

Evaluation of Legal Research in Norway

Department of Law,
University of Agder



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Summary

The Department of Law at the University of Agder was established in 2014, and its research activities have not previously been assessed. Since its establishment, the department has increased in size and in research productivity, and the Committee appreciates the efforts that have been made to build a robust research environment. In particular, the Committee appreciates the efforts to define a research strategy to support and guide research activities at the department. The strategy is ambitious and comprehensive.

The Department of Law has adopted a research strategy that covers the research activities at the department, and includes four prioritised research areas. The Committee notes that there seems to be very little synergy between the research activities at the Department of Law and the faculty and between the Department of Law and other departments at the faculty. In particular, responsibility for teaching law in other programmes at the faculty does not seem to affect the research focus of the department's researchers. Moreover, even though recruitment has partly been driven by teaching needs, there seems to be little synergy between the areas taught in the Bachelor of Laws programme and the prioritised research areas. Finally, the Committee notes that, even though governance and economics are mentioned as possible cross-disciplinary fields, the Committee finds that none of the four prioritised legal disciplines at the department seem to play a pivotal role in such cross-disciplinary cooperation.

Although the Department of Law has increased its research output in recent years, the output is still relatively small quantitatively compared to other JUREVAL units. In addition, even though the department has submitted some impressive impact cases, they rest on a limited number of researchers at the department. External financing has not had a strong focus until now. Hence, the Committee finds that the department would benefit from an open discussion about what constitutes quality in legal research and from a strategic focus on the relevance of external funding. The Committee finds that such a strategy could include a strategy for increased cooperation with relevant research environments. This would clearly give more direction to the department's efforts and could benefit young researchers who do not have a large network or a sufficiently strong CV to be invited to participate in applications. Moreover, the Committee encourages the management to ensure that the department provides sufficient administrative support for researchers who apply for external funding.

The Department has already made some efforts to strengthen its research output, including efforts to structure teaching obligations in a way that frees up time for research, and to provide flexibility for individuals to support their academic advancement. While the Committee appreciates these efforts, it also finds that more can be done, especially to allocate fewer hours of teaching to junior staff in order to allow them to boost their research portfolio. The Committee finds that such initiatives would support the department's continuous focus on recruitment, and that such a focus on expansion is necessary if the department is to achieve its aspirations.

Sammendrag

Institutt for rettsvitenskap ble opprettet ved Universitetet i Agder i 2014, og forskningsaktiviteten ved instituttet har ikke tidligere blitt evaluert. Siden instituttet ble etablert har det vokst i størrelse, og forskningsproduksjonen har økt. Komiteen anerkjenner arbeidet som er lagt ned for å skape et solid forskningsmiljø. Komiteen har særlig lagt merke til instituttets arbeid med å definere en forskningsstrategi som både understøtter og styrer forskningsaktivitetene ved instituttet. Strategien er ambisiøs og omfattende.

Institutt for rettsvitenskap har vedtatt en forskningsstrategi som omfatter alle forskningsaktiviteter ved instituttet, og som definerer fire prioriterte forskningsområder. Det synes å være lite interaksjon mellom forskningsaktivitetene ved Institutt for rettsvitenskap og fakultetet det tilhører, og mellom Institutt for rettsvitenskap og andre institutter på fakultetet. At forskere ved instituttet underviser i rettsvitenskap på andre studieprogrammer ved fakultet, synes ikke å ha innvirkning på forskningsområdene ved instituttet. Selv om rekrutteringen delvis har vært drevet av undervisningsbehov, virker det som det er manglende samspill mellom de prioriterte forskningsområdene og de områdene det undervises i på bachelorprogrammet i rettsvitenskap. Til tross for at styring og samfunnsøkonomi nevnes som områder for tverrfaglig samarbeid, er det ingen av de fire prioriterte rettsvitenskapelige fagene ved instituttet som spiller en sentral rolle i et slikt samarbeid.

Selv om forskningsproduksjonen ved Institutt for rettsvitenskap har økt de senere årene, er produksjonen fortsatt relativt lav sammenlignet med andre JUREVAL enheter. Til tross for at instituttet har sendt inn flere imponerende «impact case» til evalueringen, er det et begrenset antall forskere på instituttet som står bak disse. Frem til nå har ekstern finansiering i liten grad blitt vektlagt av instituttet. Komiteen mener at instituttet ville hatt nytte av en åpen debatt om kvalitet i rettsvitenskapelig forskning, og en strategisk vektlegging av betydningen av ekstern finansiering. Komiteen mener at strategien også bør legge vekt på økt samarbeid med relevante forskningsmiljøer. En slik strategi ville gitt en klar retning, og vært til hjelp for unge forskere som ikke har store nettverk eller tilstrekkelig solide CV-er til å bli invitert med i søknader. Komiteen oppfordrer ledelsen til å sikre at instituttet tilbyr administrativ støtte til forskere som søker om ekstern finansiering.

Instituttet har arbeidet med å styrke forskningsproduksjonen. De har strukturert undervisningsplikten på en måte som frigjør tid til forskning, og gir den enkelte fleksibilitet til faglig utvikling. Komiteen anerkjenner dette arbeidet, men mener at mer kan gjøres, og da særlig for å lette undervisningsbyrden for yngre forskere slik at de kan styrke forskningsporteføljen sin. Komiteen mener at slike tiltak vil kunne gjøre instituttet i stand til å vektlegge rekruttering. Dette må til, dersom instituttet skal realisere sine ambisjoner.

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 meeting 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.

