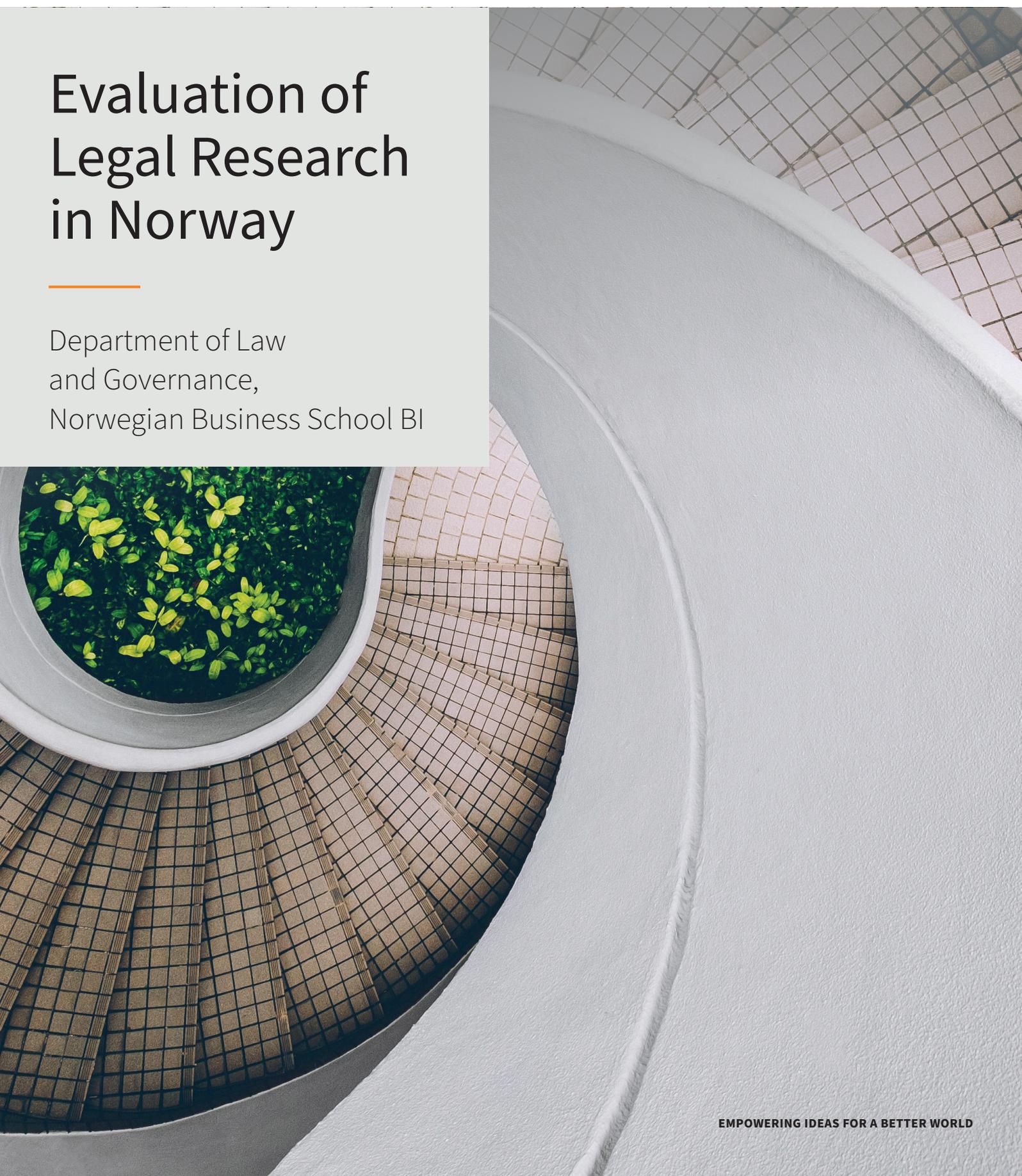


Evaluation of Legal Research in Norway

Department of Law
and Governance,
Norwegian Business School BI



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Summary

The Norwegian Business School (BI) is a privately funded, cross-disciplinary academic institution for education and research on business and management. Research and educational activities mainly focus on economics, finance, accounting, administration, law and management. Legal education and legal research are organised in the Department of Law and Governance, which also teaches political science and economic history.

The strategy for the Department of Law and Governance until 2025 includes: encouraging both national and international research collaboration, recruiting highly qualified staff, taking advantage of its cross-disciplinary position to find new forms of research collaboration, starting an MA programme in Law, and establishing a PhD programme in law. The overarching goal is to become the leading national academic institution for private and public regulation of business.

The teaching burden in law is large at bachelor's and master's level with almost 50 different courses being part of the various programmes. By tradition, BI is primarily an educational institution. The Committee concludes that the department is indeed a strong institution for education in law related to business.

The general view among legal academic staff at the department is that it is difficult to obtain external funding. The Committee appreciates the newly established administrative support function for external funding and also the arrangement whereby staff can reduce their teaching obligations while writing proposals. The Committee must nevertheless conclude that the strategy to increase external research funding has not yet yielded results.

In the Committee's view, the fact that many lecturers have no time reserved for research is a critical point, although it is currently being remedied, so that when a senior lecturer resigns or retires, they instead appoint two with 40% teaching time. Another measure highly appreciated by the Committee, is the possibility for lecturers without a PhD to follow PhD programmes while still on full pay from BI.

Looking at various forms of scholarly publication, the Committee can first state that, as regards books published by Norwegian publishers, the legal academic staff at BI have a high level of production in relation to their size. On the other hand, the Committee must conclude, that the department has not yet lived up to its strategy to increase international publication. Of the publications submitted to the Committee, most are well-executed descriptions of legal matters, although they would have benefited from an in-depth theoretical analysis and more legal and societal context. The approach to legal research at BI is often traditional, not least in terms of methodology, and, in light of the legal academic staff's interdisciplinary environment, the Committee had expected a more innovative research approach.

The Department of Law and Governance has a policy to participate in public debate and influence society. The Committee would like to emphasise that the department is very active and successful when it comes to outreach activities and societal relevance.

Finally, it is the Committee's firm conclusion, that the legal academic staff at BI have good conditions for finding new forms of research collaboration and developing cross-disciplinary theories and methods for research in law, not just its content, but also societal and economic aspects of law and the application of

the law. The Committee's sincere advice is therefore to further strengthen the legal academic staff's specialist profile by utilising its interdisciplinary position in both teaching and research, thereby achieving a position in which it can compete through its specificity.

Sammendrag

Handelshøyskolen BI er en privatfinansiert tverrfaglig akademisk institusjon for utdanning og forskning innen økonomi og administrasjon. Forsknings- og utdanningsaktivitetene fokuserer hovedsakelig på samfunnsøkonomi, finans, regnskap, administrasjon, rettsvitenskap og ledelse. Utdanning og forskning innen rettsvitenskap er organisert innenfor Institutt for rettsvitenskap og styring, som også underviser i statsvitenskap og økonomisk historie.

Strategien frem mot 2025 for Institutt for rettsvitenskap og styring, vektlegger at instituttet skal oppmuntre til nasjonalt og internasjonalt forskningssamarbeid, rekruttere høyt kvalifiserte ansatte, utnytte institusjonens tverrfaglighet for å utvikle nye former for forskningssamarbeid, samt å få på plass et masterstudium og et ph.d.-studium i rettsvitenskap. Det overordnede målet er å bli den ledende akademiske institusjonen nasjonalt for privat- og offentlig regulering av næringslivet.

Undervisningsbyrden er stor på bachelor- og masternivå i rettsvitenskap, med nærmere 50 ulike kurs som inngår i ulike studieprogrammer. BI er først og fremst en utdanningsinstitusjon, og komiteen mener at instituttet er særdeles gode på utdanning innen forretningsjus.

Den generelle oppfatningen blant de rettsvitenskapelig ansatte ved instituttet er at det er vanskelig å få ekstern finansiering. Komiteen synes det er positivt at institusjonen nylig har opprettet en administrativ støttefunksjon for ekstern finansiering, og at ansatte kan få redusert sin undervisningsplikt for å skrive søknader. Komiteens oppfatning er imidlertid at strategien for å øke den eksterne finansieringen ennå ikke har gitt resultater.

At mange forelesere ikke har dedikert forskningstid mener komiteen er et kritisk punkt. Dette er imidlertid i ferd med å bli bedre, ved at det ansettes to personer med 40 prosent undervisningsplikt når en førstelektor sier opp eller går av med pensjon. Et annet tiltak som støttes av komiteen, er at forelesere uten doktorgrad gis anledning til å følge ph.d.-studier samtidig som de beholder full lønn fra BI.

De rettsvitenskapelig ansatte ved BI har en høy produksjon av bøker utgitt på norske forlag, sett i forhold til instituttets størrelse. Komiteen bemerker imidlertid at instituttet så langt ikke har levd opp til sin strategi om økt internasjonal publisering. Av publikasjonene som ble sendt inn til evalueringen, er flertallet velskrevne beskrivelser av juridiske problemstillinger. Publikasjonene hadde vært tjent med en grundigere teoretisk analyse og diskurs om hva resultatene viser, sett i en bredere juridisk og samfunnsmessig sammenheng. Den rettsvitenskapelige forskningen ved BI har ofte en tradisjonell tilnærming, ikke minst når det gjelder metodikk. Komiteen hadde forventet at forskningen var mer innovativ, gitt det tverrfaglige miljøet ved instituttet.

Institutt for rettsvitenskap og styring har ambisjon om å delta i samfunnsdebatten og ha innflytelse på samfunnet. Komiteen ønsker å understreke at instituttet både er svært aktive i sin utadrettede virksomhet, og at de lykkes med å være samfunnsrelevante.

Komiteen mener at de rettsvitenskapelig ansatte ved BI har gode muligheter for å etablere nye former for forskningssamarbeid. De har også mulighet til å utvikle tverrfaglige teorier og metoder for rettsvitenskapelig forskning, ikke bare med hensyn til innhold, men også med hensyn til samfunnsmessige og økonomiske aspekter ved rettsvitenskap og lovanvendelse. Komiteen anbefaler at

instituttet styrker de ansattes forskningsprofil ytterligere ved å trekke på institusjonens tverrfaglige posisjon innenfor både forskning og undervisning. Ved å dyrke sin særegenhet vil instituttet kunne bli mer konkurransedyktig og styrke sin posisjon.

1 The scope and terms of reference of the evaluation

A key task of the Research Council of Norway (abbreviated RCN) is to conduct evaluations of Norwegian research. Evaluations are reviews of how research fields, scientific disciplines and academic institutions are performing in the national and international context.

The overall aim of the evaluation of legal research (abbreviated JUREVAL) was to review the scientific quality and societal relevance of legal research conducted at Norwegian higher education institutions. This included the research's relevance to educational tasks. The aim of the assessment is to contribute to ensuring and further developing knowledge about scientific quality and societal relevance at each of the institutions evaluated, and at the national level. The target group for the evaluation comprises the academic institutions, bodies that fund and manage public research, the government and its ministries, and governmental agencies and society at large.

Each institution has a responsibility to follow up the evaluation's recommendations. The RCN aims to use the outcomes of the evaluation as a knowledge base for further discussions with the institutions on issues such as general plans and national measures relating to legal research. The RCN will use the evaluation in its development of funding instruments and in the advice, it gives to the ministries.

1.1 Terms of reference

The terms of reference and assessment criteria were adapted to the institutions' own strategies and objectives. To facilitate the institutional self-assessment, the JUREVAL units played an active part in planning and specifying the assessment criteria, and selecting relevant data, documentation and information for the evaluation (cf. 1.6). In addition to the general principles that apply to the assessment, each unit specified its own terms of reference. They included assessment criteria adjusted to their own strategic goals and organisation. The institutions' terms of reference contained specific information about the research unit that the evaluation committee was to consider in its assessment (see Appendix A). By emphasising the individual institutions' scope and ambitions, and by reviewing research's importance to education, the RCN wished to explore a new model for evaluations. In this sense, JUREVAL will serve as a pilot and a guide to developing an alternative model for future evaluations.

1.2 The JUREVAL units

The RCN invited eleven institutions to take part in JUREVAL. Nine institutions responded positively, out of which six were evaluated. Table 1-1 shows the six institutions and their evaluation units.

Table 1-1: The six institutions selected in JUREVAL.

Institutions	Evaluation unit
University of Oslo (UiO)	Faculty of Law*
University of Bergen (UiB)	Faculty of Law
UiT The Arctic University of Norway (UiT)	Faculty of Law
University of Agder (UiA)	Department of Law
University of South-Eastern Norway (USN)	Department of Business, Marketing and Law
BI Norwegian Business School (BI)	Department of Law and Governance

Notes to the table: *At the Faculty of Law, UiO, all departments and centres are included in JUREVAL except for the Department of Criminology and Sociology of Law. However, five researchers working on legal research are included; The five were nominated by the faculty.

1.3 The evaluation committee

The RCN created the evaluation protocol, decided the assessment criteria (see Appendix B) and planned the review process. It also appointed an evaluation committee to review, conclude and make recommendations to each of the institutions, and to national authorities.

The committee's members were selected on the basis of input from the units taking part in JUREVAL and from candidates identified by the RCN. The members have expertise in the main areas of law and different aspects of the organisation and management of research and educational institutions. The committee consists of seven members engaged in legal research and affiliated to institutions abroad:

- Henrik Palmer Olsen, University of Copenhagen, Denmark (chair)
- Hanne Søndergaard Birkmose, University of Aarhus, Denmark; from 1 August 2021, The University of Southern Denmark,
- Sten Bønsing, University of Aalborg, Denmark
- Malgosia Fitzmaurice, Queen Mary University of London, United Kingdom
- Anna-Sara Lind, University of Uppsala, Sweden
- Jens Scherpe, University of Cambridge, United Kingdom
- Karsten Åstrøm, University of Lund, Sweden

The work of the assessment committee was assisted by a scientific secretariat composed of research professor Vera Schwach (head of the secretariat), senior adviser Lisa Scordato. The secretariat's duties included coordinating the institutions' data collection and processing and analysing the collected material.

