

Evaluation of Legal Research in Norway

Faculty of Law,
University of Oslo



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Summary

First and foremost, the Committee notes that the Faculty of Law at the University of Oslo has maintained its role as the leading law faculty in Norway in all respects.

The faculty has a strong research profile as well as the strongest international impact/publication record in Norway. Many members of the academic staff have strong international connections and networks, and make excellent use of them. The interdisciplinary work undertaken in collaboration with other faculties/institutions is also impressive, though there is scope for this to be increased/intensified. The strength of the faculty's research profile is attributed to the strengths of the individual faculty members rather than to any overall strategic approach.

The faculty fully fulfils its role in educating Norway's future lawyers. There are strong research components in the teaching (or at least research options), providing students with a broad, well-rounded legal education. The faculty also offers highly innovative teaching approaches fit for the 21st century.

The faculty attracts a large number of PhD students from many fields. Some of them embark on an academic career, and while the faculty has some structures in place to support these early career researchers, more could be done to nurture them and allow them to build a strong research profile in the early stages of their career.

The faculty manages to attract significant amounts of external funding, and has developed an impressive number of projects and initiatives on that basis, many of which will have a lasting effect on Norwegian society more broadly and on legal education more specifically.

As mentioned above, the faculty does have an international presence, mainly through individual members, but also through several research centres and groups, making it the most internationally visible of the Norwegian faculties. The faculty has the potential to build on this as an institution and to establish more concrete, permanent and institutionalised partnerships.

The faculty is aware of the criticism of its complex structure, already raised in the 2009 report, and is currently undertaking a review. It is to be hoped that this leads to a structure that will allow the faculty to present itself to the outside world in a more accessible and thus visible way, thereby increasing the potential for international collaboration.

The faculty is very engaged in public and societal debates, and indeed has an impressive track record for doing so. There is little doubt that faculty members will continue with their societal engagement; however, for the benefit of the faculty as a whole, their work could be presented in a more coherent and visible way so as to enhance the faculty's profile nationally and internationally.

Sammendrag

Først og fremst ønsker komiteen å bemerke at det juridiske fakultet ved Universitetet i Oslo har opprettholdt sin stilling som Norges ledende juridiske fakultet på alle områder.

Fakultetet har en solid forskningsprofil, og er det rettsvitenskapelige miljøet i Norge med størst internasjonal innflytelse og størst internasjonalt publiseringsvolum. En rekke ansatte ved fakultetet har gode internasjonale forbindelser og nettverk som de benytter på en fremragende måte. Det foregår et imponerende tverrfaglig samarbeid med andre fakulteter/institusjoner, som det er rom for å øke/intensivere. Fakultetets solide forskningsprofil skyldes først og fremst fremragende enkeltforskere ved fakultetet, og ikke en overordnet strategisk tilnærming.

Fakultetet innfrir i utdanningen av Norges fremtidige jurister. Det er sterke forskningskomponenter i undervisningen (eller i det minste forskningsmuligheter), som fører til at studentene kan få en bred, helhetlig rettsvitenskapelig utdanning. Fakultetet bruker svært innovative undervisningsmetoder som egner seg for det 21. århundret.

Fakultetet tiltrekker seg et stort antall ph.d.-stipendiater fra en rekke forskningsfelt. En del av dem satser på en karriere i akademien. Selv om fakultetet har strukturer på plass for å støtte disse forskerne i starten av karrieren, kan det gjøres mer for å følge dem opp, og for å gi dem mulighet til å bygge en solid forskningsprofil.

Fakultetet har klart å tilegne seg betydelig ekstern finansiering, og har utviklet et imponerende antall prosjekter og initiativer på bakgrunn av dette. Mange av disse vil ha varig innvirkning på det norske samfunnet generelt og på utdanningen innen rettsvitenskap spesielt.

Som nevnt har fakultetet en internasjonal tilstedeværelse, hovedsakelig gjennom enkeltansatte, men også gjennom flere forskningssentre og -grupper. Fakultetet er det mest synlige fakultetet internasjonalt av de juridiske fakultetene i Norge. Institusjonen har mulighet til å bygge videre på dette ved å etablere mer konkrete, permanente, institusjonaliserte samarbeidsformer.

Fakultetet har en kompleks struktur, noe som også ble kommentert i evalueringsrapporten fra 2009. Dette blir nå gjennomgått av fakultetet, og vil forhåpentligvis resultere i en struktur som får fakultetet til å fremstå som mer tilgjengelig. Dette kan gjøre fakultetet mer synlig, og med det øke potensialet for internasjonalt samarbeid.

Fakultetet er svært engasjert i den offentlige debatten og har en imponerende merittliste. Det er ingen tvil om at fakultetets ansatte vil videreføre sitt samfunnsengasjement. Arbeidet kunne med fordel blitt presentert på en mer sammenhengende og synlig måte, noe som ville styrket fakultetets profil nasjonalt og internasjonalt.

1 The scope and terms of reference of the evaluation

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

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

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

1.1 Terms of reference

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

1.2 The JUREVAL units

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

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

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

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

1.3 The evaluation committee

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

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

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

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

1.4 Criteria for the assessment

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

The criteria used were as follows:

a) Research production and quality

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

b) Relevance to education

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

c) Relevance to society

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

d) Diversity and integrity of research¹

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

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

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

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

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

Moreover, the external assessment concerned:

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

1.5 The evaluation process

1.5.1 Preparations and reference group

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

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

1.5.2 The Committee's work process

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

First phase: September 2020–January 2021

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

Second phase: January–March 2021

- The self-assessment reports were sent to the secretariat, which compiled, organised and distributed the reports to the committee, organised by institution and topic. Data from the R&D-statistics were double-checked.
- The scientific secretariat set up a document-sharing platform (Microsoft Teams), and all background material, as well as other data files and documents, was stored there. The committee shared files and work in progress in Teams.
- Division of work tasks between the committee members. In late-January, an internal committee meeting was held and the tasks of evaluating the scientific publications were divided between the Committee's members.
- The Committee agreed to use Research Excellence Framework (REF) criteria.
- Second Committee meeting, 16 February

- Discussion on data and self-assessments, and agreed on the interview process.

Third phase: March–May 2021

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

Fourth phase: May/June –September 2021

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

Fifth phase: October –November 2021

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

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

1.6 Data and background material

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

The institutions' self-assessment reports

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

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

See Appendix C for information on timeframes for the assessments.

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

Societal impact cases

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

Report on personnel, publications and societal interaction

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

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

Data on students and master's degrees

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

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

Project data

The RCN provided data on project funding:

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

Interviews

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

2 Legal Research in Norway and JUREVAL

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

2.1 Research personnel with a higher degree in law

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

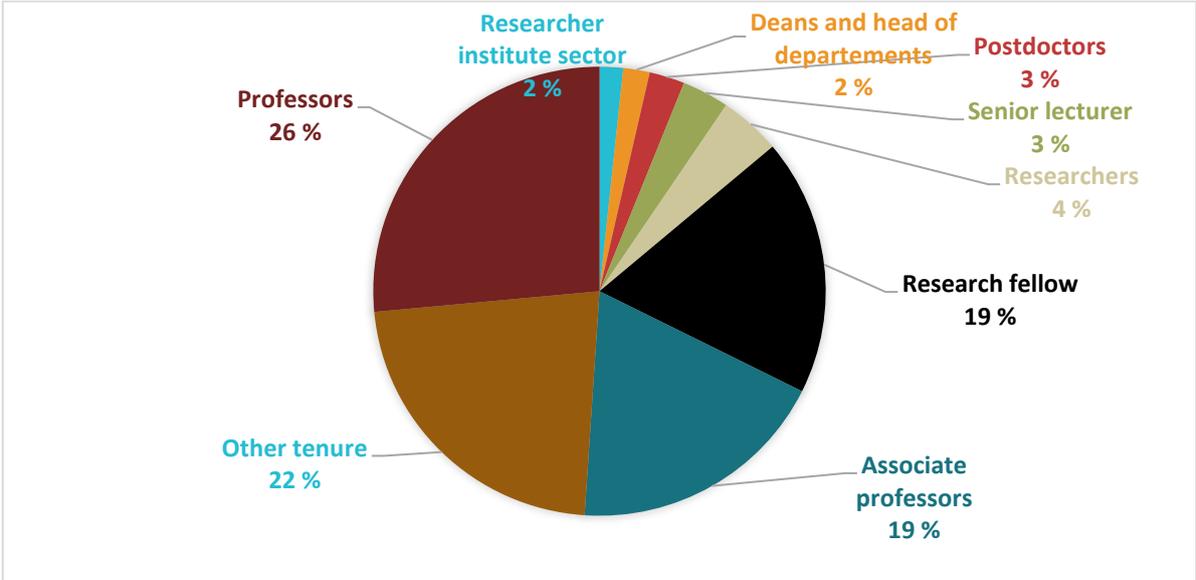


Figure 2-1 Academic staff with a higher degree in law in the Norwegian research system by position in 2019, per cent.