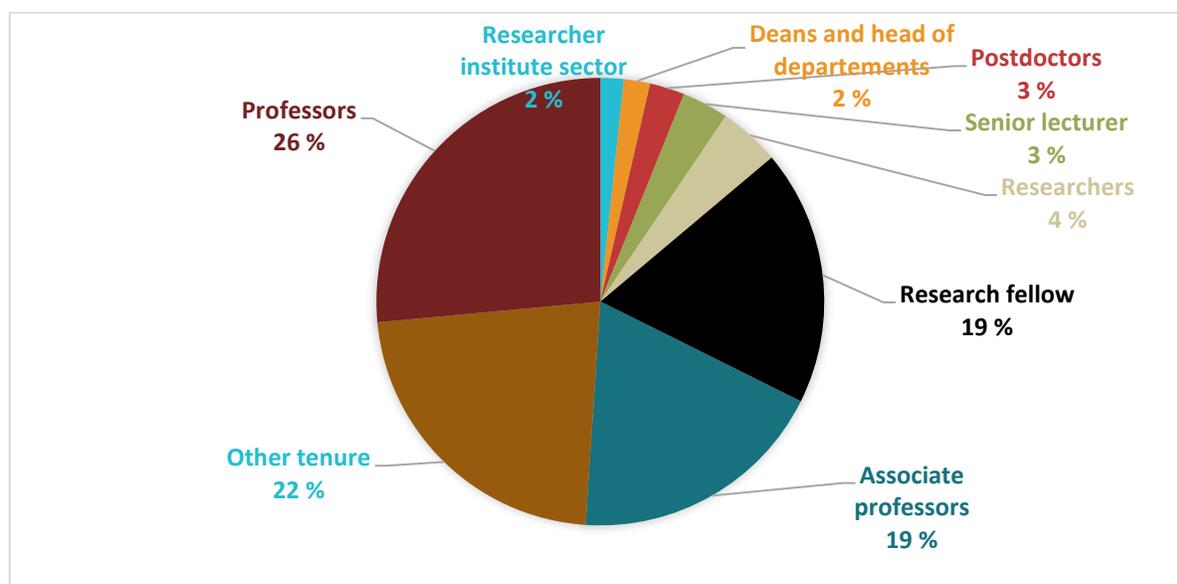


Figure 2-1 Academic staff with a higher degree in law in the Norwegian research system by position in 2019, per cent.

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.

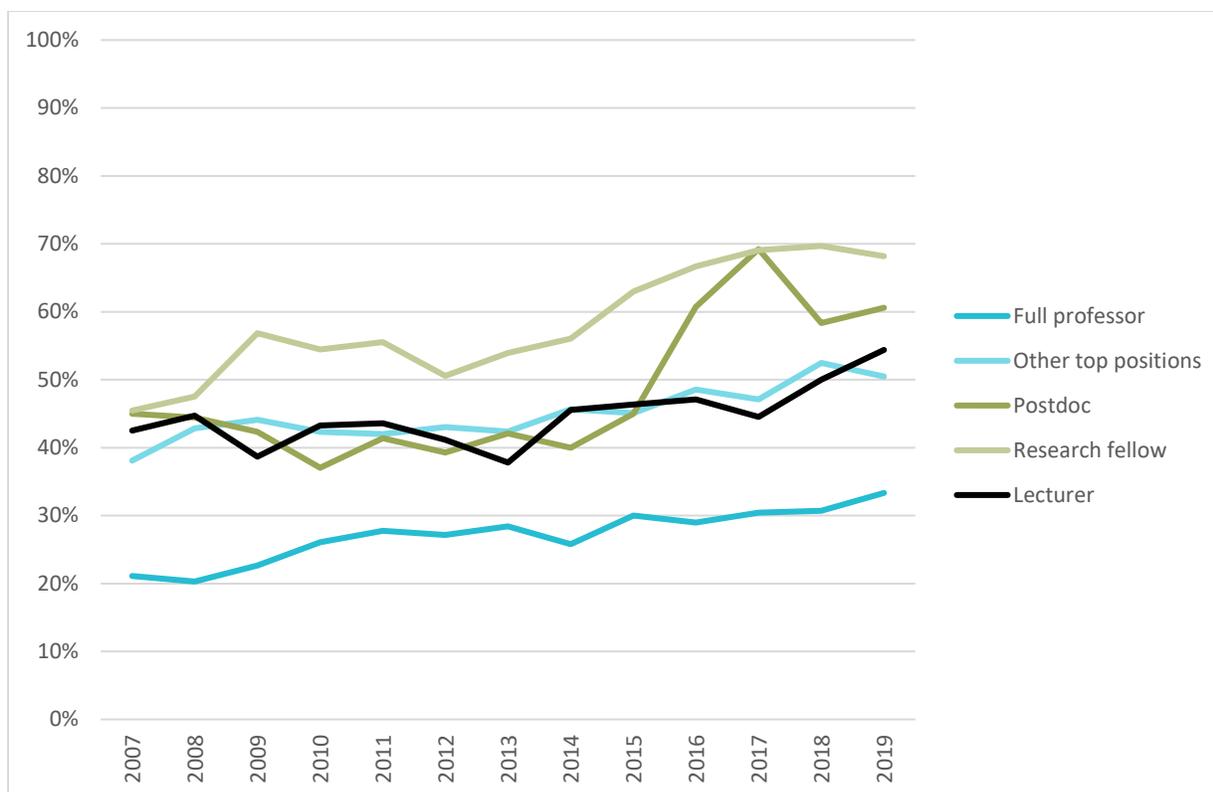


Figure 2-2 Share of female academic staff with a higher degree in law at Norwegian higher education institutions in selected positions, 2007-2019, per cent.

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.