1.4 Criteria for the assessment

The evaluation committee based its work on a set of criteria against which it reported its findings. These criteria were used to assess the six institutions individually. The six research institutions were asked to judge their performance based on the assessment criteria listed below (a–d). In addition, they were asked to review their research as a whole and in relation to the units' strategic targets.

The criteria used were as follows:

a) Research production and quality

- The evaluation should assess the profile and quality of the unit's research and the contribution that the research makes to the body of scholarly knowledge. It should also assess the scale of the unit's research results (scholarly publications, research infrastructure developed by the unit, and other contributions to the field).

b) Relevance to education

- *Study programmes*: the evaluation considers the relevance of the research to the study programmes at the institution, the resources used on educational activities and the teaching load of tenured staff. The results of recent evaluations of study programmes (within the last 5 years) should be presented to the committee when available.
- *PhD programmes*: the evaluation considers the capacity and quality of PhD training. Relevant topics include the institutional context of the PhD programmes, the programme content and structure, supervision and guidance of PhD candidates in relation to the job market, duration, success rate, exit numbers, and career prospects.

c) Relevance to society

- The evaluation should assess the quality, scale and relevance of contributions aimed at specific economic, social or cultural target groups, of advisory reports on policy, of contributions to public debates etc. The point is to assess contributions in areas that the research unit has itself designated as target areas.

d) Diversity and integrity of research¹

- The diversity of the research unit and its policy for research integrity. This includes how the unit deals with research data, data management and integrity, and the extent to which independent and critical pursuit of research is possible within the unit.

The assessments were presented in six institutional reports. In addition, the assessment committee was asked to provide an assessment of Norwegian legal research at the national level in a separate report focusing on:

- Strengths and weaknesses of the discipline in the international context
- The general resource situation as regards funding, personnel and infrastructure
- PhD-training, recruitment, mobility and diversity
- Research cooperation nationally and internationally
- Alignment of research capacity and educational activities
- Societal impact and the functions of the disciplines in society.

¹ The committee did not have sufficient data to carry out an assessment of these dimensions. This criterion is thus not treated separately in the assessment, but integrated with societal relevance and the institutions' overall strategy. While some data on diversity (such as gender, age and employment category) are included in Gunnar Sivertsen, Hebe Gunnes, Frøydis Steine and Lone Wanderås Fossum: *Resources, publication and societal interaction of Legal Research in Norway, NIFU Working Paper, 2020:5*. issues related to integrity were not part of the self-assessment.

The content and topics included in the self-assessment reports are presented in Appendix C.

Moreover, the external assessment concerned:

- a) research that the research institution has conducted in the previous 10–15 years, and
- b) the research strategy that the research institution intends to pursue in future.

1.5 The evaluation process

1.5.1 Preparations and reference group

The initial phase was devoted to specifying the terms of reference for the evaluation for each institution. This phase lasted from December 2019 to August 2020. Several meetings were held from April to August 2020 between the RCN, the scientific secretariat and the reference group with the aim of agreeing on and defining the indicators to be included in the self-assessment reports. The table of indicators provided by the RCN. The evaluation protocol with its table of indicators (cf. Appendix B, p. 11) was used as a starting point for the discussions.

The secretariat outlined the structure and content of the institutional reports, and of the national synthesis report. Self-assessment forms were distributed to the institutions in mid- September 2020. By the end of October 2020, the secretariat had received the terms of reference specified by each of the six institutions.

1.5.2 The Committee's work process

The committee's work was carried out in five phases.

First phase: September 2020–January 2021

- Initial preparation and first committee meeting.
- 15 September, the scientific secretariat distributed self-assessment forms to all JUREVAL-institutions; the deadline for the self-assessment reports was first set to 15 December 2020, but was later prolonged until 8 January 2021.
- First Committee meeting, 23 September 2020,
- A slightly revised self-assessment form was sent to all JUREVAL-institutions.
- The institutions were asked to check the data on personnel from the Norwegian R&D-statistics as listed in *NIFU Working paper 2020:5*.

Second phase: January–March 2021

- The self-assessment reports were sent to the secretariat, which compiled, organised and distributed the reports to the committee, organised by institution and topic. Data from the R&D-statistics were double-checked.
- The scientific secretariat set up a document-sharing platform (Microsoft Teams), and all background material, as well as other data files and documents, was stored there. The committee shared files and work in progress in Teams.

- Division of work tasks between the committee members. In late-January, an internal committee meeting was held and the tasks of evaluating the scientific publications were divided between the Committee's members.
- The Committee agreed to use Research Excellence Framework (REF) criteria.
- Second Committee meeting, 16 February
- Discussion on data and self-assessments, and agreed on the interview process.

Third phase: March–May 2021

- Invitations to interviews
- Third Committee meeting, 17 March 2021
- The Committee members conducted interviews with representatives of the seven research units. The secretariat was responsible for setting up the interviews.
- Fourth meeting, 16 April 2021.

Fourth phase: May/June –September 2021

- Fifth Committee meeting, 20 June 2021
- The Committee members wrote their assessments and conclusions of the evaluation reports for each of the seven institutions. The assessment Committee divided the assessment and writing work between its members.
- Sixth Committee meeting, 20 August 2021
- The scientific secretariat sent draft reports for factual checking to the institutions involved in JUREVAL.
- The secretariat drafted Chapters 1 and 2 of the evaluation report.

Fifth phase: October –November 2021

- Seventh Committee meeting 11 October 2021
- The Committee discussed comments from the RCN and the JUREVAL units on the drafts for the six institutional evaluation reports and the national report, and in an overall context.
- The Committee revised the drafts.
- Eight Committee meeting 25 October 2021, summing up work and results.

All eight Committee meetings were held on the Teams platform. The RCN participated as observers at all Committee meetings, except the meeting on 11 October, at which the Committee discussed the comments from the RCN on the drafts of the six institutional evaluation reports and the national report.

1.6 Data and background material

The evaluation draws on a comprehensive set of quantitative and qualitative data. The Committee's evaluation is based on the following data and documentation.

The institutions' self-assessment reports

Reports were submitted by all the research-performing units. They included quantitative and qualitative information at the institutional level and at the level of the disciplines/research areas (Appendix C).

- Time spent on teaching, research, administration and other activities
- A list of 10–20 academic publications/research contributions, with motivations
- A list of indicators of academic recognition received (prizes, centres, honorary professorships etc.)
- Distribution of PhD students and post-docs by thematic field/discipline
- A list of PhD dissertations published by a publishing house
- A list containing 10–20 examples of important dissemination and communication activities, with motivations
- Information from the public register of secondary jobs and ownership interests (sidegjøremålsregisteret)
- Additional information on selected topics based on the institutions' terms of reference

See Appendix C for information on timeframes for the assessments.

The institutions were responsible for collecting the data that was used to assess the locally defined assessment criteria. In a few cases, the secretariat contacted the institutions for clarification and details on behalf of the Committee.

Societal impact cases

The institutions were asked to provide case studies documenting the broader non-academic, societal impact of their research. The total number of cases requested was adjusted to the size of each institution (see Appendix D for the template used for the societal impact cases).

Report on personnel, publications and societal interaction

The RCN commissioned an analysis of resources, personnel and publications within legal research in Norway for the evaluation. The analysis was conducted by NIFU and published in the following report: Gunnar Sivertsen, Hebe Gunnes, Frøydis S. Steine and Lone Wanderås Fossum, *Resources, scholarly publishing, and societal interaction of legal research in Norway, NIFU Working Paper 2020:5*.

The report consists of three parts, the first focusing on resources allocated to legal research, the second on scholarly publishing and the third on societal interaction based on mapping broader written communication with society. The purpose was to contribute to the knowledge base about legal research in Norway by showing the development in the use of resources, and the results of legal research, as well as to put this research into a wider context.

Data on students and master's degrees

The RCN asked NOKUT (The Norwegian agency for Quality Assurance in Education) to provide data on enrolled students:

- a national overview of students, 2010–2019, ECTS, the student-teacher ratio (UiO, UiB and UiT), candidates and student survey (in Norwegian).
- master's degrees including the number of credits for the master's thesis, total numbers and by credits, 30 and 60 credits, 2017–2019 (in Norwegian).

Project data

The RCN provided data on project funding:

- The project data bank includes an overview of national and international participation in research programmes under or outside the auspices of the RCN and funded by the EU, 2011–2019 (in Norwegian)
- The RCN also provided data on how well the institutions perform with regard to RCN funding and how their success rate compares to other participating institutions. The data were used as background information in the national report.

Interviews

The assessment committee carried out interviews with the six institutions. An interview protocol was developed in cooperation with the secretariat at NIFU. The secretariat was responsible for planning and setting up the interviews.

2 Legal Research in Norway and JUREVAL

This chapter presents a national overview of legal research in Norway and provides detailed information about the six units included in the evaluation of legal research. Section 2.1 presents research and education in law in general and at the six units. It describes research personnel, the institutions, funding, and recruitment to legal research and higher education. Section 2.2 reports facts on higher education in law, while section 2.3 deals with the scholarly output and section 2.4 with societal interaction. The evaluation concentrates on the years 2010 to 2019, but it also follows up the evaluation of law in Norway carried out in 2009. Section 2.5 summarises the main conclusions from the previous evaluation.

2.1 Research personnel with a higher degree in law

Researchers with a higher degree in law (in total 476 in 2019) are primarily employed as academic staff at higher education institutions, but also as research personnel at research institutes and health trusts. The number of research personnel has increased moderately since 2010 (Sivertsen et al., 2021: 20).² Positions were distributed using the categories in Figure 2-1.

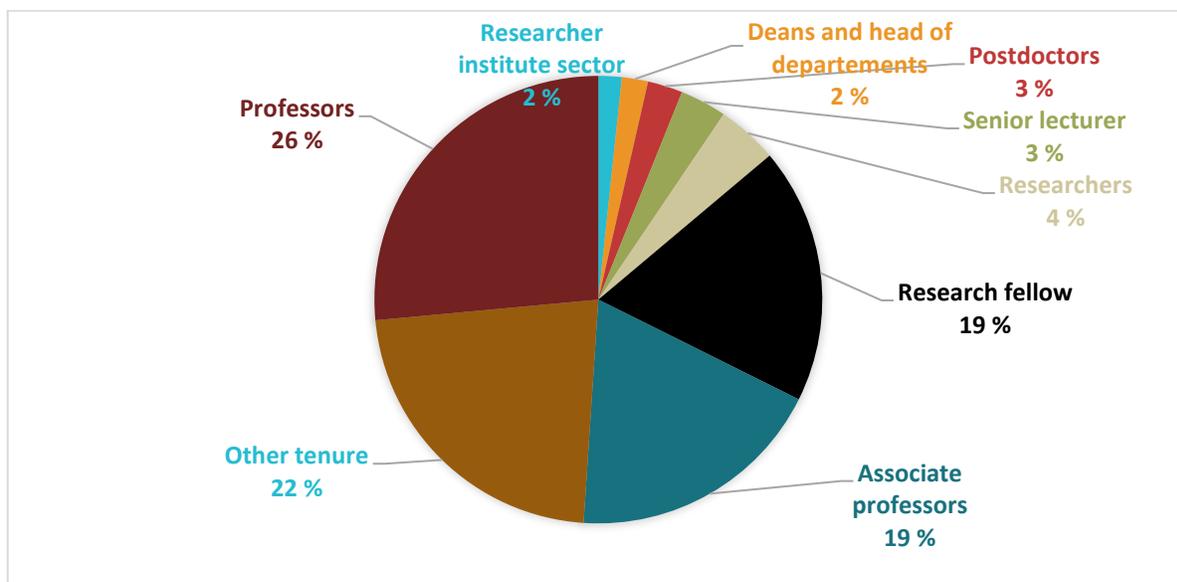


Figure 2-1 Academic staff with a higher degree in law in the Norwegian research system by position in 2019, per cent.

Source: NIFU, Register of Research Personnel

During the years 2010 –2019, the share of female academic staff increased for all positions, with the highest increase being among research fellows. However, despite having reached an approximate gender balance in recruitment positions and in the associate professors' group, a gender gap in disfavour of women still exists for top positions, see Figure 2-2 for a national overview (Sivertsen et al. 2021: 35-36). The situation we see in legal research is not exceptional, but typical for the social sciences.

² Gunnar Sivertsen, Hebe Gunnes, Frøydis S. Steine and Lone Wanderås Fossum, *Resources, scholarly publishing, and societal interaction of legal research in Norway*, NIFU Working Paper 2020:5.