Source: NIFU, Register of Research Personnel

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

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

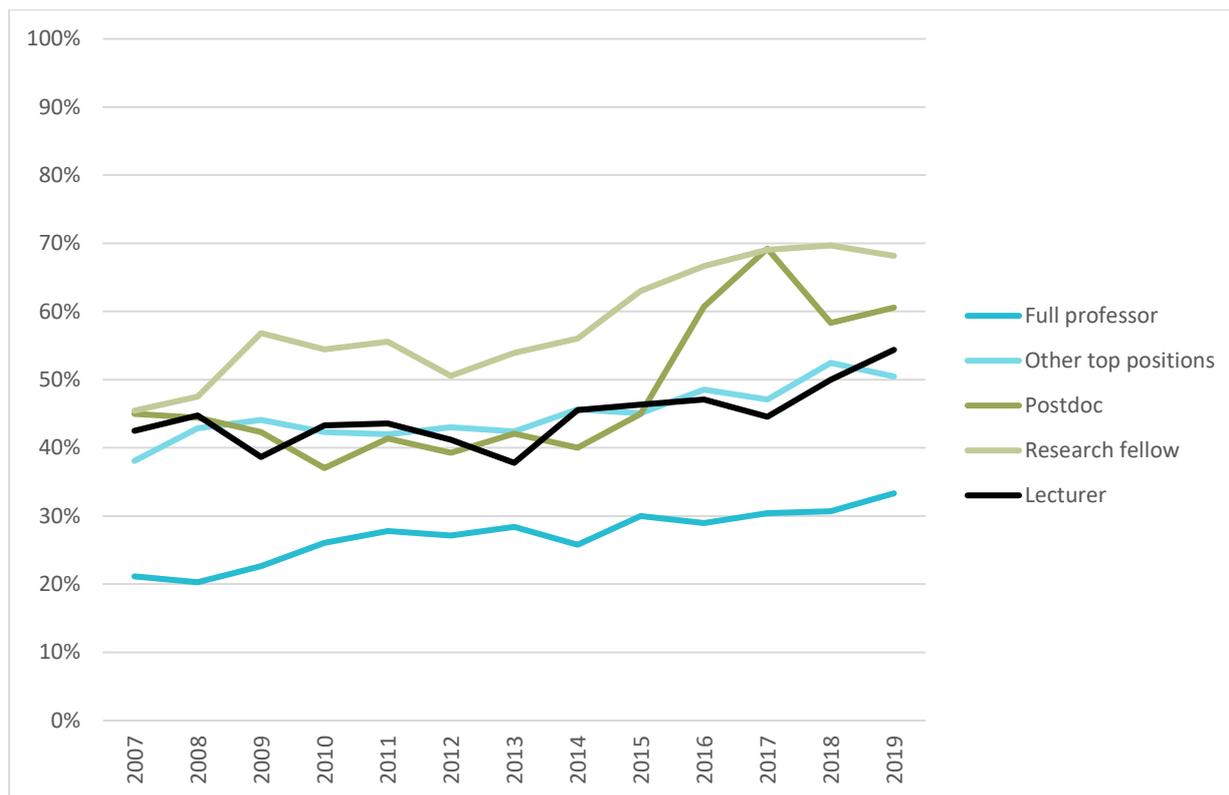


Figure 2-2 Share of female academic staff with a higher degree in law at Norwegian higher education institutions in selected positions, 2007-2019, per cent.

Source: NIFU, Register of Research Personnel

2.2 The six JUREVAL units

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

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

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

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

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

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

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

² Research fellows are not included in the calculation.

Source: NIFU, Register of Research Personnel.

2.2.1 Academic staff

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

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

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

2.2.2 Organisational changes since 2009

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

BI, Norwegian Business School, Department of Law and Governance

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

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

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

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

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

2.3 Expenditure and funding

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

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

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

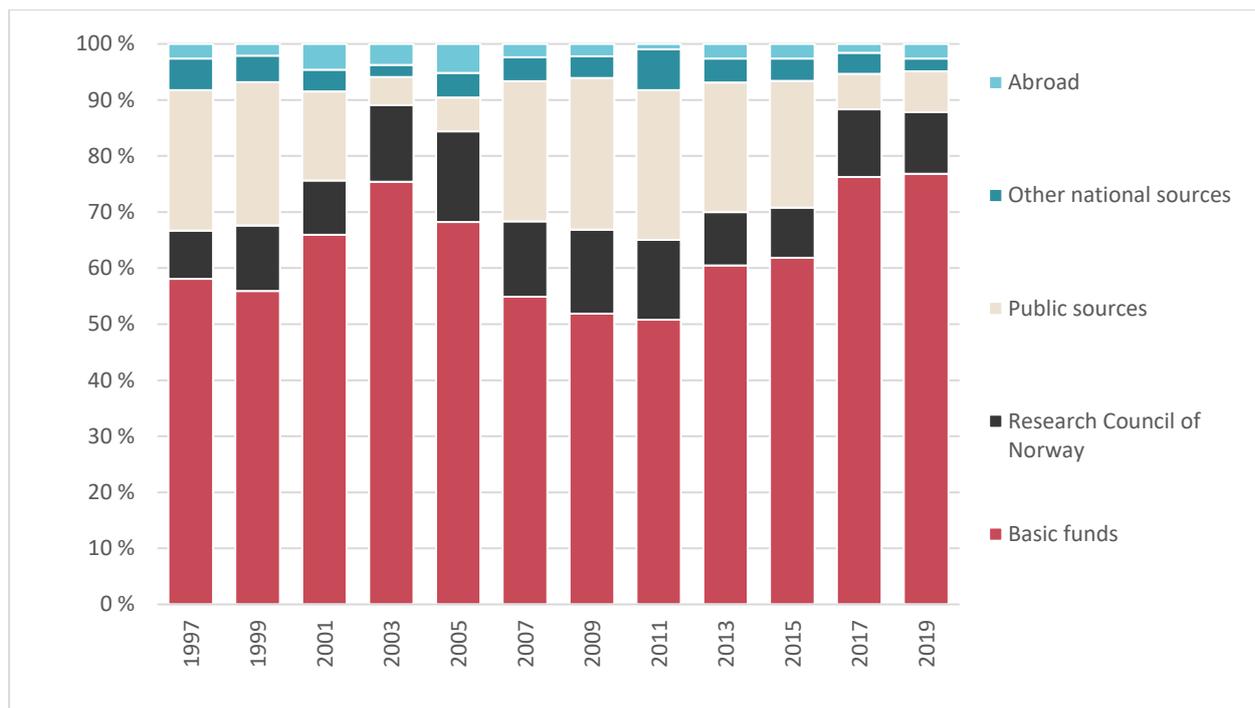


Figure 2-3 R&D expenditure on legal research by source of funds, 1997–2019, per cent.