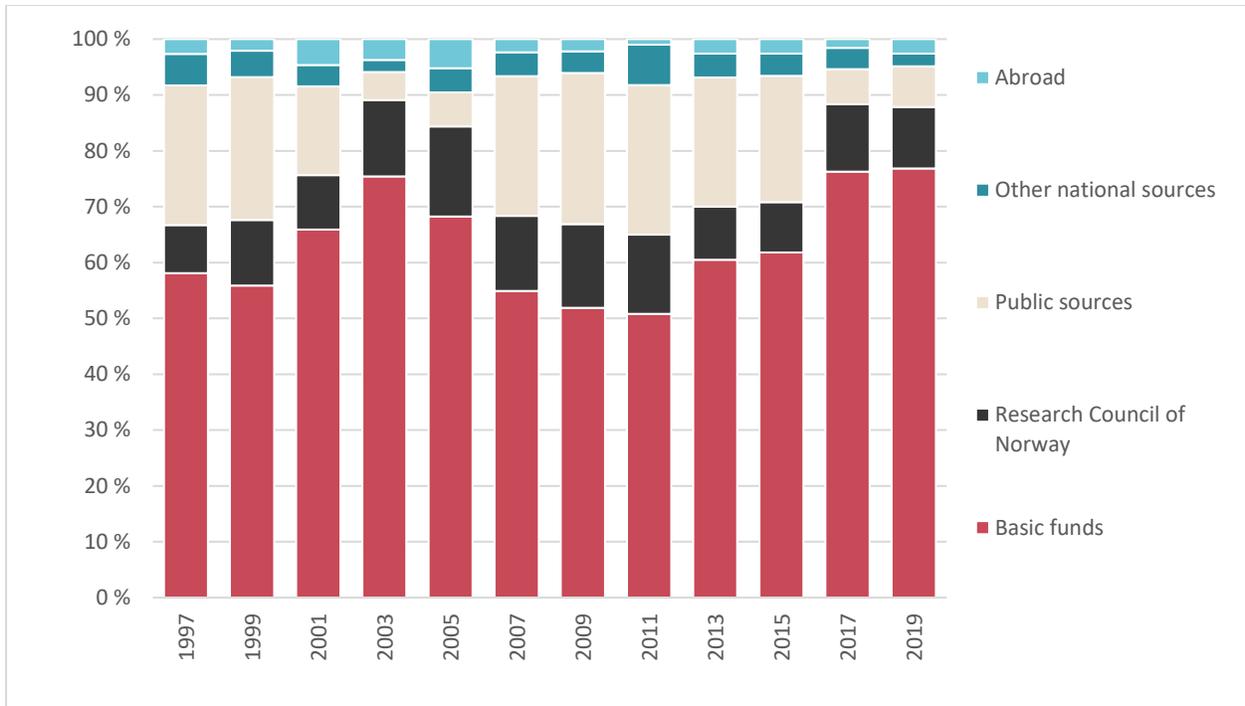


Figure 2-3 R&D expenditure on legal research by source of funds, 1997–2019, per cent.

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

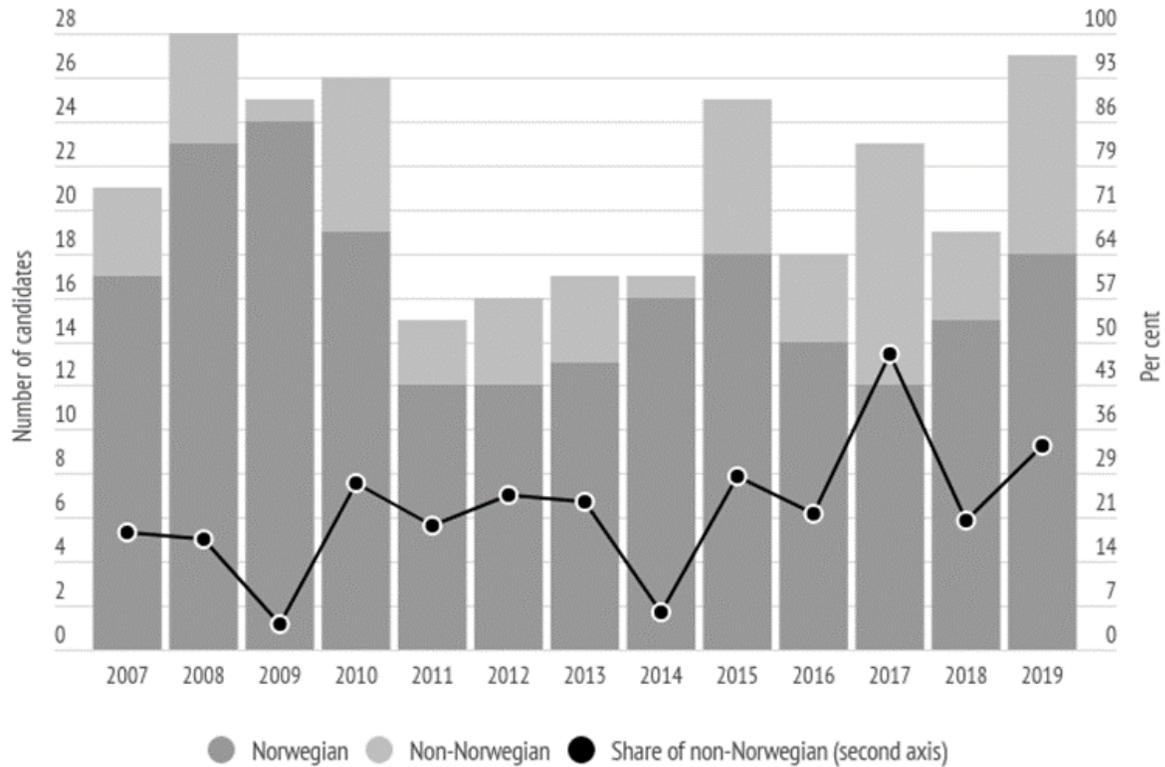


Figure 2-4 Doctorates in law in Norway by citizenship, 2007–2019.

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.