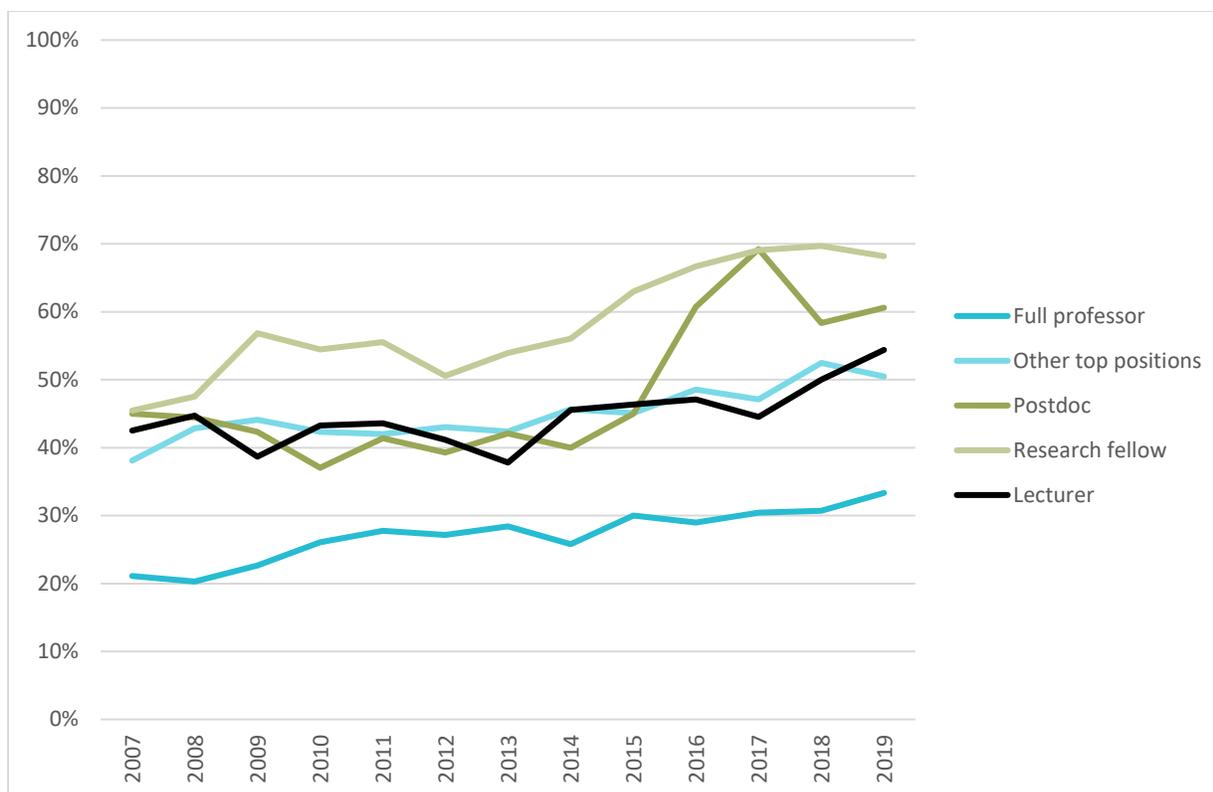


Figure 2-2 Share of female academic staff with a higher degree in law at Norwegian higher education institutions in selected positions, 2007-2019, per cent.

Source: NIFU, Register of Research Personnel

2.2 The six JUREVAL units

Of the 51 Norwegian institutions conducting legal research in the years 2010 to 2019, the JUREVAL units represent about 64 per cent of legal research personnel overall (academic staff) (Sivertsen et al. 2020: 32).

Based on the number of publications in legal research, other significant institutions in 2019 are the Norwegian Police University College, Fridtjof Nansen Institute, Oslo Metropolitan University, Christian Michelsen’s Institute, the University of Stavanger and VID Specialized University (Sivertsen et al. 2020: 48).

Within JUREVAL, the three law faculties dominate, with 85 per cent of the academic staff (257 out of 303). The Faculty of Law at the University of Oslo stands out with 44 per cent, followed by the Faculty of Law at the University of Bergen with 22 per cent, and the Faculty of Law at the Arctic University of Norway with 19 per cent, see Table 2-1.³

³ The numbers are based on Sivertsen et al. 2020: 32, Table 2.2.

Table 2-1 Academic staff¹ at the JUREVAL units, number of staff with a higher degree in law, and with a PhD, by institution, in numbers and per cent, 2019.

Institution	Staff with degree in law	Share of total staff	Staff with PhD	Share with PhD ²	Total staff
University of Oslo	132	90%	105	98%	147
University of Bergen	68	94%	50	100%	72
University of Tromsø	57	97%	33	80%	59
University of South-Eastern Norway	11	20%	20	44%	56
BI Norwegian Business School	22	55%	24	65%	40
University of Agder	13	100%	5	42%	13
Total JUREVAL units	303	75%	237	78%	387

¹ Research assistants and personnel with less than 25 per cent employment at the units are excluded.

² Research fellows are not included in the calculation.

Source: NIFU, Register of Research Personnel.

2.2.1 Academic staff

The JUREVAL units fall into two groups. The first and largest group measured by the number of academic staff and students comprises the Faculties of Law at the Universities of Oslo (UiO), Bergen (UiB) and Tromsø (UiT). Around 80–90 per cent of legal research at the three universities is carried out at the law faculties. They are specialised in legal research, and their study programmes concentrate on law. More than 90 per cent of the academic staff held a higher degree in law in 2019.

In the three units in the second group, comprising the Department of Law and Governance at BI Norwegian Business School (BI), the Department of Law at the University of Agder (UiA) and the Department of Business, Marketing and Law at the University of South-Eastern Norway (USN), the departments/sections and academic staff are part of a multidisciplinary unit. Legal academic staff typically make up a small share, varying from 20 to 45 per cent. They typically perform research in selected fields of law and the units offer study programmes that include law, but do not aim to cover all areas of law and the legal system.

Legal research at BI and UiA focuses on business and management research, whereas research at USN focuses on psychology, social medicine, philosophy and education (Sivertsen, et al., 2020: 49).

2.2.2 Organisational changes since 2009

While the three Faculties of Law have maintained the same organisational set up, the three smaller units have undergone considerable changes since 2009, when the previous evaluation took place. The main changes are as follows:

BI, Norwegian Business School, Department of Law and Governance

- 2007–14: Institutt for regnskap, revisjon og jus
- 2015–16: Institutt for rettsvitenskap
- 2017–19: Institutt for rettsvitenskap og styring

University of South-East Norway, Department of Business, Marketing and Law

- 2011: Avdeling for økonomi og samfunnsvitenskap, Høgskolen i Buskerud
- 2012–13: Fakultet for økonomi og samfunnsvitenskap, Høgskolen i Buskerud
- 2014–15: Institutt for strategi og økonomi, Høgskolen i Buskerud og Vestfold
- 2016: Institutt for strategi og økonomi, Høgskolen i Sørøst-Norge
- 2017: Institutt for økonomi, markedsføring og jus, Høgskolen i Sørøst-Norge
- 2018–19: Institutt for økonomi, markedsføring og jus, Universitetet i Sørøst-Norge

University of Agder, Department of Law, School of Business and Law

- 2011–13: Institutt for økonomi, Fakultet for økonomi og samfunnsvitenskap
- 2014–19: Institutt for rettsvitenskap, Handelshøgskolen ved UiA

2.3 Expenditure and funding

In 2019, expenditure on legal research in Norway amounted to NOK 466 million in current prices. The funding grew steadily from the late 1990s to 2017 before stagnating from 2017 to 2019, in fixed prices.⁴

The funding sources for legal research can be divided into five categories, where the three major sources are 1) basic governmental funds for the universities, 2) project funding from ministries and other public sources, 3) funding from the Research Council of Norway (RCN). Basic funding was the most important source of funding throughout the period (1997–2019). The share of external funding has fluctuated between approximately 23 and 48 per cent; project funding from ministries and other public sources dominated. The RCN was the third largest funding source (Sivertsen et al. 2021;41-43). See Figure 2-3.

⁴2017: NOK 433 mill.; 2019: NOK 420 mill.

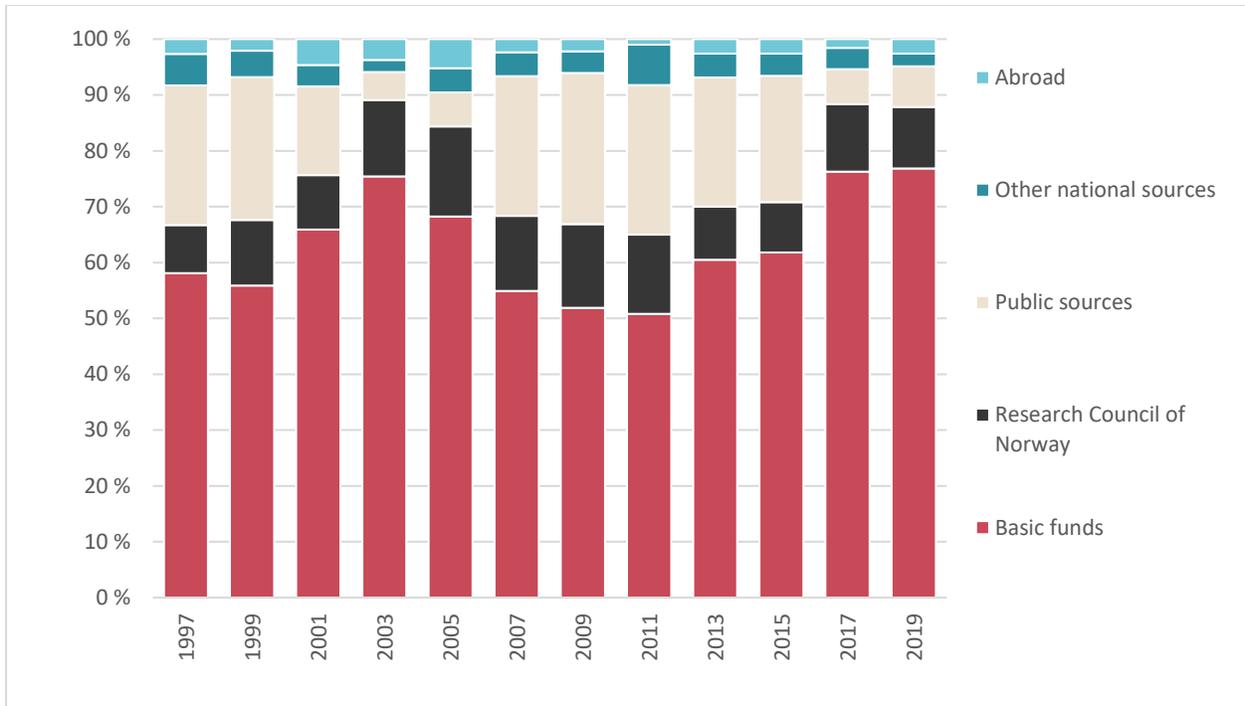


Figure 2-3 R&D expenditure on legal research by source of funds, 1997–2019, per cent.

Source: NIFU, Register of Research Personnel

Table 2-2 provides an overview of applications for research projects. The table shows rejections and grants and projects granted funding as a share of total applications. Moreover, it compares applications in the field of law with other social sciences.

Table 2-2 Research Council of Norway, applications for research projects, faculties of law and social sciences, rejections, grants, total amount granted as a percentage of the total number of applications, 2010–2019.

Research projects	Rejection	Funding	Sum	Share granted
UIB				
Faculty of Law				
Open Arena (FRIPRO)	15	2	17	12%
Programmes	9	2	11	18%
Faculty of Social Sciences				
Open Arena (FRIPRO)	74	17	91	19%
Programmes	64	10	74	14%
UIO				
Faculty of Law				
Open Arena (FRIPRO)	42	5	47	11%
Programmes	36	9	45	20%
Faculty of Social Sciences				
Open Arena (FRIPRO)	117	10	127	8%

Programmes	82	45	127	35%
UIT				
Faculty of Law				
Open Arena (FRIPRO)	2		2	0%
Programmes	5	5	10	50%
Faculty of Humanities, Social Sciences and Education				
Open Arena (FRIPRO)	96	14	110	13%
Programmes	56	14	70	20%

Source: RCN, Project database.

2.4 Recruitment – doctorates

The three universities award doctoral degrees in law, mostly PhD degrees. A few completed another doctoral degree, typically a *dr.juris*.⁵ From 2010 to 2019, a total of 203 doctoral degrees in law were awarded at the universities, see Table 2-3. An average of 20 doctoral degrees have been awarded each year.

Table 2-3 Doctoral degrees in law awarded in Norway, in total and by institution, 2010–2019.

	UiB	UiO	UiT	Total 2010–2019
2010	7	15	4	26
2011	8	6	1	15
2012	6	9	1	16
2013	3	11	3	17
2014	4	9	4	17
2015	5	16	4	25
2016	6	10	2	18
2017	5	15	3	23
2018	2	14	3	19
2019	5	16	6	27
	51	121	31	203

Source: NIFU, Doctoral Degree Register.

In 2019, a PhD graduate in law was 39 years old on average, for both women and men, the same as in 2007 and in social sciences overall (Sivertsen et al. 2020: 27).

⁵ NIFU, Doctoral Degree Register.

Since 2007, about 30 per cent of the doctorates awarded in law were awarded to persons with non-Norwegian citizenship at the time of the dissertation, see Figure 2-7. The share with non-Norwegian citizenship is the same as in social sciences overall.⁶

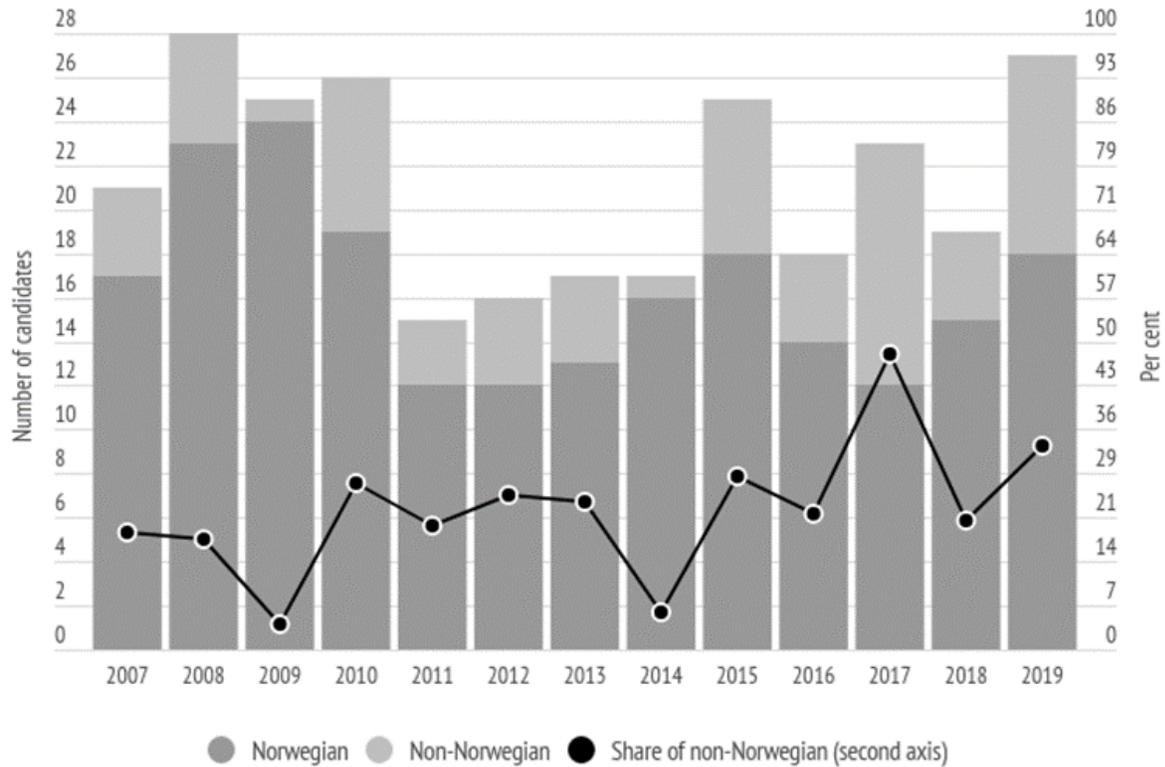


Figure 2-4 Doctorates in law in Norway by citizenship, 2007–2019.