Source: NIFU, Register of Research Personnel

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

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

Research projects	Rejection	Funding	Sum	Share granted
UIB				
Faculty of Law				
Open Arena (FRIPRO)	15	2	17	12%
Programmes	9	2	11	18%
Faculty of Social Sciences				
Open Arena (FRIPRO)	74	17	91	19%
Programmes	64	10	74	14%
UIO				
Faculty of Law				
Open Arena (FRIPRO)	42	5	47	11%
Programmes	36	9	45	20%
Faculty of Social Sciences				
Open Arena (FRIPRO)	117	10	127	8%
Programmes	82	45	127	35%
UIT				
Faculty of Law				

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

Source: RCN, Project database.

2.4 Recruitment – doctorates

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

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

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

Source: NIFU, Doctoral Degree Register.

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

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

⁵ NIFU, Doctoral Degree Register.

⁶ NIFU, Doctoral Degree Register.

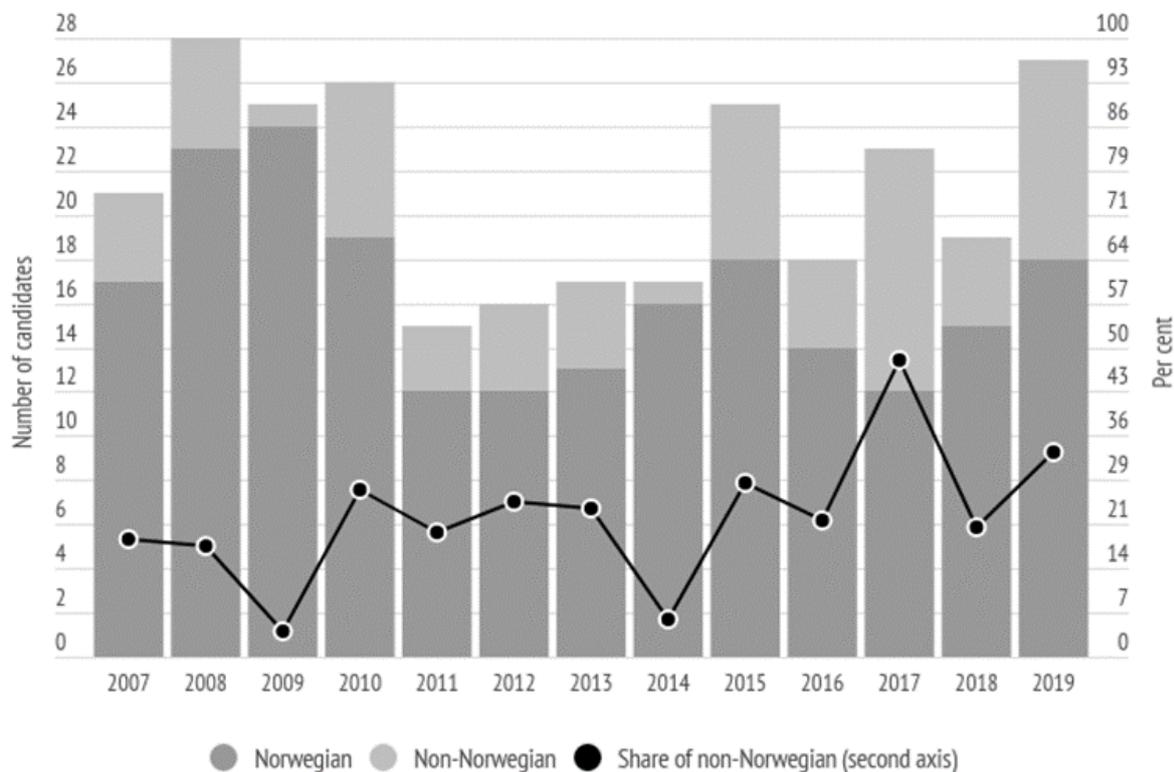


Figure 2-4 Doctorates in law in Norway by citizenship, 2007–2019.

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).

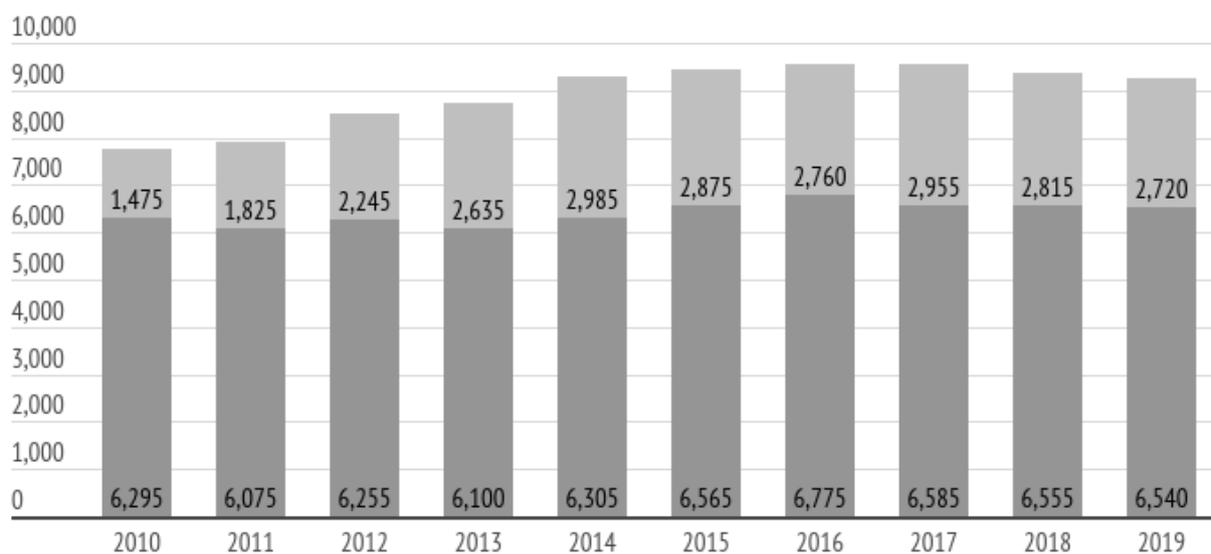


Figure 2-5 Students in law, 2010–2019.

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 høgere 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 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'

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).

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 and overall strategy

3.1.1 Presentation and strategy

Staff and students

The University of Oslo (UiO), founded in 1811, is Norway's oldest university and home to the country's largest law faculty. UiO's Faculty of Law is one of the university's founding faculties. The faculty has 3,785 students, of which 2,360 are law students. Its core taught course is a five-year integrated master's programme in law. In the self-assessment, it is stated that the 'faculty also teaches three other master's programmes (criminology, human rights and sociology of law) in addition to five LL.Ms. However, the relevant faculty webpage¹⁰ advertises four two-year master's programmes (*forvaltningsinformatikk*) in addition to those mentioned in the self-assessment): three 18-months master's programmes (Information and Communication Technology Law; Maritime Law; Public International Law) and a two-year experience-based master's programme in North Sea energy law.

As of 2019, the faculty (including the Department of Criminology and Sociology of Law) employed the equivalent of 88 full-time technical and administrative staff and 94 permanent academic staff, 40 PhD students, and 51 personnel holding temporary positions (including 13 post-docs) (NIFU Research Personnel Register). According to the self-assessment, the number of students (on the five-year master's programme in law) at the faculty decreased from 2,751 in 2015 to 2,360 in 2019. With the concurrent increase in the number of full-time permanent academic staff in the Department of Public and International Law, the Department of Private Law, and the Scandinavian Institute for Maritime Law, the student–staff ratio decreased significantly from 43.2:1 in 2015 to 32.8:1 in 2019. This went hand-in-hand with an approximate reduction in the number courses since 2009 from 70 to 50 (data provided in interview) and with the successful strategy to reduce reliance on external teachers following a board decision in 2016. Thus, over this time period, a significant reduction in the number of courses offered, combined with the measures mentioned above, ensured a much better student–staff ratio to further the educational aims (see section 3.3) as well as an increase in research capacity at the faculty (see section 3.2).

Structure

Despite some criticism in the 2009 report for being complicated and difficult to understand from the outside, the basic structure of the faculty has remained unchanged. Although a working group currently is looking at the faculty's organisational structure, no changes are expected to the basic division into five departments: the Institute for Private Law, the Institute for Public Law, the Scandinavian Institute of Maritime Law, the Norwegian Centre for Human Rights and the Department of Criminology and Sociology of Law. In addition, there are several centres and 16 research groups.