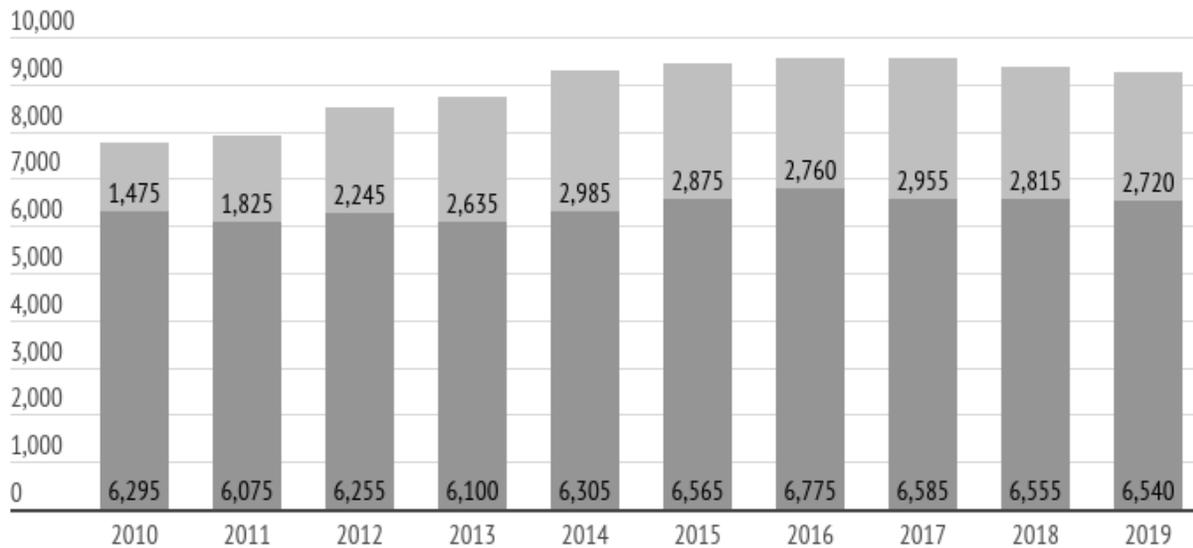


Figure 2-5 Students in law, 2010–2019.

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

In 2014, the School of Business and Law was separated from the Faculty of Economics and Social Sciences and became a distinct faculty. The Department of Law was one of four departments established at that time. According to the self-assessment report, the establishment of the Department of Law was a strategic choice, and the rationale was, firstly, to support the bachelor's programme in law that had been established in 2011, and, secondly, to underpin the increased emphasis on law in the study programmes offered by the faculty (the School of Business and Law) and the University of Agder in general.

The Department of Law at the UiA School of Business and Law has an academic staff of 17, 8 of whom hold a PhD degree (as of December 2020). The expertise of the faculty members at the Department of Law covers a wide range of legal fields, in both private and public law. The department regards this breadth of expertise as necessary in order to cater to the needs of not only the bachelor's programme in law, which is currently the only degree programme offered by the department, but also to the needs of study programmes at other departments and faculties at UiA, of which legal topics are an integral part.

The Department of Law does not have a strategy or a plan for equality and diversity. However, in 2019, the department had the highest percentage of female researchers and academic staff of all the JUREVAL units; 80% at professor level were female, as were 64% of the total number of researchers and academic staff. The average age of researchers in law at the department was 45.9 years in 2019. For tenured staff it was 46 years on average.

The School of Business and Law has adopted a research strategy for the faculty, but the Department of Law has also adopted a research strategy that covers the research activities at the department. During the interview with the management, it was said that the department's strategy was adopted to support special features of the legal academic environment, but also to make the researchers at the department more aware of the strategic choices they make, for instance in relation to publication channels. It was also mentioned that having distinct strategies at departmental level might play down conflicts between departments, where different academic traditions may prevail. From the interview with the professors, it seems clear that the distinct research strategy for the Department of Law gives the department an identity and a sense of being prioritised by the faculty. Moreover, the strategy increases the department's visibility in the faculty and enables it to position itself. It was also mentioned that the School of Business and Law is well run, which also benefits the department, even though it is acknowledged at the same time that, in relation to the different disciplines, there are few synergies between the Department of Law and the other departments at the business school. This observation is shared by the Committee.

The Committee notes that the four research areas mentioned in the self-assessment report as priorities at the Department of Law (comparative law, administrative law, health law and educational law) do not

have any obvious links to other activities at the faculty. Asked about this, the management admitted that there is no immediate link. The expectation is that the planned establishment of a research group in private law will open for more research and activities at the department that will fit in with the faculty's overall strategy. The professors who were interviewed explained the priorities by the necessity of having a strong focus on the law programmes at the University of Oslo (UiO), the University of Bergen (UiB), and the University of Tromsø (UiT) to ensure access to the master's programmes in law at these universities.

The Committee finds that a research strategy at departmental level is necessary to support and guide research activities, and it appreciates the department's efforts in this respect. The strategy is ambitious and comprehensive. However, while the Committee recognises that the legal academic environment has certain special features that are distinct from other social science disciplines, the Committee finds that the strategy could benefit from the department's organisational position at the School of Business and Law. Cross-disciplinary research is a priority in the department's strategy, and even though governance and economics are mentioned as possible cross-disciplinary fields, none of the four prioritised legal disciplines seem to be pivotal in such cross-disciplinary cooperation. The Committee will therefore encourage the Department of Law to explore whether and how stronger cooperation with the other departments at the School of Business and Law could strengthen research at the Department of Law.

3.1.2 Education: purpose and arrangements

The Department of Law offers a three-year bachelor's programme in law (180 ECTS credits), which is aligned with the first three years of the combined bachelor's and master's programme in law at UiB. In addition, the Department of Law offers courses in welfare law and labour law, which are not included in the UiB programme. The Department of Law is also responsible for teaching law in all study programmes at UiA, including the other study programmes at the School of Business and Law, but also in programmes at the other faculties. Finally, the Department of Law is responsible for teaching all legal education offered by the business school's EVU Unit. The Department of Law provides approximately 170 ECTS credits through law courses as part of study programmes offered by other departments, faculties, or the EVU unit at the University of Agder. It is not clear to the Committee which legal disciplines these courses cover. In total, the department is responsible for law courses worth a total of approximately 350 ECTS credits.