Source: NIFU, Doctoral Degree Register

2.5 Education

In Norway, higher education in law consists of either a five-year integrated master's programme or a three-year bachelor's degree and a two-year master's degree (3+2). The most popular study programme is the integrated master's programme. The number of law students increased slightly from 2010 to 2019, mainly due to a larger number of students being enrolled in bachelor's programmes. Most law students are registered in a master's programme, where the number varied between 6,100 and 6,800 students. See Figure 2-6 below. During the period, about 60 per cent of the students in law at both the bachelor's and master's level have been female (Sivertsen et al. 2021: 29-30).

⁶ NIFU, Doctoral Degree Register.

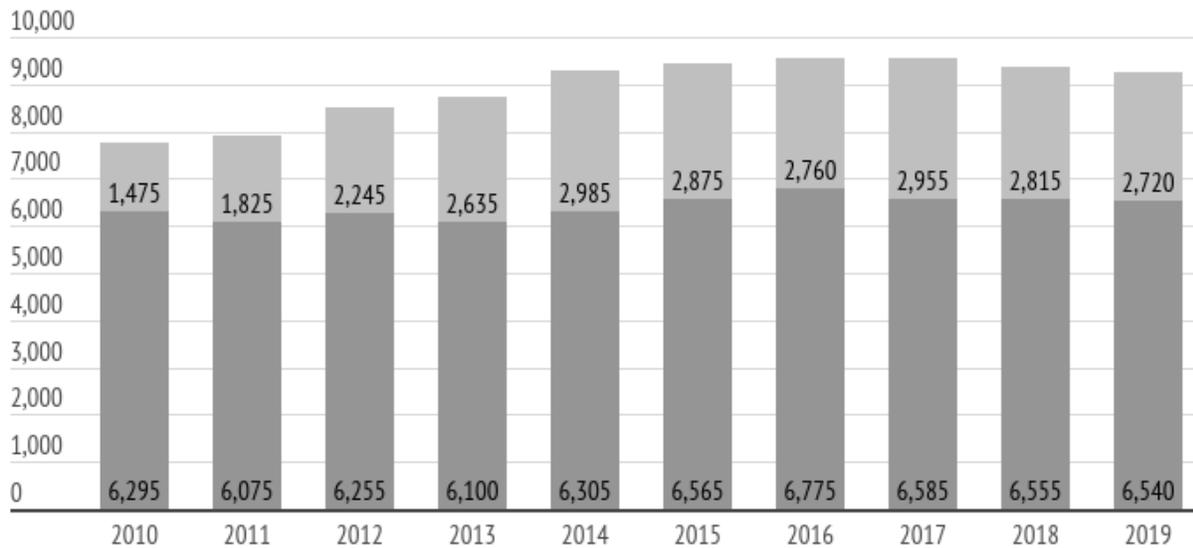


Figure 2-5 Students in law, 2010–2019.

Source: Norwegian Centre for Research Data, (NSD); Database for Statistics on Higher Education (DBH).

The number of graduates with a master’s degree rose from 2010 to 2016 but fell slightly from 2016 to 2019. The number of graduates in law on ISCED levels 6 and 7 per year has been about 1,000 yearly. ISCED levels 6 and 7 correspond to the bachelor’s and master’s degrees, respectively. See Table 2-4 below (Sivertsen et al. 2021: 30).

Table 2-4 Number of graduates in Law on ISCED 7 level by institution, 2007–2019.

	2007–2010	2011–2014	2015–2018	2019
University of Bergen	1 049	1 231	1 346	380
University of Oslo	2 161	2 368	2 483	425
University of Tromsø	277	315	411	145
Sum	3 487	3 914	4 240	950

Source: DBH.

2.6 Scholarly output

Scientific publications are a hallmark of knowledge production and dissemination within the national and international community of legal researchers. In 2019, 4,060 publications categorised as legal research were published in Norway.⁷ Legal research was conducted at 54 institutions, but largely concentrated at a few institutions. The three universities, UiO, UiB and UiT, had a share of 72 per cent of all scientific publishing (2,913 of 4,060). This share includes both law faculties and other units at the universities. The other 51 institutions had a combined share of 28 per cent.

The publication analysis confirms the results from the personnel analysis in terms of concentration: legal academic staff at the universities are for the most part employed at the faculties of law. At other institutions (for example BI, UiA and USN), legal academic staff are part of multidisciplinary departments (cf. 2.2.1).

2.6.1 The six JUREVAL units

In 2019, 65 per cent (2620 of the 4060) of all publications in law in Norway came from the six JUREVAL units. Hence, JUREVAL covers an important part of overall legal research in Norway (Sivertsen et al. 2021: 48, Table 3.1.).

The three faculties of law at UiO, UiB and UiT dominate with 93 per cent of all publications by the JUREVAL units (2,461 out of 2,620). UiO accounts for 55 per cent of all publications, followed by UiB with 25 per cent and UiT with 13 per cent. See Table 2–5 (Sivertsen et al. 2021:49, Table 3.2).

Table 2-5 The number of publications in legal research from the JUREVAL units, 2011–2019.

JUREVAL unit	Publications in legal research
UiO	1,466
UiB	655
UiT	340
BI	143
UiA	12
USN	4
Total	2,620

Source: *The Norwegian Science Index (NSI)*.

⁷ The analysis is based on the Current Research Information System in Norway (abbreviated CRISTin). CRISTin data are complete from 2011 (Sivertsen et al. 2021: 45–47).

2.6.2 Publication patterns

Overall, legal researchers at the JUREVAL units favour journal articles and book chapters over monographs. Journal articles accounted for 45 per cent and book chapters 49 per cent, while only 6 per cent of scholarly output was presented in monographies, see Table 2-6.

Table 2-6 The distribution of publications in legal research by publication type, 2011–2019, in per cent.

Unit	Publications	Journal articles	Book chapters	Books	Total
UiO	1,459	45%	49%	6%	100%
UiB	654	42%	52%	6%	100%
UiT	339	47%	46%	7%	100%
BI	142	41%	53%	6%	100%
UiA	12	50%	33%	17%	100%
USN	4	75%	0%	25%	100%
Total	2610 ¹	45%	49%	6%	100%

¹ The publication type is unknown for 10 items.

Source: NSI

The distribution across publication types differs somewhat, but UiO, UiB, UiT and BI largely reflect the general picture. While the total numbers for UiA and USN are low.

The Norwegian language was used in 49 per cent of the publications and English in 48 per cent. Only 3 per cent were publications in other languages than Norwegian and English. About 8 per cent of publications are co-authored with peers abroad. The share of international co-authored publications differs across the units as follows: UiT:14%; UiO 9%; UiB 4%; and BI 1%. As stated above, 49 per cent of the publications are in books. They have been published by 103 different publishers, most of them with only one book each (Sivertsen et al. 2021: 53–54).

The publication points have remained relatively stable during the period but have been rising since 2016. See Table 2-7.

Table 2-7 Annual publication points per person-year, 2011–2019.¹

	2011	2012	2013	2014	2015	2016	2017	2018	2019
BI	0.72	0.67	N/A	0.47	0.48	2.24	0.88	1.13	1.09
UiB	1.09	0.91	1.35	1.43	1.44	1.48	1.09	1.18	1.31
UiO	1.89	1.62	1.86	1.62	1.86	1.93	1.81	1.93	2.23
UiT	1.11	0.9	1.02	1.02	0.99	1.39	1.2	1.24	1.04

¹As published in NSD's Database for statistikk om høgre utdanning.

Source: NSD, DBH

2.7 Societal interaction

Interaction with society occurs in numerous communication channels, such as teaching, practical training, policy and planning, industrial applications and technological innovation. In the social sciences and humanities, researchers' written communications targeting a wider audience is important in societal interaction. This is also the case for legal research, with formalised genres for written contributions to society.

Legal academic staff in Norway contribute significantly to society at large, for example by serving on committees, boards etc. and sharing their expertise in legal practice, as illustrated in Table 2-8 (Sivertsen et al. 2021:63–64).⁸

Table 2-8 Contributions to sources of law in the most frequent categories in Lovdata, 2011–2019.

Categories in Lovdata	Sub-categories	Number of matched author names
Commissions and committees, etc.	<i>The Consumer Disputes Commission</i>	2,694
	<i>The Norwegian Financial Services Complaints Board</i>	2,631
	<i>The Patients' Injury Compensation Board</i>	1,052
	<i>The Tax Disputes Commission</i>	1,006
	<i>The Norwegian Complaints Board for Public Procurement</i>	588
	<i>The Norwegian Anti-Discrimination Tribunal</i>	415
Judgments	<i>The Courts of Appeal</i>	2,317
	<i>The District Courts</i>	686
	<i>The Supreme Court</i>	450
Parliamentary papers	<i>Official Norwegian Reports, NOU</i>	213
	<i>Draft Resolutions and Bills, St. prop.</i>	134
	<i>Recommendations from Standing Committees</i>	121

Source: Lovdata.

2.8 The evaluation of 2009

The overall goal of the previous evaluation was to provide an aggregated assessment of the quality of legal research in Norway and of the national academic environments.⁹ The review devoted particular attention to the performance of research groups. The evaluation aimed to identify measures that could contribute to quality, provide a knowledge base for the research units, the Research Council of Norway and for relevant ministries and contribute to developing legal research in Norway. The quality assessment was based on an international standard, taking account of national circumstances and needs, and the resources available to the individual research environments (RCN, *Legal research in Norway. An evaluation* (RCN), Oslo 2009). The panel concluded that several of the research groups and research areas could be characterised as strong in the Norwegian, Nordic, and international context. None of the evaluated research areas were considered to be weak in terms of the quantity and quality of research output. However, it was observed that some research environments were found to be too

⁸ For a detailed account of sources and methods, see Sivertsen et al. 2021: 58-64.

⁹ The evaluation comprised five units: the three faculties of law at University of Oslo, University of Bergen, University of Tromsø, the Department of Accountancy, Auditing and Law at the Norwegian Business School (BI) and the Fridtjof Nansen Institute (FNI).

small and thus vulnerable because of the numbers of research personnel and financial resources available.

- 1) Research quality and relevance.** The committee concluded that legal research in Norway was generally of good quality and on a par with the quality of corresponding legal research environments in other Nordic countries. It found that the research and the legal researchers' dissemination of research had considerable influence on and relevance to society, businesses and working life in Norway, and had a strong position in the Nordic research community. Moreover, the committee concluded that Nordic legal research in general, and legal research in Norway in particular, had a high societal impact/relevance compared with the impact of legal research internationally.
- 2) Organisation, cooperation and PhD education.** While the day-to-day organisation of the institutions was based on formal organisation structures, much of the research activity was organised in interdisciplinary research groups. Interdisciplinary cooperation took place across units within the same faculty (UiO) and/or across research groups from different faculties (UiO, UiB, UiT). The evaluated research environments were of different sizes, ranging from a few to larger groups with 25–30 researchers. The committee recommended all research groups to focus on attracting and including PhD fellows and junior academic staff in their research communities, and to devote attention to achieving gender balance among PhD fellows.
- 3) Publication and dissemination.** The committee observed that the publication channels for legal research were mostly of Norwegian or Nordic origin. It was also noted that the publications were largely written in Norwegian. The national orientation of Norwegian legal research publications was seen as normal given that legal research is primarily a nationally oriented discipline. At the same time, the panel found that all research groups published in international journals and in foreign languages (typically English), but that the quantity of international publications varied and was not always compatible with the discipline's international orientation.
- 4) Resources and funding.** The committee concluded that research had a high level of external funding, although this varied between the research units/groups. The high dependence on external funding was seen as a weakness, as it hampered the research groups/projects' possibilities of developing long-term plans and strategies, and thereby ensuring continuity in their research work and knowledge development in traditional core disciplines, and in new ones.

3 The Committee's assessment

3.1 Introduction

3.1.1 Presentation and strategy

BI is a cross-disciplinary academic institution for education and research relating to business and management. Research and educational activities mainly focus on economics, finance, accounting, administration and management. Legal education and legal research are organised in the Department of Law and Governance. However, law is not the only discipline at the department, which also teaches political science and economic history.

A working group was established to carry out the self-assessment at the department. The management of the department held meetings to coordinate the process. The Committee conducted interviews via Teams with representatives of the management, research and teaching. Thanks to the openness and interest shown by the interviewees, we received valuable and helpful information that supplemented the self-assessment and other data provided by NIFU.