While there was agreement amongst those interviewed that the current structure works well and that it might be difficult to conceive of one that could replace and improve it, there also was general acknowledgement that the structure is complicated and difficult to understand from the outside. Indeed, this can already be seen by the nomenclature alone, as one of the departments is actually called a 'centre' whereas all the others are called 'institutes', neither of which makes clear to the

¹⁰ Studieprogrammer - Det juridiske fakultet (uio.no).

uninitiated that these actually are fully-fledged departments in a law faculty. Similarly, it is not obvious where the centres are placed in the institutional hierarchy/structure.

While there is no obvious hierarchy between the departments, there certainly is a clear imbalance between the number of staff members as well as PhD students and post-docs allocated to each department, with the departments for private law and public law (followed by criminology and sociology of law) clearly the largest. While this obviously is an inevitable result of the smaller/larger thematic areas covered by the respective departments and the availability of internal and, especially, external funding, from an outside perspective this raises the question of why the departments, at least nominally, are considered and/or presented as equal in the structure. For example, it is somewhat surprising to see the Scandinavian Institute of Maritime Law as hierarchically equivalent to the Departments of Private and Public Law.

As for the centres, as already mentioned, their position in the organisational structure is, at best, difficult to gauge. From the interviews we gathered that they have a high degree of independence. Nevertheless, administratively and for reporting purposes, they are attached to a department, though it is not always immediately obvious which one. It certainly looks as if they are, for the most part, outside of the departmental structure, presumably for good reasons (though these are not obvious to the Committee). Nevertheless, this adds to the complexity of the governance structure.

Similarly, it can be somewhat difficult for outsiders to understand where the research groups are located within this structure, at least administratively. Like the centres, they will often span different departments due to their very nature, which may make their precise affiliation impractical and maybe even inadvisable. Our understanding from the interviews is that these research groups usually are administratively hosted by the department to which the primary researcher/leader of the group is affiliated. This may of course cause issues when the leadership and/or the focus of the research changes, as appears to have happened in the past.

As mentioned above, none of the interviewees disputed (in fact all agreed) that the faculty structure is complicated and may appear confusing. However, there were mixed views as to the effect this has on teaching and research. Those higher up in the hierarchy generally expressed that they thought that cross-departmental collaboration was working well, whereas others felt that the thinking and interaction was 'departmentalised' and there was insufficient communication between departments. Where there is inter-departmental communication, this usually resulted from working together in a research group. There was general agreement that the physical building structure made casual and informal meetings more difficult, and that technological means should be utilised to bridge that gap. This is an issue that needs to be addressed proactively. Suggestions raised in the interviews were that regular notifications of events, newsletters, and staff seminars on work in progress or lunchtime seminars could help advance collaboration between researchers and thereby create greater cohesion. The Committee cannot determine whether this is workable given the size of the faculty, but we certainly would encourage the faculty to explore different activities to bring together researchers from different departments/centres for further collaboration.

We would also suggest that, given that structural reforms appear to be unlikely according to the interviewees, the presentations of the faculty and its structures on the faculty's website, etc., especially the English-language ones, should at least be made clearer and more accessible. Moreover, clearer and more accessible structures would not only have external benefits, but also internal ones, since even members of staff seemed unsure about the existing structures and where some units belonged. This exercise may also serve to highlight existing issues with the current

management structures and stimulate discussion on how it might be improved. Hence the faculty is encouraged to reconsider its current organisational structure.

It is worth noting here that the teaching (see section 3.3) is planned at faculty level and thus is unaffected by potential issues arising from the organisational structure mentioned above. However, the research (see section 3.2) is largely left in the hands of the departments, centres and research groups themselves. Therefore, clearer presentation of the faculty's structure and of the roles of the respective departments, centres and research groups is important, especially when communicating research aims. Furthermore, the fact that teaching and research essentially are organised by different bodies may have an adverse effect on research-based teaching.

Faculty strategy

In its self-assessment, the faculty's overall strategy for the period 2010–2020 was described in three points, all of which have a clear research focus:

1. "Increase the quality and relevance of legal research, in order to meet the challenges posed by judicialisation and internationalization; improve society's use of the Faculty's legal competence.
2. Build on the fact that the Faculty's research covers a wide array of topics both central to and at the periphery of legal research; increase our participation in multidisciplinary research.
3. Increase the international aspects of our work such as more Nordic and international scientific cooperation; increase the amount of funding from EU and other national and international funders."

What is not mentioned expressly but is accepted by all interviewees as a given is that the core aim for the faculty's work is to provide excellent education for Norway's future lawyers or, in other words, to provide excellent teaching. During the evaluation and the interviews, it became apparent that while the aims of excellent teaching and excellent research can be complementary, they often are at odds (see section 3.1.2).

Given the strategy's explicit focus on research, particularly on internationalisation, Nordic and international cooperation and interdisciplinary/multidisciplinary research, it was noteworthy that no measures to implement any of this 'from the top' appear to be in place. In fact, during interviews it was confirmed repeatedly that the faculty indeed has no management systems in place to execute the strategy, and instead relies almost exclusively on individuals/individual initiatives to achieve these aims, although strategic recruitment and promotion of course also play a role. Thus, the faculty has a bottom-up approach, relying very heavily on individual academics and groups to step forward to achieve the strategy aims. A desire not to impede academic freedom was referred to several times as a key reason for this, alongside the wish to encourage research for its own sake and not for financial or other incentives. Indeed, we understand that there are very few personal or financial incentives to generate research. However, according to the interviewees, the faculty provides very good administrative support for research initiatives. Thus, the faculty's research strategy essentially is based on trust in its researchers.

While this indeed maximises the freedom of individuals and groups to pursue their research aims, such an approach carries with it two obvious risks. The first is that individuals in permanent positions may be unproductive for no legitimate reason (such as having family care obligations or health issues) and may simply have 'checked out'. The second is that research focuses heavily on and is driven by individual interests, which often (but not always, of course) means new and exciting topics, and that basic research in areas which are less 'popular' but which nevertheless are essential for

society and for advancement of the law may be neglected. Obviously, both of these issues can – and probably should – be addressed by an even more proactive policy and measures at faculty level. However, at the moment everything appears to be left to individual initiatives.

Diversity

In addition to the abovementioned research-oriented strategy, according to the self-assessment the faculty has undertaken laudable initiatives to promote social diversity, particularly with regard to gender, ethnicity and age, in accordance with the main goals defined by the University of Oslo.

In this context it is worth noting that, according to the self-assessment, 68% of law students are female, which is very much in line with the percentages at other international institutions. However, when it comes to PhD students, the numbers of male and female students in 2010–2019 are almost equal (71 male and 72 female PhD students, according to the additional data we have received). As an institution, the faculty may want to investigate the reasons for the drop in the number of female students from two-thirds to half between those two educational levels, and address any issues that are preventing young women from opting for a research degree and, consequently, an academic career.

According to the self-assessment, 40% of academic staff are female. While a good distance away from gender equality, this is a fairly high percentage by international standards. Admittedly, the current percentage may also be the result of a ‘historical legacy’ of male dominance (in numbers) in academia and therefore is likely to continue to move towards equal numbers and beyond in the future. Nevertheless, it may be worth exploring whether there are other reasons why women decide not to pursue an academic career, given that half of those pursuing PhDs are female. In this context it should be noted that special support has been put in place for female academics, but this of course only offers support to those who have already embarked on an academic career.

A final point to note is that no mention is made of legal genders beyond the binary; this may well be because the issue has not arisen yet at the institution.