Members of the department with research time (full professors and associate professors) mainly teach within their own research areas. Other members of the department (assistant professors and university lecturers) have research time to keep up on developments within their teaching portfolio, but they do not have time for independent research. The department employs a number of external teachers, including lawyers. They are employed based on their experience within a certain legal discipline. Whenever an external lecturer teaches a course, an internal researcher will be in charge of the course.

Asked about the balance between research time and teaching, the management answers that it is good for those with research time. This understanding is confirmed in the interview with the professors. Teaching is generally bundled in order to ensure continuous research time. If an associate professor is found to be almost eligible for a full professorship, individual arrangements are made with that person to free up time for research and to support an upcoming application for a full professorship. It is also possible to attend what is referred to as 'professor school', where a candidate is offered a mentor and strategic advice on how to fulfil the requirements for a full professorship.

According to the self-assessment report, full professors and associate professors spend 58% of their time teaching, while 4% is allocated for administrative duties, leaving 38% for research.

As for assistant professors and others with limited research time, their teaching obligations are also planned in a way that optimises the time they have for research. The professors who were interviewed stated that the possibility of individual arrangements also benefits junior staff on their way up, just as the faculty's focus on international conferences and networks benefits those who want to make an effort in the research context. However, according to the self-assessment report, only 8% of the assistant professors' time is allocated to research. The same applies to university lecturers. Even if teaching obligations are bundled, this leaves very little research time for junior staff, which undoubtedly affects their chances of academic advancement.

The Committee appreciates the efforts made to structure teaching obligations to free time for research and the flexibility given to particularly talented young scholars to support their academic advancement. However, the Committee finds that junior staff in general should be allocated fewer hours of teaching in order to enable them to boost their research portfolio. Junior staff can represent a renewal through innovative research ideas that will be valuable to the department in the long run. Moreover, senior staff with more experience may need less time to prepare for teaching.

3.1.3 Financial conditions for research and education

The Department of Law has not received any external funding during the assessment period. Instead, executive courses offered by researchers at the department are the most important source of income in addition to the basic funding provided by the Norwegian state.

According to the self-assessment report, as part of the faculty's long-term strategy, the School of Business and Law has encouraged its legal researchers to focus on qualifying for professorships, and chosen to postpone some applications for external funding for legal research projects. Going forward, it is expected that projects eligible for external funding will be developed within the framework of the research group on comparative law, but also in other areas.

In the self-assessment report, it is mentioned that the way forward is through cooperation with other disciplines, such as health or technology. This could be established as a cooperation with other departments at UiA or through the EU's Societal Challenges Programmes. However, there is currently no clear strategy to achieve this aim. While several of the researchers at the department are invited to participate in projects outside the department, the Committee finds that a strategy would clearly give more direction to the efforts and could benefit young researchers who do not have a large network or a sufficiently strong CV to be invited to participate in applications.

Asked about what incentives a researcher has to apply for external funding, the management replied that they are limited. This understanding was confirmed in the interview with the professors. It has been discussed whether being lead on an application for external funding should be equated with the generation of publication points, but that is not the case at present.

Asked about the link between publication points and research time, the management explained that each researcher has a work plan, which is agreed on in the annual staff development dialogue and which aims to secure a balanced working life for the individual researcher. However, if a researcher does not

meet the target for expected publication points, that person may be given reduced research time in the coming year. The target for all researchers with full research time is one point per year.

While the Committee understands that it has been necessary to prioritise strengthening the foundation for research at the department, the Committee also finds that a funding strategy is necessary if the department is to meet its ambitions in relation to external funding. Such a strategy should not just include preferred funding sources, but also provide avenues for cooperation with other disciplines and institutions, and offer incentives that encourage researchers at the department to seek external funding. Moreover, the Committee encourages the management to ensure that the department provides sufficient administrative support for researchers who apply for external funding.

3.2 Research production and quality

3.2.1 Development of objectives and priorities in the last ten years

Established in 2014, the department is relatively young and was therefore not part of the most recent assessment of legal research in Norway in 2009.

According to the self-assessment report, the years 2015–2019 have seen a rising trend in the department's publishing activity, in terms of both quantity and quality, but starting from a very low level. This is reflected in an increase in the number of journal articles, books and conference papers. Again, according to the self-assessment report, this trend is explained by both the appointment of several new research-active staff members and a gradual change in the Department of Law's research strategy and culture. This has led to increased engagement by academic staff in research activities during the evaluation period 2009/10–2019. Looking at the research output, the number of research points per full-time employee (FTE) has risen from 0.1 points in 2015 to 0.78 points in 2019. This is still significantly lower than most other JUREVAL units participating in the assessment, see NIFU Working Paper 2020:5, Table 3.11.

Asked about the reasons for the increase in research output per FTE, the management points to the successful recruitment of researchers with a good publication record, as well as success in securing research time. The interview with the professors confirms that the increased research output can partly be attributed to the increase in staff, which has freed up time for research for all staff members. Moreover, being singled out as a potential candidate for a full professorship has motivated those chosen. Finally, the establishment of research groups is mentioned as an explanatory factor.

The establishment of research groups has partly been achieved by taking a top-down approach. A few years ago, for example, all members of the department were told that they had to be a member of a research group. The result was that some of the groups functioned well, while others were almost completely passive. This is confirmed by the interviewed professors. The department is currently working on a new model in which the research groups will be redefined and reduced in number. Also, it is no longer a requirement that an academic staff member should be part of a research group. It is emphasised in the self-assessment report that, in order to secure a robust research portfolio, it is necessary that a distinct profile should be developed in selected areas. The Committee therefore encourages the focus on research groups and finds that it is important to support the research efforts of the individual staff members. To be recognised as a research group and to qualify for funding from the

department, the group must have a formal head, and the person concerned must be approved by the management.