An earlier assessment of research at BI (BIRA -BI Research Assessment 2018) pointed out that, in the Department of Law and Governance's view, it fell between two stools, namely between national and international publishing. In a document setting out the strategy for BI as a whole until 2025 ('Shaping people and business for an international, digital and sustainable future'), the overall ambition is to be the leading national institution for not only education, but also for research, in all business-related areas.

As stated in the self-assessment and the interviews we conducted, this objective and strategy has been broken down. It applies as follows to the Department of Law and Governance:

- encouraging research collaboration – both national and international,
- recruiting highly qualified staff,
- take advantage of its cross-disciplinary position to find new forms of research collaboration, focus on recruiting both junior researchers and full professors, also with a focus on pedagogical skills,
- a new MA programme in Law and Business was introduced in 2019, and the aim is to start an MA programme in Law,
- establish a PhD programme in Law
- the overarching goal is to become the leading national academic institution for private and public regulation of business.

The Government has recently demonopolised law programmes, a move strongly welcomed by BI which had been opposed in this matter by existing law faculties. The department intends to establish its own law programme in autumn 2022.

These objectives and strategy are well justified and, in the Committee's view, the objectives are relevant and should serve as a good guide for further work.

3.1.2 Education: purpose and arrangements

The teaching burden is large and predominantly at bachelor's level. The legal academic staff teach almost 50 different courses that are part of various programmes at BI. These courses cover a very large range of legal areas. They are often quite specialised, but also cover more general topics such as private law, labour law and tax law. During the interviews, it turned out that the management and professors traditionally see the department as a mainly educational institution. While there are historical reasons for this, the department has high ambitions to also be a leading environment within legal research in their field.

The teaching is very practice-oriented, which is appreciated by both students and representatives of business and government. Professors and senior lecturers mainly teach in their specialty or research areas.

Because BI has many campuses, staff with teaching duties have to spend a lot of time traveling, which is perceived as an inconvenience. This is currently under review. It was also clear from the interviews that two teachers often teach together, an economist and a lawyer in the MA programme in law and business. This should lead to increased interest in and knowledge of each other's methods and theories, but, in the interviews, professors stated that they work from completely different perspectives and often do not really understand each other. The Committee would like to recommend staff to increase their mutual knowledge of each other's scientific principles and approaches.

3.1.3 Financial conditions for research and education

BI is a privately funded institution and only 16% of basic funding comes from the state. The rest comes from private companies, foundations and tuition fees. The general view among legal academic staff at BI is that it is difficult to obtain funding from research funders. Since 2019, however, BI has established an administrative support function that helps researchers to apply for external funding. Researchers can also reduce their teaching obligations while writing proposals. Professors also aim to write applications together with research centres and with researchers from other disciplines.

The above-mentioned 2018 assessment concluded that the level of external funding was too low, and that the school as a whole was lagging behind in terms of building an infrastructure that could generate increased external funding. This applies to all types of potential sources of external funding, including the Government, the EU, foundations, specific theme-based funds and alumni. In the previous evaluation, it emerged that many researchers lacked interest in applying for external funding. The prevailing view was that it took too much time to prepare applications and that the competition was so great that the chances of success were too small. BI established a central Research Administration Office in 2019 in order to address these shortcomings.

Professors and associate professors have 40% of their time set aside for research. Lecturers have no time for research since they teach full-time. This creates an imbalance among staff, since some of the senior lecturers are only teachers and thus have fewer opportunities to convey research results to students, which also entails a risk of shortcomings in the teaching of research methods and theory. However, steps are being taken to remedy these shortcomings through a policy of employing senior lecturers with a PhD and programmes for further training of non-doctoral senior lecturers.

If accepted, a lecturer can follow a PhD programme at a university, while still on full pay from BI, on condition that he/she stays at BI for a number of years. According to the interviews, this has been a success. Eight lecturers have availed themselves of this opportunity so far, and they have all become PhDs or Doctors of Law. Two senior lecturers from BI are currently taking postgraduate education. The Committee is impressed and finds this both a generous and worthwhile initiative that bodes well for the future. One of the professors who was interviewed was actually the first person to make use of this arrangement. To further strengthen the department's research profile, teachers are being upgraded in terms of research. When a senior lecturer resigns or retires, they instead hire two with 40% teaching time.

However, it came up in our interview with professors that they are now focusing on submitting applications together with researchers from other disciplines. The Committee wishes to emphasise that this is a strategy that should be further developed, and that the conditions for interdisciplinary collaboration are good at BI. The fact that BI is multidisciplinary is an advantage in relation to the larger law faculties that should be utilised to a greater extent.

3.2 Research production and quality

3.2.1 Development of objectives and priorities in the last ten years

During the period 2010–2019, the department as a whole received external funding for twelve projects. Three of them were financed by the RCN, one was EU-funded and the others by private foundations. Only three projects can be linked directly to the legal group. Furthermore, with one exception, the project funding is between NOK 200,000 and 2,500,000. The largest grant, which stands out, of over NOK 14 million from the RCN, has a main applicant from another department at BI, but involves a professor of law.

From the RCN project database, the Committee also notes that the end date for the twelve projects is at the end of July this year. This means that there is definitely a strong need for new applications.

In other words, the Committee must conclude that the strategy to increase external research funding has not yet yielded results, although the Committee notes that, by supporting the application process and offering the possibility of a reduction in teaching time for writing applications, the department continues its efforts to realise its ambitions. The large grant from the RCN is an indication of this, even though it is not primarily in the field of law. Since legal academic staff, not just at BI, publish internationally to a lesser extent, collaboration on applications with other disciplines with a more international profile can pay off, because the assessment of research proposals often places strong emphasis on the project participants' weighted international publications. Again, the Committee believes that the key to greater success in increasing external funding is interdisciplinary collaboration.

The Committee would like to highlight two good examples where law has been integrated with other disciplines: 'Digitization and Diversity: Potentials and Challenges for Diversity in the Culture and Media Sector' and 'Franchising - The Nordic Model'. 'Digitization and Diversity' is also the project that has received the largest external funding.

In the self-evaluation report, the department stated that it has extensive cooperation with Nordic research groups within selected areas, such as company law, labour law and intellectual property law. The Committee finds this cooperation positive and well suited to contribute to BI's ambitions of becoming the leading business law institution in Norway. However, the committee also recommends legal academic staff at BI to expand and deepen their cooperation beyond the Nordic region as well.

As regards various forms of scientific publication, the Committee wishes to first point out that, when it comes to books published by Norwegian publishers, the legal academic staff at BI have a high level of production in relation to their size. Admittedly, the vast majority of books, 51 out of 67, are published by Fagbokforlaget, which indicates that they are mainly textbooks, which is logical given that they basically see themselves as an educational institution. According to NIFU's report (NIFU Working Paper 2020:5), publication per employee has increased slightly during the period, but with a figure of just over than 1, publication per employee is lower than for the law faculties at UiO, UiB and UiT.

If we turn to article publications, the total number during the period is 58. The vast majority of them are published in Norwegian special journals, such as *Skatterett* (Tax law) and *Tidsskrift for eiendomsrett* (Private property journal). The production of international articles is limited to four articles. In this respect as well, the Committee must state that, thus far, the legal academic staff at BI do not live up to BI's strategy to increase international publication by 2025. However, since the department offers help with translation and proofreading, the conditions for international publishing have improved. In relation to this topic, professors pointed to the fact that legal research is mostly national and of limited interest to an international readership. It was also pointed out that legal academic staff at BI have an obligation to assist Norwegian lawyers, in-house lawyers and others by giving practical and relevant advice, based on research results, on how national laws should be interpreted and applied.

While this may be true, the Committee would like to point out that not just dealing with the content of legislation, but also placing it in a societal, comparative and theoretical context, will increase international interest in the research and thereby increase the possibility of international publication. This could also enrich the quality of research that is aimed more at Norwegian audiences. The Committee strongly encourages the management of BI to devise ways of enhancing internationalisation of the legal research carried out at the institution in ways that mean that it still retains its domestic relevance. And, again, cross-disciplinary cooperation could be one way to achieve this.

In a benchmarking study of various business schools in Europe (*Benchmarking av fagmiljøet i jus ved BI i forhold til andre europeiske handelshøyskoler* by Bogdana Fedorak, BI 2016), it was found that researchers with a law background at BI had a relatively low scientific production (2011-2014) in comparison with leading European schools. At the same time, however, it was significantly higher than, for example, legal academic staff at the School of Business (Handelshögskolan) in Stockholm, Sweden.

Of the ten publications submitted to the committee, the majority are well-executed descriptions of legal matters, but they would have benefited from an in-depth theoretical analysis of, and argumentation about, what the results show in a wider legal and social context. We also note that publications in international journals are more often of higher scientific quality. The approach to legal research at BI is often entirely traditional, not least in terms of methodology, and, given the legal academic staff's interdisciplinary environment, the committee had expected a more innovative research approach.

3.2.2 Future areas of strengths and priorities

As stated above, the proclaimed aim of the department is to be the leading academic institution in the regulation of business in Norway. This includes strengthening the core subject of private law, as well as relevant public law-related subjects.

The Department of Law and Governance at BI is by tradition primarily an educational institution, and both the management and professors feel a strong responsibility to train future lawyers, primarily in business law, but also for public authorities and other organisations. During the last 5–10 years, the department has also been working to become a strong research community in business law, with a view to becoming the leading national research community in business law in terms of both education and research. The above-mentioned opportunity for lecturers without a doctoral degree to follow a PhD programme and the recruitment of senior lecturers with doctoral degrees with more time allocated for research, are two examples of a good strategy for the future.

Another ambition is to be relevant to society and, as was expressed during the interviews, ‘we want to have an impact on the world’. The staff frequently take part in public debate and also in legislative processes.

The department at BI has very strong ambitions to raise the level of the education provided by establishing not only a master’s programme, but also its own PhD programme.

The Committee is impressed by the department’s many different ambitions, but, at the same time, the Committee sees a significant danger of becoming too differentiated. We would advise the department to consider which research areas should be prioritised in order to also develop research that is more international.

At the same time as the committee appreciates the ambitions shown, we would like to point out that the ambition to, for example, establish its own doctoral programme requires the fulfilment of another ambition, namely to develop strong research and scientifically strong staff if it is to be in a position to compete with other doctoral programmes.

3.2.3 Recruitment and PhD programmes

As already mentioned, BI does not have its own PhD programme in law – yet. However, the committee has been impressed by the good conditions, described in section 3.1.3 above, that senior lecturers are offered if they follow postgraduate studies at another university. The committee finds this way of raising the scientific level among employees very commendable.

In terms of subject matter, doctoral students have been well distributed between different areas, which also reflects the breadth of the existing teaching base. There is a clear predominance of women who have defended their dissertations in this way. At the same time, we note that no postdoc positions are currently available for those who have completed doctorates. Hopefully, they will have time for research when they return to their senior lecturer positions. We have noted that at least one of them is now a full professor at the department.

It was very clear from the interviews that BI is finding it very difficult to recruit and retain staff. The reason for this is that it is very hard to compete with law firms and private businesses when it comes to

wages. This is a problem in relation to private law in particular and difficult to solve within the current conditions.

3.3 Relevance to education

3.3.1 Discipline, legal research and education: learning methods, principles and practices

The self-assessment report emphasises that the teaching of different areas is handled by specialists in each specific field, and also that the teaching is strongly focused on legal problem-solving based on concrete cases.

The section for law has a heavy teaching burden, which was also evident in our interview with representatives of staff. Apart from teaching a bachelor's programme in business and law, professors and lecturers also teach courses in specialised law in BI's other programmes within the framework of different programmes in economics, accounting etc. Teachers from different disciplines often work together. This provides good opportunities for discussions across subject boundaries of both theory and methods. During the interviews, it was stated that BI does not have a strategy for methodology for bringing law and economic research together. It is not cross-method but multi-disciplinary. Legal method is one discipline and economics another. It was said to be complicated to cooperate and mix different disciplines, and that the questions have to be answered by the special discipline in question and using right method.

The Committee partly agrees with that, but at the same time wishes to point out that the interdisciplinary environment in both research and teaching could be better utilised. There are questions that cannot be answered by one single discipline, questions that require a broader understanding. Increasing the understanding of other disciplines' methods and theoretical conditions in their teaching could be one way of deepening one's own disciplinary methods and theories. It could also be a way to enrich legal research by relating legal analyses to a societal context, for example the economic context.

3.3.2 Learning and practising law and legal research methods

The self-assessment states that the MSc in Law and Business starts with a course that combines legal method and law with economics. Here, Norwegian legal method is taught in depth from both a legal perspective and a law and economics perspective. The students present case law to the class followed by discussions and feedback on the legal method applied by the courts. Legal method is also an integrated part of all other law courses in the master's programme. The students are given individual feedback by the lecturer on several written assignments.

Teaching together with representatives of other disciplines could be enriched by research that to a greater extent deepens jurisprudence through theoretical in-depth studies and the development of new research methods. In other words, research and teaching could mutually fertilise each other. The Committee would like to point out that there is a strong potential here for BI to develop research at the

intersection between law and economics in a way that cannot be achieved within a faculty exclusively devoted to law. That would also be completely in line with the ambition to be practically oriented and relevant in both research and teaching.

It is also clear from the self-evaluation that the master's programme in law and business aims to remedy a shortcoming among both law and economics scholars in this highly integrated field: legal academic staff's lack of knowledge of economics and economists' lack of understanding of regulatory impact. It is the Committee's hope that this ambition will have a strong impact on the teaching of interdisciplinary courses.

3.4 Societal relevance

3.4.1 Outward-oriented activities

The department organises seminars that attract important professionals from the Norwegian business community, especially within company law and financial regulation. Staff also participate extensively in not only Norwegian and Nordic conferences, but also international ones. It emerged from the interviews, that professionals from outside the higher education sector participate much more in the department's conferences than in other institutions' conferences.