3.1.2 Education: purpose and arrangements

As mentioned above, there is no doubt that one of the core aims for the faculty is to provide an excellent education for Norway’s future lawyers, and there seems to be no doubt that the faculty is achieving this aim. However, it was also clear from the interviews that this comes at considerable cost to some individuals who cover core areas of law that need to be taught to all students, despite official guidance on distribution of work duties. By contrast, other faculty appear less burdened and to have more research time because they teach niche/more specialised areas to smaller student groups. Moreover, since some 25% of the academic staff are non-Norwegian (data from interviews), several of them may not be able to teach in Norwegian. This in turn creates tension between teaching needs and the aim of generating excellent and internationally oriented research. This issue and the (nominal) distribution of time between teaching, research, and administrative and other activities will be discussed further in section 3.2.

Research-based teaching

A similar tension becomes apparent when one strives to provide research-based teaching, as the faculty laudably does. As confirmed in the interviews, it is difficult to integrate research with compulsory courses, which are essential to legal education, due to the sheer volume of legal material that needs to be covered during teaching. Moreover, there is often a lack of up-to-date research because these areas rarely attract early career researchers, PhD students or research funding (see also sections 3.1.1 and 3.2). Furthermore, these are areas where, according to interviewees, new and

innovative textbooks and teaching methods often are stymied by existing teaching materials that have been used for a long time.

For elective courses the situation is rather different, as these are often set up to follow the interests of individual researchers and often cover areas of current interest so that there is a steady flow of new research. Indeed, this may even lead to some new and ground-breaking courses, as has been the case at the faculty.

All the same, too much freedom in choosing course content may bring with it the risk of courses becoming overly specialised or of individuals merely teaching their pet areas of law. However, this can be – and according to the interviewees is – kept under control by a central and regular assessment of the courses offered and the teaching materials used. The abovementioned reduction in the number of courses offered as well as the review mechanisms in place seem to ensure that these issues largely are avoided.

Reality-based teaching

By contrast, involving external lecturers, who often are practitioners or civil servants, often represents the very opposite of research-based teaching. However, reality-based teaching can be of immense value to students as it is grounded in the reality and the application of the law. While the faculty has reduced the number of external lecturers, there are still enough to provide the necessary practical input and infusion of ‘law in action’.

Research in education

The 60-credit master’s thesis option very commendably allows for a major research element in the five-year programme, while still allowing for the ‘smaller’ research option of a 30-credit thesis for students who prefer not to prioritise a research approach in their final years of study. According to the self-assessment, students who choose the 60-credits option ‘are fully integrated into the academic working environment in the different units at the faculty’; as such, this has become an excellent opportunity for spotting and honing academic talent, often with a view to recruitment to the PhD programme (see section 3.2.2).

Interdisciplinary and inter-institutional cooperation in teaching¹¹

According to the self-assessment, and as expected, several of the law courses are integrated into other study programmes at the University of Oslo. It could not be discerned whether these are specifically created and thus (slightly) adapted to the needs of the students in question or whether the students simply join courses already on offer. Either approach brings with it advantages and disadvantages, and decisions on this may need be taken for each individual course. The self-assessment only listed a few examples of such cross-faculty teaching, so the extent of such activities is not quite clear. What is clear, however, is that given the strength and depth of the Faculty of Law, one would expect members of the academic staff to be involved in teaching activities in many other faculties, including full courses as well as individual lectures in existing courses.

Similarly, members of the academic staff are engaged in teaching activities at a number of other institutions in Norway, as one would expect. Again, the extent of these activities cannot be discerned from the self-assessment, but one would expect it to be fairly substantial for a faculty of this size and standing.

¹¹ Research cooperation and collaboration are discussed in section 3.2.

3.1.3 Financial conditions for research and education

The faculty has significant basic funding that is complemented by external funding from various sources. The external funding is, according to the faculty in its self-assessment, important in order to pursue research relating to topics involving legal research and society. Almost 50% of the external funding comes from Norwegian public authorities. External funding from the EU and the Research Council of Norway (RCN) are perceived by the faculty to have been difficult to obtain. In the self-assessment and during the interviews, it was stated that legal researchers at Oslo found it difficult to access funding from these actors. It was also felt that funding applications for multi-disciplinary research was deemed to be more likely to be successful. The Committee would like to point out that, based on data obtained from RCN, there is no indication that law as a subject has a lower success rate with regard to funding applications submitted to RCN compared with other social science disciplines. Furthermore, data shows that UiO in particular has been successful in attracting funding from RCN and has received a much larger share of RCN funding than other JUREVAL institutions.

The size and importance of external funding (research grants and assignments for public authorities) of research and education were explained in the self-assessment and were also presented to some extent during the interviews. The researchers at the faculty are active in and contribute to research in national as well as international research programmes. Under the auspices of the Research Council of Norway, PluriCourts – Centre for the Study of the Legitimate Roles of the Judiciary in the Global Order can be highlighted. ERC Starting and Advanced Grants, funded by the European Union, have been received for other projects: Digital DNA, Beyond, Crimmigation and MultiRights. According to the self-assessment, external funding from the European Union in 2020 amounted to just 1% of external funding while other international funders contributed 4.5% of the total of external funding. These numbers have not changed much since 2015. Almost 50% of the external research funding comes from public authorities (such as the ministries) and 36% from RCN. Private external funding has increased in recent years and amounts to 8% of external funding. In total, 29% of the faculty's research funding comes from external sources.

It is not clear from the evaluation documentation whether the faculty considers the balance between basic university funding and external funding suitable. As we understand from the interviews, the faculty strives for more external funding, although it is not clear how this is to be achieved and utilised.

In the documentation, the faculty presented no coherent strategy for how to achieve more funding in general. Indeed, there is no discernible strategy for attracting external funding or for whether private or public actors should be targeted more (or less). The self-assessment shows that external private funding is 10% of the amount received from external public funding. External research funding from abroad only amounts to 5.5% of external funding. Given the international importance and goals set by the faculty, it would be beneficial to actively create and design a strategy for the researchers, the departments and the research groups to be more involved and successful in international funding applications.

3.2 Research production and quality

Development of objectives and priorities over the past 10 years

Research

According to the self-assessment, the Faculty of Law aims 'to be the leading research environment in Norway and one of the top law faculties in the Nordic countries'. Based on our assessment, the faculty has achieved this aim during the evaluation period. The Committee has read the submitted material with great interest and notices the broad fields of law that the faculty's research addresses. The faculty is strong in the classical core disciplines of legal research, and covers most of these areas in a balanced way. The number of publications is the best in the country, and the work of striving to become more international has been fruitful. This is also shown in the statistics relating to publications done in collaboration with international publishers and journals, where UiO's Faculty of Law is significantly stronger than the other Norwegian institutions. The Committee concludes, based on the materials and statistics presented to it, that the faculty also has the most international research environment of all the institutions presented in the evaluation. The Committee considers this a good achievement and encourages the faculty to continue in this direction. It would also be helpful for the faculty to pursue a more strategic approach to international collaboration at institutional level so that future development of the faculty's international profile and strategies is not guided by individual researchers' networks alone.

The Committee also notes that there are research fields that look very promising for the future. The faculty has great potential in multidisciplinary research and collaboration with actors beyond the Faculty of Law and even beyond academia. This is shown in the growing fields of data protection law and digitalisation, and in recent developments in public international law and human rights. Here, the Committee notes with great satisfaction the commitment to study how law is communicated and interacts at different levels (local, national, regional and global). This is also something that could be raised and elaborated in all fields of law, given the development of contemporary society and globalisation more generally.

Accordingly, the Committee is of the opinion that the faculty is on track to maintain this position in the future. However, some issues may require greater attention.

Sole reliance on individual initiatives

The self-assessment emphasises that 'freedom and each researcher's right to choose their research topic is our guiding principle' with regard to research, and this certainly was confirmed emphatically in the interviews. Thus, the faculty's strategy regarding research is in fact to not have a strategy, apart from vigorously supporting research initiatives by individuals or groups. While it cannot be denied that for the period examined this approach was successful, it carries with it the risks already pointed out, namely the over-reliance on certain individuals, that some 'less attractive' areas remain under-researched, and that some individuals may simply choose not to be (very) active in research activities whatsoever. The faculty is undoubtedly aware of who these individuals are and will continue to monitor research activities in this light.