According to NIFU Working Paper 2020:5, Table 3.2, only 60% of legal publications from UiA can be attributed to the Department of Law (12 publications) during the assessment period (2011–2019). This can be ascribed to the fact that the JUREVAL unit (the department) was not established until 2014, and that legal research prior to 2014 has been attributed to the university, and not the JUREVAL unit. At the same time, only 10% of the department's publications are in legal research (specialisation). While the history of the department may also be an explanatory factor, the Committee finds this percentage disturbingly low. Four of the six articles in legal research (2011–2109) from the department were in legal journals categorised as major legal research journals for this assessment, see NIFU Working Paper 2020:5, Table 3.5. Two of the six articles were published in international journals and four in Norwegian journals, see NIFU Working Paper 2020:5, Table 3.8).

Based on the interview with the professors, in the Committee's view, there seems to be no clear understanding of quality in research and how quality is ensured. Selecting level 2 output channels is important for some, but not for all. Given that the aim of the strategy for the Department of Law is, *inter alia*, to ensure further development of both the quantity and quality of the department's research activities, the Committee finds that the department could benefit from a more explicit focus on quality in legal research. It therefore encourages an open debate on this issue at the department. Moreover, the Committee finds that the research groups could be an important means of fostering a common understanding of quality in research and how quality is ensured.

The publications that were submitted to the Committee are for the most part highly relevant to the department's research strategy and research priorities, including cross-disciplinary research and impact. The Committee's overall impression of the submitted publications is that the quality is generally good, but that they do not rank among the top half of the institutions assessed in JUREVAL. The Committee finds that there is great variation in quality, and, although the publications are interesting and relevant, the general impression is that they are lacking in innovation and in in-depth analyses. This finding supports the above conclusion: that the department could benefit from a more explicit focus on quality in legal research and an open debate on the issue.

Collaboration with research groups at other universities is mentioned as important in the self-assessment report. Such collaboration is often driven by personal contacts, and the department lacks formal and/or systematic collaboration agreements with other departments of law. The management mentions this as an area where research at the department could benefit from a more formal, strategic approach. This understanding is shared by the Committee. Given that the bachelor's programme in law is aligned with the first three years of the programme in law at UiB, the Committee finds that some collaboration could be expected in relation to disciplines covered by the programme. Moreover, given that cross-disciplinary research is a particular strategic focus of the department, the Committee encourages the department to seek more formal collaboration with research environments that are relevant in this respect. These research environments may be found within the UiA School of Business and Law (see also section 3.1.1 above), within other faculties at UiA, or outside the university.

The academic recognition received by researchers at the department is listed in the self-assessment report. The list includes membership of centres of excellence, participation on editorial boards, peer reviews for academic publications, and academic appointments. The list includes a number of senior

researchers at the department, and the research areas in which they are active reflect the areas highlighted in the self-assessment report as the strongest areas during the assessment period.

3.2.2 Future areas of strength and priorities

The goals set out in the Research Strategy for the Department of Law outline and specify the steps and activities through which the department aims to increase its scholarly and societal engagement and visibility.

Asked about the three most important strategic goals, the management answers 1) a robust research environment, 2) the establishment of two research groups with clear and distinctive profiles and track records (one in public law/comparative law and one in private law), and 3) significantly more researchers with research time (full professors and associate professors). As for number two, the management mentions that the department is small and will continue to be so, but that a strategic position is important.

When asked about some of the strategic development objectives highlighted in the self-assessment report, the management admitted that some lack key performance indicators.

International recognition is important in relation to AACSB accreditation, but, out of respect for the legal tradition, this should include recognition within the Nordic region, in the management's view. The interviewed professors are more divided on the issue of the importance of being internationally recognised. Some of them see it as important for recruitment and funding purposes, while others find it more important to be recognised nationally. The same ambivalence is found on the issue of the need for international publications.

A strategy for choice of publication channel is emphasised in the self-assessment report as one of the strategic objectives. The management explains that it has to be an explicit, strategic choice made by the individual researcher. The management is aware that it can nudge researchers, but that inner motivation is important for the quality of research, and good research cannot be controlled or dictated.

Being a young and rather small department, the Committee finds it important that its strategic aims are ambitious but realistic. Based on the submitted publications and the department's publication record, the Committee finds that research at an international level may be relevant to a limited number of researchers within specific areas in the current strategy period, but that a national or Nordic focus may be more relevant to the department as such. This conclusion is also underlined by the fact that recruitment has to a large extent been driven by the need to offer high-quality teaching within the different areas that are part of the bachelor's programme in law. As this programme has a national focus, a main research focus of the department should be to assure the quality of the relevant research areas. Given that the established research groups differ on a number of parameters, the Committee finds that the management of the Department of Law should ensure that the strategic priorities enable some groups to fulfil their potential within specific areas, including internationalisation.

Neither UiA nor the Department of Law has a specific strategy for recruitment, but, if a recruitment opportunity comes up, the faculty and the department have great flexibility, which enables them to act very quickly. The interviewed professors mention recruitment as the single most important priority in the coming years if the department is to fulfil its ambitions. As seen above, the management's key priorities for the coming years are also related to recruitment.

The Department of Law is very interested in being able to offer a Master of Laws degree, which is supported by the School of Business and Law. The management expects that the department, as it is, will be able to cover most subjects offered at master's level if such a master's programme is to be offered, but it foresees that competence will be lacking in some areas. It is being considered whether to offer a specialised Master of Laws in order to attract students. The ambition of offering a Master of Laws programme is fully shared by the interviewed professors. In the department's research strategy, and in the self-assessment report, it is stated that recruitment is often 'teaching driven', and in light of the specific priority of offering a Master of Laws, the Committee expects that future recruitment will also be driven by teaching needs. Being a small department with a heavy teaching load, this is to be expected, but the result could be that actual recruitment collides with the ambition to strengthen certain research areas. Consequently, the Committee encourages the department to consider a specialised master's degree in which the department's research profile can be utilised.