The department has a conscious policy of participating in public debate. On its website, there is a list of researchers that the media can turn to in various subject areas. As stated in the interviews, staff wish to be important to public debate and the media, and also to be respected by society and politicians. One professor even talks to the media daily. During the evaluation period, legal academic staff at BI have published a very large number of debate articles.

Staff at the department also often serve as journal editors, in research organisations and on the boards of industry organisations, and they are often asked to participate as experts in the preparation of new legislation.

The NIFU report states that, as regards articles in non-scholarly journals, almost one fifth of all articles by JUREVAL institutions are written by staff at the Department of Law and Governance at BI. Only the faculty of law at the University of Oslo has a larger share.

The NIFU report also measures the JUREVAL institutions' impact on sources of law in Norwegian legal practice. Names affiliated to the JUREVAL units, and thereby their institutions, were matched to 23,693 documents with references in the Lovdata database. In the category for Commissions and Committees, only the University of Oslo has a larger share. In two other categories, Court verdicts and Parliamentary Papers, the University of Bergen also exceeds BI.

The Committee would like to emphasise that, given that BI is so much smaller in terms of the size of its staff, the results indicate that BI is very active and successful when it comes to outreach activities.

3.4.2 Contribution to the achievement of societal goals

BI has submitted five very strong impact cases, and it was highlighted in the interviews that they are proud of the submitted impact cases and that they see it as important that law is practical and affects people. These cases all concern core topics at BI, such as financial regulation, tax legislation, accounting and intellectual property law.

The submitted Sustainability Report-2019 states that BI recently reviewed all academic publications during the period 2012–2018 and categorised them according to which of the UN Sustainable Development Goals they contributed to. Research produced by the Department of Law and Governance contributes to several goals, but notably SDG 16 – Peace Justice & Strong institutions.

In the self-assessment and interview it was also pointed out that the establishment of the Centre for Financial Regulation, and research and seminars that have been held on that platform, have had an impact on the current process of revising the Financial Agreements Act in Norway. Research on the Norwegian and European supervisory authorities within the field of financial regulation has also influenced the debate on the United Kingdom's alternatives as regards its relationship with the European Union. This research will probably also continue to be relevant going forward.

Other examples include the impact of changes in company law and copyright law, and also the internationalisation of Norwegian accounting law.

In conclusion, it is the Committee's firm view that the Department of Law and Governance is very successful in terms of societal relevance.

4 The Committee's overall conclusions and recommendations

4.1 Conclusions

The Department of Law and Governance is a strong institution for education in law related to business. The field is interpreted broadly in terms of legal fields, which the Committee appreciates. The department has a strong connection to the recipients of education and research, namely the business community. The Committee can also state that the department is indeed in the process of fulfilling its goal of increasing research, but that work remains to be done to internationalise and expand externally funded research through applications for research grants. We also conclude that the department performs very strongly in terms of education and societal relevance.

Legal academic staff at BI have extensive opportunities to cooperate with other disciplines within the department and within the Business school as a whole. However, we must conclude that these opportunities have only been utilised to a limited extent, although there are some very good examples of such cooperation. In particular, the Committee observes that it would be possible to work more on method and theory development between disciplines, given the position of the subject in a multidisciplinary institutional environment.

The ambition to develop a new master's programme and a PhD programme is a good one, but it must be accompanied by strengthened research efforts, so that the programmes can rest on a good scientific basis if they are to be able to compete with programmes at other universities.

We fully understand that it is difficult to compete for external research grants, but must conclude that more grant applications must be written and that advantage must be taken of the department's situation in an interdisciplinary environment.

4.2 Recommendations

In relation to the goals presented in the strategy for 2025, the Committee concludes that the Department should:

- Further expand international publishing and research grant applications.
- Further recruitment of qualified staff, preferably with interdisciplinary competence and experience.
- Take advantage of its cross-disciplinary position to find new forms of research collaboration that can develop cross-disciplinary theories and methods for researching law, not just its content, but also societal and economic aspects of law and the application of the law.
- In the process of developing new programmes, research must be developed, and a specialised research profile must be created for a scientifically based higher education.

Finally, law at BI has a unique opportunity to further strengthen its specialist profile by utilising its interdisciplinary position in both teaching and research, thereby creating a position that can compete through its specificity.

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Appendices

Appendix A: Terms of Reference (ToR)- BI

The Senate of BI Norwegian Business School mandates the assessment committee appointed by the Research Council of Norway and chaired by Professor Henrik Palmer Olsen (Copenhagen University) to assess the Department of Law & Governance at BI based on the following Terms of Reference.

Assessment

You are being asked to assess the quality of research conducted by the Department of Law & Governance, its relevance for education and wider society, its strategic targets, and the extent to which it is equipped to achieve them. You should do so by judging the unit's performance on three assessment criteria (a. to c.) below. Be sure to take into account current international trends and developments in science and society in your analysis.

- a. research production and quality;*
- b. relevance for education;*
- c. societal relevance*

For a description of these criteria, see Section 2 of the JUREVAL protocol. Please provide a written assessment on each of the three criteria. Please also provide recommendations for improvement. We ask you to pay special attention to the following two aspects below in your assessment:

1. BI's specialism in the field of business law
2. The department's responsibility for teaching of business law in the various business administration programmes at BI

In addition, we would like your report to provide a qualitative assessment of the Department of Law & Governance as a whole in relation to its strategic targets. The assessment committee should assess the strategy that the department intends to pursue in the years ahead, and the extent to which it will be capable of meeting its targets in research and society during this period, based on available resources and competencies. The assessment committee is also invited to make recommendations concerning these two subjects. Finally, the assessment committee is asked to make a reflection on matters of research integrity and diversity as defined in section 2 of the JUREVAL protocol.

Documentation

The necessary documentation will be available made by the JUREVAL secretariat at NIFU chaired by Research Professor Vera Schwach (vera.schwach@nifu.no)

The documents will include at least the following:

- report with standardised analysis and indicators provided by the Research Council of Norway
- self-assessment with data and indicators defined by the Department of Law & Governance

Interviews with representatives from the evaluated units

Interviews with the Department of Law & Governance will be organised by the evaluation secretariat at NIFU. Such interviews may be organised as a site visit, in another specified location in Norway or as a video conference.

Statement of impartiality

The assessment should be performed in accordance with the *Regulations on Impartiality and Confidence* in the Research Council of Norway. A statement of the impartiality of the assessment committee members has been recorded by the Research Council of Norway as a part of the appointment process. The impartiality and confidence of committee members should be confirmed when evaluation data from the Department of Law & Governance is made available to the committee and before any assessments are being made based on these data. The Research Council of Norway should be notified if questions of impartiality are raised during the evaluation process.

Assessment report

We ask you to report your findings in an assessment report. A draft report should be sent to the Department of Law & Governance and the Research Council of Norway (RCN) by 15th September 2021. The Department of Law & Governance will check the report for factual inaccuracies; if such inaccuracies are detected, they will be reported to the assessment committee and to the Research Council no later than two weeks after reception of the draft report. After the assessment committee have made the amendments judged necessary, a corrected version of the assessment report should be sent to the Senate of BI and the RCN no later than two weeks after all feedback on inaccuracies are received from the Department of Law & Governance.

Finally, the assessment committee is asked to provide an assessment of Norwegian legal research at the national level in a separate report paying specific attention to:

- Strengths and weaknesses of the discipline in an international context
- General resource situation regarding funding, personnel and infrastructure
- PhD-training, recruitment, mobility and diversity
- Research cooperation nationally and internationally
- Alignment of research capacity and educational activities
- Societal impact and the functions of the disciplines in society.

This national level assessment should be presented to the evaluated units and the Research Council within 15th September 2021.

Appendix B: Protocol and assessment criteria



The Research Council
of Norway

Evaluation of Legal Research in Norway 2019

JUREVAL protocol version 1.0

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1 Introduction

1.1 Aims and target groups

Research assessments based on the JUREVAL serve different aims and target groups. The primary aim of JUREVAL is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions. Assessments should serve a formative purpose in contributing to the development of research quality and relevance within these institutions and at the national level.

1.1.1 Target groups

- Researchers and research group leaders
- Institutional management and boards
- Research funders
- Government
- Society at large

1.2 JUREVAL: Basic principles

The basic principles of the JUREVAL are as follows.

1. The evaluation serves to guarantee, reveal and confirm the quality and relevance of academic research. The assessment concerns the scientific, organisational and societal aspects of the research.
2. The boards of the faculties (or other relevant level decided by the institution), take responsibility for tailoring the assessment to their specific needs and following up on them within their own institutions.
3. The research unit's own strategy and targets are guiding principles when designing the assessment process. This includes the specification of the Terms of Reference and the substance of the self-assessment.
4. The Research council of Norway will take responsibility for following up assessments and recommendations at the national level

1.3 JUREVAL in a nutshell

The external assessment concerns

- a) research that the research unit has conducted in the previous 10-15 years and
- b) the research strategy that the unit¹ intends to pursue going forward.

The relevant board must specify the Terms of Reference for each assessment. It determines the aggregate level of assessment and selects an appropriate benchmark, in consultation with the research units.

¹ The units of evaluation are defined by the institutions. It may be a research group, a programme or a department.

The Research council appoints an assessment committee. The committee should be impartial and international. The committee must be capable, as a body, to pass a judgement regarding all assessment criteria.

The responsibility of the assessments and possible recommendations in the report is solely the responsibility of the assessment committee. The Research Council may decide to let a professional secretariat outside of its own organisation support the assessment committee in its work.

The research units subject to assessment provides information on the research that it has conducted and its strategy going forward. It does this by carrying out a self-assessment and by providing additional documents.

The assessment committee reaches a judgement regarding the research based on the self-assessment, the additional documents, and interviews with representatives of the research unit. The additional documents will include a standardised analysis of research personnel and publications provided by the Research Council of Norway.

The committee takes into account international trends and developments in science and society as it forms its judgement. In judging the quality and relevance of the research, the committee bears in mind the targets that the unit has set for itself.

The committee will assess the performance of the institution within the following criteria:

- Research production and quality
- Relevance for education
- Societal relevance
- Diversity and integrity of research

For the three first criteria, data on the research units should be collected and presented to the committee within the following categories (See appendix B for relevant indicators):

- Strategy, resources and organisation
- Output
- Use of output
- Marks of recognition

The criteria Diversity and integrity is evaluated based on a self-assessment provided by the unit of evaluation. Finally, the assessment committee passes a judgement on the research unit as a whole in qualitative terms.

The research unit under evaluations should be consulted for a checking of factual information before the report is delivered to the board of the institution. The relevant board receives the assessment report and acquaints itself with the research unit's comments. It then determines its own position on the assessment outcomes. In its position document, it states what consequences it attaches to the assessment. The assessment report and the board's position document are then published.

2 Assessment criteria

The assessment committee assesses the research unit on the four assessment criteria. It is important for the committee to relate these criteria to the research unit's strategic targets. The four criteria are applied with a view to international standards.

2.1 Research production and quality

The committee assesses the profile and quality of the unit's research and the contribution that research makes to the body of scholarly knowledge. The committee also assesses the scale of the unit's research results (scholarly publications, research infrastructure developed by the unit, and other contributions to the field).

2.2 Relevance for education

Study-programmes

The assessment committee considers the relevance of the research for the study-programmes at the institution, the resources used on educational activities and the teaching load of tenured staff. Results of recent study-programme evaluations (within last 5 years) should be presented to the committee when available.

PhD programmes

The assessment committee considers the capacity and quality of PhD-training. The relevant subjects include the institutional context of the PhD programmes, the programme content and structure, supervision and guidance of PhD candidates to the job market, duration, success rate, exit numbers, and career prospects.

2.3 Relevance to society

The committee assesses the quality, scale and relevance of contributions targeting specific economic, social or cultural target groups, of advisory reports for policy, of contributions to public debates, and so on. The point is to assess contributions in areas that the research unit has itself designated as target areas.

2.4 Diversity and integrity of research

The assessment committee considers the diversity of the research unit. It is precisely the presence of mutual differences that can act as a powerful incentive for creativity and talent development in a diverse research unit. Diversity is not an end in itself in that regard, but a tool for bringing together different perspectives and opinions.

The assessment committee considers the research unit's policy on research integrity and the way in which violations of such integrity are prevented. It is interested in how the unit deals with research data, data management and integrity, and in the extent to which an independent and critical pursuit of research is made possible within the unit.

3 The research units

This section discusses the aggregate level of the research units that are assessed.

3.1 Aggregate level of assessment within an institution

The relevant board decides which research units will be assessed. For example, a board may decide that the assessment will concern a research group, a research institute, a research cluster or the research carried out within a faculty. The following conditions apply:

1. The research unit must have its own clearly defined strategy and be sufficiently large in size, i.e. at least five persons with research obligations including staff with tenure-track positions and not including PhD candidates and post-docs. This merely indicates the minimum number, however; larger units are preferable.
2. The research unit subject to assessment should have been established at least three years previously. If groups of a more recent date are to be assessed, their self-assessment should indicate their stage of development.
3. The research unit should be known as such both within and outside the institution and should be capable of proposing a suitable benchmark in its self-assessment. The benchmark would preferably be an international one.

The board determines whether the research unit has met the above conditions.

4 Scheduling and managing an assessment

4.1 Terms of Reference, ToR

The Research Council provides a template for the ToR specifying criteria and indicators that should be used for all institutions.

The board of each institution specifies the Terms of Reference (ToR) by including evaluation criteria that are relevant for its strategic goals and the organisation of its research.

The Terms of Reference contain specific information about the research unit to be assessed and/or about elements that the assessment committee must consider. This information may be related to a) strategic questions or b) a research unit's specific tasks.