Research structure

As already mentioned, there was some criticism of the 'complex' structure of the faculty in the 2009 report. Despite this express concern, it does not seem to have been addressed by the faculty until a group was appointed in 2019 (a full 10 years after the report) to re-evaluate the organisation of the faculty, and a further group appointed in 2020 to look specifically at the organisation of the research undertaken at the faculty. This, together with the statements we collected in the interviews, seems

to indicate a certain reluctance to change what might be perceived as a 'winning team' situation because the research output is quite satisfactory. Nevertheless, there was universal recognition by interviewees that the structure and nomenclature are indeed difficult to understand, and some members of the academic staff expressed concerns regarding inter-departmental collaboration and even a perceived tendency to avoid such collaboration. Thus, measures should be considered in a timely fashion to address such concerns and to encourage greater interaction between departments. Moreover, there is an obvious imbalance between the nominally equal departments in terms of size. Much could be gained if the organisational structure went beyond conventional divisions and dichotomies such as private versus public law. As pointed out in the self-assessment, many legal questions and regulatory schemes in contemporary society need legal analysis that transcends these old concepts and divisions.

It may well be that this is possible, or even necessary, to address any issues within the current departmental structure. However, with regard to the research groups, their locations and their collaboration with other departments, there is scope for creating a more cohesive and accessible structure on this level at least. For example, it might be more fruitful to consider ranking cross-disciplinary centres just below faculty level in accordance with consistent internal guidelines/regulations. This would also allow the faculty to more clearly prioritise and express its goals and visions in practice.¹²

The administrative and financial support given to research groups and their initiatives is impressive, but the faculty might nevertheless want to consider closer monitoring of the efficacy and output of research groups. It is inevitable in an academic environment that research interests change and academic staff either retire or move on, thus rendering robust reviews and mechanisms to disband certain research groups a necessity.

3.2.2 Internationalisation and interdisciplinarity

As for research generally, the approach of the faculty to international collaboration and interdisciplinarity is to rely on individual researchers/groups and their initiatives. Thus, the same concerns arise here since, apart from substantial support, there appears to be no centrally expressed strategy in this regard at faculty level.

While UiO, and thus the faculty, joined the Guild of European Research-Intensive Universities in 2016, the Guild, much like its sister organisation the League of European Research Universities (LERU), does not aim to facilitate research cooperation between law faculties directly. Indeed, no further initiatives seem to have arisen from it. The same currently appears to apply to the recently concluded MoU with the Peking University Law School.

Thus, while the faculty has entered into an impressive array of national research partnerships, no such equivalents seem to exist at international level. This undoubtedly is the result of the faculty's approach of relying on individual rather than institutional initiatives, which of course in many cases has generated impressive results. However, as the MoU with Peking has shown, the faculty apparently considers institutionalised support of research within cooperation frameworks. It is therefore to be expected that other such opportunities will be sought and adopted as part of the faculty's agenda to be an internationally leading research institution. However, the faculty and its

¹² See for example the Faculty of Law in Copenhagen and its centres: https://jura.ku.dk/english/centres_service_units/.

partners would benefit from rendering the form and structure of these partnerships more visible, and from clarifying the purpose of these partnerships and what benefit is to be derived from them.

3.2.3 Future areas of strength and priorities

The faculty states that it will closely follow and align with the Strategy 2030 developed by the University of Oslo. The faculty also maintains that it will continue working in the same direction as it has done until now. It identifies the need to ‘maintain and strengthen research in traditional legal subjects’ (without defining exactly what these, and their boundaries, are) and to ‘develop new research subjects in cooperation with other disciplines in light of societal developments’. The faculty identifies three new areas to develop: 1) climate and energy law, 2) legal technology, and 3) data protection. These areas will be developed together with other disciplines at the University of Oslo.

Strengthening teaching, achieving more external funding, and conducting national and international legal research that addresses future societal developments are aspects that have been, and will continue to be, critical for the faculty. They were stressed during the interviews, and are mentioned in the self-assessment. However, no strategy for how to achieve them was provided, and the approach appears to be one of ‘strength in breadth’. The Committee is of the opinion that the broad commitment to legal research expressed by the faculty and its members is laudable in principle, but it is unclear how it is to be achieved. The faculty would benefit from approaching its goals in a more structured way and from showing more clearly whether there are any areas that are prioritised. The current approach almost appears to be to leave everything to individual initiatives rather than to have a core strategy.

3.2.4 Recruitment and PhD programmes

The 2009 evaluation underlined the importance of controlling the research organisation. The Faculty of Law explains in its self-assessment form that it made it a priority to follow up the research groups in line with the recommendations expressed in 2009. New research groups are regularly formed and supported financially and administratively. The organisation of the faculty is currently being analysed by a group appointed by the faculty board.

The number of academic staff has increased in recent decades, and currently comprises 90 ‘person years’ (the equivalent of full-time equivalents (FTEs)). The number of staff members is higher (it is not clear from the documents whether ‘person years’ previously denoted fewer staff members than is the case today). The faculty stresses that this resulted from a strategic priority to channel funds toward recruiting academic staff. During the interviews it also became clear that there are difficulties competing with the private sector, especially in different areas of private law, so that – like many other institutions nationally and internationally – the faculty finds it difficult to recruit professors in private law. It was also explained to the Committee that the responsibilities and workloads of individuals are extensive in other fields, too, since the faculty and its researchers feel – rightly so – that they have a heavy national responsibility. This means that they will even engage in public enquiries and public outreach activities, leading to an increased workload for academic on top of their university duties. These concerns were raised in interviews.

The Committee agrees with this assessment. Teaching and research in legal disciplines such as administrative and private law are not the only work duties undertaken by staff. Societal interaction, rooted in societal responsibility and inherent in the disciplines, is indeed both important and good,

but can also prove to be a heavier burden for some than for others.¹³ Not all the tasks involving service to society are organised as secondary employment, and participation in governmental committees, legislative work and other tasks must therefore often be performed during normal working hours. This may leave less time for research.

The faculty's recruitment strategy is governed by six criteria formulated by the faculty in 2016. It is wise to have such a strategy, and it stresses the importance for personnel to attract external funding, to collaborate across research groups, and to conduct research in "legal science"¹⁴ widely defined (including multi-disciplinary work). These criteria match the aim of being the biggest and strongest law faculty in Norway, but are not always easy to combine with the task of being a broad teaching institution covering research in all fields of national law at the highest level. The criteria for the recruitment strategy focus on the individual researcher, not on the structure of the faculty nor on the balance between the different fields of law.

The strategy for 2020–2030 is still under development as part of UiO's Strategy 2030. The faculty concludes that its own strategy will continue along the same lines as it has done for the past decade. This was also explained to the Committee during the interviews.

The faculty has a strong PhD programme. One of the programme's six semesters is reserved for courses that can be studied at the faculty, nationally and/or internationally. These courses should enable PhD students to understand, reflect, and develop their projects in relation to theory, method and substance. The PhD students belong to one of the faculty's five departments and to (at least) one research group, and should have two supervisors. All doctoral students are encouraged to study abroad and can apply for travel costs. However, the faculty does not provide funding to cover the costs for accompanying family members, meaning that such students will have to travel without their families or seek funding for their families elsewhere, which may prove difficult for some.

A large number of PhD theses have been successfully defended over the past decade (2010–2019). During the same period (according to the self-assessment form), 185 PhD candidates completed their degrees or ended their projects. In total there were 244 candidates, 19 of whom did not complete their thesis, and 59 of whom are still active as PhD candidates. The great majority (104 persons) continue in academia. However, no analysis was presented of how the faculty perceives and interprets the statistics or of the potential impact on research quality or recruitment strategies.

The Committee finds the situation for young PhD students to be important, given UiO's ambitious research goals. There is a lot of support for the doctoral students, and a structure that is reasonable for achieving good results. Early career researchers who defend their doctoral thesis within 36 months are eligible for six months' additional salary for research activities. The Committee appreciates this support for early career researchers and welcomes the idea of giving young academics a period that can be used to write an article, apply for funding, etc. The faculty does not explain how successful this scheme has been, but the Committee considers the measure as important. Despite this initiative, the faculty has chosen not to facilitate special arrangements or initiatives for early career researchers after that period. They are included in the research community like everyone else, and therefore receive no special support at the beginning of their academic career.