It is clear to the Committee that recruitment is crucial to the future development of the department. This is a particular challenge in some areas, not only at UiA but also in legal research environments in general. The strategic focus on developing talents and the possibility of having some flexibility at certain times in a junior scholar's academic career could give the department a competitive advantage over other legal environments. However, if the department is to offer a Master of Laws, this could put more pressure on the researchers as regards teaching obligations and leave less room for flexibility, especially if recruitment is not successful. At the same time, if the option to offer a Master of Laws is made possible for other universities than the ones that have the opportunity now, it is expected that it will be a competitive parameter for universities, making it difficult for a university to only offer a bachelor's programme.

3.2.3 Recruitment and PhD programmes

The Department of Law cannot offer a PhD programme in law at the moment. However, the department currently has two PhD students. One is affiliated to the PhD programme in Bergen and the other to the programme at the School of Business and Law, although the latter PhD candidate has a legal profile.

It is a strategic priority to recruit researchers with a PhD or, if that proves impossible, to encourage researchers to take a PhD to strengthen their research profile.

3.3 Relevance to education

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

The bachelor's programme in law follows the programme offered by the University of Bergen, which includes adopting their curriculum. There is no common understanding of the concept of research-based teaching at the Department of Law. The interviewed professors mention that there are informal discussions about teaching if a course is taught by someone not doing research within that area.

In the self-assessment report, it is stated that the department's needs for teaching resources have been a decisive factor in connection with new recruitment, and it is expected that this will continue to be the case for some time. As mentioned above, this might be at the expense of strengthening the

department's research environment, where other qualifications or research profiles may be needed more. However, the Committee appreciates the efforts being made to secure research-based teaching at this stage of the department's development.

The majority of the researchers at the department teach within their primary research areas. While this priority may be important to ensure research-based teaching, being a young and small legal environment, the breadth of legal disciplines that has to be covered due to the needs of the bachelor's programme in law could also affect the research environment negatively, as it may be more difficult to focus on research priorities. However, if the department succeeds in streamlining the courses offered to students in the law programme as well as in other programmes, as outlined in the self-assessment report, this could also benefit research. Moreover, the practice of bundling teaching also benefits the researchers, giving them focused research time. However, it is unclear to what extent legal research at the department is relevant to education since there is no clear link at UiA between the research priorities of the department and the courses taught.

3.3.2 Learning and practising law, and legal research methods

The Department of Law employs a form of problem-based learning in the bachelor's programme in law. In the self-assessment report, it is stated that this enables students to gain experience of methods they can later use for research and problem-solving purposes. The students also have to take mandatory courses in legal methods.

According to the *Studiebarometer* survey, UiA has an average score when students are asked how satisfied they are with their own learning outcome in relation to scientific method and research and own experience of research and development (self-assessment report). In 2019, the scores were 3.0 and 2.7, respectively (the national scores were 3.2 and 2.7, respectively). Both scores have shown some variance from 2017 to 2019, though with a slight decrease. This could be due to the relatively low number of students in the bachelor's programme in law.

3.4 Societal relevance

3.4.1 Outward-oriented activities

Societal interaction is not an explicit part of the department's research strategy, but members of the department nonetheless participate in outward-oriented activities. The NIFU working paper 2020:5, Tables 4.1 and 4.2, shows that the department members rarely publish elsewhere than in scholarly books and journals. Table 4.4, on the other hand, shows that researchers at the department and their publications have societal impact through participation in commissions or committees, or by being referred to in judgments or parliamentary papers.

Impact is also demonstrated in the submitted impact cases (self-assessment report). The Committee finds them rather impressive in both their scope and demonstrated impact, but the Committee also notes that only a few researchers at the department have had such a visible impact. Asked how their network and knowledge can benefit other researchers at the department, the management replies that various events or seminars have been held to facilitate dissemination of knowledge and connections.

The interviewed professors find that academic impact and societal impact often go hand in hand. The Committee finds that this observation is supported by the submitted impact cases, where there is a close connection between the research profiles of the researchers mentioned in the cases and the scope of the impact cases. The interviewed professors also mention that, although societal impact builds on academic impact, societal impact in itself is recognised and encouraged by the faculty.

Not all the impact cases seem to be relevant to the department's profile. This may be due to the fact that some of them are quite lengthy and have started before the researcher in question joined the department.

3.4.2 Contribution to the achievement of societal goals

The self-assessment report shows that a number of researchers at the Department of Law contribute to the achievement of societal goals, including the UN Sustainability Goals. Examples of such activities are given in the self-assessment report. They include participation in public expert groups within SDG No 3 (good health), No 4 (quality education), No 16 (peace and justice), participation in public administration within SDG No 4 (quality education), No 16 (peace and justice), and participation in public and private enterprises and business organisations.

4 The committee's assessment

4.1 Conclusion

The Committee finds that there seem to be very few synergies between the research activities at the Department of Law and the faculty, and between the Department of Law and other departments at the faculty – even though it is stated in the self-assessment report that the synergies are evident. In particular, the responsibility for teaching law in other programmes at the faculty does not seem to affect the research focus of the researchers at the department. Moreover, even though recruitment has partly been driven by teaching needs, there seem to be few synergies between the areas taught in the bachelor of law programme and the prioritised research areas.

However, the Committee appreciates the efforts of the Department of Law in relation to defining a research strategy to support and guide the research activities at the department. The strategy is ambitious and comprehensive. While the Committee recognises that the legal academic environment has certain special features that are distinct from other social science disciplines, the Committee also finds that the strategy could benefit from having a stronger focus on the department's organisational position at the School of Business and Law. Cross-disciplinary research is a priority in the department's strategy, and even though governance and economics are mentioned as possible cross-disciplinary fields, none of the four prioritised legal disciplines seems to be pivotal in such cross-disciplinary cooperation.

The Committee appreciates the efforts made to structure teaching obligations to free up time for research and the flexibility given to individuals to support their academic advancement. However, the

Committee finds that junior staff should be allocated fewer hours of teaching in order to enable them to boost their research portfolio.