The assessment committee is asked to make strategic recommendations to each institution and for the entire discipline at the national level

4.2 Composition of the assessment committee

The procedure and conditions below apply when composing an assessment committee.

Procedure for assembling an assessment committee

The Research Council is responsible for setting up the procedure to assemble the assessment committee. Institutions taking part in the evaluation should be invited to nominate

candidates for the committee. The Research Council ensures that the assessment committee's overall profile matches the research profile of the institutions under evaluation.

Conditions for the composition of an assessment committee

A number of conditions must be met in the composition of the committee, listed below in points. The point is to ensure that the committee as a whole satisfies all the conditions, so that it can arrive at a satisfactory assessment of the various aspects of the ToR. It is therefore not necessary (and also not possible) for each individual committee member to satisfy all conditions.

An international assessment committee:

- a. should be familiar with recent trends and developments in the relevant research fields and be capable of assessing the research in its current international context;
- b. should be capable of assessing the applicability of the research unit's research and its relevance to society;
- c. should have a strategic understanding of the relevant research field;
- d. should be capable of assessing the research unit's management;
- e. should have a good knowledge of and experience working with the Norwegian research system, including the funding mechanisms;
- f. should be impartial and maintain confidentiality.

Appendix A

Terms of References (ToR)

Amended version 200828

The board of [faculty] mandates the assessment committee appointed by the Research Council of Norway (RCN) chaired by Professor Henrik Palmer Olsen (Copenhagen University) to assess [research unit] based on the following Terms of Reference.

Assessment

You are being asked to assess the quality of research and its relevance for education and wider society of the research conducted by [research unit] as well as its strategic targets and the extent to which it is equipped to achieve them. You should do so by judging the unit's performance on three assessment criteria (a. to c.) below. Be sure to take into account current international trends and developments in science and society in your analysis.

- a. research production and quality;
- b. relevance for education;
- c. societal relevance;

For a description of these criteria, see Section 2 of the JUREVAL protocol. Please provide a written assessment on each of the three criteria. Please also provide recommendations for improvement. We ask you to pay special attention to the following [n] aspects below in your assessment:

1. ...
2. ...
- ...

[To be completed by the board: specific aspects that the assessment committee should focus on – these may be related to a) strategic issues or b) a research unit's specific tasks.]

In addition, we would like your report to provide a qualitative assessment of [research unit] as a whole in relation to its strategic targets. The committee assesses the strategy that the research unit intends to pursue in the years ahead and the extent to which it will be capable of meeting its targets in research and society during this period based on available resources and competencies. The committee is also invited to make recommendations concerning these two subjects. Finally, the committee is asked to make a reflection on matters of research integrity and diversity as defined in section 2 of the JUREVAL protocol.

Documentation

The necessary documentation will be made available by the JUREVAL secretariat chaired by Research professor Vera Schwach (vera.schwach@nifu.no) at the Nordic Institute for Studies in Innovation, Research and Education (NIFU)

The documents will include at least the following:

- report with standardised analysis and indicators commissioned by RCN
- self-assessment based on a template provided by the JUREVAL secretariat at NIFU
- [to be completed by board]

Interviews with representatives from the evaluated units

Interviews with the [research unit] will be organised by the evaluation secretariat at NIFU. Such interviews may be organised as a site visit, in another specified location in Norway or as a video conference

Statement of impartiality and confidence

The assessment should be performed in accordance with the *Regulations on Impartiality and Confidence in the Research Council of Norway*. A statement of the impartiality of the committee members has been recorded by RCN as a part of the appointment process. The impartiality and confidence of committee members should be confirmed when evaluation data from [the research unit] is made available to the committee and before any assessments are being made based on these data. RCN should be notified if questions of impartiality and confidence are raised by committee members during the evaluation process.

Assessment report

We ask you to report your findings in an assessment report drawn up in accordance with a format specified in the attached template. The committee may suggest adjustments to this format at its first meeting 23 September 2020. A draft report should be sent to the [research unit] and RCN within 15 September 2021. [Research unit] will check the report for factual inaccuracies; if such inaccuracies are detected, they will be reported to the committee and to RCN no later than two weeks after reception of the draft report. After you have made the amendments judged necessary, a corrected version of the assessment report should be sent to the board [of the faculty] and the RCN no later than two weeks after all feedback on inaccuracies are received from [research unit].

Finally, the assessment committee is asked to provide an assessment of Norwegian legal research at the national level in a separate report paying specific attention to:

- Strengths and weaknesses of the discipline in an international context;
- General resource situation regarding funding, personnel and infrastructure;
- PhD-training, recruitment, mobility and diversity;
- Research cooperation nationally and internationally;
- Alignment of research capacity and educational activities
- Societal impact and the functions of the disciplines in society.

This national level assessment should be presented to the evaluated units and RCN within 15 October 2021.

Appendix B

Table of indicators

The table lists indicators that are expected to be used in the assessment of all research units. Other indicators may be added by the board responsible for the research unit.

Data & indicators National standard Self-reported	Research production and quality	Relevance for education	Societal relevance
Strategy, resources and organisation	R&D budget R&D Full time equivalents (FTE) Personnel per category/gender Researcher mobility Recruitment (PhD/p.doc/tenure) Strategic goals	Students per FTE PhDs per FTE Teaching hours by tenured personnel Study programmes PhD-programmes Strategic goals	Research capacity and contributions related to: - UN SDGs - Norwegian LTP - The legal sectors Engagement with non-academic partners Strategic goals
Outputs	Publications per FTE Publication profiles/types Cooperation across disciplines, institutions and countries	Students per study-programme ECTS per student Examined students Examined PhDs	Policy evidence/reports Non-academic publications
Use of outputs	Scientific impact (cases) Use of infrastructure & datasets Placement of PhD candidates	Students knowledge of research methods and involvement in research (Studiebarometeret) Use of research methods in education Students participation in research	References to research in national policy-making (NOUs etc) Societal impact (cases) Projects with societal partners Contract research Social innovation Policy-advice
Marks of recognition	Research grants and success rates (RCN & EU) Prizes Research grants other than RCN & EU Participation in scholarly or editorial boards	Prizes Participation in advisory bodies in education Periodic evaluation of study-programmes (if relevant) ³	Prizes Participation in public advisory committies - national & international

³ [Forskrift om kvalitetssikring og kvalitetsutvikling i høvere utdanning og fagskoleutdanning §2.1-2](#)

Appendix C: Template for self-assessment

JUREVAL-Evaluation of Legal Research in Norway 2020–2021: self-assessment form

Maksimum 20 pages (attachements excluded)

1.1.1 Instructions: data sources and colour codes for column “Data, documentation and methods”

Black: national data, see attachments no. 2–5 to the self-assessment template:

Blue: answers mainly based on a description, summary and assessment

Orange: data and documentation from the institution, if available: Please refer to relevant documents/ web pages/attach relevant files;

4.1.1 Content	4.1.2 Topics	4.1.3 Data, documentation and methods 4.1.4
<p>1</p> <p>Introduction and framing</p>	<p><i>1.1 Presentation and strategy:</i></p> <ul style="list-style-type: none"> institutional, professional and framework conditions, and central aspects/(strategies) initiatives promoting social diversity, such as gender, ethnical and age balance. 	<p>Attachment no 4, Gunnar Sivertsen, Hebe Gunnes, Frøydis Steine and Lone Wanderås Fossum: <i>Resources, publication and societal interaction of Legal Research in Norway, NIFU Working Paper, 2020:5.</i></p> <p>Historical and other relevant literature, the webpage of the institution, strategy and other planning</p> <p>Strategy-/planning documents</p>
	<p><i>1.2 Education: purpose and arrangements:</i></p> <ul style="list-style-type: none"> for legal research at bachelor-/master level purpose and arrangement of legal research as part of other education areas distribution of time spent on teaching, research, administration and other activities by type of academic position cooperation with other departments at the same institution cooperation with other institutions/cooperation agreements 	<p>Attachment no 2, NOKUT, National overview, students for 2010–2019, ECTS, candidates, student-teacher-ratio (in Norwegian)</p> <p>Hours/percentage of employment dedicated to teaching, personnel by type of position</p> <p>Attachment 1: templates, Table 1</p> <p>Eventually describe resources used on teaching activities</p>

<p>Financial framework for research and education</p>	<p>1.3 What is the size and importance of external funding (research grants and assignments for public authorities) for research and education at the institution?</p> <ul style="list-style-type: none"> • national and international participation in research programmes, under or outside the auspices of the RCN and funded by the EU • other types of assignments and funding bodies • private gift schemes/ other funding sources 	<p>Attachment no. 4, Gunnar Sivertsen, Hebe Gunnes, Frøydis Steine and Lone Wanderås Fossum: <i>Resources, publication and societal interaction of Legal Research in Norway</i>, NIFU Working Paper, 2020:5</p> <p>Attachment no. 5, The Research Council of Norway, project data bank, national and international participation in research programmes, under or outside the auspices of the RCN and funded by the EU, (2004–2019 (in Norwegian))</p> <p>Does the institution have an overview of projects/programmes and funding sources?</p> <p>The institution's own documentation and data</p>
<p>2. Productivity and research quality, resources, organisation and strategy 2009/2010–2019</p>	<p>2.1 Development, objectives and priorities the last ten years:</p> <ul style="list-style-type: none"> • if relevant: follow up of the evaluation of legal research from 2009, at the institutional level or at the level of research groups. • disciplinary development and achieved results at a general level • prioritised/selected disciplines • if possible, formal /informal research groups and their implication for the discipline • the institution's cooperation with national, Nordic and other international research groups /scientific communities • the institutions opinion about its disciplinary contribution and implication for legal research at the national, Nordic and international levels. 	<p>Attachment no. 4, Gunnar Sivertsen, Hebe Gunnes, Frøydis Steine and Lone Wanderås Fossum: <i>Resources, publication and societal interaction of Legal Research in Norway</i>, NIFU Working Paper, 2020:5</p> <p>Research Council of Norway, Legal research in Norway. An evaluation. (Research Council of Norway), Oslo 2009, https://www.forskningradet.no/siteassets/publikasjoner/1253953293406.pdf</p> <p>Annual reports, strategies and other relevant documentation from the institution from the period 2010–2019</p> <p>2.1.a Examples of academic publications, 2010–2019.</p> <p>Please select publications you consider to be representative /the best of the work undertaken at your institution.</p> <p>For each publication write in short (not more than 500 words) why it was selected/ why it is representative.</p> <p>Please <u>select</u>, <u>motivate</u> and <u>send electronic copies</u> / files of the publications to the secretariat, vera.schwach@nifu.no</p>

		<p>If relevant, the examples may refer to the impact case studies (societal impact):</p> <p>For articles and book chapters: Please select publications, or parts thereof, that are no longer than 12.000 words including footnotes.</p> <p>For monographs: Please select 1 or 2 chapters, or parts thereof, that are both representative of the overall quality of the book and which also cover the theory and methodology used in the book. Chapters should be accompanied by the list of contents of the monograph. Please select chapters that are no longer than 12.000 words including footnotes each. Each chapter will count as a publication towards the maximum amount of publications allowed for submission to the committee.</p> <ul style="list-style-type: none"> • higher education institutions with up to 50 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 10 examples of academic publications/research contributions within prioritised/selected areas, motivation for the selection of the examples should be included/attached to the template, • higher education institutions with up to 100 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 15 examples of academic publications/research contributions within prioritised/selected areas, a list with motivation for the selection of the examples should be included/attached to the template, • higher education institutions with above 100 academic employees (including PhD fellows, and post-docs, level 2 professors and potentially also externally financed researchers), up to 20 examples of academic
--	--	---

		<p>publications/research contributions within prioritised/selected areas,</p> <ul style="list-style-type: none"> • a list with motivation for the selection of the examples should be included/attached to the template <p>Attachment 1: templates, table 2 (for 2.1.a)</p>
2010–2019	<ul style="list-style-type: none"> • marks of recognition: prizes, centres for excellent research (senter/(re) for fremragende forskning) • editor/ editorial work for academic journals, books etc., peer review for academic publications and teaching material • professorship of honour etc. 	<p>2.1.b, A list of prizes, centres, participation in editorial boards, academic appointments, peer review for academic publications and teaching material professorships of honour, etc. (2010-2019)</p> <p>Attachment 1: templates , table 3 (for 2.1.b)</p>
2020–2030	<p><i>2.2 The institution's areas of strengths and priorities in a future perspective up to 2030:</i></p> <ul style="list-style-type: none"> • If available, formal/informal research groups role for disciplinary areas of strengths and specialisation • initiatives to implement the strategies: recruitment • partners/ internal and external institutional cooperation • benchmarking: which national/Nordic/ international institution represents a model of reference in terms when it comes to setting a disciplinary standard and ambition level for the institution? 	<p>Strategies-/planning documents</p> <p>cooperation agreements? other relevant documents</p> <p>Please explain the choice of model of reference. (no specific data sources/documentation is required).</p>
Recruitment, PhD Programme(s)	<p><i>2.3 Thematic/ disciplinary distribution:</i></p> <ul style="list-style-type: none"> • PhD students and post docs by thematic area/discipline/-disciplinary group/possibly also fellows/post docs with interdisciplinary projects, numbers in total and by gender • Do PhD students have access to relevant academic environments? 	<p>If possible, provide an overview of the thematic distribution 2010 –2019, by total numbers. by gender, (if relevant mark interdisciplinary projects/programmes with an*. Definition of Interdisciplinary research: combining methods, theories and/or knowledge from other disciplines/fields of studies with legal research</p> <p>Attachment 1: templates , table 4</p> <p>Published dissertations by publisher</p> <p>Attachment 1: templates , table 5</p> <p>Description and assessment</p>