¹³ See section 3.4.

¹⁴ A term used in the UiO self-assessment.

3.3 Relevance to education

3.3.1 Research-based teaching

According to the self-assessment, and as confirmed by the interviews, there is a 'continuous discussion about what to teach' at the faculty. However, as already mentioned, and as confirmed by the self-assessment and the interviews, tension remains between providing the teaching needed for the continuity and development of Norway's legal profession and public sector on the one hand and internationally relevant research on the other, despite the significant staff increase during the evaluation period. In the self-assessment it was also stated that in order to ensure that teaching in the master's degree programme is provided by faculty staff rather than by external teaching resources, "the Board decided in 2016 that the Faculty shall have five full-time lecturers at all times. This has strengthened the Faculty's capacity for research-based teaching significantly". One would indeed have expected a faculty of this size to have at least that number. Nevertheless, this is a laudable approach, and one that is likely to increase research capacity at the faculty overall and, consequently, its research-based teaching resources. From what we have seen, teaching needs were indeed addressed during the evaluation period, at least in part by strategic recruitment, and particularly more recently in various fields of public law. However, ensuring that all fundamental areas, particularly in private law, are fully covered will continue to require monitoring and swift action when needed. It might also be worth considering joint appointments and cooperation with other institutions beyond Rettstrans (the initiative of the Universities of Bergen, Oslo and Tromsø for a thematic research programme called *Rettens transformasjoner* for teaching certain subject areas where demand exceeds capacity. One good example of this is the joint appointment of a post-doc by the Universities of Oslo and Bergen for the plain language project.

3.3.2 Future challenges

The faculty has shown considerable strength in responding to the challenges of teaching and delivering education in the 21st century. According to the self-assessment, the faculty introduced digital exams at an early stage and 'pursues an ambitious digital strategy on how to adopt best practices in physical and digital teaching in a complementary manner', although this was not referred to/explained in other parts of the documents. However, these initiatives undoubtedly enabled the faculty to swiftly adapt to the new situation brought about by the Covid-19 pandemic and the need for proper provision of online teaching – unlike many other institutions globally. The challenge for the future of course is to strike the right balance between online and in-person teaching.

Two particularly impressive initiatives being undertaken at the faculty are the Plain Language Project and the Centre on Experimental Learning (CELL), of which the Plain Language Project is one of the key pillars.

The former was established in 2016 and is in line with, and indeed linked to, international initiatives in this field. It has enabled several developments and initiatives, contributing to, among other things, courses in advanced legal writing and methodology and to providing a comprehensive approach to legal language, legal writing and legal methodology. CELL was established in 2018 and has played a significant part in establishing the faculty's leading role in legal education in a digital age throughout Norway.

The faculty also runs, with the help of students, a successful clinic for legal writing, contributing to this essential skill in legal education that is often neglected in teaching based on the expectation that students will pick this up for themselves.

In addition, the LovLab provides participating students with an invaluable experience of actually creating rather than merely applying or criticising existing laws.

Another interesting initiative is the six-week internship (referred to as 'legal practice' in the self-assessment) in which 60 students per year can participate as part of their studies. Connecting legal study with practice in this way is undoubtedly of great value, and (as the self-assessment also points out) allows students to build a network that can be useful for their further studies and/or career. However, consideration should be given to whether a 3,000-word assessment report is an appropriate way in which to grade the students, and to whether it is fair to those who did not or could not undertake the internships. Another very useful initiative is the integration of the oral '*prosedyreøvelser*', which according to the self-assessment have been introduced for second- and third-year students, although it is not clear whether they are compulsory. In any event, it certainly is a welcome opportunity for students to develop their oral presentation skills, since in many areas such skills are essential for their post-university careers. The newly established courses in advanced writing and legal methodology undoubtedly will teach the students valuable skills in written work. The 60-credit thesis option will accommodate those who have an interest in doing research and undertaking a proper legal writing project, while also allowing the faculty to 'spot talent' and encourage those suitable to pursue further studies/a research degree.

It was also pleasing to see students involved in many matters relating to education, including the Education Council (PMR) as well as CELL. Also, as is customary and successful at many other institutions, senior students are engaging in teaching activities and the law clinic.

3.4 Societal relevance

3.4.1 Outward-oriented activities

The faculty's researchers are very active in media (as mentioned above) but also in other fora of great societal relevance. As described in the self-assessment, the faculty and its researchers provide expertise to constitutional and political actors, and this commitment is crucial to the public work, such as preparing official Norwegian reports (NOU). They contribute nationally and internationally to expert missions and collaborative research projects. The outward-oriented activities vary in nature, and are also directed at actors beyond public administration. Legal professionals, students, companies and the general public are just a few examples.

In its self-assessment, the Faculty of Law has presented 10 societal impact cases. These are well chosen and cover the fields of the five departments.

The societal relevance of law to public and private legal contexts is rightly identified as extremely important. We can see that the academic staff are strongly committed and engaged in all sorts of outward-oriented activities. This is also demonstrated in the impact cases the faculty has chosen. Many of the academic staff also hold board positions and other types of appointments in private organisations and businesses.

The researchers' outward-oriented activities are very visible in the public and private sectors, media, public commissions, committees and boards. Researchers are also active in Norwegian, Nordic or internationally oriented organisations (United Nations, NGOs) at very high levels.

That said, the faculty as an institution has not structured its commitment to outward-oriented activities as much as its staff, and relies on individuals and their initiatives. The Committee notes with satisfaction that there is good administrative support for the researchers engaging in outreach activities. However, a faculty strategy or a programme involving the whole faculty and reaching beyond individual researchers could prove favourable. This would also be a great asset in developing applications for external funding.

3.4.2 Contribution to the achievement of societal goals

In this section the Committee is asked to reflect upon the extent to which the faculty aligns its research and other activities with the wishes of the government and the UN Sustainable Development Goals, and on whether it contributes to other ministries and/or local government.

Legal research is to some extent steered by the Ministry of Justice and Public Security, since this ministry has developed a priority list covering four main fields towards which the faculty is encouraged to direct its research activities. These fields are: 1) public security and emergency preparedness, 2) immigration, 3) penalty, criminal proceedings and crime prevention (*straffesakskjeden*) and 4) regulations and legal research. These fields are all covered by the Faculty of Law.

There is also a considerable contribution to other ministries as well as to central and local government. Almost all of the impact cases are proof of that, as they involve a lot of outreach communication. In addition to its contributions to the development of Supreme Court case law, several of the faculty's staff members have acted as Supreme Court justices. Staff members with competence in private law are often sought after as private arbitration judges in Norway. Some staff members also hold similar positions abroad. For example, some are currently appointed as ad hoc judges in the EFTA Court, and some serve as arbitrators at the Permanent Court of Arbitration.

The research conducted by the faculty's research centres also contributes to societal goals. Examples include, but are not limited to, research conducted by PluriCourts – Centre for the Study of the Legitimate Roles of the Judiciary in the Global Order (2013–2023), the Centre on Experiential Learning (CELL), established in 2018 to extend practice-based legal education in a digital age throughout Norway, and the Jussbuss project, which serves as a free legal aid clinic run exclusively by students under the supervision of the faculty.

The UN Sustainable Development Goals are also integral to the faculty's research. Environmental law, energy law, human rights, etc. are by their very nature encompassed by these goals, even though this could be made more visible and referred to more clearly.

The Committee notes that the faculty does not provide any express funding for impact support. The issue is not addressed in the self-assessment documentation. During the interview it was said that the faculty prefers that researchers contribute voluntarily and that funding or money should not be the incentive. Impact funding, however, is intended to facilitate research dissemination and contribute to society. The more international and multidisciplinary the research is, the more it is expected to have plans and structures for outreach activities, collaboration outside academia, etc. Support and showing good examples in order to facilitate dissemination could be helpful to have in an overall strategy linked to the ambitious goals set by UiO.