The Committee is mindful of the fact that the department is relatively young and still ‘under construction’. Consequently, the focus on recruitment – in particular of researchers with a PhD degree or an ambition to enrol in a PhD programme – seems to be relevant and necessary for the continued development of the department. Flexibility and support for junior researchers may also be a competitive advantage when recruiting. The Committee encourages the department to maintain the focus on recruitment.

Although the Department of Law has increased its research output in recent years, the output is still relatively small quantitatively compared to other JUREVAL units. In addition, even though the department has submitted a number of impressive impact cases, they are from a limited number of researchers at the department. Hence, the Committee wishes to stress the need for an open discussion about what constitutes quality in legal research and the need for a more strategic focus on the relevance of external funding. The Committee finds that such a strategy could include a strategy for increased cooperation with relevant research environments. The Committee does not wish to point to any particular institutions, but encourages the department to look for research environments that match the priorities of the department in countries such as the Nordic countries, Germany, France and the UK. In particular, the Committee also wishes to mention that it could be relevant to look at Nordic business schools that have a strong legal environment. Such a strategy would clearly give more direction to the efforts and could benefit young researchers who do not have a large network or a sufficiently strong CV to be invited to participate in applications. Moreover, the Committee encourages the management to ensure that the department provides sufficient administrative support for researchers who apply for external funding.

Being a young and rather small department, the Committee finds it important that the department’s strategic aims are ambitious but realistic. Based on the submitted publications and the department’s publication record, the Committee finds that research at an international level may be relevant for a limited number of researchers within specific areas in the current strategy period, but that a national or Nordic focus may be more relevant for the department as such. This conclusion is also underlined by the fact that recruitment has to a large extent been driven by the need to offer high-quality teaching within the different areas that are part of the bachelor’s programme in law. As this programme has a national focus, it should be a main research focus of the department to assure the quality of the relevant research areas.

Although it is clear that recruitment has to a large degree been driven by teaching needs, it is not clear how research is relevant to the education offered at UiA or in general. While some of the research areas that are prioritised by the Department of Law seem to be relevant to the bachelor’s degree in law, others seem to be less relevant, and it is not clear whether they are relevant to the other courses taught at UiA.

The Committee finds that the performance in relation to societal relevance is satisfactory and it is impressed by the scope and demonstrated impact of the submitted impact cases.

4.2 Recommendations

- The Committee encourages the Department of Law to explore whether and how stronger cooperation with the other departments at the School of Business and Law can strengthen research at the Department of Law.
- The Committee expects that future recruitment will also be driven by teaching needs. Being a small department with a heavy teaching load, this is to be expected, but the result may be that actual recruitment collides with the ambition to strengthen certain research areas. Consequently, if the department is to offer a master's degree in law, the Committee encourages the department to consider a specialised master's degree in which the department's research profile can be utilised.
- The Committee appreciates the department's ambitions, but recommends the department to take a more focused approach to the question of strategic priorities in coming years.
- In particular, the Committee recommends that the department consider how a more strategic, institutional approach can support cooperation with relevant research environments.
- The Committee recommends that the department maintain its focus on supporting young researchers and their career development since this may prove to be a competitive advantage when recruiting.

As for the specific terms of the ToR, the Committee finds that it may be a challenge for the Department of Law to be embedded in the School of Business and Law. The other disciplines embedded there may have academic traditions that differ from those of law, and, for obvious reasons, they have a business-oriented focus. Such a focus may be difficult to align with areas that are relevant to the bachelor's degree in law, which traditionally does not have a strong business focus. However, the faculty and the department's management have endeavoured to deal with this misalignment by allowing the department to have its own research strategy. The Committee finds, however, that the strategic focus of the research strategy at departmental level is not fully harmonised with the focus of the faculty's strategy. Thus, the aim is not fully met. However, the organisational set-up could be an advantage if the management at faculty as well as at departmental level actively explores areas where legal research could benefit from research within areas such as finance, business and marketing. The establishment of a research group in private law could be a good starting point for exploring such synergies, but the Committee finds that establishing such a research group will not suffice in itself. Moreover, the Committee finds that the Department of Law benefits from the organisational set-up in terms of administrative support in a number of areas.

As for the second ToR, the Committee finds that it does not fall within the Committee's terms of reference to make this type of recommendation. In general, however, the Committee finds that it is important for each of the research groups to consider how their priorities align with the department's and the faculty's research strategies.

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Appendices

Appendix A: Terms of Reference (ToR)- UiA

Amended version 200828

The board of *the School of Business and Law at the University of Agder* mandates the assessment committee appointed by the Research Council of Norway (RCN) chaired by Professor Henrik Palmer Olsen (Copenhagen University) to assess *the Department of law* 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 the Department of law* 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 *two* aspects below in your assessment:

- 1. Possibilities and challenges for the Department of Law as part of the School of business and Law.*
- 2. Which directions should the research group in comparative and public law go – or not go? Strategic advice in a construction phase.*

In addition, we would like your report to provide a qualitative assessment of *the Department of law* 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
- *documentation needed to assess the specific aspects that the assessment committee should focus on (no 1 and 2 above).*

Interviews with representatives from the evaluated units

Interviews with *the Department of law* will be organised by the evaluation secretariat at NIFU. Such interviews may be organized 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 Department of law* 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 *Institutt for rettsvitenskap ved Handelshøyskolen ved UiA (the Department of law at the School of Business and Law at UiA)* and RCN within 15 September 2021. *The Department of law at the School of Business and Law at UiA* 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 School of Business and Law at the UiA* and the RCN no later than two weeks after all feedback on inaccuracies are received from *the Department of law at the School of Business and Law at UiA*.

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: 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><i>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?</i></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, NIFU Working Paper, 2020:5</i></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.</p> <p>Productivity and research quality, resources, organisation and strategy</p> <p>2009/2010–2019</p>	<p><i>2.1 Development, objectives and priorities the last ten years:</i></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, NIFU Working Paper, 2020:5</i></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
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		<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: Resources, publication and societal interaction of Legal Research in Norway, NIFU Working Paper, 2020:5</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 • 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	4.1.1.1.1 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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