	<p>2.4 If available, labour market:</p> <ul style="list-style-type: none"> Where do PhD fellows find employment? Categories: 1) academia, 2) public sector outside academia, 3) private sector/industry, 4) independent worker, 5) other, 6) on leave/unemployed 	<p>Data/documentation if available</p> <p>Description/analysis based on impressions and own judgement</p>
<p>3.</p> <p>Relevance of research on education</p> <p>Resources, strategy, organisation and academic environment</p>	<p>3.1 Discipline, legal research and education: learning principles, methods and legal reasoning:</p> <ul style="list-style-type: none"> research (and development) for building and /or developing study programmes/ courses, relevant themes for disciplines, practice and professional practice 	<p>Description and analyses of research and education. The assessment form for societal impact can be used to also document the role of research in education (se societal relevance below) on possible description of thematic choices, and training/ /guidance in methodological and legal thinking.</p>
	<p>3.2 Absorbing and adopting law and legal research methods</p> <ul style="list-style-type: none"> feedback from students on how they perceive learn research methods student learning of academic working methods and research/ methods of legal research students' participation in research/academic activities at the institution and /or in close connection to the study programme completed master's degrees (with 60 credits) with title of the master thesis 	<p>Attachment no. 2, NOKUT, National overview, students for 2010–2019, ECTS, candidates, student-teacher-ratio, the student survey (in Norwegian)</p> <p>Attachment no.3, NOKUT, overview of master's degrees with size of the obtained credits for the master thesis, total numbers and by credits, 30 and 60 credits, 2017–2019.</p> <p>Local data/documentation</p> <p>With comments if relevant</p>
<p>4.</p> <p>Dissemination, communication and societal relevance</p> <p>Suggested categories: public experts, politicians, public administration, civil society</p>	<p>4.1. Societal relevance of law, for public and private legal contexts: what type of outward oriented activities does the institution/the academic staff engage in?</p> <ul style="list-style-type: none"> engagement of the academic staff in boards and in other types of appointments in private organisations and businesses the institution's and researchers' outward activities in national public and private sectors <ul style="list-style-type: none"> media public commissions, committees, boards, etc. 	<p>Attachment no. 4, Gunnar Sivertsen, Hebe Gunnes, Frøydis Steine and Lone Wanderås Fossum: <i>Resources, publication and societal interaction of Legal Research in Norway, NIFU Working Paper, 2020:5</i></p> <p>Information from the public register on sideline jobs and owner interests (sidegjøremålsregisteret), https://www.uio.no/om/regelverk/personal/felles/sidegjoremal.html, especially point 10, retrieve data/documentation from the register</p>

	<ul style="list-style-type: none"> • other, Norwegian, Nordic or internationally oriented organisations 	<p>Strategy documents, documentation</p> <p>Describe dissemination and communication strategies, organised connection and other types of dialogue with the public experts, public administration, politicians and civil society, 2010–2019, The selected examples may be linked to the societal impact cases, if relevant.</p> <ul style="list-style-type: none"> • Higher education institutions with up to 50 academic employees (including PhD fellows, post-docs and externally funded researchers), should provide a list of up to 10 examples indicating activities on dissemination and communication, contact and dialogue carried out during the last 5–10 years; possibly specified by target groups; public experts, politicians, public authorities and civil society • a list with explanations for the selected examples to be attached. • Higher education institutions with up to 100 academic employees (including PhD fellows, post-docs and externally funded researchers), should provide a list of up to 15 examples indicating activities on dissemination and communication, contact and dialogue carried out during the last 5–10 years; possibly specified by target groups; public experts, politicians, public authorities and civil society • a list with explanations for the selected examples to be attached • Higher education institutions with above 100 academic employees (including PhD fellows, post-docs and externally funded researchers), should provide a list of up to 20 examples indicating activities on dissemination and communication, contact and dialogue carried out during the last 5–10 years; possibly specified by target groups; public experts, politicians, public authorities and civil society • a list with explanations for the selected examples to be attached <p>Impact cases</p> <p>Attachment no 6: Template for The societal impact of the research – impact cases</p> <p>The institution is invited to document examples (cases) of the impact of their research beyond</p>
	<p><i>4.2 Contribution to the achievement of societal goals:</i></p> <p>(See appendices below)</p> <ul style="list-style-type: none"> • list from the Ministry of Justice and Public Security * • contribution to other ministries/central and local government • the Government’s Long-term plan for research and higher education 2019–2028** • the UN Sustainable Development Goals*** 	

		<p>academia, according to the definition in attachment no. 7</p> <p>The research underpinning the impact cases should be anchored within the research institution.</p> <p>Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples. Special circumstances may allow for extending the given time interval when necessary to explain longer research traditions relevant to the reported impact. In such cases, great importance should be attached to documenting tangible impacts within the time frame provided.</p> <ul style="list-style-type: none"> • Higher education institutions with up to 50 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to five impact cases. • higher education institutions with up to 100 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to seven impact cases. • higher education institutions with above 100 academic employees (including PhD fellows, post-docs and externally funded researchers), may submit up to 10 impact cases.
5. Mandate for each institution	<i>5.1 Topic 1</i>	
	<ul style="list-style-type: none"> • Sub-topic 1 	local data / local documentation
	<ul style="list-style-type: none"> • Sub-topic 2 	local data / local documentation
	<i>5.2 If available, Topic 2</i>	local data / local documentation
6. Conclusion	Summary and conclusion, including arguments about the framework conditions for legal research and higher education: strengths, problems and potential	4.2.1.1.1 Qualitative summary and conclusion

Attachment number 1 to the self-assessment form

Table 1. Time spent on teaching, research, administration and other activities hours/percentage by type of position, cf. 1.2

Position	Activities				Hours per week	OR percentage of employment
	Teaching	Research	Administration	Other		
Full Professor						
Associate Professor						
Senior lecturer						
University/college lecturer						
Post-doc						
Researchers						
Research fellow						
Research (student assistants)						
Other						

Table 2. Examples of representative/ best academic publications, cf.2.1a

Number	Complete Reference	Motivation for the selection	Published as open access (yes/no)	Used as impact case (yes/no)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Add rows as necessary				
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Table 3. List of academic marks of recognitions received, 2010–2019. cf. 2.1b

Categories	Description*
Prizes	
Awards	
Centres of Excellence	
Participation in editorial boards (journals, books)	
Peer review for academic publications and teaching material/books	
Academic appointments	
Professorships of honour	
Other	

*Please provide a comprehensive list as far as possible

Table 4. Distribution of PhD students and post-docs by thematic field/discipline, 2010–2019. cf. 2.3

Thematic areas	Description* Interdisciplinary**	Number of PhD students		
		total	m	f
<i>Thematic area x</i>				
<i>Thematic area y</i>				
<i>Thematic area z</i>				
Add rows as necessary				
Thematic area		Number of Post-docs		
		total	m	f

<i>Thematic area x</i>				
<i>Thematic area y</i>				
<i>Thematic area y</i>				
Add rows as necessary				

*Please provide a comprehensive list as far as possible

**Definition of Interdisciplinary dissertations: combining methods, theories and/or knowledge from other disciplines/fields of studies with Legal Research.

Table 5. Ph.D.-dissertations published by a publishing house

Thematic areas	Numbers
<i>Thematic area x</i>	
<i>Thematic area y</i>	
<i>Thematic area z</i>	
Add rows as necessary	

Table 6. Selected examples of societal communication and activities by target groups, 2010–2019. cf. 4.2.

Target group	Examples	Description of the selected examples contributions
<i>Public expert groups (such as NOU-er etc., committees and commissions)</i>		
<i>Political organisations (such as the Storting, political parties)</i>		
<i>Public administration (such as ministries, public agencies, regional and local municipalities)</i>		
<i>Public and private enterprises and business organisations (including professional- and trade unions)</i>		

<i>Civil society (such as NGOs, think-tanks,)</i>		
<i>Media</i>		
<i>Other</i>		

Appendices

1.1 *Summary of the priority list from the Ministry of Justice and Public Security

1.1 Public security and emergency preparedness

Here under: civil protection and protection of critical infrastructure, ICT security, preventing and acting against terrorism, risks and protection, CBRNE ([Chemical substances \(C\)](#), [biological agents \(B\)](#), [radioactive substances \(R\)](#), [nuclear material \(N\)](#) and [explosives \(E\)](#)), steering, organisation, culture and leadership for good public security and emergency preparedness, cooperation with emergency services and fire safety

Immigration

Hereunder: why asylum seekers choose Norway, family migration, identity, irregular migration, return, including also knowledge about immigrants who choose to stay in Norway instead of returning to their home country, integration, regional solutions and connection the connection between aid and development policy, comparative European perspectives, consequences of immigration and mobility on the sustainability of the welfare state.

Penalty, criminal proceedings and crime prevention (straffesakskjeden”)

Hereunder: violence in close relationships and sexual assaults, economic crime, globalisation and international crime, radicalisation and violent extremism, the police as social institution, court research, including, consequences of court decisions, the use of experts, conciliation boards, free legal aid and side expenses in criminal cases, correctional services, long term research of penalty, criminal proceedings and crime prevention (straffesakskjeden), contexts and bottlenecks, impact of initiatives to fight and prevent crime, the actors in the (criminal proceedings and crime prevention) straffesakskjeden, how to ensure rule of law, legal research on the penal code, criminal procedure, with weight on issues related to a complete and functional rule of law.

Regulations and legal research

Hereunder: research on the consequences of law making, research and evaluation connected to large reforms and development of regulations in the field of justice and emergency preparedness, research on agreements in the field of justice and domestic affairs with the EU and research on the specific added value the agreements bring to Norway and if they are exploited well enough.

Source: adapted list retrieved from:

****Objectives and long-term priorities**

Thematic objectives and priorities:

ocean, climate,
environment and environmentally friendly energy,
enabling and industrial technologies,
public security and cohesion in a globalised world.

Horizontal objectives and priorities:

Enhanced competitiveness and innovative capacity
meeting grand societal challenges
development of academic environments and excellent research

Source: Meld. St. 4 (2018-2019), Long-term plan for research and higher education 2019—2028: 8

***** United Nation's Sustainable Development Goals**



Source: United Nations, <https://www.un.org/sustainabledevelopment/>

Appendix D: Template for impact cases

JUREVAL, Evaluation of Legal Research in Norway 2020-2021.

Attachment 6 to the self-assessment form

The societal impact of the research – impact cases

The Research Council of Norway, September 2020

Societal impact

The institution is invited to submit impact cases documenting societal impact according to the definition below:

Definition of Societal impact: an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

Impact includes the reduction or prevention of harm, risk, cost or other negative effects.

Academic impacts on research or the advancement of academic knowledge are excluded. Impacts on students, teaching or other activities both within and/or beyond the submitting institution are included.

Impact includes, but is not limited to, an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

How to report impact-cases?

Use the template on the next page to report the impact. Please copy the form for the submission of more than one impact case, so that only one case is reported per form. Each completed case study template will be limited to **five pages** in length. Each case-study should be clearly named (name of institution, name of case), and submitted as a Word document.

Each case study should include sufficiently clear and detailed information to enable the committee to make judgements exclusively based on the information in the template. References to other sources of information will be used for verification purposes only, not as a means for the committee to gather further information to inform judgements.

The impact cases will be published in the form they are submitted to the evaluation by the participating institutions, with two exceptions: 1) Supporting materials of a private character, such as the inclusion of personal statements, will be omitted. 2) Names and contact information for external references will be left out.

Template for Impact case

Institution:		
Name of unit of assessment:		
Title of case:		
Period when the underpinning research was undertaken:		
Details of staff conducting the underpinning research from the submitting unit		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting institution:
Period when the impact occurred:		
<p>1. Summary of the impact (indicative maximum 100 words) This section should briefly state what specific impact is being described in the case study</p>		
<p>2. Underpinning research (indicative maximum 500 words) This section should outline the key scientific insights or findings that underpinned the impact, and provide details of what research was undertaken, when, and by whom. This research may be a body of work produced over a number of years or may be the output(s) of a particular project. References to specific research outputs that embody the research described in this section, and evidence of its quality, should be provided in the next section (section 3).</p> <p>Details of the following should be provided in this section:</p> <ul style="list-style-type: none"> • The nature of the scientific insights or findings which relate to the impact in the case. • An outline of what the underpinning research produced by the submitted unit was (this may relate to one or more research outputs, projects or programmes). • Any relevant key contextual information about this area of research. 		
<p>3. References to the research (indicative maximum of six references) This section should provide references to key outputs from the research described in the previous section, and evidence about the quality of the research. Underpinning research outputs may include publications that are reported, or could have been reported, as scientific publication according to the definition in the Norwegian Publication Indicator (CRISTin).</p> <p>Include the following details for each cited output:</p> <ul style="list-style-type: none"> • author(s) • title • year of publication • type of output and other relevant details required to identify the output (for example, DOI, journal title and issue) 		
<p>4. Details of the impact (indicative maximum 750 words). This section should provide a narrative, with supporting evidence, to explain:</p> <ul style="list-style-type: none"> • how the research underpinned (made a distinct and material contribution to) the impact; 		

- the nature and extent of the impact.

The following should be provided:

- An explanation of the process or means through which the research led to, underpinned or made a contribution to the impact (for example, how it was disseminated, how it came to influence users or beneficiaries, or how it came to be exploited, taken up or applied).
- Where the submitted unit's research was part of a wider body of research that contributed to the impact (for example, where there has been research collaboration with other institutions), the case study should specify the particular contribution of the submitted unit's research and acknowledge other key research contributions.
- Details of the beneficiaries – who or what community, constituency or organisation, civil society, has benefitted, been affected or impacted on.
- Details of the nature of the impact – how they have benefitted, been affected or impacted on.
- Evidence or indicators of the extent of the impact described, as appropriate to the case being made.
- Timespan of when these impacts occurred.

5. Sources to corroborate the impact (indicative maximum of ten references)

This section should list sources that could corroborate key claims made about the impact of the unit's research (reports, reviews, web links or other documented sources of information in the public domain, users/beneficiaries who could be contacted to corroborate claims, etc.)

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