The faculty has a very strong culture of communication with the outside world. The Committee was pleased to learn about the extent to which its researchers are present in media: 3,600 mentions in media during 2018–2021. To maintain a lasting impact however, a strategy beyond the individual researcher is needed. There is a small fund to pay for open access, explained to the Committee in the interview. Even though the faculty has its own open access journal, this is a field where the faculty might like to explore more possibilities. Another issue to consider is how the faculty sees the balance between research excellence (scientific impact), research-based teaching and societal impact. Given the ambitious goal of developing new research frontiers, these three dimensions need to be taken into consideration. Areas such as digitalisation and sustainability will need more research collaboration across disciplines, more collaboration in the form of outreach activities, and probably a structure that is less dependent on individual researchers.

The Committee appreciates that societal interaction in research is not easy to document and assess. It occurs via many communication channels and is not limited to the written communication of researchers with external audiences. However, the current development in academic funding generally places increasing emphasis on such ability to document positive societal impact, and the Committee therefore recommends that the faculty initiate a method or strategic plan for how to reach a wider audience and to measure positive societal impact. Such a method or strategic plan can address issues such as: a) explanations of the process or means through which the research led to, underpinned or made a contribution to the impact; b) how it was disseminated; c) information about the beneficiaries; d) information about the nature of the impact; and e) evidence or indicators of the extent of the impact described.

4 The Committee's overall conclusion and recommendations

The Committee first wishes to state that it has no doubt that the Faculty of Law at UiO is Norway's leading law faculty in terms of teaching and research, and that it is on track to maintain this position, as there are no overt signs of complacency. However, in some areas there is nevertheless room for improvement, and the faculty could leverage its considerable strengths to develop an even stronger national and particularly international presence.

The administrative structure of the faculty is overly complex and in some parts even appears illogical. Undoubtedly this is due to historical developments and organic growth, but clearer and more accessible structures would not only would bring internal benefits (and a clearer sense of belonging among individuals within these structures) but would also enhance its presentation to the outside world and likely support the faculty's aim of greater international impact and recognition.

- The faculty should reconsider its administrative structure, and in particular make it more accessible to outsiders. This would support the faculty's aim of greater international impact and recognition.

The faculty is overly reliant on individual initiatives and seems to lack any overall strategic or coherent plan for research. Consequently, the faculty has no strategy for organising research in such a way that both new and old (i.e., traditional and emerging areas) are catered for in a systematic and comprehensive manner. It is insufficient to leave everything to individual initiatives if, as part of its national responsibility, the aim is to provide research and contributions to societal advancement across all fields, and particularly within the core legal disciplines which may have to be incentivised centrally. On the whole, the faculty ought to commit to a process of developing a central strategy for organising research beyond individual initiatives and as a result develop a research strategy with clear priorities for certain areas and certain periods. Crucially, this must take place without stifling individual activities outside of that immediate strategy.

- The faculty should consider adopting a more concrete research strategy rather than rely almost exclusively on individual initiatives. While of course it is crucial not to stifle such individual initiatives, structures and incentives could be put in place to pursue a more targeted strategy in line with UiO's strategy and with the strategic priorities chosen by the faculty.

While there is some support for early career researchers, there is a surprising lack of support during the early stages of their careers (when they are also most likely to start families and thus have significant personal commitments as well). The faculty ought to think about better support for early career researchers, including a reduction in the teaching load so that they can build a stronger research portfolio. Moreover, a formal mentoring system whereby senior colleagues advise early career researchers on all aspects of their career/career building would provide additional support in the early stages of their career.

- The faculty may want to consider how it can better support early career researchers, including allowing them a lighter teaching load for a period to enable them to build their national and international research profiles. The faculty may also want to consider creating a formal mentoring system for all early career researchers.

Regarding gender balance, the faculty may want to explore why the number of female students drops from more than two-thirds in the taught courses to roughly half in the PhD programme and to take measures accordingly.

- The faculty should continue to monitor gender balance, and particularly may want to investigate why fewer female students seem to be opting for a PhD/academic career than the number of undergraduates would suggest.

The faculty has shown that it embraces digital teaching technology and has a role in legal education in a digital age throughout Norway. The faculty should try to maintain this strength and explore the possibilities arising from it, while not losing sight of the right balance between online and in-person teaching.

- The faculty should continue to build on its strength in digital teaching technologies and their role in legal education.

The Committee is pleased that the faculty comprehensively engages in outward-oriented activities which seek to increase the quality and relevance of legal research, both nationally and internationally, in order to meet the challenges posed by judicialisation and internationalisation. The Committee also enjoyed reading the case studies presented by the faculty and is impressed by the way in which the faculty's activities have contributed to societal goals.

- The faculty should aim to maintain its impressive record of societal engagement.

The Committee also recommends that the faculty discuss the need to develop new research subjects in cooperation with other disciplines in light of societal developments, building on existing collaboration and beyond. This is briefly addressed in the self-assessment report, but the Committee encourages the faculty to make a more specific and detailed plan in this regard.

- The Committee would encourage the faculty to develop an even stronger profile in interdisciplinary research.

Finally, we recommend making the form and structure of the researchers' and the faculty's international collaboration more visible as well as communicating what kind of value they seek from such collaboration. Again, there seems to be no discernible international strategy, and international collaboration appears largely to be reliant on individual initiatives. In light of this, the faculty may want to formulate international strategic goals so as to incentivise particularly desirable institutional collaboration and to support them accordingly.

- The faculty should think about developing a coherent strategy for internationalisation of teaching and research.

The Committee would also recommend that the faculty put in place a more precise and public structure for how the faculty seeks to contribute and commit to societal and community goals and interests. While a lot of impressive work is already being done, a more precise and structured plan instead of ad hoc events would improve the faculty's ability to document positive societal impacts, which would increase visibility not only for presentational purposes but also to support future funding applications.

- The faculty's impressive track record of public engagement could be presented in a more compelling and coherent way, which would increase the faculty's visibility nationally and internationally.

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Appendices

Appendix A: Terms of Reference (ToR)- UiO

Terms of Reference, Evaluation of Legal Research in Norway (JUREVAL)

The board of the Faculty of Law, University of Oslo (UiO), mandates the assessment committee appointed by the Research Council of Norway (RCN) chaired by Professor Henrik Palmer Olsen (Copenhagen University) to assess the Faculty 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 Faculty 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 three aspects below in your assessment:

1. The University of Oslo is organised into eight faculties, each of which is comprised of a diversity of disciplinary perspectives and academic cultures. The UiO Law faculty is one of three faculties in Norway offering a 5-year integrated master's degree based on a broad scoped research portfolio within a variety of law disciplines.
2. We perceive our main responsibility to be to attend to our national responsibility for educating Norwegian legal professionals and researching law in Norwegian society, while strengthening our position as an internationally leading research-intensive faculty of law.
3. We aim to maintain broad expertise in research and teaching across the various fields of law, including traditional fields such as private law and public law, adjacent subjects such as philosophy of law, sociology of law and criminology, and emerging fields such as legal technology.

In addition, we would like your report to provide a qualitative assessment of the Faculty of Law as a whole in relation to its strategic targets. The committee assesses the strategy that Faculty of Law 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

Interviews with representatives from the evaluated units

Interviews with the the Faculty of Law 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 Faculty 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 Faculty of Law and RCN within 15 September 2021. The Faculty of Law 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 of Law and the RCN no later than two weeks after all feedback on inaccuracies are received from the Faculty of Law.

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: <i>Resources, publication and societal interaction of Legal Research in Norway, NIFU Working Paper, 2020:5</i></p> <p>Information from the public register on sideline jobs and owner interests (sidegjøremålsregisteret), https://www.uio.no/om/regelverk/personal/fellesidegjoremal.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><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>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>
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		<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	5.1 <i>Topic 1</i>	
	<ul style="list-style-type: none"> • Sub-topic 1 	local data / local documentation
	<ul style="list-style-type: none"> • Sub-topic 2 	local data / local documentation
	5.2 <i>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). 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). 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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